



SOUTHERN CROSS
— GRAMMAR —

BULLYING AND HARASSMENT POLICY

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INTRODUCTION

At Southern Cross Grammar, we believe 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 cooperative. We believe that students will achieve their personal best in a school where community members work together to build and maintain a caring and cooperative environment.

Bullying is a global term that describes a range of unacceptable behaviours ranging from name calling to violent physical assault. Australian and overseas research confirms that bullying occurs in all schools but may vary according to the organisational structures and culture of the school. Rather than being able to identify clear categories of 'bullies' or 'victims' current research suggests that bullying behaviour can be most usefully seen as a continuum of mild to extreme behaviours which have involved most students at some time during their schooling.

Although there is agreement that student reporting of bullying behaviour is a vital component in effectively countering bullying, many students either lack the necessary skills to report, see reporting as ineffective, or even fear the consequences of reporting. The effects of bullying and other negative behaviours vary considerably. However, the research shows that bullying behaviour can have a profound and ongoing effect on the well being of young people.

Southern Cross Grammar is committed to providing a safe and supportive school environment. We aim to foster the wellbeing and resilience of all members of the school community and focuses on primary prevention and early intervention strategies.

PURPOSE

The purpose of this policy is to outline the strategies put in place to address bullying, harassment and other unacceptable behaviours. It outlines strategies to foster high standards of behaviour based on mutual respect, self-discipline and responsibility.

SCOPE

These procedures apply to the wellbeing and resilience of all members of the school community and apply when members of the school community are on the way to and from school and while away from the school site on school endorsed activities.

RESPONSIBILITIES

Southern Cross Grammar Board

The Board has a responsibility to:

- (a) provide leadership, advocacy and support to facilitate shared understanding of and commitment to this policy;
- (b) take a leadership role in supporting the implementation of policies aimed at addressing bullying and harassment behaviour; and
- (c) Monitor and review the effectiveness of the policy.

Principal

The Principal has a responsibility to:

- (a) foster the development and enhancement of a supportive school environment;
- (b) establish structures which provide access to specialist skills, information and support for the welfare of staff and students;
- (c) ensure that policies, programs and strategies are put in place to build a sense of belonging and promote wellbeing;
- (d) establish clear referral protocols;
- (e) publish and communicate the school plan for addressing bullying behaviour to all members of the school community;

- (f) manage the deployment of human, financial and material resources to respond to the school community's identified needs and priorities;
- (g) ensure all staff members have an understanding of the steps and/or strategies that have been put in place to quickly and effectively respond to class and playground issues of bullying behaviour;
- (h) ensure that levels of truancy, absenteeism, bullying, harassment, violence, suspensions and exclusions are documented;
- (i) facilitate student, teacher, parent and broader community involvement in the development of this policy; and
- (j) take a leadership role in modelling and supporting the implementation of Southern Cross Grammar's Bullying and Harassment policy.

Teachers

Teachers have a responsibility to:

- (a) implement appropriate teaching and learning programs;
- (b) provide effective support for individuals and groups of students;
- (c) demonstrate commitment to promoting supportive relationships and ongoing communication between the school, its students and their families;
- (d) be alert to individual students experiencing difficulty;
- (e) monitor student attendance;
- (f) deal with any incidents of bullying and harassment when they occur and in a non-confrontational way;
- (g) understand the steps and/or strategies that have been put in place to quickly and effectively respond to class and playground issues of bullying behaviour; and
- (h) undertake appropriate professional development to enhance skills for supporting students.

REVIEW

This policy will be reviewed on a regular and emergent basis or at the end of every 3 years.

RELATED POLICY

Behaviour Management
Welfare
Code of Conduct

REFERENCE

Resource Booklet to Prevent Bullying in Schools, Department of Education, Employment and Training, Victoria

WHAT IS BULLYING?

Bullying involves the inappropriate use of **power** by one or more persons over another less powerful person or group and is generally an act that is **repeated** over time. Bullying has been described by researchers as taking many forms which are often interrelated and include:

Verbal	(name calling, put downs, threats)
Physical	(hitting, punching, kicking, scratching, tripping, spitting)
Social	(ignoring, excluding, ostracising, alienating)

Psychological (spreading rumours, stalking, dirty looks, hiding or damaging possessions)

Bullying involving physical acts – hitting, pushing, punching, etc. - may be acted on promptly whereas other forms of bullying such as name-calling, put-downs, ostracising, excluding and spreading rumours may be seen as less serious and even accepted as common student behaviour.

