

Donald High School



Student Wellbeing and Engagement Policy

“Donald High School is a Child Safe School”

Last Update: 2023

Review Schedule: 2026

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Donald High School



Student Engagement Policy

Section 1: School Profile Statement

The school aims to provide the best possible education for all of our students. The school is situated in the East Wimmera area of North Western Victoria. It is part of the North Central Cluster of Schools (Donald, Charlton, St.Arnaud, Boort, Wycheproof, Wedderburn) and is in the Grampians South Western Victorian region. The school serves the local town of Donald (Pop. 1500) and the surrounding farming area. Our catchment area has a total population of around 2000 people. Over one third of the students travel by bus from these local farming areas.

The school is located on a 6 hectare site at the western end of town. It is well resourced for a small school with 18 neatly maintained classrooms and spacious grounds. The school was built in 1962 and has had numerous upgrades that have improved the working environment for students and staff. Improving student achievement, connectedness and teacher capacity are important parts of our current Strategic and Annual Implementation Plans.

Over the past three years enrolments have shown a small, steady decline and projections indicate there is likely to be a drop in student numbers over the next couple of years. Since 2000 our average student enrolments have hovered around 180 students, however in 2023 we have 104 students and the next 5 years indicate similar numbers. In most years the school has similar numbers of boys and girls. Each year level from year 7, 8 & 10 has two classes of between 10 and 15 students, with one class of Year 9 students. Students come almost exclusively from English speaking Anglo-Saxon backgrounds and there is little cultural diversity. Students and staff are very accepting of all cultures, races and religions. Of our 104 students we currently have one aboriginal and three Torres Strait Island student and five with Asian backgrounds. Welfare issues amongst our students are varied and diverse in nature. It is hard to gauge their extent as they are protected by privacy. Students are well supported in this area through home groups, pastoral care sessions, specific

welfare days, school wellbeing coordinators and regional department professionals. The school is very proactive in assisting students in this area and has spent time and resources in developing resilience and engagement to assist students with welfare needs. The small town and school community are very supportive of the school and people in need of assistance.

The school has a strong, co-operative relationship with secondary schools in the area, mainly through membership of the North Central Schools Cluster. This association helps provide our school with wider curriculum choices via video conferencing and the North Central Trade Training Centre in Charlton.

The community experienced on-going severe drought conditions for well over ten years and this, coupled with the global economic crisis, placed many families under financial and emotional stress. Families have proved resilient and very few have moved away from the area. Cases 21 enrolment data indicates that we have more students from lower socio-economic family groups than ever before. The school has noticed that more families that have moved into the area appear to be transient families who have moved around a lot. These students have been in a variety of different schools, which have a variety of expectations on work ethic, work standards and social behaviours. A number of them also seem to bring with them numerous welfare issues.

The school has 20 teaching staff and 6 support staff of which 2 work in particular classes with students who have a variety of learning and behavioural difficulties. The school also has a nurse educator who is at the school two days a week and who deals with a number of welfare issues.

The school has a strong links with the local community. It uses links forged with the community to provide employment experiences and advice. The community also uses the schools facilities on a needs basis. Generally, parents of students are very positive about education and the school itself. They are supportive of programs we run and value the opportunities the school offers their children. These comments are supported by the parent opinion surveys conducted annually. Parents actively support the school through attendance at information nights, membership of the school council and the parents and friends committee and through volunteer assistance.

The Department School Opinion Survey data of students, staff and parents consistently indicates very high levels of satisfaction by all three groups. Results clearly indicate a very positive culture where all groups are working and moving in the same direction.

Donald High School is maintaining the trend of consistently being a high performing school that possesses a positive, supportive and caring educational environment.

The values of our school are Respect, Responsibility, Resilience and Learning.



Student Engagement Policy

Section 2: Whole School Prevention Statement

Donald High School aims to provide the best possible education for all of our students in a safe, positive and engaging environment. We aim to work with students to enable them to become adaptable and well prepared for productive and fulfilling lives in a changing and sometimes difficult society.

The school places great emphasis on the development and the implementation of strategies and programs that engage, encourage and promote positive behaviours in our students. These programs and strategies occur at three levels; the classroom level, year or form level and whole school level. When the school sees a particular need for a group it reacts accordingly. The small community nature of the school enables staff to have an intimate knowledge of what is happening in student's lives and we quickly act accordingly. The programs listed and discussed below are some of the initiatives the school has put in place that have proven effective in supporting our students and have encouraged them to participate and enjoy their learning. As well as providing enjoyment, the programs aim to develop vital life-long skills such as co-operation, organisation, decision making, self-respect and teamwork. They are inclusive to all within the particular target group and the evaluation and feedback from students, parents and staff has been very positive towards their effectiveness.

Programs

Whole school

- Pastoral Care – Involves five 20 minute small group (10 students) pastoral care sessions with one teacher for 5 weeks per term. Groups discuss and engage in activities that relate to various health, welfare and life experience issues. This is done at all year levels from 7 to 12.
- Literacy Assistance Program – all students are tested for their literacy skills when they come into the school and those in need are supported by providing extra aids or assistance in the classroom and by attending one-on-one literacy assistance coaching sessions. By identifying students and developing their

literacy skills these students are better able to understand what is going on in the class, experience success and therefore engage more fully.

- North Central Trade Training Centre (NCTTC) - Students in Year 9 attend the NCTTC one full day per week to engage in practical trade type subjects. The NCTTC also provide VET and VCAL units to senior students.
- Tailored individual learning programs – at Year 10 level students who show significant signs of disengagement with the normal curriculum are provided with a curriculum that is more suited to their individual needs and interests. This generally involves more hands on life skill learning and includes some work placement.
- Work Placements – links have been forged with the local community that have enabled the school to offer students that are thinking of taking up apprenticeships to engage in one day a week of work placement and four days of regular school. This program has led to a number of students gaining employment whilst at the same time completing a significant amount of their education.
- MIPS – students in years 10-12 are engaged in developing individual pathways to fulfill their education, training and employment needs. There is a visiting MIPS co-ordinator who assists students with this process
- Class sizes- the schools leadership team have made a conscious effort where possible to maintain small class sizes and two individual classes at each year level. This assists teaching and ensures that “at risk” students are identified easily.
- Promotion of technology – engaging technologies like the use of electronic whiteboards have been actively promoted and encouraged within the school. This is a continuing focus area for staff professional development.
- Testing of learning styles – all staff and students have been tested for their individual learning styles so that all school members are aware of how they learn best. Teaching and learning can then be more focused towards the needs of each individual.
- Access to a variety of extra-curricular activities – due to the small nature of the school, students have access to all types of extra-curricular activities eg. drama, sport, music, chess and science clubs. Very few students who want to participate miss out. This helps give students a sense of belonging and connectedness.
- Attendance rolls - these are marked twice a day and students are held accountable for absences. Small school numbers allow these to be followed up promptly and easily.
- Recognition of student achievements is regularly done through assemblies, newsletters, local newspaper articles, photo displays and our annual speech night

