



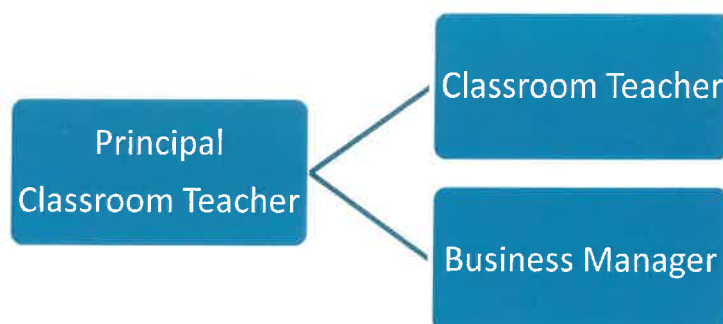
## Standard 1.

### Good leadership and governance in child safe organisations.

#### Background

Myrrhee Primary School is a small rural remote primary school, located 50 km south of Wangaratta.

Our school has the following structure:



**Myrrhee School is committed to the safety and wellbeing of all children and young people.**

As part of Myrrhee School's commitment to implementing the recommendations of the 'Betrayal of Trust' report, our school has developed a raft of policies and procedures. These documents are known as the 'Child Safe Standards' and are a compulsory minimum in order to ensure our staff and community are well prepared to protect children from abuse and neglect.

#### Responsible Person Overseeing Child Safe Policy and Procedures

Myrrhee School takes child safety seriously. As a consequence the Staff will be the persons responsible for ensuring the 7 standards are met, delivered, actioned and reviewed each year. This means all staff will take on the role of: **Child Safety Officer**. They will work together to ensure our school staff and community understand their obligations to 'Child Safety'.

Our school has the following 'Child Safe' documents and processes. These are signed off by the school council body and are declared in front of a **Justice of the Peace**. These documents are reviewed annually and reviewed after any significant incidents. Myrrhee School has complied with these standards since the 1<sup>st</sup> of August 2016.

#### Standard 1.

Strategies to embed an organisational culture of child safety, including through effective leadership arrangements.

#### Standard 2.

A child safe policy or statement of commitment to child safety.

#### Standard 3.

A code of conduct that establishes clear expectations for appropriate behaviour with children.

**Standard 4.**

Screening, supervision, training and other human resources practices that reduce the risk of child abuse by new and existing personnel.

**Standard 5.**

Processes for responding to and reporting suspected child abuse.


**Standard 6.**

Strategies to identify and reduce or remove risks of child abuse.

**Standard 7.**

Strategies to promote the participation and empowerment of children.

Ministerial Order No. 870, which operationalises the Child Safe Standards in all Victorian schools, comes into operation on 1 August 2016. See: Ministerial Order 870

Date Implemented	7 <sup>th</sup> November 2018
Author	Ash Graham
Approval Authority (Signature and Date)	
Date Reviewed	7 <sup>th</sup> October 2019
Person Responsible for Review	Principal
Review Date	November 2020



## Myrrhee Primary School

### Privacy Policy

#### Background

All staff of Myrrhee Primary School are required by law to protect the personal and health information the School collects and holds.

The Victorian privacy laws, the Information Privacy Act 2000 and Health Records Act 2001, provide for the protection of personal and health information.

The privacy laws do not replace any existing obligations Myrrhee Primary School has under other laws. Essentially this policy will apply when other laws do not regulate the use of personal information.

#### Definitions

**Personal** information means information or opinion that is recorded in any form and whether true or not, about an individual whose identity is apparent, or can be reasonably determined from the information or opinion. For example this includes all paper and electronic records, photographs and video recordings.

**Health** information is defined as including information or opinion about a person's physical, mental or psychological health, or disability, which is also classified as personal information. This includes information or opinion about a person's health status and medical history, whether recorded or not.

**Sensitive** information is defined as information relating to a person's racial or ethnic origin, political opinions, religion, trade union, or other professional, or trade association membership, sexual preferences, or criminal record that is also classified as personal information about an individual.

In this policy personal information refers to personal information, health information and sensitive information unless otherwise specified.

**Parent** in this policy in relation to a child, includes step parent, an adoptive parent, a foster parent, guardian, or a person who has custody or daily care and control of the child.

**Staff** in this policy is defined as someone who carries out a duty on behalf of the School, paid or unpaid, or who is contracted to, or directly employed by the School or the Department of Education and Childhood Development (DEECD). Information provided to a School through job applications is also considered staff information.

#### Policy Context

Personal Information is collected and used by Myrrhee Primary School to:

- provide services or to carry out the School statutory functions,
- assist the School services and its staff to fulfil its duty of care to students,
- plan, resource, monitor and evaluate School services and functions, comply with DEECD reporting requirements,
- comply with statutory and or other legal obligations in respect of staff,
- investigate incidents or defend any legal claims against the School, its services or its staff, and
- comply with laws that impose specific obligations regarding the handling of personal information.

#### Collection of Personal Information

The School collects and holds personal information about students, parents and staff.

Use and disclosure of the personal information provided

#### Students and Parents:

The purposes for which the School uses personal information of students and parents include:



- keeping parents informed about matters related to their child's schooling,
- looking after students' educational, social and health needs,
- celebrating the efforts and achievements of students,
- day-to-day administration,
- satisfying the School's legal obligations, and
- allowing the School to discharge its duty of care.

## Staff

The purposes for which the School uses personal information of job applicants, staff members and contractors include:

- assessing the suitability for employment,
- administering the individual's employment or contract,
- for insurance purposes, such as public liability or WorkCover,
- satisfying the School's legal requirements, and
- investigating incidents or defending legal claims about the School, its services or staff.

The School will use and disclose personal information about a student, parent and staff when:

- it is required for general administration duties and statutory functions,
- it relates to the purposes for which it was collected, and
- for a purpose that is directly related to the reason the information was collected and the use would be reasonably expected by the individual and there is no reason to believe they would object to the disclosure.

The School can disclose personal information for another purpose when:

- the person consents, or
- it is necessary to lessen or prevent a serious or imminent threat to life, health or safety or
- is required by law or for law enforcement purposes.

Where consent for the use and disclosure of personal information is required, the school will seek consent from the appropriate person. In the case of a student's personal information, the school will seek the consent from the student and/ or parent depending on the circumstances and the student's mental ability and maturity to understand the consequences of the proposed use and disclosure.

The Myrrhee Primary School will generally seek the consent of the student's parents and will treat consent given by the parent as consent given on behalf of the student.

## Accessing personal information

A parent, student or staff member may seek access to their personal information, provided by them, that is held by the School.

Access to other information may be restricted according to the requirements of laws that cover the management of school records. These include the Public Records Act and the Freedom of Information Act.

## Updating personal information

The School aims to keep personal information it holds accurate, complete and up-to-date. A person may update their personal information by contacting the (School Bursar or School Secretary)



## Security

12.1 School staff and students have use of information communication technologies (ICT) provided by the School. This use is directed by:

- DEECD's Acceptable Use policy for Internet, email, and other electronic communications.
- DEECD's IT Security Policy
- The Principal and staff of Myrrhee Primary School

## Web Sites

Information Collected:

Myrrhee Primary School web and web server makes a record: (and logs the following information for statistical purposes:


- the Internet Protocol (IP) address of the machine from connecting to the website

Software packages used by student

Time and duration of tasks

## Complaints under Privacy

Should the school receive a complaint about personal information privacy this will be investigated in accordance with DEECD' Privacy Complaints Handling Policy.

<b>Date Implemented</b>	<b>7<sup>th</sup> November 2018</b>
<b>Author</b>	<b>Ash Graham</b>
<b>Approval Authority (Signature and Date)</b>	
<b>Date Reviewed</b>	<b>7<sup>th</sup> October 2019</b>
<b>Person Responsible for Review</b>	<b>Principal</b>
<b>Review Date</b>	<b>November 2020</b>



## Standard 2

### Statement of commitment to child safety

Myrrhee School is committed to safety and wellbeing of all children and young people. This will be the primary focus of our care and decision-making.


### Myrrhee School has zero tolerance for child abuse.

Myrrhee School is committed to providing a child safe environment where children and young people are safe and feel safe, and their voices are heard about decisions that affect their lives. Particular attention will be paid to the cultural safety of Aboriginal children and children from culturally and/or linguistically diverse backgrounds, as well as the safety of children with a disability.

Every person involved at Myrrhee School has a responsibility to understand the important and specific role they play individually and collectively to ensure that the wellbeing and safety of all children and young people is at the forefront of all they do and every decision they make.

In its planning, decision-making and operations Myrrhee School will:

1. Take a preventative, proactive and participatory approach to child safety;
2. Value and empower children to participate in decisions which affect their lives;
3. Foster a culture of openness that supports all persons to safely disclose risks of harm to children
4. Respect diversity in cultures and child rearing practices while keeping child safety paramount;
5. Provide written guidance on appropriate conduct and behaviour towards children;
6. Engage only the most suitable people to work with children and have high quality staff and volunteer supervision and professional development;
7. Ensure children know who to talk with if they are worried or are feeling unsafe, and that they are comfortable and encouraged to raise such issues;
8. Report suspected abuse, neglect or mistreatment promptly to the appropriate authorities;
9. Share information appropriately and lawfully with other organisations where the safety and wellbeing of children is at risk; and
10. Value the input of and communicate regularly with families and carers."

Date Implemented	7 <sup>th</sup> November 2018
Author	Ash Graham
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## Standard 3 Code of Conduct

November 2018

**Myrrhee Primary School** is committed to the safety and wellbeing of children and young people. Our school community recognises the importance of, and a responsibility for, ensuring our school is a safe, supportive and enriching environment which respects and fosters the dignity and self-esteem of children and young people, and enables them to thrive in their learning and development.

