



## STUDENT ENGAGEMENT AND WELLBEING POLICY

### **Profile Statement:**

Pakenham Consolidated School is a Foundation to Year 6 School and has played a significant role in the history of Pakenham and its surrounding districts. The school first opened with an enrolment of 22 students on a site next to Toomuc Valley Creek approximately 125 years ago. In May 1951, a number of smaller schools in the area were consolidated onto one site in Main Street and became known as Pakenham Consolidated School.

In 1997, the school relocated from Main Street to the present site in Rundell Way, which provides a modern and vibrant teaching environment. Specialist areas are Physical Education, Performing Arts, Science, Visual Arts and Information Technology, all of which are conducted in well-resourced facilities.

At Pakenham Consolidated School the aim is to create a learning community where children become confident and socially skilled, knowledgeable young people who are literate and numerate and have a sense of connection to their world. Through the learning and teaching program, children are encouraged to recognise and develop their interests and talents, which will carry beyond school.

The role of Pakenham Consolidated School is to facilitate these aims by offering a comprehensive range of excellent best practice learning programs within a safe and supportive learning environment, which is accessible to all students. Teachers, parents and students share a joint responsibility to achieve these aims as stakeholders in achieving a learning community.

### **School values and philosophy 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 outcomes are inextricably linked.

Our school is also committed to preventing and addressing bullying, including cyberbullying. (see bullying policy).

### **Our Vision:**

Pakenham Consolidated School empowers students to become respectful and resilient lifelong learners.

**Whole-school prevention statement:**

The foundation of our positive school is the active participation of all members of the school community so they feel valued, safe and secure; are provided with meaningful opportunities to contribute to the school; and have every opportunity to meet their personal and educational potential. A key component of the school's approach to prevention is teaching positive behaviours through the 'Bucket Filler' program and the use of logical consequences through Restorative practices to address appropriate and inappropriate behaviour.

Student voice is encouraged through participation in the Student Leadership Committee, the 'formulation of classroom protocols and weekly student forums. Students have multiple opportunities to input into the creation of their educational experience, including the physical learning environment, which provides them with a sense of ownership and allows them to feel safe and supported in the environment they have had a hand in creating.

Our positive school culture is also based on student engagement being the basis for learning. To support this school leadership is actively engaged in ensuring that classroom practice, pedagogy and curriculum engages all students by recognising and responding to diverse learning needs. Effective teaching, inclusive and engaging curriculum and respectful relationships between staff and students is promoted through professional learning teams that encourage innovative pedagogy using the Departments PoLT instructional model and Victorian Curriculum.

**Prevention programs:**

**Attendance:**

The school understands that full attendance is the key to engagement and maximises every student's ability to learn and our teacher's ability to teach effectively. The school has actively embraced the It's Not Okay to be Away approach. Established an expectation that students attend school on a regular basis by developing checks on attendance patterns and that teachers follow up all unexplained absences. The school community is reminded in the newsletter about the value of student attendance and processes employed at the school for monitoring attendance.

**The Bucker Filler Program:**

The 'Bucket Filler' program was introduced to Pakenham Consolidated School in Term 4 2016 and fully implemented across the school in 2017.

The 'Bucket Filler' mission:

**"The 'Bucket Filler' program has been designed to encourage students to use their words and actions in a positive way, to treat others with respect, to be accountable for the choices they make and to take responsibility for their behaviour/attitude".**

**Value Added Programs**

We have a breakfast club that operates in conjunction with the local community groups to support wellbeing, attendance and engagement

**Professional Learning:**

Teacher professional learning is given a high priority at Pakenham Consolidated School to ensure that the strategies and approaches adopted are implemented with integrity and that all staff are current and consistent and provide , stimulating learning opportunities, a good learning environment and high quality instruction in all areas of the curriculum.

**Rights and responsibilities:****Guiding principles:**

- Every member of the school community has a right to fully participate in an educational environment that is safe, supportive and inclusive.
- Pakenham Consolidated implements a fair and respectful whole school engagement and behaviour management approach.
- The school's curriculum includes pro-social values and behaviour to enable students to acquire knowledge and skills, value diversity and build a culture of learning, community and engagement.
- Pakenham Consolidated School has established social/emotional and educational support for vulnerable students, and monitors and evaluates their progress.
- Pakenham Consolidated School builds 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.
- Pakenham Consolidated School, has created a child safe organisation and complies with its obligations under the Child Safe Standards.

