Cape Clear Primary School

The School's Values
Our school's approach to handling concerns and complaints is based on our core educational purpose and on the values of our school community.

Our Purpose
Cape Clear Primary School aims to provide a nurturing and challenging environment that promotes enthusiasm for learning and prepares individuals to become reflective and valued members of society.
In order to deliver our core purpose our school will:
- Demonstrate exemplary teaching and learning.
- Encourage and support innovation and reflection.
- Build strong partnerships between school, home and the wider community.
- See each member of our community as an individual.
- Recognise and celebrate efforts and achievements.

Our Values
The qualities that we value at Cape Clear Primary School are; Respect, Responsibility, Commitment and Confidence.
They are common language we share as part of the Cape Clear community and form the backbone of the social and emotional development of our students. Incorporating these words into our daily language at school and at home is crucial to developing that not only understand what these words mean, but live them to.

The Student Engagement and Wellbeing Team support the development of our culture through:
- The exploration of social and emotional intelligence programs to address our students' learning needs.
- The development of classroom agreements based on our school values.
- The surveying of parents Prep to Year 6 to develop benchmarks of the quality of our family school partnerships.
- The promotion of connectedness across year levels through family groupings and multi-age activities.
- The implementation of single gender opportunities in the Middle Years of schooling.
- The provision of milestone celebrations across all year levels.

Our school aims to encourage increased student connectedness, through a personalised learning and inquiry approach within the School. Additionally, we strongly promote student leadership opportunities and students actively contributing to our local and global communities.
Cape Clear Primary School works to continue to reduce absenteeism by supporting families and individual students with attendance issues as well as improving the wellbeing, connection, and engagement of all students.

Rights and Responsibilities
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.
2 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 all races, regardless of their religious or political convictions, their impairments or their age.
3 Charter of Human Rights and Responsibilities
The Charter of Human Rights and Responsibilities Act (2006) outlines a vision for 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 them when making decisions and delivering services.
All DEECD employees must act compatibly with the Charter and give proper consideration to human rights when making decisions.
4 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 (DDA) 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.
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.   - 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.

5. **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.
- C**yber bullying** 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 cyber bullying behaviour are:
  - Teasing and being made fun of.
  - Spreading of rumours online.
  - Sending unwanted messages.
  - Defamation.
  Cyber bullying 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.

Harassment and Bullying

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.

Cyber bullying
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 (e.g. 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 that you feel comfortable with.

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

Rights and Responsibilities of the School Community
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. Our school community includes students, staff and parents/carers.

Rights and Responsibilities of Students
Our aim at Pleasant Street Primary School is to provide our students with an environment where
their rights, feelings and property are respected. Everyone has the right to be safe and happy and to
learn and play in a supportive environment. Everyone has the responsibility to respect the rights of
others to learn, to play and to be safe and happy.

Rights

Students have the right to:
- Be treated with respect.
- The opportunity to learn and play, without interference.
- Feel safe, secure and happy at school.
- Express their ideas, feelings and concerns.
- Expect their property to be safe.

Responsibilities

Students have the responsibility to:
- Participate fully in the school's educational program.
- Attend regularly.
- Display positive behaviours that demonstrate respect for themselves, their peers, their teachers and all other members of the school community.
- Respect the rights of others to learn.
- Develop themselves as individual learners who increasingly manage their own learning and growth by setting goals and managing resources to achieve these goals.

<u>REVIEW</u>

This policy was ratified at School Council in July 2019, Review to take place in July 2021.