This Code of Conduct aims to protect children and reduce any opportunities for child abuse or harm to occur. It also assists in understanding how to avoid or better manage risky behaviours and situations. It is intended to complement child protection legislation, Department policy, school policies and procedures and professional standards, codes or ethics as these apply to staff and other personnel.

The Principal and teachers of **Myrrhee Primary School** will support implementation and monitoring of the Code of Conduct, and will plan, implement and monitor arrangements to provide inclusive, safe and orderly schools and other learning environments. The Principal and teachers of **Myrrhee Primary School** will also provide information and support to enable the Code of Conduct to operate effectively.

All staff, contractors, volunteers and any other member of the school community involved in child-related work are required to comply with the Code of Conduct by observing expectations for appropriate behaviour below. The Code of Conduct applies in all school situations, including school camps and in the use of digital technology and social media.

### Acceptable behaviours

As staff, volunteers, contractors, and any other member of the school community involved in child-related work individually, we are responsible for supporting and promoting the safety of children by:

- upholding the school's statement of commitment to child safety at all times and adhering to the school's child safe policy when the school has a policy in place.
- treating students and families in the school community with respect both within the school environment and outside the school environment as part of normal social and community activities. [SEP]
- listening and responding to the views and concerns of students, particularly if they are telling you that they or another child has been abused or that they are worried about their safety/the safety of another child. [SEP]
- promoting the cultural safety, participation and empowerment of Aboriginal and Torres Strait Islander students. [SEP]
- promoting the cultural safety, participation and empowerment of students with culturally and/or



linguistically diverse backgrounds. [SEP]

- promoting the safety, participation and empowerment of students with a disability. [SEP]
- reporting any allegations of child abuse or other child safety concerns to the school's principal.
- understanding and complying with all reporting or disclosure obligations (including [SEP] mandatory reporting) as they relate to protecting children from harm or abuse. [SEP]

**If child abuse is suspected, ensuring as quickly as possible that the student(s) are safe and protected from harm.**

## Unacceptable behaviours

**As staff, volunteers, contractors, and any other member of the school community involved in child-related work we must not:**

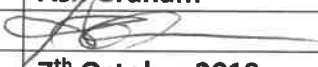
- \*Ignore or disregard any concerns, suspicions or disclosures of child abuse.
- \*Develop a relationship with any student that could be seen as favouritism or amount to 'grooming' behaviour (for example, offering gifts).
- \*Exhibit behaviours or engage in activities with students which may be interpreted as abusive and not justified by the educational, therapeutic, or service delivery context.
- \*Ignore behaviours by other adults towards students when they appear to be overly familiar or inappropriate.
- \*Discuss content of an intimate nature or use sexual innuendo with students, except where it occurs relevantly in the context of parental guidance, delivering the education curriculum or a therapeutic setting.
- \*Treat a child unfavourably because of their disability, age, gender, race, culture, vulnerability, sexuality or ethnicity.
- \*Communicate directly with a student through personal or private contact channels (including by social media, email, instant messaging, texting etc) except where that communication is reasonable in all the circumstances, related to school work or extra-curricular activities or where there is a safety concern or other urgent matter.
- \*Photograph or video a child in a school environment except in accordance with school policy or where required for duty of care purposes<sup>1</sup>
- \*In the school environment or at other school events where students are present, consume alcohol contrary to school policy<sup>2</sup> or take illicit drugs under any circumstances.





This Code of Conduct was endorsed/approved by the Myrrhee Primary School on 7<sup>th</sup> November 2018 for review if legislative or other changes require in the interim or no later than November 2021

<sup>1</sup> SPAG: <http://www.education.vic.gov.au/school/principals/spag/safety/pages/photoandfilm.aspx> . The policy says the school should get consent before taking and publishing photos of a student. This applies every time a photo is taken. The same policy applies for excursions and school activities. <sup>2</sup> SPAG: <http://www.education.vic.gov.au/school/principals/spag/safety/pages/alcohol.aspx>. The policy says the school must obtain school council approval before alcohol can be consumed on school grounds or at a school activity. The policy says staff members should not consume alcohol during camps and excursions. It is silent on whether they can consume alcohol at other school events where students are present, this is a matter that the school needs to decide upon.

Date Implemented	7 <sup>th</sup> November 2018
Author	Ash Graham
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Person Responsible for Review	Principal
Review Date	November 2020

By observing these standards, you acknowledge your responsibility to immediately report any breach of this code of conduct to Myrrhee Primary School's child safety officer (principal). Failure to comply with this code of conduct will be investigated by Myrrhee Primary School Council.

**IF YOU BELIEVE A CHILD IS AT IMMEDIATE RISK OF ABUSE, YOU WILL PHONE 000**

I agree to adhere to this code of conduct (Name- Date- Signature)

Name	Date	Signature
Ash Graham		
Erin Twamley		
Kate Livingstone		
Bridget Graham		
Jacqui Younger		



## Standard 2 Child Safe Policy

### Our commitment to child safety

**Myrrhee School is committed to child safety.**

- We want children to be safe, happy and empowered. We support and respect all children, as well as our staff and volunteers.
- We are committed to the safety, participation and empowerment of all children.
- We have zero tolerance of child abuse, and all allegations and safety concerns will be treated very seriously and consistently with our robust policies and procedures.
- We have legal and moral obligations to contact authorities when we are worried about a child's safety, which we follow rigorously.
- Myrrhee School is committed to preventing child abuse and identifying risks early, and removing and reducing these risks.
- Myrrhee School has robust human resources and recruitment practices for all staff and volunteers.
- Myrrhee School is committed to regularly training and educating our staff and volunteers on child abuse risks.
- We support and respect all children, as well as our staff and volunteers. We are committed to the cultural safety of Aboriginal children, the cultural safety of children from a culturally and/or linguistically diverse backgrounds, and to providing a safe environment for children with a disability.
- We have specific policies, procedures and training in place that support our leadership team, staff and volunteers to achieve these commitments.

**If you believe a child is at immediate risk of abuse phone 000.**

#### Our children

This policy is intended to empower children who are vital and active participants at our school. We involve them when making decisions, especially about matters that directly affect them. We listen to their views and respect what they have to say.

We promote diversity and tolerance in our organisation, and people from all walks of life and cultural backgrounds are welcome. In particular we:

- promote the cultural safety, participation and empowerment of Aboriginal children
- promote the cultural safety, participation and empowerment of children from culturally and/or linguistically diverse backgrounds
- ensure that children with a disability are safe and can participate equally.

#### Our staff and volunteers

- This policy guides our staff and volunteers on how to behave with children in our organisation.



- All of our staff and volunteers must agree to abide by our code of conduct which specifies the standards of conduct required when working with children. All staff and volunteers are given the opportunity to contribute to the development of the code of conduct.

## Training and supervision

- Training and education is important to ensure that everyone in our organisation understands that child safety is everyone's responsibility.
- Our organisational culture aims for all staff and volunteers (in addition to parents/carers and children) to feel confident and comfortable in discussing any allegations of child abuse or child safety concerns. We train our staff and volunteers to identify, assess, and minimise risks of child abuse and to detect potential signs of child abuse.
- We also support our staff and volunteers through ongoing supervision to: develop their skills to protect children from abuse; and promote the cultural safety of Aboriginal children, the cultural safety of children from linguistically and/or diverse backgrounds, and the safety of children with a disability.
- New employees and volunteers will be supervised regularly to ensure they understand our school's commitment to child safety and that everyone has a role to play in protecting children from abuse, as well as checking that their behaviour towards children is safe and appropriate (please refer to our school's code of conduct to understand appropriate behaviour further). Any inappropriate behaviour will be reported through appropriate channels, including the Department of Health and Human Services and Victoria Police, depending on the severity and urgency of the matter.

## Recruitment

- We take all reasonable steps to employ skilled people to work with children. We develop selection criteria and advertisements which clearly demonstrate our commitment to child safety and an awareness of our social and legislative responsibilities. Our organisation understands that when recruiting staff and volunteers we have ethical as well as legislative obligations.
- We actively encourage applications from Aboriginal peoples, people from culturally and/or linguistically diverse backgrounds and people with a disability.
- All people engaged in child-related work, including volunteers, are either required to hold a Working with Children Check or hold a current VIT card with current Police Check and to provide evidence of this Check. Please see the [Working with Children Check](http://www.workingwithchildren.vic.gov.au) website <www.workingwithchildren.vic.gov.au> for further information
- We carry out reference checks and police record checks to ensure that we are recruiting the right people. Police record checks are used only for the purposes of recruitment and are discarded after the recruitment process is complete. We do retain our own records (but not the actual criminal record) if an applicant's criminal history affected our decision making process.
- If during the recruitment process a person's records indicate a criminal history then the person will be given the opportunity to provide further information and context.

## Fair procedures for personnel

- The safety and wellbeing of children is our primary concern. We are also fair and just to personnel. The decisions we make when recruiting, assessing incidents, and undertaking disciplinary action will always be thorough, transparent, and based on evidence.
- We record all allegations of abuse and safety concerns using our incident reporting form, including investigation updates. All records are securely stored.
- If an allegation of abuse or a safety concern is raised, we provide updates to children and families on progress and any actions our school undertakes.



## Privacy

- All personal information considered or recorded will respect the privacy of the individuals involved, whether they be staff, volunteers, parents or children, unless there is a risk to someone's safety. We have safeguards and practices in place to ensure any personal information is protected. Everyone is entitled to know how this information is recorded, what will be done with it, and who will have access to it.