**Equal Opportunity:**

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

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

- Age
- Breastfeeding
- Gender identity
- Impairment
- Industrial activity
- Lawful sexual activity
- Marital status
- Parental status or status as carer
- Physical features
- Political belief or activity
- Pregnancy
- Race
- Religious belief or activity
- Sex
- Sexual orientation
- Personal association (with a person who is identified by reference to any of the above attributes).

## The Charter of Human Rights and Responsibilities Act 2006

The Charter sets out a list of 20 rights that reflect the following four basic principles:

- Freedom
- Respect
- Equality
- Dignity

The charter outlines a vision of human rights for all Victorians. The charter affirms that all people are born free and equal in dignity and rights. While the charter demands equality for all, it also emphasises the value of difference. The charter requires public authorities, including government schools and their employees, to act compatibly with human rights and to consider human rights when making decisions and delivering services.

- The right not to be discriminated against
- The right to privacy and reputation
- The right to freedom of thought, conscience, religion and belief
- Cultural Rights

It is important to understand that with human rights comes a responsibility to respect other human rights.

All Department employees must act compatibly with the Charter and give proper consideration to human rights when making decisions. Everyone should:

- Encourage compliance with the Charter
- Support others to act compatibly with the Charter, and
- Respect and promote human rights

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

### **Students with disabilities:**

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

An education provider must make 'reasonable adjustments' to accommodate a student with a disability. An adjustment is a measure or action taken to assist a student with disability to participate in education and training on the same basis as other students. An adjustment is reasonable if it does this while taking into account the student's learning needs and balancing the interests of all parties affected, including those of the student with the disability, the education provider, staff and other students.

In determining whether an adjustment is reasonable, an education provider should take into account information about:

- The nature of the student's disability
- His or her preferred adjustment
- Any adjustments that have been provided previously
- Any recommended or alternative adjustments.

This information might come from the student, an associate of the student, independent experts, or a combination of these people.

An education provider should ensure that the student, or an associate of the student, has timely information about the processes for determining whether the proposed adjustment would cause unjustifiable hardship to the provider. The provider should also ensure that these processes maintain the dignity, respect, privacy and confidentiality of the student and the associates of the student, consistent with the rights of the rest of the community.

The provider may consider all likely costs and benefits, both direct and indirect, for the provider, the student and any associates of the student, and any other persons in the learning or wider community, including:

- Costs associated with additional staffing, providing special resources or modifying the curriculum
- Costs resulting from the student's participation in the learning environment, including any adverse impact on learning and social outcomes for the student, other students and teachers
- Benefits of the student's participation in the learning environment, including positive learning and social outcomes for the student, other students and teachers, and
- Any financial incentives, such as subsidies or grants, available to the provider if the student participates.

The DDA and the Education Standards do not require changes to be made if this would impose unjustifiable hardship to a person or organisation.

### **Bullying and harassment:**

#### **Definitions:**

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

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

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

Examples of cyberbullying behaviour are:

- Teasing and being made fun of
- Spreading of rumours online
- Sending unwanted messages
- Defamation.

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

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

The effects of harassment or bullying include:

- Poor health – anxiety, depression
- Lower self esteem
- Reduced study performance
- Missed classes, social withdrawal
- Reduced career prospects

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

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

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

**Subtle: (The most common)**

They include:

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

**Explicit: (obvious)**

They include:

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

Extreme forms of sexual harassment will lead to criminal prosecution.

**Bullying can involve such things as:**

- Grabbing, aggressive staring, hitting, pinching kicking, pushing and shoving.
- Publicly excluding a person from your group
- Taking or breaking a person's property
- Knocking a person's books or belongings out of their hands or off their desk
- Teasing a person because of their looks

**Cyberbullying:**

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

This includes:

- The language you use and the things you say
- How you treat others
- Respecting people's property (eg copyright)
- Visiting appropriate places.

Behaving safely online means:

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

If you are being harassed or bullied you should:

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

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

**Rights and Responsibilities of the School Community:**

1. The School Council and Staff aim to provide a positive and consistent behaviour management policy and to assist all by documenting clear guidelines in the Pupil Management Policy for pupils, parents and teachers to follow.
2. The children will understand that there are consequences for both poor and good behaviour.
3. Self-discipline and a positive self-esteem are our ultimate goals.

