

## Policy

### 1. School Profile

Upwey High School strives to provide a wide range of curriculum offerings and extra curricula activities in order to better engage students and improve their outcomes. We recognise the need to support the whole student across the five dimensions of health and wellbeing:

- *engagement in learning*
- *social and emotional wellbeing*
- *the provision of supportive relationships*
- *the promotion of physical health*
- *ensuring the safety and material wellbeing of students*

The challenge for Upwey is to provide different strategies and approaches, tailored to individual needs. The development of work-readiness skills is essential and these need to be started at the earliest opportunity. Provision of quality learning and teaching, delivered in 21<sup>st</sup> century facilities, will allow many of these socioeconomic disadvantages to be reduced considerably and mindsets to be altered positively.

We provide educational pathways for students in both academic areas and vocational areas whilst providing students with a broad range of cocurricula activities ensuring the needs of all of our students are catered for.

### 2. Whole-School Prevention

Upwey High School's aim is to create a safe and supportive environment for learning and behaviour that reinforces school values. Our community values of responsibility, respect, personal best, citizenship, tolerance and integrity help to build and promote positive relationships, mental health and wellbeing for all students.

We believe

- *All individuals are to be valued and treated with respect*
- *All students can learn*
- *All individuals have a right to work in a secure and safe environment where they are able to fully achieve their potential*
- *Students have a right to learn in a cooperative environment free from disruption*
- *Teachers have a right to an environment free that is conducive to their teaching*
- *Parents/Carers have a right to expect that their children will be educated in an environment of care, courtesy and respect for the rights of others*
- *Parents/Carers have a responsibility to support Upwey High School in its efforts to maintain a positive learning environment*
- *The Principal and staff have a responsibility to reasonably, consistently and fairly implement the consequences of breaching Upwey High School rules.*

Upwey High School uses a staged response when dealing with concerns around a student's behaviour.

<https://edugate.eduweb.vic.gov.au/collaboration/attendanceengagementparentbehaviour/suspexp/Suspension%20and%20expulsion%20resources/Checklist%20-%20Staged%20Reponse%20for%20student%20behaviour%20issues.pdf>

The emotional and physical wellbeing of students is pivotal to their success at school. Upwey High School promotes and provides a healthy, safe and supportive environment for all of our students.

The school aims to:

- *Provide an educational environment which values and builds positive student behaviours and coping skills.*
- *Facilitate the development of physical and emotional health for all of our students.*
- *Foster an educational environment in which all members of the academic body assume responsibility for student wellbeing.*
- *Ensure that each member of the school community has the opportunity to develop skills and knowledge in relation to student wellbeing.*
- *Establish wellbeing protocols and processes that support student engagement and wellbeing.*
- *Disseminate wellbeing protocols and processes throughout the school community.*

## Policy

### 3. Rights and Responsibilities

#### 3.1 Guiding Principles

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

The Upwey High School Equal Opportunity Policy and Child Safe policies cover our protocols and procedures.

#### 3.2 Students with Disabilities

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

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

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

- *the nature of the student's disability*
- *his or her preferred adjustment*
- *any adjustments that have been provided previously*
- *any recommended or alternative adjustments.*

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

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

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

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

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

#### 3.3 Bullying and Harassment

The **Upwey High School Anti-Bullying and Anti-Harassment Policy** covers our approach to bullying and harassment, defined as:

- **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.

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### 3.4 Rights and Responsibilities of the School Community

Good social skills are critical to successful functioning in life. These skills enable us to know what to say, how to make good choices, and how to behave in diverse situations. The extent to which adolescents possess good social skills can influence their academic performance, behaviour, social and family relationships, and involvement in extracurricular activities. Social skills are also linked to the quality of the school environment and school safety.

While most young people pick up positive skills through their everyday interactions with adults and peers, it is important that teachers and parents/carers reinforce this casual learning with direct and indirect instruction. We must also recognize when and where adolescents pick up behaviours that might be detrimental to their development or safety. In the past, schools have relied exclusively on families to teach children important interpersonal and conflict resolution skills.

However, increased negative societal influences and demands on family life make it imperative that schools partner with parents to facilitate this social learning process. This is particularly true today given the critical role that social skills play in maintaining a positive school environment and reducing school violence.