## Legislative responsibilities

Myrrhee School takes legal responsibilities seriously, including:

- **Failure to disclose:** Reporting child sexual abuse is a community-wide responsibility. All adults in Victoria who have a reasonable belief that an adult has committed a sexual offence against a child under 16 have an obligation to report that information to the police.<sup>1</sup>
- **Failure to protect:** People of authority in our organisation will commit an offence if they know of a substantial risk of child sexual abuse and have the power or responsibility to reduce or remove the risk, but negligently fail to do so.<sup>2</sup>
- Any personnel who are **mandatory reporters** must comply with their duties.<sup>3</sup>

## Risk management

- In Victoria, organisations are required to protect children when a risk is identified (see information about failure to protect above). In addition to general occupational health and safety risks, we proactively manage risks of abuse to our children.
- We have risk management strategies in place to identify, assess, and take steps to minimise child abuse risks, which include risks posed by physical environments (for example, any doors that can lock), and online environments (for example, no staff or volunteer is to have contact with a child in organisations on social media).

## Regular review

- This policy will be reviewed every two years and following significant incidents if they occur. Where possible we do our best to work with local Aboriginal communities, culturally and/or linguistically diverse communities and people with a disability.

## Allegations, concerns and complaints

- Myrrhee School takes all allegations seriously and has practices in place to investigate thoroughly and quickly. Our staff and volunteers are trained to deal appropriately with allegations.
- We work to ensure all children, families, staff and volunteers know what to do and who to tell if they observe abuse or are a victim, and if they notice inappropriate behaviour.
- We all have a responsibility to report an allegation of abuse if we have a reasonable belief that an incident took place (see information about failure to disclose above).

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<sup>1</sup> A person will not commit this offence if they have a reasonable excuse for not disclosing the information, including a fear for their safety or where the information has already been disclosed.

Further information about the failure to disclose offence is available on the [Department of Justice and Regulation website](http://www.justice.vic.gov.au/home/safer+communities/protecting+children+and+families/failure+to+disclose+offence) <[www.justice.vic.gov.au/home/safer+communities/protecting+children+and+families/failure+to+disclose+offence](http://www.justice.vic.gov.au/home/safer+communities/protecting+children+and+families/failure+to+disclose+offence)>.

<sup>2</sup> Further information about the failure to protect offence is available on the [Department of Justice and Regulation website](http://www.justice.vic.gov.au/home/safer+communities/protecting+children+and+families/failure+to+protect+offence) <[www.justice.vic.gov.au/home/safer+communities/protecting+children+and+families/failure+to+protect+offence](http://www.justice.vic.gov.au/home/safer+communities/protecting+children+and+families/failure+to+protect+offence)>.

<sup>3</sup> Mandatory reporters (doctors, nurses, midwives, teachers (including early childhood teachers), principals and police) must report to child protection if they believe on reasonable grounds that a child is in need of protection from physical injury or sexual abuse.

See the Department of Health and Human Services website for information about [how to make a report to child protection](http://www.dhs.vic.gov.au/about-the-department/documents-and-resources/reports-publications/guide-to-making-a-report-to-child-protection-or-child-first) <[www.dhs.vic.gov.au/about-the-department/documents-and-resources/reports-publications/guide-to-making-a-report-to-child-protection-or-child-first](http://www.dhs.vic.gov.au/about-the-department/documents-and-resources/reports-publications/guide-to-making-a-report-to-child-protection-or-child-first)>.



If an adult has a **reasonable belief** that an incident has occurred then they must report the incident. Factors contributing to reasonable belief may be:

- a child states they or someone they know has been abused (noting that sometimes the child may in fact be referring to themselves)
- behaviour consistent with that of an abuse victim is observed<sup>4</sup>
- someone else has raised a suspicion of abuse but is unwilling to report it
- observing suspicious behaviour.

## Mandatory Reporting

The following professionals at Myrrhee School are considered mandatory reporters:

Principals of government and non-government schools **Mr. Ashley Graham Myrrhee Primary School**


Teachers registered to teach or who have permission to teach pursuant to the Education and Training Reform Act 2006 (Vic)

**Ms Erin Twamley & Mrs Bridget Graham Myrrhee Primary School & any Casual Relief Teaching Staff working at Myrrhee Primary School**

**All All Education Support Staff are required to report concerns to the Principal or Teaching Staff.**

Mandatory reporters must make a report to the Department of Health and Human Services (DHHS) (Child Protection) as soon as practicable if, in the course of practising their profession or carrying out their duties, they form reasonable belief that a child or young person is in need of protection, as a result of physical injury or sexual abuse, and the child's parents are unable or unwilling to protect the child from that abuse.

A mandatory reporter who fails to comply with these reporting obligations may be committing a criminal offence.

<b>Date Implemented</b>	<b>7<sup>th</sup> November 2018</b>
<b>Author</b>	<b>Ash Graham</b>
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<b>Person Responsible for Review</b>	<b>Principal</b>
<b>Review Date</b>	<b>November 2020</b>

<sup>4</sup> For example behaviour, please see [An Overview of the Victorian child safe standards](http://www.dhs.vic.gov.au/_data/assets/word_doc/0005/955598/Child-safe-standards_overview.doc): <www.dhs.vic.gov.au/\_data/assets/word\_doc/0005/955598/Child-safe-standards\_overview.doc>





## Standard 3 Code of Conduct

November 2018

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This Code of Conduct aims to protect children and reduce any opportunities for child abuse or harm to occur. It also assists in understanding how to avoid or better manage risky behaviours and situations. It is intended to complement child protection legislation, Department policy, school policies and procedures and professional standards, codes or ethics as these apply to staff and other personnel.

The Principal and teachers of **Myrrhee Primary School** will support implementation and monitoring of the Code of Conduct, and will plan, implement and monitor arrangements to provide inclusive, safe and orderly schools and other learning environments. The Principal and teachers of **Myrrhee Primary School** will also provide information and support to enable the Code of Conduct to operate effectively.

All staff, contractors, volunteers and any other member of the school community involved in child-related work are required to comply with the Code of Conduct by observing expectations for appropriate behaviour below. The Code of Conduct applies in all school situations, including school camps and in the use of digital technology and social media.

### Acceptable behaviours

As staff, volunteers, contractors, and any other member of the school community involved in child-related work individually, we are responsible for supporting and promoting the safety of children by:

- upholding the school's statement of commitment to child safety at all times and adhering to the school's child safe policy when the school has a policy in place.
- treating students and families in the school community with respect both within the school environment and outside the school environment as part of normal social and community activities. <sup>[1.1]</sup><sub>[SEP]</sub>
- listening and responding to the views and concerns of students, particularly if they are telling you that they or another child has been abused or that they are worried about their safety/the safety of another child. <sup>[1.1]</sup><sub>[SEP]</sub>
- promoting the cultural safety, participation and empowerment of Aboriginal and Torres Strait Islander students. <sup>[1.1]</sup><sub>[SEP]</sub>
- promoting the cultural safety, participation and empowerment of students with culturally and/or





linguistically diverse backgrounds. [L] [SEP]

- promoting the safety, participation and empowerment of students with a disability. [L] [SEP]
- reporting any allegations of child abuse or other child safety concerns to the school's principal.
- understanding and complying with all reporting or disclosure obligations (including [L] [SEP] mandatory reporting) as they relate to protecting children from harm or abuse. [L] [SEP]

**If child abuse is suspected, ensuring as quickly as possible that the student(s) are safe and protected from harm.**

## Unacceptable behaviours


**As staff, volunteers, contractors, and any other member of the school community involved in child-related work we must not:**

- \*Ignore or disregard any concerns, suspicions or disclosures of child abuse.
- \*Develop a relationship with any student that could be seen as favouritism or amount to 'grooming' behaviour (for example, offering gifts).
- \*Exhibit behaviours or engage in activities with students which may be interpreted as abusive and not justified by the educational, therapeutic, or service delivery context.
- \*Ignore behaviours by other adults towards students when they appear to be overly familiar or inappropriate.
- \*Discuss content of an intimate nature or use sexual innuendo with students, except where it occurs relevantly in the context of parental guidance, delivering the education curriculum or a therapeutic setting.
- \*Treat a child unfavourably because of their disability, age, gender, race, culture, vulnerability, sexuality or ethnicity.
- \*Communicate directly with a student through personal or private contact channels (including by social media, email, instant messaging, texting etc) except where that communication is reasonable in all the circumstances, related to school work or extra-curricular activities or where there is a safety concern or other urgent matter.
- \*Photograph or video a child in a school environment except in accordance with school policy or where required for duty of care purposes<sup>1</sup>
- \*In the school environment or at other school events where students are present, consume alcohol contrary to school policy<sup>2</sup> or take illicit drugs under any circumstances.



This Code of Conduct was endorsed/approved by the Myrrhee Primary School on 7<sup>th</sup> November 2018 for review if legislative or other changes require in the interim or no later than November 2021






<sup>1</sup> SPAG: <http://www.education.vic.gov.au/school/principals/spag/safety/pages/photoandfilm.aspx>. The policy says the school should get consent before taking and publishing photos of a student. This applies every time a photo is taken. The same policy applies for excursions and school activities. <sup>2</sup> SPAG: <http://www.education.vic.gov.au/school/principals/spag/safety/pages/alcohol.aspx>. The policy says the school must obtain school council approval before alcohol can be consumed on school grounds or at a school activity. The policy says staff members should not consume alcohol during camps and excursions. It is silent on whether they can consume alcohol at other school events where students are present, this is a matter that the school needs to decide upon.

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Author	Ash Graham
Approval Authority (Signature and Date)	
Date Reviewed	7 <sup>th</sup> October 2019
Person Responsible for Review	Principal
Review Date	November 2020

By observing these standards, you acknowledge your responsibility to immediately report any breach of this code of conduct to Myrrhee Primary School's child safety officer (principal). Failure to comply with this code of conduct will be investigated by Myrrhee Primary School Council.