Year level specific

- Year 9 Time Out Program – one week per term is spent by Year 9 students outside the school engaging in various organisation, teamwork and co-operation activities. These activities aim to extend and challenge students as well as give them a sense of belonging.
- Welfare and information days – Year 9 students are involved in personal development days where a variety of topical issues relating to adolescents and growing up are discussed.
- Camps program – this program provides one camp at each year level. The aim of the program is to give students life experiences that they may not have had or that they are unlikely to get without school assistance.
- Year 7 and Year 10 buddy system to assist with the transition of our year 7 Students
- Pastoral care – run five times per term in small groups within year levels. Student do activities and discuss relevant welfare and social issues during the 20 minute session
- Year 7 and 8 tailored literacy classes

Classroom and teacher specific programs

Classroom teachers also play a major role in fostering and developing a respectful, caring and positive school community. Emphasis at the school is placed on engagement and catering for individual needs. Programs and strategies used at a class and teacher level include those listed below.

- Use of technology – EWB
- Catering for individual needs after testing of learning styles
- Use of rubrics
- Relevant “real life” curriculum
- High expectations that challenge students
- Variety of assessment tasks and teaching pedagogy
- Senior students talking to junior students and giving advice
- Self evaluation and reflection of student work

Visiting professionals also support and assist with engagement and the welfare of students. They are often heavily involved in the programs listed above. Some that are regular contributors include:

- School nurse
- Regional professionals
- MIP’s co-ordinator
- Schools welfare co-ordinator
- Year level co-ordinators
- Community work places and community members

- Schools leadership team

Finally, assisting in maintaining positive behaviours and student engagement has been the school promotion of its core values of respect, learning, effort, resilience and co-operation. The school maintains a positive and successful culture, which promotes high expectations for its students. We experience strong support from the local community and there is a high level of accountability for both staff and students.



Student Engagement Policy

Section 3: Rights and Responsibilities

The school aims to provide the best possible education for all of our students in a safe, supportive and caring working environment. Promotion and enforcement of our core values of respect, learning, effort, resilience and co-operation help maintain a positive and successful culture, which promotes high expectations. The school believes and promotes the notion that all members of the school community (students, staff and parents) have the right to feel safe and respected. We encourage involvement and participation in the school that is free from discrimination, bullying and prejudice. Acceptance of individual difference, diversity and individuality are promoted whilst at the same time we encourage participation and a sense of belonging.

The school adheres to the *Equal Opportunity Act of 1995* which sets out the types and grounds of discrimination that are unlawful and which aims to promote community recognition, acceptance and equality regardless of race, religious or political convictions, impairment or age.

Under the act it is unlawful to discriminate against a person based on the following:

- Age
- Breastfeeding
- Gender
- Impairment
- Industrial activity
- Lawful sexual activity
- Marital status
- Parental or carer status
- Physical features
- Political beliefs
- Pregnancy
- Race
- Religious beliefs
- Sex and sexual orientation

The school also follows the *Charter of Human Rights and Responsibilities Act of 2006* when dealing with the rights and responsibilities of members of the school community. The charter requires schools and their employees, to act compatibly with human rights and consider human rights when making decisions and delivering services. The Act points out that people have the right to not be discriminated against, the right to privacy and reputation. It also includes the right to freedom of thought, conscience, religion and belief, as well as cultural rights.

The following policies and procedures have been formulated and adopted by Donald High School to promote rights and responsibilities of all school members:

- 3.1 Student Equal Opportunity Policy
- 3.2 Staff Equal Opportunity Procedures
- 3.3 Procedures for Dealing with Student Discrimination or Harassment.
- 3.4 Student: Elimination of Sexual Harassment Policy
- 3.5 Fair go - Anti Bullying Policy
- 3.6 Behaviour and Discipline Policy
- 3.7 Visitors policy
- 3.8 Complaints policy

Copies of these policies can be viewed at the school office on request.

Note: Student, Staff and Parent handbooks include copies of policies and information relating to our Student Engagement and Welfare Policy eg: uniform, homework, attendance, code of conduct, assessment, reporting, role statements and expectations etc.

Rights and Responsibilities of Members of the School Community

The school aims to actively promote and encourage behaviour that contributes to positive educational, social, emotional and physical development. We promote and encourage whole school engagement, attendance and behavioural expectations that create a predictable environment that allows students to understand what is expected of them and what they can expect of each other. Rights, responsibilities and expectations for students, teachers, parents and other members of the school community are outlined in the tables below.

Students

Rights	Responsibilities
<ul style="list-style-type: none">• To be treated fairly and equally• To feel safe at all times• To be able to work and play without interference• To have access to appropriate curriculum	<ul style="list-style-type: none">• To behave in a reasonable manner at all times• To respect the school environment• To respect the educational opportunities of others• Be punctual and regular in attendance• Complete tasks as required• To be aware of the student code of conduct, behaviour and discipline policy

Teachers

Rights	Responsibilities
<ul style="list-style-type: none">• To be able to teach without interference or disruption• To discipline students where necessary• To expect co-operation.• To maintain flexibility• Co-operation and support from parents and other staff members• To privacy outside of school hours	<ul style="list-style-type: none">• To be accountable to the relevant members of the school community with regards to educational matters• Set appropriate, fair and consistent limits for student behaviour• Provide reasonable supervision for students• Communicate with parents and guardians on matters relating to educational development and behaviour

	<ul style="list-style-type: none"> • Cater for individual learning needs • Model respectful, courteous and honest behaviour
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Parents and Guardians

Rights	Responsibilities
<ul style="list-style-type: none"> • For the school to provide a safe environment for their children • To be informed of educational development and behaviour • To have access to their child's progress • To receive respect, courtesy and honesty • Opportunity to be involved in some school decision making 	<ul style="list-style-type: none"> • To be aware of school procedures and policies • Acknowledge their primary responsibility as careers • Provide support for teachers in the implementation of welfare and discipline policies • Communicate relevant information with the school • Ensure their child attends school and arrives punctually. If absent, provide reasons for absence • Be respectful, courteous and honest in dealings with the school

Community

Rights	Responsibilities
<ul style="list-style-type: none"> • To be treated with respect • To operate free from physical, sexual, racial, cultural and religious harassment • To have personal property respected 	<ul style="list-style-type: none"> • To be thoughtful, respectful and courteous to others • To refrain from physical, sexual, racial, cultural and religious harassment • Respect the property of others

3.1 Student Equal Opportunity Policy

Rationale:

Every student at Donald High School should have equal access to all programs provided by the school. There should be no discrimination against any person because of national origin, sex, colour, age, physical, intellectual or emotional abilities.

