



# STAWELL SECONDARY COLLEGE

## Wellbeing and Engagement Policy

### **Child Safety Statement**

At **Stawell Secondary College** we hold the care, safety and wellbeing of children and young people as a central and fundamental responsibility of our school. This commitment is based on our three core values:

Respect  
Excellence  
Community.

As a community with a commitment to respect and excellence, we aspire to ensuring the care, safety and wellbeing of our children and young people. Stawell Secondary College is committed to strict adherence to the standards of Child Safety. Stawell Secondary College has zero tolerance of child abuse in any form.

Stawell Secondary College adopted a Child Safety Statement that articulates our strict adherence to the Child Safe Standards.

Stawell Secondary College will appoint a Child Safety Officer to ensure that every individual and every policy and every practice demonstrates strict adherence to the Child Safe Standards.

### Rationale:

- The DET stipulates that all Victorian government schools must have a Student Engagement Policy that includes strategies to promote positive student behaviour, a safe and inclusive environment, prevent bullying and anti-social behaviour and encourage respect, compassion and cooperation (DET, 2014).
- At Stawell Secondary College we believe that wellbeing and engagement is fundamental in enabling people to flourish. Therefore, support for wellbeing and engagement at Stawell Secondary College is paramount in enabling the school community to operate at its best.
- The promotion and development for wellbeing and engagement is a task that all members of the school community – staff, students and parents – share in and, therefore, must take responsibility for. Only when the community operates together can the community properly thrive.
- The guiding value of Stawell Secondary College's wellbeing and engagement program is respect. Respect means recognising the worthiness of something, be it ourselves, other people the environment or the expectations of the community. At Stawell Secondary College we emphasize four domains of respect: respect for each other, ourselves, property and the environment, and our work.
  - eSmart at Stawell Secondary College
    - Stawell Secondary College recognizes that mobile technology is an inevitable reality that we all must engage with. These technologies have brought with them a



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whole range of benefits for wellbeing and engagement such as unprecedented access to knowledge and new and innovative ways to collaborate with others. However, the new technologies also bring with them a set of challenges for wellbeing and engagement such as cyberbullying and hacking.

- In turn, Stawell Secondary College's wellbeing and engagement policy incorporates the eSmart principles of cybersafety and positive digital citizenship. Their principles are framed as specific rights and responsibilities across the four domains of respect. The school also follows a reporting process should any issues arise.

## **Definitions:**

Word	Definition
Rights	Rights refer to the entitlement to have/ be able to do/ be able to access/ or receive something.
Responsibility	Responsibility refers to a duty or obligation.
Information and Communication Technology (ICT)	ICT refers to any communication device or application, encompassing: cellular phones, computer and network hardware and software as well as the various services and applications. For the purposes of this document ICT refers to both personal and school ICT.
Cyberbullying	Cyberbullying refers to the use of technology to bully a person or group. Bullying is repeated behaviour by an individual or group with the intent to harm another person or group.
Bullying	Bullying is repeated verbal, physical, social or psychological aggressive behaviour by a person or group directed towards a less powerful person or group that is intended to cause harm, distress or fear.

## **Implementation:**

- This document sets out the rights and responsibilities that all members of the Stawell Secondary College community – staff, students and parents – are expected to observe. By observing these rights and responsibilities we ensure wellbeing and engagement at the school is effectively promoted and supported.

## **Appendix:**

- Rights and Responsibilities Document

## **Evaluation:**

This policy will be reviewed as part of the school's review cycle in accordance with the Child Safe Policy, in August every year. The review will be led by the Student Wellbeing Co-ordinator and Wellbeing Team and referred to the Policy Sub-Committee and School Council for ratification.

Last Reviewed: August 2019

Date of next review: August 2020



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## **Rights and Responsibilities**

### **1. Respect for Others**

At our College we value respect in the classroom, school yard and in the community between peers, colleagues and parents/ guardians/ carers.