<b>Rights</b>	<b>Responsibilities</b>
<p>Students have a right to:</p> <ul style="list-style-type: none"> <li>• Work in a secure environment where, without intimidation, bullying (including cyber-bullying) or harassment they are able to fully develop their talents, interests and ambition</li> <li>• Participate fully in the school's educational program</li> <li>• Feel safe and secure at school.</li> <li>• Be treated fairly.</li> <li>• Work, learn and play in a safe environment.</li> <li>• Be provided with learning activities in which they can succeed.</li> <li>• Participate in programs and activities.</li> </ul>	<p>Students have a responsibility to:</p> <ul style="list-style-type: none"> <li>• Help make Pakenham Consolidated a happy and safe place for all.</li> <li>• Participate fully in the school's educational program and to attend regularly. Students should also be expected to display positive behaviours that demonstrate respect for themselves, their peers, their teachers and all other members of the school community.</li> <li>• Demonstrate respect for the rights of others, including the right to learn, will contribute to an engaging educational experience for themselves and other students.</li> <li>• Ensure that they do not interrupt the learning of other students.</li> <li>• Obey and follow the school expectations of Respect for Self, Others, Learning and the Environment.</li> <li>• As students progress through school they will be encouraged and supported to take greater responsibility for their own learning and participation as members of the whole school community. This involves developing as individual learners who increasingly manage their own learning and growth by setting goals and managing resources to achieve these goals.</li> <li>• Students should, with support, be expected to participate fully in the school's educational program and to attend regularly. Students should also display positive behaviours that demonstrate respect for themselves, their peers, their teachers and all other members of the school community.</li> </ul>



**Rights and Responsibilities of the Parents / Carers:**

<b>Rights</b>	<b>Responsibilities</b>
<ul style="list-style-type: none"> <li>• Parents/carers have a right to expect that their children will be educated in a secure environment in which care, courtesy and respect for the rights of others are encouraged.</li> <li>• Have access to the Principal, Assistant Principal and teachers.</li> <li>• Have access to the classroom on arrangement with the teacher.</li> <li>• Have access to school policies and reports.</li> <li>• Have their opinions and thoughts given due hearing by the school administration and classroom teachers.</li> </ul>	<p>Parents/carers have a responsibility to:</p> <ul style="list-style-type: none"> <li>• Promote positive educational outcomes for their children by taking an active interest in their child's educational progress and by modelling positive behaviours.</li> <li>• Ensure their child's regular attendance</li> <li>• Engage in regular and constructive communication with school staff regarding their child's learning.</li> <li>• Support the school in maintaining a safe and respectful learning environment for all students.</li> <li>• Encourage children to have a positive attitude towards the school.</li> <li>• Discuss any concerns, worries or opinions in an appropriate, courteous manner.</li> <li>• See that children attend school punctually and regularly.</li> </ul>

**Rights and Responsibilities of Teachers:**

<b>Rights</b>	<b>Responsibilities</b>
<p>Teachers have a right to</p> <ul style="list-style-type: none"> <li>• Expect that they will be able to teach in an orderly and cooperative environment and be treated with respect and courtesy.</li> <li>• Be informed, within Privacy requirements, about matters relating to students that will affect the teaching and learning program for that student.</li> <li>• Have pupils come to school in a clean, rested and properly nourished manner.</li> <li>• Have pupils who are punctual and regular in attendance.</li> </ul>	<p>Teachers have a responsibility to</p> <ul style="list-style-type: none"> <li>• Fairly, reasonably and consistently, implement the engagement policy.</li> <li>• Know how students learn and how to teach them effectively.</li> <li>• Know the content they teach.</li> <li>• Know their students.</li> <li>• Plan and assess for effective learning.</li> <li>• Create and maintain safe and challenging learning environments.</li> <li>• Use a range of teaching strategies and resources to engage students in effective learning.</li> <li>• Provide a safe environment for all students.</li> <li>• Communicate with parents/carers when required.</li> </ul>

**Shared expectations:**

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

At PCS our aim is to create a learning community where children become confident and socially skilled, knowledgeable young people who are literate and numerate and have a sense of connection to their world. Through the learning and teaching program, children will be encouraged to recognise and develop interests and talents, which they will carry beyond school. The role of PCS is to facilitate these aims by offering a comprehensive range of excellent, best practice learning programs within a safe and congenial learning climate, which is accessible to all students. Teachers, parents and students share a joint responsibility to achieve these aims as stakeholders in achieving a learning community.

**Student code of conduct:**

The Code of Conduct for students at Pakenham Consolidated has been developed within and is consistent with Department guidelines and Regulations. Pakenham Consolidated School believes that the school is a place of education where each child has the right to learn and grow in a supportive environment among people who are caring and co operative. Our school believes that a positive whole school approach to behaviour is desirable in order to foster a school climate where personal responsibilities and self discipline are developed. Our Student Code of Conduct is based on the principle: "Show care and respect for all people and property".