Purposes:

- To ensure that Donald High School complies with the relevant provisions of the *Equal Opportunity Act 1995 (Vic)*
- To promote recognition and acceptance of everyone's right to equal opportunity
- To eliminate discrimination against students by prohibiting discrimination on the basis of particular attributes
- To enable equal participation for all students in all organised activities.
- To prepare all students for full participation in society by fostering a broad approach to career options.
- To encourage teachers to see themselves as role models and to examine critically their attitudes so that they may avoid bias in language, behaviour, student organisation and presentation of material.

Broad Guidelines:

- Donald High School it is unlawful to directly or indirectly discriminate against students on the basis of:
 - Age
 - Disability
 - Lawful sexual activity/sexual orientation
 - Marital, parental or carer status
 - Physical features
 - Political beliefs or activity
 - Pregnancy
 - Race
 - Sex
 - Religions beliefs
 - Personal Association with a person who is identified by reference to any of the above attributes

- At Donald High School:
 - Students, regardless of sex, should have equal access to all courses, resources, facilities and positions of responsibility.
 - Students should be actively encouraged to pursue their individual interests in regard to non-traditional subject choices, and non-traditional career choices.
 - Teaching materials and resources will be screened carefully for sex-bias and stereo-typing. Teachers should endeavour to use non-biased materials and resources.
 - Teachers will make every effort to provide role models to students.
 - Teachers will foster an attitude of tolerance towards other lifestyles and cultures in order to open up other opportunities to all children in a culturally non-threatening way.
 - Mechanisms will be provided to enable reviews of circumstances where it is believed discrimination may have occurred.

Procedures

For procedures for dealing with potential cases of discrimination, see the procedures for dealing with harassment.

3.2 Staff Equal Opportunity Procedures

Both *Discrimination* **and** *Harassment* are covered under Federal and State legislation – in particular the *Equal Opportunity Act (Vic) 1995*. The procedures here are to deal with issues that may arise under the school's Equal Opportunity Policy.

Definitions:

Merit must be the basis for any selection made at the school. It is unlawful to discriminate on the basis of

- Age
- Disability
- Lawful sexual activity/sexual orientation
- Marital, parental or carer status
- Physical features
- Political beliefs or activity
- Pregnancy

- Race
- Sex
- Religions beliefs
- Personal Association with a person who is identified by reference to any of the above attributes

Discrimination can be

- **direct discrimination:** means treating a person with an attribute protected by the Act, less favourably than a person who does not the same protected attribute, in the same or similar circumstances.
- **indirect discrimination:** occurs when an **unreasonable** requirement, condition or practice which may **appear to** be neutral, in fact has a disproportionately negative impact on people with particular attributes. The motive for discrimination is irrelevant – you may believe you are “protecting” a person, based upon your perception of what is in their best interests – discrimination is still illegal

Procedures:

1. Policy and procedure reviews will incorporate evaluation in terms of merit and equity principles.
2. When formulating position statements the administration will ensure that they comply with merit and equity principles.
3. Selection panels for special payment or teaching positions will, where possible, contain a member who is merit and equity trained, and panel members will be reminded of merit and equity principles at the commencement of the selection process.
4. Selection processes will follow those outlined in the Schools of the Future Reference Guide.
5. Appropriate feedback will be given to all applicants.
6. If a staff member has a grievance the matter should be discussed with the Principal. The Principal will discuss the merits of the issues openly and in good faith. The staff member may request a representative to be present during the discussions.
7. The Department of Education’s investigations officer (EEO) may be contacted for advice and information.
8. The outcomes of the discussions will be documented, signed and dated by the parties.

9. If the grievance has not been resolved, including the case where it is outside the school's control, the staff member may lodge an application for a review of grievance with the Merit Protection Board using the Board's application form, within 10 days of the mediation process.
10. In some instances the Equal Opportunity Board may provide a more appropriate means for external resolution. Advice will be obtainable from the Principal, relevant Regional Officers, or the Department Of Education's EEO officer.
11. Grievance related to appointment require the following conditions to be met for a review to be allowed:
 - The staff member must be qualified for the position
 - The staff member must have been an applicant for the position
 - The appointment is other than for an executive position
 - The proposed appointee is an employee of the Department of Education

3.3 Procedures for Dealing with Student Discrimination or Harassment.

Both *Discrimination* and *Harassment* are covered under Federal and State legislation – in particular the *Equal Opportunity Act (Vic) 1995*. The procedures here are to deal with issues that may arise under the schools Student Sexual Harassment, Equal Opportunity and Fair Go Policies.

Harassment. Definitions:

Harassment is any spoken or physical conduct that is not welcomed and offensive. There are various forms of harassment: subtle, explicit and criminal action. **None is acceptable.**

SUBTLE forms of harassment tend to be the most common. They include:

- Offensive staring and leering
- Negative comment about a person's physical appearance
- Negative comment about a person's sexual preference
- Negative comments about race/culture
- Negative comments about a person's religious beliefs
- Offensive comments or jokes
- Questions or comment about another's sexual/ethics

- Physical contact; eg. deliberately brushing up against another person.
- Offensive name calling
- False accusations or harassment

EXPLICIT forms of harassment are easier to identify as they are often overtly offensive or intimidating behaviour. They include:

- Pinching, patting, touching, embracing
- Repeated requests to go out with someone, especially after prior refusal
- Offensive jokes and comments
- Sexually provocative remarks
- Displays of sexually graphic material
- Requests for sexual favours
- Racist jokes

CRIMINAL ACTION may include some of the above, but also includes:

- Assault
- Indecent exposure
- Sexual assault
- Attempted or actual rape
- Sending obscene letters or making obscene phone calls

It is against the law for staff to harass students, students to harass staff, or students to harass students.

It has been widely acknowledged that harassment is about the abuse of power.