#### **1.1.Student's Rights**

- To operate without interference
- To be treated fairly and courteously
- To learn in a secure environment
- To be free from all harassment and discrimination
- To have grievances heard and addressed in an impartial manner
- To participate online free from harassment, discrimination and intimidation

#### **1.2.Students' Responsibilities**

- To allow others to work and play without interference
- To treat others courteously
- To report harassment and discrimination
- To support peers
- To participate online in a responsible and supportive manner
- To report cyberbullying, harassment and/or discrimination

#### **1.3.Teachers' Rights**

- To be treated with respect by students, parents and peers
- To be free from all harassment and discrimination
- To have grievances heard and addressed in an impartial manner
- To be supported and safe within the work environment
- To participate online free from harassment, discrimination and intimidation

#### **1.4.Teachers' Responsibilities**

- To provide a safe, supportive environment for all in the school community
- To address concerns in a professional and courteous manner



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- To work collaboratively to ensure consistency across the school
- To maintain regular, professional contact with parents and relevant stakeholders
- To model ICT use that is safe, positive and responsible

## 1.5. Parents' Rights

- To be informed and involved in their child's schooling
- To expect that their child is being provided with rigorous a learning programme
- To participate in school decision making processes
- To have grievances heard and addressed in an impartial manner
- To participate online free from harassment, discrimination and intimidation

## 1.6. Parents' Responsibilities

- To be engaged and supportive of their child's education and actively involved in their schooling
- To inform teachers of any circumstances which could affect the child's schooling
- To work with the school to enhance their child's learning and ensure that their child reaches their full potential.
- To create and maintain a safe and supportive environment for their child
- To model ICT use that is safe, positive and responsible

## 1.7. Education Support Staff Rights

- To be treated with respect by students, parents and peers
- To be free from all harassment and discrimination
- To have grievances heard and addressed in an impartial manner
- To supported and safe within the work environment
- To participate online free from harassment, discrimination and intimidation

## 1.8. Education Support Staff Responsibilities

- To provide a safe, supportive environment for all in the school community
- To address concerns in a professional and courteous manner



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- To work collaboratively to ensure consistency across the school
- To model ICT use that is safe, positive and responsible

## 2. Healthy Lifestyles

At our College we value healthy lifestyles that help us to maintain positive school, life and work balances. We position our physical, mental and social health as priorities for helping us to succeed at school both academically and socially.

### 2.1. Students' Rights

- To access activities that promote health
- To access support services
- To feel supported in developing a healthy lifestyle
- To participate in online and offline activities that promote healthy lifestyles

### 2.2. Students' Responsibilities

- To support members of the school community in regards to physical, mental and social health.
- To reflect the values of the school in a respectful and positive manner when representing the College
- To maintain a healthy lifestyle conducive to their learning and engagement at school
- To moderate ICT use in a manner conducive to mental, social and physical health

### 2.3. Teachers' Rights

- To be supported by colleagues and management in maintaining positive health.
- To work in an environment conducive to positive mental health.
- To have opportunities and environments that promote social interaction and collaboration
- To participate in online and offline activities that promote healthy lifestyles



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## 2.4. Teachers' Responsibilities

- To provide a supportive environment for students and staff that promotes physical, mental and social health
- To provide a range of subjects and extra-curricular activities that promote all dimensions of health
- To prepare students for potential health hazards in the wider community
- To role model healthy lifestyle practices
- To model ICT use that is conducive to mental, social and physical health

## 2.5. Parents' Rights

- To have healthy lifestyles promoted in the school
- To access support services and advice through the school.
- To be referred to appropriate support services where necessary
- To participate in online and offline activities that promote healthy lifestyles

## 2.6. Parents' Responsibilities

- To prepare students for potential health hazards in the wider community
- To work alongside the school in promoting healthy behaviours both in and out of the school.
- To provide a home environment that promotes positive health.
- To role model healthy lifestyle practices
- To notify the school of any health concerns/issues
- To model ICT use that is conducive to mental, social and physical health

## 2.7. Education Support Staff Rights

- To be supported by colleagues and management in maintaining positive health.
- To work in an environment conducive to positive mental health.
- To have opportunities and environments that promote social interaction and collaboration



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- To participate in online and offline activities that promote and support mental and physical wellbeing

## 2.8. Education Support Staff Responsibilities

- To provide a supportive environment for students and staff that promotes physical, mental and social health.
- To provide a range of subjects and extra-curricular activities that promote all dimensions of health
- To prepare students for potential health hazards in the wider community
- To role model healthy lifestyle practices
- To model ICT use that is conducive to mental, social and physical health

## 3. Respect for property and the environment

At our College we respect the property of our own and others, and ensure that we look after the environment around us.