**IF YOU BELIEVE A CHILD IS AT IMMEDIATE RISK OF ABUSE, YOU WILL PHONE 000**

I agree to adhere to this code of conduct (Name- Date- Signature)

Name	Date	Signature
Ash Graham		
Erin Twamley	30/10/19	
Kate Livingstone	N/A	N/A
Bridget Graham	6/11/19	
Jacqui Younger	6/11/19	
Robyn Kilgus	31/10/2019	
	31/10/2019	



# Myrrhee Primary School Policies

## CHILD SAFE STANDARD 6: RISK ASSESSMENT

Risk Event or Environment	Existing Management strategies or internal controls	Likelihood	Consequence	Current risk assessment	New risk management controls or internal controls	Who is responsible?	Residual risk
No organisational culture of child safety – lack of leadership, public commitment and frequent messaging	Child safety code of conduct Strategies developed to embed culture of child safety	Possible	Severe	Very High	<ul style="list-style-type: none"><li>Strategies to embed organisational culture of child safety are reviewed</li><li>Statement of commitment to child safety is publicly available</li></ul>	Principal Ashley Graham Teaching Staff in absence of Principal	Low
Inappropriate behaviour is not reported and addressed	Child safety code of conduct Clear child safety reporting procedures Performance management procedures	Unlikely	Severe	High	<ul style="list-style-type: none"><li>Strategies to embed organisational culture of child safety are reviewed</li><li>Refresher training for staff – see eLearning mandatory reporting module</li></ul>	Principal Ashley Graham Teaching Staff in absence of Principal	Low
Unquestioning trust of long term employees and contractors or norms	Strategies developed to embed culture of child safety	Possible	Major	High	<ul style="list-style-type: none"><li>Refresher training for staff – see eLearning mandatory reporting module</li></ul>	Principal Ashley Graham	Low



# Myrrhee Primary School Policies

Risk Event or Environment	Existing Management strategies or internal controls	Likelihood	Consequence	Current risk assessment	New risk management controls or internal controls	Who is responsible?	Residual risk
	Clear child safety reporting procedures					Teaching Staff in absence of Principal	
Recruitment of an inappropriate person	WWCC or Victorian Institute of Teaching registration	Unlikely	Major	Medium	Processes updated to require: <ul style="list-style-type: none"> <li>• Criminal history search</li> <li>• Pre-employment reference check includes asking about child safety</li> </ul>	Principal Ashley Graham Teaching Staff in absence of Principal	Low
Engagement with children online	Child safety code of conduct Strategies developed to embed culture of child safety	Possible	Moderate	Medium	<ul style="list-style-type: none"> <li>• Train students and staff to detect inappropriate behaviour</li> <li>• Ensure appropriate settings on all student technologies</li> </ul>	Principal Ashley Graham Teaching Staff in absence of Principal	Low
Unknown people and environments at excursions and camps	Child safety code of conduct Strategies developed to embed culture of child safety Clear child safety reporting procedures	Unlikely	Moderate	Medium	<ul style="list-style-type: none"> <li>• Assessment of new or changed environments for child safety risks</li> <li>• Ensure Code and strategies apply in all school contexts</li> </ul>	Principal Ashley Graham Teaching Staff in absence of Principal	Low



# Myrrhee Primary School Policies

Risk Event or Environment	Existing Management strategies or internal controls	Likelihood	Consequence	Current risk assessment	New risk management controls or internal controls	Who is responsible?	Residual risk
Ad-hoc contractors on the premises (eg maintenance)	Child safe environments Information and awareness for visitors, staff, volunteers and contractors Adequate monitoring	Unlikely	Moderate	Medium	<ul style="list-style-type: none"><li>Refresher training for frequent contractors</li></ul>	Principal, School Council Chair Teaching Staff in absence of Principal	Low

Date Implemented	7 <sup>th</sup> November 2018
Author	Ash Graham
Approval Authority (Signature and Date)	
Date Reviewed	4 <sup>th</sup> November 2019
Person Responsible for Review	Principal
Review Date	November 2020



## Myrrhee Primary School

### Myrrhee School Duty of Care Policy and Procedures

All government school staff will be made aware of their legal responsibilities. As part of the government school principal contract, government school principals are required to plan, implement and monitor arrangements to ensure the safety, security and wellbeing of students.

#### **Definition:**

Whenever a student–teacher relationship exists, the teacher has a special duty of care. This is defined as: “A teacher is to take such measures as are reasonable in the circumstances to protect a student under the teacher’s charge from risks of injury that the teacher should reasonably have foreseen.” (*Richards v State of Victoria* (1969) VR 136 at p. 141) As part of that duty, teachers are required to supervise students adequately. This requires not only protection from known hazards, but also protection from those that could arise (that is, those that the teacher should reasonably have foreseen) and against which preventive measures could be taken.

**School authorities in breach of the duty of care may be liable for injuries inflicted by one student on another, as well as for injuries sustained by a student.**

Schools normally satisfy the duty of care by allocating responsibilities to different staff. For example, the principal is responsible for making and administering such arrangements for supervision as are necessary according to the circumstances in each school, and teachers are responsible for carrying out their assigned supervisory duties in such a way that students are, as far as can be reasonably expected, protected from injury. This duty extends to intervention in single-sex areas if need be by a teacher of the other gender.

#### **Rationale:**

In addition to their professional obligations, principals and teachers have a legal duty to take reasonable steps to protect students in their charge from risks of injury that are reasonably foreseeable.

#### **Aims:**

To ensure that staff have an understanding of their duty of care to students, and behave in a manner that does not compromise these legal obligations.

#### **Implementation:**

- Although the general duty is to take reasonable steps to protect students from reasonably foreseeable risks of injury, specific (but not exhaustive) requirements of the duty involve providing adequate supervision in the school or on school activities as well as providing safe and suitable buildings, grounds and equipment.
- A teacher’s duty of care is not confined to the geographic area of the school, or to school activities, or to activities occurring outside the school where a student is acting on a teacher’s instructions. The duty also applies to situations both before and after school where a teacher can be deemed to have ‘assumed’ the teacher pupil relationship.





- Quite apart from mandatory reporting requirements, a teacher has a concurrent duty of care to protect a student from harm that is reasonably foreseeable. A breach of this duty of care may lead to legal action being taken against the individual teacher or teachers concerned. A breach of this duty of care will be established if a teacher or principal failed to take immediate and positive steps after having acquired actual knowledge or formed a belief that there is a risk that a child is being abused or neglected, including sexual abuse.
- The teacher's duty of care is greater than that of the ordinary citizen in that a teacher is obliged to protect a student from reasonably foreseeable harm or to assist an injured student, while the ordinary citizen does not have a legal obligation to respond.
- Whilst each case regarding a teacher's legal duty of care will be judged on the circumstances that occurred at the time, the following common examples may be times when a teacher has failed to meet their legal duty of care responsibilities to their students:-
  - arriving late to scheduled timetabled yard duty responsibilities
  - failing to act appropriately to protect a student who claims to be bullied
  - believing that a child is being abused but failing to report the matter appropriately
  - being late to supervise the line up of students after the bell has sounded
  - leaving students unattended in the classroom
  - failing to instruct a student who is not wearing a hat to play in the shade
  - ignoring dangerous play
  - leaving the school during time release without approval
  - inadequate supervision on a school excursion
- Staff members are also cautioned against giving advice on matters that they are not professionally competent to give (negligent advice). Advice is to be limited to areas within a teacher's own professional competence and given in situations arising from a role (such as careers teacher, year level coordinator or subject teacher) specified for them by the principal.
- Teachers must ensure that the advice they give is correct and, where appropriate, in line with the most recent available statements from institutions or employers. Teachers should not give advice in areas outside those related to their role where they may lack expertise.

## Risks to students outside the school environment

Legal cases establish that a teacher's duty of care does not start nor end at precise times during the day. The approach generally taken is that a teacher's duty applies irrespective whether the risk occurs in or outside the school environment. However, the important issue in all cases will be whether the school took **reasonable steps** to protect the student from the risk.

Risks outside the school environment may sometimes call for immediate and positive steps by a school depending on the age of students, urgency and threat of injury. Consider for example, if a live power line came down outside the school, no emergency workers had arrived, and primary children are about to be dismissed to walk home. No school would allow the children to walk out to that danger unsupervised.



There will be a number of other situations where the school will be under a duty to take reasonable steps. In some instances, the school's control over the activity may require it to take more active measures to satisfy the requirement that it take reasonable steps. For example, a known bully on a school bus may require the school to suspend or refuse to transport the bully. In other instances, the school may not control the activity, and the reasonable measures available to it will be limited. For example, fights at a local train or bus stop between students from rival schools may involve informing the police, contacting the other school to implement preventative measures, and notices to parents and students.

The following instructions and notices **apply to all staff.**

## Classroom Supervision

It is **not** appropriate to leave students in the care of ancillary staff, parents, trainee teachers or trainees (At law, the Duty of care cannot be delegated).

It is **not** appropriate to leave students in the care of external education providers for example incursions (At law, the Duty of care cannot be delegated).

In an **emergency situation** use the phone for the Principal or Campus Principal or contact a teacher. (if appropriate – send two students for assistance)

**No student** should be left unsupervised **outside the classroom** as a withdrawal consequence for misbehaviour. Withdrawal is to be conducted by sending a student to a colleague's classroom, or to the Campus Principal or Principal. This should be accompanied by documentation and appropriate follow up. The teacher, Principal or Campus Principal **is to be contacted first** to alert them that the student is on their way.

## Movement of Students

Care needs to be taken in allowing students to leave the room to work in other areas of the school. Discretion is to be used when allowing students to visit the toilet during class time.