Liability in a School Environment;

It is illegal to instruct, induce, encourage, authorise or assist another person to discriminate or sexually harass, therefore if this action leads to discrimination or sexual harassment taking place, both persons may be the subject of a complaint.

Inaction may also fit this category – turning a *blind eye* may be viewed as authorising or assisting in such discrimination or sexual harassment.

Procedures:

Donald High School procedures for dealing with issues of this nature are designed to attempt to bring resolution to problems within the school, via mediation and

compromise. Under relevant legislation victims have recourse to other bodies in the event of a failure of the resolution process.

1. These procedures apply only in the case of incidents of harassment involving student-to-student or student-to-staff.
2. Incidents of harassment or matters of Equal Opportunity will be dealt with, in the first instance, by the appropriate level co-ordinator and Student Welfare Co-ordinator. Students would be encouraged to approach either of these co-ordinators.
3. In the case of reported harassment, the Level and Welfare co-ordinators should **work together** to ensure that all relevant information is obtained, including previous history, when dealing with a case.

4. **Single Incidents:**

After investigation, if it is found that harassment has occurred, the following procedures will be implemented.

4.1 The offending students will be removed from class at an appropriate time and counselled by the Level Co-ordinator and Welfare Co-ordinator regarding the unacceptability of the behaviour.

4.2 The offending student may be required to apologise and may have some appropriate punishment imposed. Appropriate punishment might include: work tasks (such as "bin duty"), additional homework – including essays or assignments on harassment, exclusion from class or maintenance of a *behaviour card*, or others as are indicated in the Student Code of Conduct.

4.3 A report of the incident will be prepared and kept by the relevant co-ordinators.

4.4 If harassment is repeated, the matter will be dealt with in accordance with the procedures outlined below

5. **Repeated and Serious Offences:**

After investigation, if it is established that repeated or serious harassment has occurred, then the following procedures are to be implemented.

5.1 The matter will be referred to the Principal, who, acting on the advice of the Welfare Co-ordinator, Level Co-ordinator and other staff as deemed appropriate, will make the final decision.

5.2 After a review of the case the Principal may repond in a number of ways, including convening a conference between the parents, offending student and relevant staff at which the schools harassment policy and the actions of the student will be discussed.

5.3 The Principal may decide on the imposition of an appropriate punishment which, in addition to the above, might extend to exclusion from school. During the suspension the student will be required to complete class work, and may be required to do extra tasks.

6. **Discrimination:** In cases of perceived discrimination, the Welfare and Level Co-ordinators will investigate the claim of discrimination on the part of the student.
- 6.1 These co-ordinators may raise the issue with any relevant staff members to determine whether discrimination has occurred.
- 6.2 If it is believed that some discrimination has occurred, the matter should be discussed with the relevant teacher in order to try and bring about an amicable resolution.
- 6.3 If a resolution cannot be found, the matter will be referred to the Principal who will make the final determination.

7. Supporting Students:

- 7.1 All complaints are to be treated seriously, confidentially, with consideration, and investigated.
- 7.2 All victims of harassment will be referred for appropriate counselling.

3.4 Student: Elimination of Sexual Harassment Policy

Rationale:

Donald High School believes that our school should provide a safe and supporting environment that is free from sexual harassment.

Purposes:

- To ensure that Donald High School meets its responsibilities under the *Equal Opportunity Act (Vic) 1995*.
- To promote the right of every student to a school environment that is free from sexual harassment
- To eliminate sexual harassment
- To provide redress for students who have been sexually harassed.

Definition:

Sexual Harassment is:

- An **unwelcome** sexual advance
- An **unwelcome** request for sexual favours.
- Any other **unwelcome conduct of a sexual nature**, in circumstances in which a reasonable person, having regard to all the circumstances, would have anticipated that the other person would be offended, humiliated or intimidated.

Sexual harassment can be physical, verbal or written. It can include words, statements or graphics which are transmitted by telephone, fax, video or e-mail.

Broad Guidelines:

- At Donald High School it is unlawful for a student or groups of students to:
 - Sexually harass:
 - any other student or groups of students
 - any member or staff
 - any other workers or visitors on the school premises.
 - To request, instruct, induce, encourage, authorize or assist another student to sexually harass.
- Sexual Harassment policy will be an element of the “Fair Go” policy of Donald High .
- Students will be reminded of the school policy towards all forms of harassment at the commencement of each year, and at intervals during the year as circumstances indicate need.
- The Student Welfare Co-ordinator and or level co-ordinators will be the first point of contact for students who believe they have been subject to unwelcome sexual harassment.
- Procedures provided to enable redress for students who have been sexually harassed will be those in place as part of the “Fair Go” policy and harassment generally.
- Victims of harassment will be referred for appropriate counseling
- All complaints are to be treated seriously and investigated.
- Procedures and policies will be subject to a minor review annually.

3.5 DONALD HIGH SCHOOL - FAIR GO POLICY - Anti Bullying Policy

Donald High School does not tolerate bullying in any form. All members of the School Community are committed to ensuring a safe and caring environment which promotes personal growth and positive self-esteem for all.

1. What is bullying?

Bullying is an act of aggression causing embarrassment, pain or discomfort to another:

- it can take a number of forms: physical, verbal, gesture, extortion and exclusion.
- it is an abuse of power
- it can be planned and organised or it may be unintentional
- individuals or groups may be involved

2. Some examples of bullying include:

- any form of physical violence such as hitting, pushing or spitting on others

- interfering with another's property by stealing, hiding, damaging or destroying it
- using offensive names, teasing or spreading rumours about others of their families
- using put-downs, belittling others' abilities and achievements
- writing offensive notes or graffiti about others
- making degrading comments about another's culture, religious or social background
- hurtfully excluding others from a group
- making suggestive comments or other forms of sexual abuse
- ridiculing another's appearance
- forcing others to act against their will

3. If we are bullied:

- we may feel frightened, unsafe, embarrassed, angry or unfairly treated
- our work, sleep and ability to concentrate may suffer
- our relationships with our family and friends may deteriorate
- we may feel confused and not know what to do about the problem

4. What do we do to prevent bullying at Donald High School?

As a School Community we will not allow cases of bullying to go unreported but will speak up, even at risk to ourselves.

a) This requires Staff to:

- be role models in word and action at all times
- be observant of signs of distress or suspected incidents of bullying
- make efforts to remove occasions for bullying by active patrolling during supervision duty
- arrive at class on time and move promptly between lessons
- take steps to help victims and remove sources of distress without placing the victim at further risk
- report suspected incidents to the appropriate staff member such as Year Co-ordinator, Welfare Co-ordinator, Assistant Principal who will follow the designated procedures

b) This requires Students to:

- Refuse to be involved in any bullying situation. If you are present when bullying occurs:
 - if appropriate, take some form of preventative action;
 - report the incident or suspected incident and help break down the code of secrecy.
- If students who are being bullied have the courage to speak out, they may help to reduce pain for themselves and other potential victims.

c) The school recommends that parents:

- watch for signs of distress in their child, eg. unwillingness to attend school, a pattern of headaches, missing equipment, requests for extra money, damaged clothes or bruising;
- take an active interest in your child's social life and acquaintances;
- advise your child to tell a staff member about the incident. If possible allow the child to report and deal with the problem alone. The child can gain much respect through taking the initiative and dealing with the problem without parental involvement.
- inform the school if bullying is suspected;
- keep a written record (who, what, when, where, why, how);
- do not encourage your child to retaliate;
- communicate to your child that parental involvement, if necessary, will be appropriate for the situation;
- be willing to attend interviews at the school if your child is involved in any bullying incident;
- be willing to inform the school of any cases of suspected bullying even if your own child is not directly affected;

When staff, students and parents work together we create a more healthy environment at Donald High School.

At Donald High School we all have the following rights:

- 1. The right to be treated in a fair, honest and friendly manner.**
- 2. The right to be respected for what we are.**
- 3. The right to a positive and productive working environment.**
- 4. The right to be free from physical threats or bullying.**
- 5. The right to be free from teasing and verbal abuse.**
- 6. The right not to be put down or humiliated.**
- 7. The right for property to be safe and secure.**

Prevention of Bullying in the School

(This policy should be read in conjunction with the school policy for the prevention of student bullying – The Fair Go Policy)

Donald High School is committed to providing all employees with a healthy and safe work

environment free from bullying.

Bullying is repeated unreasonable behaviour directed toward an employee, or group of employees, that creates a risk to health and safety. Examples of behaviour that could be bullying include:

- excluding someone from workplace activities
- giving someone the majority of unpleasant tasks
- verbal abuse
- humiliating someone through sarcasm or insults
- intimidation

Donald High School expects all employees to behave in a professional manner and to treat each other with dignity and respect when they are at work.

We encourage all employees who experience bullying to report it. When bullying is reported, it will be seen as a serious matter and will be investigated in a timely manner. The reporting and investigation procedures for dealing with harassment are set out in the staff manual.

3.6 Behaviour and Discipline Policy

SCHOOL CODE OF CONDUCT

The “Code of Conduct” was developed for inclusion in the school Charter in 1994 and outlines the general principles of student conduct.

The School Council believes that this school should be a caring and productive environment that meets the needs of students at all levels.

The school community is composed of students, teachers, non-teaching staff and parents. The orderly functioning of that community depends on the acceptance by its members of a code of behaviour which governs the relationships between the different members of the community.

The school policy is based on the following rights:

- The right of students to be educated in a safe and secure environment in which parents’ expectations of care, courtesy and respect for the rights of others will be recognised.
- The right to be treated with respect.
- The right of students to develop their own individual talents, ambitions and interests.
- The right of students to learn in an atmosphere of order and co-operation.
- The right to expect that the Code of Conduct is fairly, reasonably and consistently implemented.

- The school has the right to expect the support of parents in its efforts to maintain a productive teaching and learning environment.

The general principles of behaviour included in the Code of Conduct within the School Charter are supported by the School Rules and Discipline Procedures Policies, that were developed by the School Council in 1983 and reviewed in 1988, 1992 and 1996, and which provide detailed rules.

All students are provided with a detailed copy of the Code of Conduct in the Student Handbook they receive when entering the school. Students in year levels other than Year 7 are reminded of that code at the beginning of each year, and at times when required.

SCHOOL RULES

Behaviour

- a. Students are to immediately obey all reasonable directions of their teachers.
- b. Students should respect the right of others to learn.
- c. Conduct is expected to be courteous.
- d. Students must not cause anyone physical harm, intimidate anyone or use abusive language.
- e. Smoking or the possession of tobacco is prohibited at school or at any school functions.
- f. The use or possession of any form of drugs, including alcohol is prohibited from school or any school function.
- g. Staff car park areas are out of bounds to all students.
- h. Bicycle sheds are out of bounds apart from students parking and removing their bicycles.
- i. All movement within the school buildings is expected to be orderly and quiet.
- j. Students are not to talk to outsiders over fences or in the school grounds.
- k. Litter must be placed in the bins provided.
- l. Students are not to leave the school grounds without the permission of the relevant level co-ordinator.

Uniform

- a. School uniform must be worn on all school days and during excursions if required.
- b. Students who are out of uniform must bring a note to their Level Co-ordinator
- c. Plain stud ear-rings or sleepers are the only visible jewellery which may be worn.
- d. A full change of clothing is required for sport and physical education.
- e. Students should be clean shaven.
- f. Hats are to be worn for outside P.E., Sport and at recess/lunch time during Term 1 and 4.

Safety

- a. Students are not to use power equipment, science apparatus, fire extinguishers or audio-visual equipment unless under the direct supervision of a staff member.

- b. Students must not touch any clocks, switchboards, mechanical garden equipment.
- c. Students driving motor vehicles are not permitted to carry other students as passengers during the school. This includes transport to and from school.
- c. Students playing team ball games such as football, rugby, “keepings off” etc, must play the non-contact “touch” variety unless taking part in an organised, properly umpired match.
- d. Bicycles are not to be ridden in the school grounds apart from on the Bicycle Track.
- e. Students must make sure that long hair is safely secured when working with machinery (eg. lathes, drills).

Punctuality

- a. Students are expected to be on time to all classes.
- b. Students late to school for any reason are to report to their Level Co-ordinator, or in her/ his absence, to the General Office.

Property

- a. All personal property (books, clothing and equipment) should be **clearly named**.
- b. Money and valuables must not be left in lockers or in clothing in the change rooms. They should be given to the teacher in charge or left at the General Office.
- c. Personal radios, CD players, cassette players, electronic games etc. are not be brought to school or taken on excursions.
- d. Property of others is not be interfered with or used without the express permission of the owners.
- e. Students are not to interfere with notices, fixtures and fittings around the school.
- f. School equipment and grounds are to be treated with respect and any damage reported immediately to the Principal or Assistant Principal by the person causing the damage.
- g. Bags are allowed on school premises or to school activities only on the condition that they are available for inspection on request.
- h. Mobile telephones should not be brought to school or taken on school camps unless given permission by the teacher in charge. If a phone has to be brought to school it must be handed in to the office at the start of the day and picked up at the end of the school day.