#### Consequences of Good Social Skills

With a full repertoire of social skills, students will have the ability to make social choices that will strengthen their interpersonal relationships and facilitate success in school. Some consequences of good social skills include:

- *Positive and safe school environment.*
- *Child resiliency in the face of future crises or other stressful life events.*
- *Students who seek appropriate and safe avenues for aggression and frustration.*
- *Children who take personal responsibility for promoting school safety.*

#### Consequences of Poor Social Skills

Students with poor social skills have been shown to:

- *Experience difficulties in interpersonal relationships with parents, teachers, and peers.*
- *Evoke highly negative responses from others that lead to high levels of peer rejection. Peer rejection has been linked on several occasions with school violence.*
- *Show signs of depression, aggression and anxiety.*
- *Demonstrate poor academic performance as an indirect consequence.*
- *Show a higher incidence of involvement in the criminal justice system as adults.*

#### Impact on School Safety

Given the demonstrated relationship between social skills and school safety, Upwey High School seeks ways to help students develop positive social skills, both in school and in the community. Social skills related to school safety include:

- *Anger management*
- *Recognizing/understanding others' point of view*
- *Social problem solving*
- *Peer negotiation*
- *Conflict management*
- *Peer resistance skills*
- *Active listening*
- *Effective communication*
- *Increased acceptance and tolerance of diverse groups*



## Policy

### Rights and Responsibilities of Students

Rights	Responsibilities
<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> </ul>	<p>Students have a responsibility to:</p> <ul style="list-style-type: none"> <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>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 Parents/Carers

Rights	Responsibilities
<p>Parents/carers have a right to</p> <ul style="list-style-type: none"> <li>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> </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> </ul>

### Rights and Responsibilities of Teachers

Rights	Responsibilities
<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</li> <li>be informed, within Privacy requirements, about matters relating to students that will affect the teaching and learning program for that student</li> </ul>	<p>Teachers have a responsibility to</p> <ul style="list-style-type: none"> <li>Fairly, reasonably and consistently, implement the Student Engagement and Wellbeing Policy and the Student Behaviour 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>Implement the Upwey High School 'Agreed Teaching Practices.</li> </ul>

## 4. Shared Expectations

Effective schools share high expectations for the whole-school community. Shared expectations are:

- jointly negotiated, owned and implemented by all members of the school community, including students
- clear and specific
- focused on positive and pro-social behaviours
- focused on prevention and early intervention
- supported by relevant procedures
- consistent, fair and reasonable
- linked to appropriate actions and consequences.

## Policy

### The School: 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:

- **Integrity**  
Act in accordance with principles of moral and ethical conduct, ensure consistency between words and deeds
- **Personal Best**  
Seek to accomplish something worthy and admirable, try hard, pursue excellence
- **Citizenship**  
Enjoy all the rights and privileges of Australian citizenship free from unnecessary interference or control, and stand up for the rights of others
- **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
- **Tolerance**  
Be aware of others and their cultures, accept diversity within a democratic society, being included and including others
- **Respect** Treat others with consideration and regard, respect another person's point of view

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).*

## References

Student Engagement	<a href="http://www.education.vic.gov.au/school/teachers/studentmanagement/Pages/about.aspx">http://www.education.vic.gov.au/school/teachers/studentmanagement/Pages/about.aspx</a>
Safe Schools	<a href="http://www.education.vic.gov.au/about/programs/Pages/safeschools.aspx?Redirect=2">http://www.education.vic.gov.au/about/programs/Pages/safeschools.aspx?Redirect=2</a>
Child safe Standards and Child Safe Policy	<a href="http://www.education.vic.gov.au/childhood/providers/health/Pages/childsafes.aspx">http://www.education.vic.gov.au/childhood/providers/health/Pages/childsafes.aspx</a> <a href="http://www.education.vic.gov.au/about/programs/Pages/safeschools.aspx?Redirect=2">http://www.education.vic.gov.au/about/programs/Pages/safeschools.aspx?Redirect=2</a> <a href="http://www.upweyhs.vic.edu.au/ourschool.php?id=16">http://www.upweyhs.vic.edu.au/ourschool.php?id=16</a>

## Policy

### Evaluation

This policy will be reviewed as part of the school's 3 year cycle or as required by developments in relevant legislation.

<b>Policy drafted by:</b>	Administration
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