## Yard supervision (morning, lunch and dinner duty – am and pm duty officers)

Yard supervision is an essential element in teachers' duty of care. It is now clearly established that in supervising pupils, teacher's duty of care is one of positive action.

Be aware that children are usually less constrained and more prone to accident and injury than in a more closely supervised classroom.

Be aware that yard duty supervision within the school requires the teacher to fully comply with DEECD guidelines and brings with it an increased duty of care. It is a teacher's responsibility to be aware of these guidelines and duty of care responsibilities. Teachers are also expected to follow BOEC policy whilst on yard duty.

Teachers rostered for duty are to attend the designated area at the time indicated on the roster.

Teachers on duty are to remain in the designated area until the end of their duty or until replaced by the relieving teacher, whichever is applicable.



The handing over of duty from one teacher to another must be quite definite and **must occur in the area of designated duty**. Where a relieving teacher does not arrive for duty, the teacher currently on duty should send a message to the office, **but not leave the area until replaced**.

Be alert and vigilant -intervene **immediately** if potentially dangerous behaviour is observed in the yard - enforce Myrrhee School's behaviour standards and logical consequences for breaches of safety rules.

You should always be on the move and highly visible.

## Excursions, Incursions and Camps

Be aware that children are usually less constrained and more prone to accident and injury than in a more closely supervised classroom.

Be aware that an incursion with an external provider does not absolve supervision duties of the teacher, including first aid duties. A teacher must be present at all times and remain the person designated with duty of care responsibilities.

Be aware that camps and excursions outside the school require the teacher to fully comply with DEECD guidelines and bring with it an increased duty of care. It is a teacher's responsibility to be aware of these guidelines and remain the person designated with duty of care.

Be aware that excursion and camp activities require the teacher to ensure that the venue and transport adhere to DEECD guidelines.

Be aware that school policy is for students to be counted on and off transport and at other times on a regular basis whilst on excursion or camp activities.

The teacher in charge will have copies of all confidential medical forms and permission notes with contact details. A copy of this material will also be kept at school.

Arrangements will be made for students not attending to continue their normal program at school under supervision of another classroom teacher.

The teacher in charge or designated teacher of an excursion or camp will carry a mobile phone and a first aid kit.

If the return time from an excursion or camp is delayed, the teacher in charge will contact the school to inform the Principal of the new arrival time so that parents can be contacted and another staff member will remain at school until they arrive.

If crossing roads students are to use designated crossing points. Staff are to walk to the middle of the crossing to ensure visibility and orderly crossing. Other staff control the flow of students across the road.

**All staff must follow the DEECD guidelines when organising an excursion, incursion or camp. All procedural steps contained in the School camping, excursions and incursions Policy and Procedure outlines must also be followed.**



## **Informing Staff of the legislative liability of Duty of Care**

All staff at Myrrhee School will be informed of their legal requirement via:-

- A copy of this document will be shown to staff at the first staff meeting at the commencement of the school year, and will be placed on the curriculum server under staff handbook.
- New staff will be informed of their Duty of Care as part of the school's Induction Program
- Duty of Care will be an agenda item at staff meetings and staff will be directed to familiarise themselves with section Student Safety of the Victorian Government Schools Policy Advisory Guide.
- Staff will complete a risk assessment including duty of care when completing planning for camps, excursions and incursions.
- Myrrhee Staff staff will be directed to the student wellbeing policy annually.



## Standard 7 Child Safety

### Mandatory Reporting

#### Rationale:

All children have a right to feel safe and to be safe. As teachers, we have a legal and moral responsibility to respond to serious incidences involving abuse and neglect of the children with whom we have contact, and to report instances that we believe involve physical abuse, sexual abuse or neglect.

#### Aims:

To ensure that children's rights to be safe are maintained and each child is protected against physical and sexual abuse, and neglect.

#### Implementation:

- All members of the Teaching Service are mandated by law to report signs of physical and/or sexual abuse, and neglect.
- New staff will be informed of mandatory reporting responsibilities and procedures as part of their induction procedure.
- Staff will be reminded of mandatory responsibilities annually.
- If a belief has been formed by a staff member that sexual or physical abuse has taken place the teacher will contact the Department of Human Services by telephone as soon as possible to make an official notification on: **(03) 9479 6222 or after school hours crisis line 131278**
- Members of the Department of Human Services, or associated support or intervention services that visit the school following a notification, will interview staff and children only in the presence of a Principal class member or his/her nominee.
- All reports, information sheets and subsequent discussions and information are to be recorded and remain strictly confidential.
- All incidents to be monitored, and any subsequent signs or indications of abuse are also to be reported.
- While only mandated by law to report incidents of physical and sexual abuse, and neglect; teachers are also encouraged to report incidents of emotional abuse or neglect.

#### Evaluation:

This Management Procedure will be reviewed as part of the school's Strategic Plan Review in consultation with all members of the wider community.

Last reviewed by Principal and/or nominated person – Feb 2016

All serious student incidents are logged via Cases 21 management system.

**Incident Report on following page- Mandatory to complete this form**



## Standard 7

### Child Safety

### Incident report

NOTE: All incident reports must be stored securely.

#### Incident details

Date of incident:	
Time of incident:	
Location of incident:	
Name(s) of child/children involved:	
Name(s) of staff/volunteer involved:	

If you believe a child is at immediate risk of abuse phone 000.

Does the child identify as Aboriginal or Torres Strait Islander?

(Mark with an 'X' as applicable)

No ☐ Yes, Aboriginal ☐ Yes, Torres Strait Islander ☐

Please categorise the incident

Physical violence

Sexual offence

Serious emotional or psychological abuse

Serious neglect

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

Please describe the incident

When did it take place?	
Who was involved?	
What did you see?	
Other information	

Parent/carer/child use

Date of incident:	
-------------------	--





<b>Time of incident:</b>	
<b>Location of incident:</b>	
<b>Name(s) of child/children involved:</b>	
<b>Name(s) of staff/volunteer involved:</b>	

Office use:

<b>Date incident report received:</b>	
<b>Staff member managing incident:</b>	
<b>Follow-up date:</b>	
<b>Incident ref. number:</b>	

Has the incident been reported?

<b>Child protection</b>	
<b>Police</b>	
<b>Another third party (please specify):</b>	

Incident reporter wishes to remain anonymous?

(Mark with an 'X' as applicable)

Yes

☐

No

☐

Further information

Further information on [child safe standards](http://www.dhs.vic.gov.au/about-the-department/plans,-programs-and-projects/projects-and-initiatives/children,-youth-and-family-services/creating-child-safe-organisations) can be found on the Department of Health and Human Services' website <[www.dhs.vic.gov.au/about-the-department/plans,-programs-and-projects/projects-and-initiatives/children,-youth-and-family-services/creating-child-safe-organisations](http://www.dhs.vic.gov.au/about-the-department/plans,-programs-and-projects/projects-and-initiatives/children,-youth-and-family-services/creating-child-safe-organisations)>.

Additional resources for organisations in the child safe standards toolkit can be found on the [Department of Health and Human Services website](http://www.dhs.vic.gov.au/about-the-department/documents-and-resources/policies,-guidelines-and-legislation/child-safe-standards): <[www.dhs.vic.gov.au/about-the-department/documents-and-resources/policies,-guidelines-and-legislation/child-safe-standards](http://www.dhs.vic.gov.au/about-the-department/documents-and-resources/policies,-guidelines-and-legislation/child-safe-standards)>. In particular, [An Overview to the Victorian child safe standards](#), has information to help organisations understand the requirements of each of the child safe standards, including examples of measures organisations can put in place, a self-audit tool and a glossary of key terms: <[www.dhs.vic.gov.au/\\_\\_data/assets/word\\_doc/0005/955598/Child-safe-standards\\_overview.doc](http://www.dhs.vic.gov.au/__data/assets/word_doc/0005/955598/Child-safe-standards_overview.doc)>

**Note for registered schools:** a forthcoming Ministerial Order under the *Education and Training Reform Act 2006* will contain the minimum actions that schools must take to meet each of the child safe standards. There will be a lead in time before regulation will commence to allow schools time to prepare. The Department of Education and Training and the Victorian Registration and Qualifications Authority will provide information and materials specifically for schools to assist with capacity building and compliance.

**Registered schools** can contact the Department of Education and Training: [child.safe.schools@edumail.vic.gov.au](mailto:child.safe.schools@edumail.vic.gov.au)

Early childhood services operating under the *National Quality Framework* or *Children's Services Act 1996* should contact: [licensed.childrens.services@edumail.vic.gov.au](mailto:licensed.childrens.services@edumail.vic.gov.au)

Licensed children's services enquiry line: 1300 307 415



## Standard 7

### Student Engagement and Inclusion Policy

#### 1. School profile:

Myrrhee School is a small rural school dedicated to providing exceptional learning opportunities for students. The school is set in the majestic Myrrhee Valley and has 100 acres of beautiful bushlands, which the students and teachers have a strong connection to.

Myrrhee School's motto is 'Making Learning Real' as students are encouraged to pursue their passions and their creative sides. Once a week, students are involved in 'making day' where they research, plan, organise, negotiate, create and evaluate personalised projects with the assistance of the teachers and local experts. Some of the creations include sculptures, woodwork, sewing, cooking, ceramics, paintings and engineering.

The school is a focal point and a resource for the local community. The community works together to provide the students with wonderful learning opportunities lead by the teachers.

Myrrhee is an active member of The King Valley Cluster of schools. Cluster initiatives include the Stephanie Alexander Kitchen & Garden program, a range of camps and sporting activities including Personal Best athletic sports, cultural days and professional learning initiatives. The cluster of schools work together to support each other to deliver the best possible teaching and learning programs in each of our unique rural communities.

Myrrhee School is a nurturing and inclusive school that caters for all children. We are proud of our students who are responsible, active and high achieving members of our community.