Sports Equipment

- a. Yard sports equipment is to be returned to the distribution point at the end of recess and lunch.
- b. Students are not to enter the Sports store unless under the direction of a teacher.
- c. No ball games should be played in front of the school or close to windows, or in the covered areas.
- d. Sports equipment must be used sensibly. Volleyballs, basketballs, or Netballs are not to be kicked. Footballs are not to be used on the asphalt.

Canteen

- a. Lunches should be ordered from the canteen at recess time.
- b. Canteen apparatus is not to be taken outside the Canteen.
- c. Litter should be placed in the bins provided.
- d. Students rostered on to do canteen duty must perform the clean up duties during the second half of lunchtime.

Excursions

- a. Normal school rules apply and any special rules of the camp or excursion.
- b. A signed Parent Permission form must be received by the organising teacher prior to departure before a student can participate in a Camp or Excursion.

Buses

- a. School Rules apply to all students travelling on school buses.
- b. Bus travellers must inform the teacher-in-charge of buses of any change to their normal bus travel arrangements and also notify the bus captain and driver.
- c. Instructions of bus drivers are to be obeyed without argument.

Notes from Parents

- a. To ensure that any student request for alteration of normal routines has approval of parents, notes are required for students for:
 - permission to leave the school grounds
 - alteration to bus arrangements.
 - permission to travel on a bus if not normally a bus traveller.
 - being out of school uniform.
 - being absent from school.
 - being excused from physical activity.
- b. Lunch passes are issued on the written request of parents where students usually go home for lunch. The pass gives the student permission to go from school to home and return by the shortest practical route at lunch times only.

DISCIPLINE PROCEDURES

See section 5 (Actions Consequences) of the ***Donald High School Engagement Policy*** 2009.

IMPLEMENTATION OF POLICY

The class teacher has the prime responsibility of ensuring the maintenance of appropriate standards in that teacher's classes. Similarly the duty teacher has responsibility for ensuring that the Policy is enforced in the yard.

When an issue arises which cannot be resolved at this level the Year Level Co-ordinator will seek the assistance of a senior teacher

If a very serious breach of the discipline policy occurs the matter will be handed to the Principal.

In cases of repeated minor misdemeanours the parents will be informed of these at an appropriate stage by the Level Co-ordinator. If a serious matter occurs the Principal will make immediate contact with the parents.

3.7 Visitors Policy

Rationale:

We seek to provide an open and friendly learning environment, which values and actively encourages visitors to our school. At the same time we recognise our duty of care to ensure a safe environment for our students and staff, and we recognise our responsibility to protect and preserve our resources against theft, vandalism and misuse.

Aims:

- To provide a safe and secure environment for our students, staff and resources.
- To establish protocols and procedures that effectively monitors and manages visitors, whilst not compromising the open and inviting nature of our school.

Implementation:

1. Whilst we actively encourage an inviting and open school, the safety of our students, staff and resources remain our highest priorities.
2. Visitors are defined as all people other than staff members, students, and parents/guardians involved in the task of delivering or collecting children at the start or end of the school day.
3. All visitors will be required to report to the administration office prior to undertaking any activity within the school, where they will be required to sign a "Visitors" book and will be assigned a "Visitors" badge which they must wear at all times within the school. Similarly, visitors will be required to report to the administration office at the end of their visit to return their badge and to "sign out" in the Visitors book.

4. Comfortable and non-intimidating waiting and interviewing spaces will be made available.
5. Visitors will be provided with directions, and will be made aware of any construction works etc that may impact upon their safety or comfort.
6. The above mentioned process for managing and monitoring visitors will be regularly published in the school newsletter, and will appear at all school entrances.
7. Visitors within the school who have failed to follow this process will be reminded to do so.
8. Under the Summary Offences Act 1966 and subsequent amendments, the Principal reserves the right, and has the authority to prohibit any potential visitor from entering or remaining within the school, and also has the authority to invite or exclude people from using or being within the school boundaries outside school operating hours.
9. Should a student of Donald High School wish to have 'friend' or 'relative' who is not an enrolled member of the school attend for a period of time as a "student visitor", the principal must be notified at least 48 hours prior to the proposed date of visit, and as per point 8, reserves the right to prohibit the potential visitor from entering the school.
10. The school's emergency management procedures will ensure that visitors within the school at the time of any emergency or practice drill will be recognised and be appropriately catered for.

3.8 Parent Complaints Policy

Our school welcomes feedback and encourages parents to raise issues so they can be dealt with speedily and resolved to the satisfaction of all concerned.

The following guidelines have been developed to assist parents in addressing such concerns:

1. Raise the matter with the school via telephone, note or personally at the office.

2. Remember that you have one side of an issue, others may have another version.
3. The school will best advise you as to who is the most appropriate person to make an appointment with. This may be a class teacher, Coordinator, Assistant Principal or the Principal.
4. Staff at the school will be able to explain school policy or Department of Education & Early Childhood Development requirements that may relate to your concerns. They may also refer you to the wide range of educational information on the school's website or the Department's website at www.education.vic.edu.au.
5. If the issue is not resolved, make an appointment to see the Principal to further discuss the matter. The Principal has the responsibility to ensure all issues are appropriately addressed and resolved. After this meeting you may need to:
 - Be prepared to monitor the situation with follow up phone calls or meetings with relevant staff member(s).
 - Be available for further discussions with appropriate people at school as required.
 - Consider involving the support of outside agencies such as advocates, guidance officers or social workers. This can be arranged through the school.
6. All issues and complaints must ultimately be resolved at the school level and the Principal is the key person in reaching a satisfactory outcome. The school is committed to seeking a resolution to all concerns sensitively and with a commitment to listening and responding positively to all concerns.



Student Engagement Policy

Section 4: Shared Expectations

Effective schools have shared high expectations of the whole school community. At Donald High School we believe we have a responsibility to provide an educational environment that ensures that all students are valued and cared for, feel that they are part of the school, and can engage effectively in their learning and experience success. The school expectations have been developed by the students, staff and parents and they are conveyed to all students.