**Expectations – STUDENT**

- Make the most of opportunities to achieve their personal best.
- Care for their school and its equipment.
- Demonstrate Respect for Self, Others, Learning and the Environment

**Expectations – PARENT/CARERS:**

- Have an obligation to support the school in its efforts to implement the Student Code of Conduct.
- Encourage in their children a positive attitude towards the school.
- See that children attend school punctually and regularly.
- Ensure that their children are sent to school in a clean, rested and healthy state.
- Discuss any concerns, worries or opinions in an appropriate, courteous manner.

**Expectations - TEACHER:**

- Have an obligation to fairly, reasonably and consistently implement the Student Code of Conduct.
- Provide an interesting and stimulating classroom atmosphere as per school policies.
- Provide a safe environment for students.

**Schools – principals, teachers and school staff**

Schools have a responsibility to provide an educational environment that ensures that all students are valued and cared for, feel they are part of the school, and can engage effectively in their learning and experience success.

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

- **Care** **and** **Compassion**  
Care for self and others
- **Integrity**  
Act in accordance with principles of moral and ethical conduct, ensure consistency between words and deeds
- **Doing** **Your** **Best**  
Seek to accomplish something worthy and admirable, try hard, pursue excellence
- **Respect** Treat others with consideration and regard, respect another person's point of view
- **Fair** **Go**  
Pursue and protect the common good where all people are treated fairly for a just society
- **Responsibility**  
Be accountable for one's own actions, resolve differences in constructive, non-violent and peaceful ways, contribute to society and to civic life, take care of the environment
- **Freedom**  
Enjoy all the rights and privileges of Australian citizenship free from unnecessary interference or control, and stand up for the rights of others
- **Understanding,** **Tolerance** **and** **Inclusion**  
Be aware of others and their cultures, accept diversity within a democratic society, being included and including others
- **Honesty** **and** **Trustworthiness**  
Be honest, sincere and seek the truth

**School expectations include:**

- Inclusive teaching practices
- Accessible educational provision for all students
- Parent/carer partnerships and liaison
- Community partnerships which engage families and the community in ways that support student achievement and success
- Provision of appropriate student services
- Development and provision of appropriate, relevant and challenging curriculum that gives students the opportunity to experience success in their learning.

**Restorative Practices:**

The school is committed to the use of restorative practices with students. Restorative Practices:

- Are underpinned by student learning and facilitate an environment of safety, trust and connectedness (Bond et al. 2001, Fuller 1999)
- Promote awareness of others, responsibility and empathy (Hopkins 2002)
- Involve direct and voluntary participation of those affected by misconduct in its resolution (Braithwaite 2001b)
- Promote relationship management rather than behaviour management (Cameron & Thorsborne 2001)
- Separate the deed from the doer (Marshall et al. 2002)

- Are systematic, not situational (Armstrong 2004)
- Are concerned with establishing or re-establishing social equality in relationships; that is, relationships in which each person's rights to equal dignity, concern and respect are satisfied (Morrison 2002).

### **Diversity in the school community:**

The school aims to address diversity by:

- Maintaining a highly skilled, motivated and energetic workforce who are better able to meet the needs of a diverse school community
- Attracting highly skilled and diverse staff making the school a preferred employer
- Increasing the range of knowledge, skills and experiences available in the workforce
- Enhancing the capacity for effective decision-making due to the greater diversity of perspectives and inputs
- Creating more effective work teams due to increased participation levels and an increased capacity to solve problems.

### **School actions and consequences:**

#### **Actions and consequences:**

Breaches of school expectations and policies will incur disciplinary action which will be a logical consequence of misbehaviour, as detailed in the Student Welfare Policy and Bullying Policy. Serious and continued breaches of school rules may lead to suspension/expulsion procedures in line with The Department guidelines. Pakenham Consolidated has in place policies and programs which relate to student management and support.

#### **Appropriate Behaviour**

Positive feedback including recognition at assembly, newsletters and classroom programs will be a feature of the Student Code of Conduct.

#### **Inappropriate Behaviour:**

When students do not meet expectations, a staged response is implemented consistent with the logical consequences outlined below. This is to be implemented using the restorative approach.

- Re-establish significant relationships;
- Ensure consequences are relevant and meaningful;
- Foster and develop individual responsibility and empathy.