#### 2. School values, philosophy and vision

Our school is committed to providing a safe, secure and stimulating learning environment for all students. Students can reach their full educational potential only when they are happy, healthy and safe, and when there is a positive school culture to engage and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are inextricably linked.

Our school is also committed to preventing and addressing bullying, including cyberbullying.

Our philosophy:

*Every member of the school community has a right to fully participate in an educational environment that is safe, supportive and inclusive.*

Our vision:

*All students are confident, curious learners who feel supported and able to meet the challenges at school and beyond.*

Our values: *Diversity, achievement, responsibility and endeavour.*



A statement about the rights and responsibilities of all students and school staff is included at **Appendix 1.**

### **3. Guiding principles**

- The school will collaboratively develop and implement a fair and respectful whole-school engagement and behaviour management approach.
- The school's curriculum will include pro-social values and behaviour to enable students to acquire knowledge and skills, value diversity and build a culture of learning, community and engagement.
- The school will promote active student participation and provide students with a sense of ownership of their environment.
- The school will support families to engage in their child's learning and build their capacity as active learners.
- The school promotes active 'student participation' as an avenue for improving student outcomes and facilitating school change.
- The school will establish social/emotional and educational support for vulnerable students and monitor and evaluate progress.
- The school will have processes in place to identify and respond to individual students who require additional assistance and support.
- The school will build strong links with the local community to gain access to an extended network of community members, professionals and educators who can provide expertise and experience that can build the capacity of our school and our teachers to respond to the needs of the students.

### **4. Engagement Strategies**

To realise our vision, our school has in place a range of strategies to promote engagement, positive behaviour and respectful relationships for all students in the school. We recognise that some students, as a group or as individuals may need extra social, emotional or educational support to flourish at school, and so we will put in place strategies to identify these students and provide them with the support they need.

The School works collaboratively with students and parents/ carers to establish fair and respectful behaviour policies and practices, based on the school's values, expected social competencies and positive peer relationships. There are also intervention strategies in place to address inappropriate behaviours which can negatively impact on the learning environment of the self and others.

### **5. Identifying students in need of extra support**

Our school will utilise the following information and tools identify students in need of extra support using the following strategies:

- Personal information gathered upon enrolment
- Attendance rates



- Academic performance, particularly in literacy and numeracy assessments
- Behaviour observed by classroom teachers
- Engagement with student families

## 6. Behavioural expectations

Shared behaviour expectations for students, parents/carers and school staff are detailed at **Appendix 3**.

## 7. School actions

### Responding to challenging behaviour

Where a student acts in breach of the behaviour standards of our school community, we will institute a staged response, as outlined in the Department of Education and Training Student Engagement and Inclusion Guidance (see **Appendix 4**).

### Discipline

Disciplinary measures may be used as part of a staged response to challenging behaviour in combination with other engagement and support strategies to address the range of factors that may have contributed to the student's behaviour.

Disciplinary measures that may be applied include:

- Restorative approach (eg repairing damage caused)
- Withdrawal of privileges
- Withdrawal from class activities for a specified period. Where appropriate, parents/carers will be informed of such withdrawals
- Detention
- Suspension (in-school and out of school)
- Expulsion

Discipline will be applied in a way that is proportionate to the behaviour and upholds procedural fairness.

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

Suspension and expulsion are measures of last resort and may only be applied when the grounds for suspension and expulsion set out in the Engagement and Inclusion Guidance have been met.

Suspension and expulsion can only be approved by the principal and our school will follow the processes for applying these disciplinary measures set out in the Student Engagement and Inclusion Guidance.

Information on grounds and processes for suspension and expulsion that our school will follow are available here:

<http://www.education.vic.gov.au/school/principals/participation/Pages/discipline.aspx>



## 8. Engaging with families

The School values parent / carer input into its operations and curriculum offerings and seeks feedback through the Parent Opinion survey, and from parent representatives on School Council

The school will support families to engage in their child's learning and build their capacity as active learners. It provides an environment that welcomes all parents/carers and is responsive to them as partners in learning.

The school will create successful partnerships with parents/carers and families by:

- ensuring all parents/carers are aware of the school's Student Engagement Policy
- conducting effective school-to-home and home-to-school communications
- providing volunteer opportunities to enable parents/carers and students to contribute
- involving families curriculum-related activities
- involving families as participants in school decision-making
- coordinating resources and services from the community for families, students and the school
- involving families in Student Support Groups

Parents responsibilities for supporting their child's attendance and engagement are outlined at Appendix 3. Furthermore, parents are expected to act in a respectful and constructive manner when dealing with our school.

## 9. Evaluation

### Data collection and analysis

Data will be collected regarding frequency and types of wellbeing issues, so as to measure the success or otherwise of school-based strategies and approaches.

Some of sources of data used are:

- the Attitudes to School Survey data
- school level report data
- parent survey data
- data from case management work with students

### Review of this policy

This policy will be reviewed annually or more often if necessary due to changes in regulations or circumstances.

## 10. Appendices

Appendix 1: Statement of Rights and Responsibilities



Appendix 2: Student Engagement Strategies

Appendix 3: Behaviour expectations

Appendix 4: Staged response to behaviour issues

Appendix 5: Process for responding to breaches of Behaviour Expectations

This policy is informed by the Department of Education and Training Student Engagement and inclusion Guidance available at

<http://www.education.vic.gov.au/school/principals/participation/Pages/studentengagementguidance.aspx>

<b>Date Implemented</b>	<b>7<sup>th</sup> November 2018</b>
<b>Author</b>	<b>Ash Graham</b>
<b>Approval Authority (Signature and Date)</b>	
<b>Date Reviewed</b>	<b>7<sup>th</sup> November 2018</b>
<b>Person Responsible for Review</b>	<b>Principal</b>
<b>Review Date</b>	<b>November 2019</b>





### STATEMENT OF RIGHTS AND RESPONSIBILITIES

It is the right of all members of the School community to experience a safe and supportive learning and teaching environment. Staff, students and parents/ carers have a right to be treated with respect, and enjoy an environment free from bullying (including cyber bullying), harassment, violence, discrimination or intimidation. (Refer to our Bullying Prevention Policy and Equal Opportunity Policy).

Teachers also have the rights to be informed, within Privacy requirements, about matters relating to students that may impact on the teaching and learning for that student.

Students have a responsibility to contribute positively to the educational experience for themselves and other students, to participate fully in the school's educational program, and to ensure that their behaviours demonstrate respect for themselves, their peers, their teachers and all other members of the school community.

Parents/ carers have a responsibility to take an active interest in their child's educational progress, model and reinforce positive behaviours and ensure their child's regular attendance. They have a responsibility to support the school in maintaining a safe and respectful learning environment for all students, and engage in regular and constructive communication with school staff regarding their child's learning.

Teachers have a responsibility to demonstrate the standards set by the Victorian Institute of Teaching. That is, to know how students learn and how to teach them effectively, know the content they teach, know their students, plan and assess for effective learning, create and maintain safe and challenging learning environments, and use a range of strategies to engage students in effective learning. Teachers also have a responsibility to fairly, reasonably and consistently implement the Student Engagement Policy.

All members have an obligation to ensure school property is appropriately used and maintained.



### Student Engagement Strategies

### Appendix 2

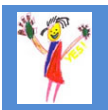
Universal strategies	Targeted strategies	Individual strategies
<ul style="list-style-type: none"><li>• Our school will deliver a broad curriculum</li><li>• Our teachers will adopt a range of teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and needs of our students</li><li>• Our school will develop behavioural expectations for all members of the school community in consultation with students, staff and parents/carers, and these will be taught to all students and shared with their families</li><li>• Our school will regularly acknowledge examples of positive behaviour and student achievement, both informally in classroom settings and more formally in events such as assemblies and via communications to parents.</li><li>• Students will have the opportunity to contribute to and provide feedback on decisions about school operations.</li></ul>	<ul style="list-style-type: none"><li>• Classroom Teachers together with outside agencies will undertake health promotion and social skill development in response to needs during the school year.</li><li>• Relevant teaching staff will apply a trauma-informed approach (using <a href="#">Calmer Classrooms: A Guide to Working with Traumatised Children</a>, and similar resources) to working with students who have experience trauma, such as students from refugee backgrounds or who are in out of home-care.</li></ul>	<ul style="list-style-type: none"><li>• Strategies to support attendance and engagement of individual students include:<ul style="list-style-type: none"><li>○ Meet with student and their parent/carer to talk about how best to help the student engage with school</li><li>○ Establish a Student Support Group.</li><li>○ Seek extra resources under the Program for Students with Disabilities for eligible students</li><li>○ Develop a Behaviour Support Plan and/or Individual Education Plan.</li><li>○ Consider if any environmental changes need to be made, for example changing the classroom set up.</li><li>○ Refer to internal support services eg Student Welfare Coordinator or Student Support Services</li><li>○ Refer to external support services including, speech therapy, occupational therapy, SSSO regional support where required</li></ul></li></ul>



## Shared Behaviour Expectations

## Appendix 3

	Students	Parents/Carers	Principals/Teachers & Staff
<b>Engagement (participation in the classroom and other school activities)</b>	Demonstrate: <ul style="list-style-type: none"> <li>• <b>preparedness</b> to engage in and take full advantage of the school program</li> <li>• <b>effort</b> to do their very best</li> <li>• <b>self-discipline</b> to ensure a cooperative learning environment and model the school values</li> <li>• <b>team work</b></li> </ul>	<ul style="list-style-type: none"> <li>• Promote positive outcomes by valuing the importance of education and liaising with the school on their child's progress/needs</li> <li>• Support their child in their preparedness for the school day and in the provision of a supportive home environment</li> <li>• Monitor their child's school involvement and progress and communicate with the school when necessary</li> <li>• Are informed and supportive of school programs and actively participate in school events/parent groups</li> </ul>	<ul style="list-style-type: none"> <li>• The school will comply with its duty of care obligations and have a responsibility to provide an educational environment that can effectively engage all students</li> <li>• The school will provide appropriate, relevant and challenging curriculum that gives students the opportunity to have input into their learning and experience success</li> </ul>
<b>Attendance</b>	All students are expected to:	Parents/Carers are expected to: <ul style="list-style-type: none"> <li>• ensure that their child's enrolment details are correct</li> </ul>	In accordance with legislation released March 1, 2014 the school will:



	<ul style="list-style-type: none"> <li>attend and be punctual to school every day that the school is open to students</li> <li>be prepared to participate fully in lessons</li> <li>bring a note from their parents/carers explaining an absence/lateness</li> </ul>	<ul style="list-style-type: none"> <li>ensure their child attends regularly</li> <li>advise the school as soon as possible when a child is absent</li> <li>account for all student absences</li> <li>Support their child's learning during absences and work with the school to reintegrate students after prolonged absences</li> </ul>	<p>In accordance with DET procedures the school will:</p> <ul style="list-style-type: none"> <li>Proactively promote regular attendance</li> <li>mark rolls accurately each day</li> <li>follow up on any unexplained absences promptly and consistently</li> <li>Identify trends via data analysis</li> <li>Report attendance data in the school's Annual Report</li> <li>Support students whose attendance is problematic by developing 'Return to School' plans and working with families to implement individual strategies</li> </ul>
<b>Behaviour</b>	<p>Students are expected to:</p> <ul style="list-style-type: none"> <li>model the schools core values of diversity, achievement, responsibility and endeavor</li> <li>always treat others with respect.</li> <li>never physically or verbally abuse others.</li> <li>take responsibility for their behaviour and its impact on others</li> <li>obey all reasonable requests of staff.</li> </ul>	<p>Parents/Carers are expected to :</p> <ul style="list-style-type: none"> <li>have high expectations of their child's behaviour and an understanding of the schools behavioural expectations</li> <li>Communicate with the school regarding their child's circumstances</li> <li>Cooperate with the school by assisting in the development and enforcement of strategies to address individual needs</li> </ul>	<p>The school will deliver an inclusive and comprehensive curriculum which promotes positive behaviours and emphasises the wellbeing of every child.</p> <p>The school will employ whole school and classroom practices to establish a climate in which appropriate behaviour is the norm for all students and focus on the implementation of preventative and early intervention strategies to deal with attendance and behavioural issues</p>



	<ul style="list-style-type: none"><li>• respect the rights of others to learn. No student has the right to impact on the learning of others.</li><li>• respect the property of others.</li><li>• bring correct equipment to all classes</li><li>• comply with the school's policies and work with teachers and parents in developing strategies to improve outcomes</li></ul>		<p>The school recognises that for some students additional support may be needed in the form of staged responses and is committed to working with families to reintegrate students after exclusion</p>
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### Staged response checklist for student behaviour issues

<b>Suggested strategies</b>
Define and teach school-wide expectations for all.
Establish whole school positive behaviour programs.
Establish consistent school-wide processes to identify and support students at risk of disengagement from learning.

<b>Suggested strategies</b>
Assess the behaviour and its functions, influences, and triggers (include student, parents and school wellbeing staff as appropriate).
Develop Behaviour Support Plan and/or Individual Education Plan (involve parent or carer)
Consider if any environmental changes need to be made.
Teach replacement behaviors.
Engage Student Support Services and/or community services to undertake assessments and/or provide specialist support
Establish a student support group
Implement appropriate disciplinary measures that are proportionate to problem behaviours
Consider out-of-school behaviour management options such as Student Development Centres (if available)



<b>Rules</b>	<b>Classroom Teacher Responsibility</b>	<b>Classroom Teacher/Principal/Welfare Co-ordinator</b>
<b>Overall behaviour</b> <ul style="list-style-type: none"> <li>Students must obey all reasonable requests of staff.</li> <li>Students must always treat others with respect.</li> <li>Students must respect the rights of others to learn. No student has the right to impact on the learning of others.</li> <li>Students must respect the property of others.</li> <li>Students must bring correct equipment to all classes</li> <li>Students must work to the best of their ability.</li> </ul>	<p><i>Follow the "5 Steps to Classroom Control":</i></p> <ol style="list-style-type: none"> <li><i>Remain calm</i></li> <li><i>Warn with rights based warning "Your behaviour is disturbing others, please stop".</i></li> <li><i>Reassert "I understand and we can discuss this later. Right now please..."</i></li> <li><i>Give choice "You have a choice. If you will not comply you will have to meet with me at lunchtime, afterschool etc"</i></li> <li><i>Follow through with graded consequences:</i> <ol style="list-style-type: none"> <li><i>Move student to another seat / isolated area of the classroom</i></li> <li><i>Seat student outside of classroom on chair for 10 minutes with a task and organise for conference after class(restorative chat)</i></li> <li><i>Remove to another classroom for time out</i></li> <li><i>Organise conference/restorative chat to include all staff</i></li> </ol> </li> </ol> <p><i>Continued misbehaviour warrants:</i></p> <ol style="list-style-type: none"> <li><i>Incident Report to be discussed with whole school staff and noted on Google Drive</i></li> <li><i>Contact with parent after consultation with all staff.</i></li> </ol>	<p><i>Implement a staged response:</i></p> <ul style="list-style-type: none"> <li><i>Speak with the student prior to actioning</i></li> <li><i>Student to ring and inform parent of misbehaviour in presence of Classroom Teacher/Principal/Welfare Co-ordinator.</i></li> <li><i>Behaviour sheet</i></li> <li><i>Attendance sheet</i></li> <li><i>Restorative chat with affected parties</i></li> <li><i>Behaviour Plans</i></li> <li><i>Student Contract</i></li> <li><i>Parent contact</i></li> <li><i>Student support conference</i></li> <li><i>In house suspension</i></li> <li><i>Recommendation to externally suspend.</i></li> </ul>
<b>Attendance and punctuality</b>		<i>Telephone home to understand why absences are occurring</i>



<ul style="list-style-type: none"><li>• Students must be on time to school</li><li>• Students absent from school must ensure reasons for the absence have been communicated with the school.</li><li>• Notification from home (ie: signed note or medical certificate) must accompany all absences.</li><li>• Students must not leave the school grounds without permission.</li></ul>		<i>Continuation of good home/school communication..</i>
<b>Uniform</b> <ul style="list-style-type: none"><li>• Students must adhere to the school uniform requirements.</li><li>• It is compulsory for all students to wear appropriate footwear at all times.</li></ul>	<i>Encourage students to wear school uniform.</i>	
<b>Bullying</b> <ul style="list-style-type: none"><li>• Students must not bully, intimidate, exclude or harass others. This includes any verbal, cyberbullying, physical or sexual conduct which is uninvited, unwelcome or offensive to a person.</li></ul>	<i>Discussion with Classroom Teacher/Principal/Welfare Co-ordinator.</i>	<i>Contact parents and involve Student Welfare Coordinator. Refer to schools Acceptable Use Agreement. Use resources from Bullystoppers, "I've been called a bully" or "Students and Cyberbullying" to prompt reflection. Refer to our school's Bullying Prevention Policy. Consequences may include apology, anti bullying contract, student task related to anti bullying/cyber bullying, presentation of task to year level, referral to intervention program and/or counselling.</i>





		<p><i>Some cases may warrant immediate suspension. This decision must be made by the Principal.</i></p> <p><i>Student removed from classroom and parent contacted to collect students. Following procedure in Student Engagement and Inclusion Guidance re: Immediate suspension.</i></p>
<p><b>Property and security</b></p> <ul style="list-style-type: none"> <li>Students are to respect all school property.</li> <li>Students must bin all rubbish</li> <li>Students must return borrowed school material on time.</li> <li>School will not be responsible for loss of valuables.</li> <li>Electronic devices must not be used without permission.</li> <li>Classrooms must be left neat and tidy.</li> <li>Graffiti of any kind will not be tolerated.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>• <i>Challenge behaviours around rights and responsibilities and impose consequence e.g. clean up duties in common room or school grounds.</i></li> <li>• <i>For repeated offences, refer to Principal</i></li> <li>• <i>Confiscate the bag.</i></li> <li>• <i>Confiscate iPod or mobile phone and take to General office</i></li> <li>• <i>Organise for students to remain behind and tidy the room or area.</i></li> <li>• <i>Retain any evidence of graffiti and report to Principal</i></li> </ul>	<p><i>Challenge behaviours around rights and responsibilities and impose consequence e.g. clean up duties in common room or school grounds.</i></p> <p><i>Parent notified. Student required to repair damage. Parent may be required to meet costs if external service needed. If extensive and persistent issue, organise a parent meeting to review behaviour and discuss supports and next steps.</i></p>



## Standard 7

### STRATEGIES TO PROMOTE CHILD EMPOWERMENT AND PARTICIPATION at Myrrhee Primary School

Child Safe Standard 7 (Standard 7) requires schools to develop strategies to deliver appropriate education about:

- Standards of behaviour for students attending the school;
- Healthy and respectful relationships (including sexuality);
- Resilience; and
- Child abuse awareness and prevention.

Ministerial Order 870 also requires schools to promote the Child Safe Standards in ways that are readily accessible, easy to understand, and user-friendly to children.

### RESOURCES TO SUPPORT STANDARDS OF BEHAVIOUR FOR STUDENTS ATTENDING WHITFIELD DISTRICT PRIMARY SCHOOL

#### STUDENT ENGAGEMENT POLICY

Every government school must have a Student Engagement Policy which provides the basis on which they can develop and maintain safe, supportive and inclusive school environments.