The list of expectations that appear below also appear in all classrooms and students are made aware of consequences for breaching these. (See section 5: Actions and consequences for our staged approach when dealing with misconduct or unacceptable behaviour)

Student Expectations

- Respect the rights of others
- Respect property
- Obey instructions from staff
- Expected to wear full school uniform
- Expected to complete all work on time
- Follow all school rules
- Accept responsibility for their own actions

School Expectations

- Recognise positive behaviour at every opportunity
- Give positive reinforcement to increase self esteem at every opportunity
- Acknowledge student achievements
- Encourage understanding and awareness of the school rules
- Provide a safe, positive and engaging learning environment.
- Sanction or provide penalties for students who break the school rules
- Provide a sequentially staged approach to discipline that includes restorative practices

The school is committed to the use of **restorative practices** with any person who doesn't adhere to the schools expectations, rights and responsibilities. Restorative practices used include:

- Facilitating an environment of trust, connectedness and safety
- Promoting awareness of others, responsibility and empathy
- Direct voluntary participation of those affected by the misconduct in its resolution
- Promotion of relationship management rather than behaviour management
- Systematic staged approach to dealing with the particular misconduct
- Establishing or re-establishing relationships in which each persons rights to dignity, concern and respect are satisfied.



Section 5: School Actions and Consequences

The school "Code of Conduct and the *Effective Schools are Engaging Schools: Student Engagement Policy 2009*" outlines the general principles of student conduct.

The school community believes that the school should be a caring and productive environment that meets the needs of students at all levels.

The school community is composed of students, teachers, non-teaching staff and parents. The orderly functioning of that community depends on the acceptance by its members of a code of behaviour, which governs the relationships between the different members of the community. Input and acceptance by all representatives will foster a cohesive and consistent response to poor attendance and inappropriate behaviour. The actions and consequences outlined are to be administered in an incremental way (staged response) and should be applied fairly and consistently.

We aim to apply fair and consistent discipline and attendance policies that are collectively agreed upon and fairly enforced which will hopefully lead to an increased likelihood that student connection to the school is maintained.

Equal emphasis will be placed on issuing positive consequences for meeting high expectations as there is on negative consequences. Consequences that are encouraged for positive behaviours include: verbal praise, classroom rewards and incentives, newsletter and local paper recognition, recognition at whole school assemblies and awards nights, leadership responsibilities, participation in camps, excursions and extra curricular activities.

Actions and consequences should have an equal educational role and aim to foster positive relationships and retain the dignity of the student. Actions and consequences that isolate a student from learning should be avoided where possible. Exclusion will only occur when all other options have been exhausted or where the wellbeing or safety of another student is at risk.

The school policy is based on the following rights:

- The right of students to be educated in a safe and secure environment in which parents' expectations of care, courtesy and respect for the rights of others will be recognised.
- The right to be treated with respect.
- The right of students to develop their own individual talents, ambitions and interests.
- The right of students to learn in an atmosphere of order and co-operation.
- The right to expect that the Code of Conduct is fairly, reasonably and consistently implemented.

-
- The school has the right to expect the support of parents in its efforts to maintain a productive teaching and learning environment.

All students are provided with a detailed copy of the Code of Conduct in the Student/Parent Handbook they receive when entering the school. Students are reminded of that code at the beginning of each year, and at times when required.

Consequences of Inappropriate Behaviour

Procedures for dealing with inappropriate behaviour - Staged Response:

Stage 1 –Classroom/Teacher level.

This involves behaviour regarded by the classroom teacher as breaching the general school and classroom rules. These forms of misbehaviour, in the first instance, will be dealt with by the classroom teacher.

Research has shown that the classroom teacher has the greatest influence on modifying student behaviour. To this end, a sound behaviour management plan within the classroom is critical to the school behaviour management policy. Staff must clearly understand and administer the policy in a fair and consistent manner.

Stage 2 –Leadership Intervention.

Repeated offences that occurred in stage one or those of a more serious nature. This will require students to attend a conference with the Year Level Co-ordinator. Major offences or repeated offences at this level will involve the Assistant Principal and /or the Principal.

Stage 3 –Principal/Assistant Principal Intervention.

When students do not behave as expected or when the rights of others are infringed upon they must accept that there will be consequences. Consequences can include: counseling, detentions, withdrawal from class, withdrawal of privileges, in school and/or out of school suspensions.

Examples of Student Behaviours in each of the three Severity Levels.

Level 1 – Minor behaviours

- Talking in class
- Low level swearing
- Resisting teacher instructions
- Yelling out in class
- Not bringing books or appropriate equipment to class
- Chewing gum
- Interfering with other peoples space/ belongings

Level 2- Moderately serious behaviours

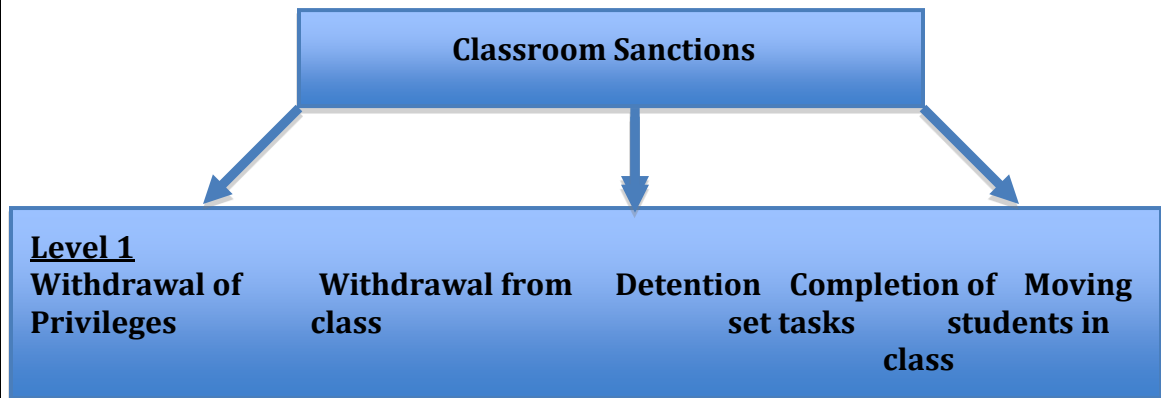
- Constant talking in class
- Losing temper
- Repeated poor language
- Resisting to work
- Phone in class
- Repeated level 1 behaviours

Level 3 - Very serious behaviours

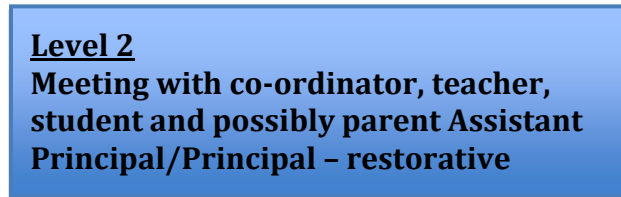
- Refusing teacher instructions
- Disrespecting a teacher (swearing)
- Stealing
- Physical and emotional abuse of a staff member and or student
- Vandalism
- Racist or sexual comments
- Harming other students
- Repeated level 1 and 2 behaviours

Where it is deemed appropriate, a Restorative Practices approach will be used in the resolution of a disputes or in dealing with inappropriate behaviour. The school would encourage that a respectful environment be maintained at all times by all parties.