### 3.1. Students' Rights

- To bring personal property to school understanding that this is done at their own risk
- To have personal property respected by others
- To access healthy outdoor environments
- To access a locker for safe storage of personal and educational items
- To access school ICT to support education

### 3.2. Students' Responsibilities

- To maintain safety of their property using the lock provided
- To keep locker clean and orderly and locked at all times
- To look after school ICT with appropriate protective cases
- To support safe and clean outdoor environments

### 3.3. Teachers' Rights

- To have personal property respected by others



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- To confiscate student personal property when misuse occurs during school hours
- To detain student personal property until collection by a guardian can be arranged from House Leader
- To confiscate personal property deemed inappropriate or unsafe for school environment
- To request inspection of personal property and student lockers
- To access to school ICT to support work

## 3.4. Teachers' Responsibilities

- To support maintenance of safe and clean outdoor environments
- To maintain safe learning environments for all students
- To support maintenance of clean and orderly student lockers
- To remove unsafe/inappropriate materials from the school yard or classrooms
- To report breaches of safe conduct, misuse of personal property and/or theft incidents
- To look after school ICT

## 3.5. Parents' Rights

- To arrange collection of student personal property with House Leaders
- Access to IT device leases to support student learning
- To request support for special circumstances surrounding student personal property and learning devices
- The provision of safe learning environment for their children and/or children in their care
- The provision of a healthy outdoor environment and sheltered areas
- Access to school ICT to engage with their child's education

## 3.6. Parents' Responsibilities

- To support maintenance of safe and clean outdoor environments
- To maintain safe learning environments for all students
- To come to school prepared with all required materials, including school provided ICT





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- To ensure ICT is fully charged ready for use
- To ensure the student does not bring inappropriate or unsafe personal property into the school grounds
- To support school policies regarding management of inappropriate ICT

## 3.7. Education Support Staff Rights

- To have personal property respected by others
- To access clean, healthy and safe outdoor environments
- To access safe working environments
- To confiscate student personal property when misuse occurs during school hours
- To access to school ICT devices to support work

## 3.8. Education Support Staff Responsibilities

- To support staff, parents and students to access persons and/or property for its return
- To provide support for special student circumstances surrounding student personal property and learning devices
- To assist teachers, parent and student enquiries related to property and school environment
- To support safe learning environments and clean and healthy outdoor environments
- To report breaches of safe conduct, misuse of personal property and/or theft incidents
- To look after school ICT devices

## 4. Good Work Habits

At our College we develop and support good working habits for ourselves and others.

### 4.1. Students' Rights

- To operate in a space conducive to learning
- To an engaging learning experience
- To be supported
- To access ICT to support learning



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## 4.2. Students' Responsibilities

- To be organised
- To complete set work
- To behave in a way that demonstrates the school's values
- To use ICT in a manner that is conducive to learning

## 4.3. Teachers' Rights

- To teach in an environment where learning is a priority
- To access the necessary resources, for example technology and professional development, to create an engaging learning environment

## 4.4. Teachers' Responsibilities

- To provide and support an engaging work environment
- To provide feedback to parents and students on students work habits
- To model the College values

## 4.5. Parents' Rights

- To receive regular feedback on students' academic and behavioural progress

## 4.6. Parents' Responsibilities

- To support the school in its learning and wellbeing goals
- To communicate with the school as required

## 4.7. Education Support Staff Rights

- To have access to resources, for example technology and professional development, necessary to fulfil work requirements

## 4.8. Education Support Staff Responsibilities

- To provide and support an engaging work environment
- To provide feedback to parents and students on students' work habits
- To behave in a way that demonstrates the school's values

## **References:**

1. Department of Education and Early Childhood (DEECD) November 2018, 'Bullying Prevention Policy', available online.  
<http://www.education.vic.gov.au/about/programs/bullystoppers/Pages/prinprevent.asp>  
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## **Update history:**

First issued	
Date of update	Summary of change(s)
August 2019	Amended date of DEEDC to reflect the current 'Bullying Prevention policy'.