As part of this, Student Engagement Policies should also articulate the expectations and aspirations of the school community in relation to student engagement, including strategies to address bullying, school attendance and behaviour.

A school's policy should be developed in consultation with the wider school community including school leaders, teachers, students and parents.

<http://www.education.vic.gov.au/school/principals/spag/participation/Pages/policydev.aspx>

#### SOCIAL AND EMOTIONAL LEARNING PROGRAM – Semester based – weekly.

*Program is designed and based on*

*Resilience, Rights and Respectful Relationships.* This is an evidence-based approach to developing social and emotional learning skills and enhancing resilience. It recommends taking a multi-dimensional, school-wide approach to supporting resilience and engagement, which has a positive impact on social and academic outcomes.

#### HEALTHY AND RESPECTFUL RELATIONSHIPS (INCLUDING SEXUALITY) RESPECTFUL RELATIONSHIPS EDUCATION



Myrrhee Primary School has been involved in Respectful Relationship for the past three years. Myrrhee School has been a lead school since the inception of the program. The program is imbedded in our daily teaching at Myrrhee. Ash Graham Principal has participated in Bystander Training and has been instrumental in providing professional development to all staff members of Myrrhee School and our wider networks. The school utilises the expertise of the King Valley Cluster staff and external agencies (such as Gateway health and Ovens & King Community Health, as well as Life Education) to deliver education to our students.

## **HEALTH EDUCATION POLICIES**

School councils must develop health education policies to support the health messages being delivered within the classroom and with school community input: students, parents and teachers. All school staff must:

- Be conscious of issues related to the disclosure of personal information
- Give careful consideration prior to approval of collection of sensitive information
- Not promote their own personal preferences
- Select health education materials with care.

**MENTAL HEALTH PROMOTION is included in the school's Social and Emotional Learning program delivered to all students.**

All health education learning and teaching programs should aim to build student resilience and peer support practices to promote a student's ability to look after oneself, recognise and be aware of one's needs in others, and awareness of appropriate supports in school and in the community. Promoting Healthy Minds for Living and Learning web page provides materials to support school staff create environments conducive to mental health. <http://www.education.vic.gov.au/childhood/providers/health/Pages/earlychildhood.aspx>

**BUDDIES SYSTEM – utilising Better Buddies Resources.**

The school has a school wide Buddy system in place. Students engage in daily activities with their buddy as well as weekly activities such as gardening and footy tips.

## **eSmart**

Myrrhee Primary school is an eSmart school. The school annually teaches and reviews curriculum and policy documents in line with eSmart school guidelines.

## **School Newsletter.**

The school newsletter is a valuable tool in communicating the learning and engaging parent participation in the school's learning programs. The newsletter is delivered electronically and in print and is displayed at school and at our local store. It is a useful tool for **promoting child empowerment and participation.**



## Standard 7

## Student Welfare Policies and Procedures

**Note – The school's 'Student Engagement and Inclusion Policy' must be read in conjunction to this document**

### 1. POLICY STATEMENT

Myrrhee School is committed to providing a safe, secure and stimulating learning environment for all students. Students can reach their full educational potential only when they are happy, healthy and safe, and when there is a positive school culture to engage and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are inextricably linked.

It is fundamental to acknowledge that the teachers and support staff are a vital source of support and a determinant in the success of the students. The teachers and support staff at this school will work collectively to ensure that students feel valued and cared for, have meaningful opportunities to contribute to the school and can effectively engage with their learning. This school recognises the need to be engaging and inclusive, recognising and responding to the diverse needs of our students, accommodating different learning profiles and rates of learning and intervening early to identify and respond to individual student needs.

Our school strives to be a learning community where students and all staff can relate well to each other, and where different ideas and viewpoints are valued and respected.

**Refer:** The [\*Effective Schools are Engaging Schools: Student Engagement Policy Guidelines\*](#)

**Refer to:** <http://www.education.vic.gov.au/management/schoolimprovement/>

### 2. GUIDELINES

- 2.1** The school will focus on establishing positive and respectful relationships, particularly between teachers and students, and establishing a learning community that provides multiple and diverse opportunities for students to experience success.
- 2.2** The school will collaboratively develop and implement a fair and respectful whole-school behaviour management approach.
- 2.3** The school will encourage and provide multiple opportunities for parents/carers and members of the broader community to play an active part in the life of the school and the education of their children.
- 2.4** The school's curriculum will include pro-social values and behaviour to enable students to acquire knowledge and skills, value diversity and build a culture of learning, community and engagement.



- 2.5** The school will promote active student participation and provide students with a sense of ownership of their environment.
- 2.6** The school will support families to engage in their child's learning and build their capacity as active learners.
- 2.7** The school will establish social/emotional and educational support for vulnerable students and monitor and evaluate progress.
- 2.8** The school will have processes in place to identify and respond to individual students who require additional assistance and support.
- 2.9** The school will build strong links with the local community to gain access to an extended network of community members, professionals and educators who can provide expertise and experience that can build the capacity of our school and our teachers to respond to the needs of the students.

### **3. PROGRAM**

- 3.1** The curriculum programs of the school will recognise and respond to the diverse needs of the school's students by:
  - accommodating different learning profiles and rates of learning
  - intervening early to identify and respond to individual student needs
- 3.2** The school is committed to the delivery of an inclusive curriculum that ensures all our students have access to a quality education to meet their diverse needs.

To improve educational outcomes for students with disabilities, the following key strategies are in place:

- providing parents/carers with a learning program that best suits their child's needs
  - involving students and parents in programming and planning decisions
  - supporting students access to programs that let them pursue achievable pathways
  - ensuring the expertise of teachers working in our school is maintained and developed
- 3.3** Our school will implement a whole-school behaviour management approach that is based on pro-social values, social competencies, incentives and positive peer relationships.

The key focus will be on prevention and early intervention strategies that:

- define and teach school-wide and classroom expectations
- establish consistent school-wide and classroom consequences for problem behaviour
- establish school-wide and classroom processes for early identification of students experiencing academic and/ or behaviour difficulty
- provide school-wide and classroom processes for ongoing collection and use of data for decision-making
- empower students by creating multiple opportunities for them to take responsibility and be involved in decision-making
- provide a physical environment conducive to positive behaviours and effective engagement in learning
- utilise evidence-based interventions, monitored regularly for those students who face difficulty with learning and/or behaviour



[Calmer Classrooms: A Guide to Working with Traumatised Children](#), developed by the Office of the Child Safety Commissioner, provides teachers and schools with effective relationship based classroom and school-wide strategies.

**3.4** Student voice/student participation is about valuing people and valuing the learning that results when we engage the capacities and multiple voices in the school. It focuses on realising the leadership potential inherent within all learners. There are five dimensions to student participation:

1. student involvement in school and community development
2. students as researchers and co-enquirers
3. student feedback on teaching and learning
4. students as peer-tutors
5. student involvement as a manifestation of inclusion principles

The school promotes active 'student participation' as an avenue for improving student outcomes and facilitating school change. Student participation ranges from young people sharing their opinions of problems and potential solutions through student council or in focus groups associated with school strategic planning. It also includes our students sharing their 'voice' by collaborating with teachers to actually improve education outcomes, including helping to improve teaching, curriculum and teacher-student relationships and leading to changes in student assessment.

**3.5** Implementing preventative and early intervention strategies to support positive behaviours is a key part of the Student Welfare Policy at our school. Prevention and early intervention strategies the school will deploy include:

- defining and teaching school-wide and classroom expectations
- establishing consistent school-wide and classroom consequences for problem behaviour
- establishing school-wide and classroom processes for early identification of students experiencing academic and/or behaviour difficulty
- providing school-wide and classroom processes for the ongoing collection and use of data for decision-making
- empowering students by creating multiple opportunities for them to take responsibility and be involved in decision-making
- providing a physical environment conducive to positive behaviours and effective engagement in learning
- utilise evidence-based interventions, monitored regularly for those students who face difficulty with learning and/or behaviour

**3.6** Longitudinal data will be collected regarding frequency and types of welfare issues, so as to measure the success or otherwise of school-based strategies and approaches.

Some sources of data are:

- the Attitudes to School Survey data
- School Level Report data
- Parent Opinion Survey data
- data from case management work with students

**3.7** The school will utilise relevant external student wellbeing support services in order to identify and address the barriers to learning that individual students may be facing. Such services to provide support for students and staff include:



- psychologist for psychological and academic assessment
- mentors – providing support for ‘at risk’ children
- Department of Human Services case managers and support workers
- social workers to provide services such as counselling, social skills and anger management programs
- youth agencies
- local parent support groups
- relevant DEECD support staff
- C.A.S.A. [Centre Against Sexual Assault]
- School Focused Youth Service (SFYS)

#### **4. LINKS AND APPENDICES (including processes related to this policy)**

Links which are connected with this policy are:

- <http://www.education.vic.gov.au/healthwellbeing/wellbeing/engagement/default.htm>
- <http://www.education.vic.gov.au/healthwellbeing/additionalneeds/default.htm>
- <http://www.education.vic.gov.au/healthwellbeing/wellbeing/attendance/default.htm>
- <http://www.education.vic.gov.au/healthwellbeing/wellbeing/sfyouthservices/default.htm>
- <http://www.education.vic.gov.au/healthwellbeing/wellbeing/policy.htm>
- <http://www.education.vic.gov.au/healthwellbeing/safety/default.htm>
- <http://www.education.vic.gov.au/healthwellbeing/wellbeing/oohc/effect/behaviour.htm>
- <http://www.education.vic.gov.au/healthwellbeing/wellbeing/oohc/support.htm>

#### **5. EVALUATION**

This policy will be reviewed annually or more often if necessary due to changes in regulations or circumstances.