Student Consequences for Unacceptable Behaviour



Meetings with parents and



Meetings with parents, teachers and agencies



- Maximum of 15 days in one year.
- Alternative program
- Management plan
- Restorative practice - student meeting to manage return to work

Techniques and Procedures for Inappropriate Behaviour

Level 1

Classroom Teacher level techniques

- Verbal warning
- Teacher /pupil/class conference
- Isolation- removal from class or group for a short period of time
- Seating plans
- Extra school work or completing unfinished work
- Detention
 - Recess (up to 15 mins.)
 - Lunch (up to 30 mins.)
 - After school (up to 45 mins.)

NOTE CAREFULLY:

BUS TRAVELLERS SHOULD NOT BE GIVEN DETENTION AFTER SCHOOL.

Group discussion. Teacher conducts a discussion with a group of students to try to isolate causes of problems.

Interviews.

- (a) formal - teacher controlled, aim is to collect facts
- (b) informal - "quiet chat"
- (c) guidance - try to identify student's problems and to look at options

Level 2

Leadership intervention - Parental Contact

- (a) Parent/teacher interviews
- (b) Telephone - informal contact
- (c) social - " "
- (d) letter - request for parent action (Admin. level)

Recording events-concerning behaviours are to be recorded by Year Level Co-ordinators and placed in the students file in the office. Meetings with students and parents should also be recorded and placed in appropriate files

Conduct Card/Sheet (Admin. Level).

Restitution. Payment of compensation where damage has resulted from irresponsible behaviour (Admin. level).

Exclusions - withdrawal of opportunity to participate in or to attend school-sponsored activities eg. school bus travel, camps, excursions, visiting entertainers. (Admin. level).

Referral - with parental approval the help of D.O.E. counsellors may be sought. (Admin. level).

Special Detentions. Students may be required to attend school on Correction Days, Curriculum Days. (Admin. level).

Level 3

Principal / Assistant Principal Intervention

Suspensions

In school /out of school suspensions as per "*Effective Schools are Engaging Schools: Student Engagement Policy 2009*". (Admin. Level).

Suspensions are a serious disciplinary measure and should normally only be used when other measures have not produced a satisfactory response. Suspensions should be used for the shortest time necessary. The maximum period of time a student can be suspended consecutively is five school days. A student cannot be suspended for more than fifteen school days in a school year, unless approval is sought from the Regional Director.

Procedures prior to Suspension

Outlined in 4.2.2 of the Student Engagement Policy Guidelines

With the exception of situations that require an immediate response, Principals of schools should ensure that a range of options has been considered before suspending a student. The student must be informed that suspension is being considered and given an opportunity to address the issue of concern and respond positively, unless the Principal is satisfied that immediate action is required. When it is believed that a student's behaviour warrants suspension, the Principal must ensure that every reasonable step is taken to make contact with the parents and where possible, arrange a meeting with the parent, the student and the support group to discuss:

- The student's behaviour and performance
- Strategies being developed within the school to meet the educational needs of the student
- Possibility of suspension should the behaviour continue
- Responsibility of the parents should suspension be necessary

The Principal must ensure that:

- The behaviour, educational needs of the student, disability, age and residential circumstances of the student have been considered before suspending a pupil.
- A pupil is informed that a suspension is being considered and is given an opportunity to address the issues of concern.

Grounds for Suspension

Whilst attending school or traveling to or from school or engaged in any school activity away from the school, the Principal has the option of suspending a student if:

- They behave in such a way that threatens or endangers the health, safety, and wellbeing of any staff member, student or person assisting the running of school activities.
- Commits an act of significant violence against a person or property or being knowingly involved in the theft of property.
- Possesses, uses or assists another person to use prohibited drugs or substances.
- Fails to comply with any reasonable and clearly communicated instruction of the Principal, teacher or another staff member.
- Consistently behaves in a manner that interferes with the well being, safety or educational opportunities of any student
- Engages in behaviour that vilifies, defames, degrades or humiliates another person.

Procedures for Suspension

If after the steps outlined in the **Actions Prior to Suspension** fail to achieve an acceptable change in behaviour and a suspension is imposed, the following steps are to be taken:

1. Principal must provide the parents of the student with a notice of suspension on the day on which the suspension commences or within 24 hours thereof.
2. Provide the parents with a copy of the **Procedures for Suspension brochure**.
3. The Principal shall provide the School Council President with a copy of the notice of suspension.
4. The school shall provide appropriate and meaningful work to the suspended pupil that is in line with classroom course work.
5. The Principal must convene a **suspension conference** meeting when a student has been suspended for five continuous school days on any one occasion and when a student has been suspended for a total of fifteen school days in any one school year. At any time during the suspension the parent can request a suspension conference.

The suspension conference will involve a formal meeting and will involve the principal, parents, student and other key professionals. At the request of the parent, a person who is not acting for a fee or reward may accompany the parent. Conference proceedings must remain confidential.

A suspension conference is to be conducted during the period of the suspension or as soon as practicable after. The period of suspension shall not be extended due to delays in holding a suspension conference.

A suspension conference shall consider the educational, welfare and disciplinary strategies in relation to the pupil and will consider other options for meeting the pupil's educational needs.

STAGED IMPLEMENTATION OF POLICY

The **class teacher has the prime responsibility** of ensuring the maintenance of appropriate standards in that teacher's classes. Similarly the duty teacher has responsibility for ensuring that the Policy is enforced in the yard.

When an issue arises which cannot be resolved at this level, the **Year Level Co-ordinator** will help deal with the problem. If further assistance is required, the **Assistant Principal** is to help resolve the problem.

If a very serious breach of the discipline policy occurs, the matter will be handed to the **Principal**. In cases of repeated minor misdemeanors the parents will be informed of these at an appropriate stage by the Level Co-ordinator. If a serious matter occurs the Principal will make immediate contact with the parents.