#### **Ongoing Behaviour issues:**

Where students exhibit behaviour patterns as a part of a staged response a range of strategies will be used. These may include:

- **Discussing** the behaviour problems and reaching an agreement for future behaviour.
- **Explicit teaching** of appropriate behaviours.
- **Time Out** (Buddy Teacher's), allowing a "Cooling Off" period and time for reflection.
- **In- House Suspension**, withdrawal from an activity, class or excursion due to inappropriate behaviour and provided with an alternative educational setting within the school.
- **Discipline /Student Support Group Meeting** involving parents/caregivers and /or Department support staff, outside Agency to assist with modifying behaviour.
- **Suspension & Expulsion:** For serious disciplinary measures we follow DEECD Engaging

Schools are Effective Schools: *Student Engagement Policy Guidelines 2009* developed in response to Ministerial Order No. 184

Student engagement, regular attendance and positive behaviours will be supported through relationship based whole-school and classroom practices, including:

- Establishing predictable, fair and democratic classrooms and school environments
- Ensuring student participation in the development of classroom and whole school expectations
- Providing personalised learning programs where appropriate for individual students
- Consistently acknowledging all students
- Empowering students by creating multiple opportunities for them to take responsibility and be involved in decision-making
- Providing physical environments conducive to positive behaviours and effective engagement in learning.

Inappropriate behaviours, including irregular attendance, will be responded to through a staged response, including:

- Understanding the student's background and needs
- Ensuring a clear understanding of expectations by both students and teachers
- Providing consistent school and classroom environments
- Scaffolding the student's learning program.

**Broader support strategies will include:**

- Involving and supporting the parents/carers,
- Involving the student wellbeing coordinator, managed individual pathways or careers coordinators
- Tutoring/peer tutoring
- Mentoring and/or counselling
- Convening student support group meetings – the student support group is an important component of the staged response for students facing difficulty with engagement, attendance or behaviour
- Developing individualised flexible learning, behaviour or attendance plans
- Providing broader educational programs, for example experiential learning, work education, camps/outdoor education/creative arts
- Involving community support agencies.

**Discipline procedures – suspension and expulsion:**

When considering suspension or expulsion, schools are required to follow the procedures listed in section 4.3 of the Department guidelines published in **Effective Schools are**

**Engaging Schools Student Engagement Policy Guidelines** . Appendices 12 to 18 of the guidelines provide flowcharts and proformas for use in suspension and expulsion procedures. This includes being explicit about the way work is provided to students.

A student may only be excluded from school in situations where all other measures have been implemented without success or where an immediate suspension is the only appropriate course of action in response to the student's behaviour.

Consequences which may be used prior to suspension include:

- Withdrawal of privileges
- Withdrawal from class if a student's behaviour significantly interferes with the rights of other students to learn or the capacity of a teacher to teach a class, that student may be temporarily isolated from regular classroom activities or, in more severe cases, required to leave the classroom for a specified period of time.

Where appropriate, parents/carers should be informed of such withdrawals.

- Detention - teachers may require a student to finish school work that has not been completed in the regular classroom or to undertake additional or new work or duties at a reasonable time and place. No more than half the time allocated for any recess may be used for this work.

Where students are required to undertake school work after school, the time should not exceed forty-five minutes.

The principal should ensure that parents/carers are informed at least the day before the detention. Where family circumstances are such that the completion of after-school work would create undue hardship (for example, where students regularly supervise younger siblings in the absence of parents/carers), the school may choose to negotiate alternative disciplinary measures with parents/carers.

- Convening of a support group (See Effective Schools are Engaging Schools - Student Engagement Policy Guidelines for process required).

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

## References

Effective Schools are Engaging Schools - Student Engagement Policy Guidelines

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

School Accountability and Improvement Framework

<http://www.education.vic.gov.au/management/schoolimprovement/accountability/default.htm>

Effective Schools are Engaging Schools

<http://www.eduweb.vic.gov.au/edulibrary/public/stuman/wellbeing/segpolicy.pdf>

Disability Standards for Education

<http://www.education.vic.gov.au/healthwellbeing/wellbeing/disability/handbook/legislation.htm>

Safe Schools

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

<http://www.education.vic.gov.au/healthwellbeing/safety/bullying/cyber/default.htm>

<http://www.education.vic.gov.au/management/elearningsupportservices/www/default.htm>

Charter of Human Rights

<http://www.education.vic.gov.au/studentlearning/programs/multicultural/tchhrcharter.htm>

[http://www.austlii.edu.au/au/legis/vic/consol\\_act/cohrara2006433](http://www.austlii.edu.au/au/legis/vic/consol_act/cohrara2006433)

Equal Opportunity Act

<http://www.det.vic.gov.au/hrweb/divequity/eo/eoact.htm>

## **Evaluation:**

This policy will be evaluated as part of the school's three year review cycle or as deemed necessary by the School Council.