Students who are victims of bullying may exhibit a number of symptoms, some of which may be observed by parents in the home whilst others may be more obvious to teachers. The list below is not exhaustive but covers some of the more common signs and symptoms of bullying.

Emotional	personality changes, mood swings, sleep, disturbance, insomnia, nightmares, depression, frequent tears, eating disorders - over/under eating
Physical	signs of torn clothing, unexplained injury, psychosomatic symptoms (headaches, stomach aches), negative body language, nervous habits
Social	loss of confidence, withdrawal from friends, increased sibling rivalry
Behavioural	outburst of temper, mood swings, problematic behaviour
School	unwillingness to go to school, withdrawal from peer group, truancy/misbehaviour, requesting changes in transport, decline in work standards or output
Home	unwillingness to leave house, withdrawal from family members, bullying behaviour towards parents and/or siblings, demands for extra money for school
Community	unwillingness to be out in community or to participate in social events

PRINCIPLES FOR HANDLING COMPLAINTS

- Both overseas and Australian research suggests the need for a whole school approach to addressing issues of bullying through the creation and maintenance of safe and supportive learning environments.
- Southern Cross Grammar ensures that appropriate behaviour is taught not as a separate curriculum item but as an integral part of the teaching process.
- The Codes of Conduct for all school community members ensure that high standards are sought and expected and reinforce the ideals of partnerships in education.

PROCEDURES

The following outlines Southern Cross Grammar’s core aims and action strategies to create safe and supportive environments.

PRIMARY PREVENTION – BUILD BELONGING AND PROMOTE WELLBEING

Primary prevention strategies are designed to enhance the emotional and social health of all students. It is the broadest area of activity directed at promoting strengths, wellbeing and positive developmental outcomes. Taking into account the existence of risk factors, a whole school approach aims to strengthen student resilience through strategies that reduce vulnerability and increases coping skills. Relevant and sequential professional development is required for skilling teachers to assist with the implementation of strategies.

Primary Prevention is an inclusive approach that engages with young people and acknowledges their rights and responsibilities to influence their social, emotional and institutional environment.

Primary Prevention promotes resilience through:

- a sense of belonging
- a one to one relationship with a caring adult
- positive social behaviours and problem-solving skills
- a sense of spiritual and communal belonging
- strong family relationships and minimal family stress
- peer connectedness

CORE AIMS	ACTION STRATEGIES
1 Build Mutual Respect and Promote Safety at School	
<ul style="list-style-type: none"> • The whole school is committed to building a safe and supportive learning environment through goal-setting, monitoring and measurements of achievements • Southern Cross Grammar develops an individual student code of conduct • Southern Cross Grammar promotes an environment in which the principles of care, courtesy and respect for the rights of others are valued • Southern Cross Grammar promotes inclusive learning and values diversity • There is a culture which promotes high levels of achievement for all students 	<ul style="list-style-type: none"> • Enhance effective school management and administration using cooperative and collaborative decision making • Enhance relationships through skills-based programs, e.g. conflict resolution, student leadership, communication and social skills • Encourage a school climate in which members are able to seek advice and support • Establish reporting protocols • Provide channels of open, honest and effective communication • Identify professional development needs and priority areas to assist staff to focus on primary prevention initiatives • Plan, negotiate, implement and review school practices for safety and wellbeing

2 Implement Comprehensive Curriculum to Engage All Students	
<ul style="list-style-type: none"> Southern Cross Grammar develops and delivers a comprehensive curriculum, across key learning areas, which meets the needs of its students The curriculum incorporates the personal and social issues of students into their daily learning experiences in a way that reflects each stage of their development 	<ul style="list-style-type: none"> Incorporate personal and social issues of students into daily learning Deliver curriculum that promotes and models positive behaviour, health, wellbeing and personal success Teach and model appropriate skills, behaviour and communication styles Utilise the Integrated Curriculum model to maximise student interest and participation Provide flexibility within the curriculum to ensure its relevance and appropriateness to all students
3 Enhance School Attendance	
<ul style="list-style-type: none"> Southern Cross Grammar has policies on the support and maintenance of student attendance as part of their school charter and curriculum and welfare planning Attendance is fundamental to the role of all teachers and is not seen as the individual responsibility of any one member of the school team 	<ul style="list-style-type: none"> Maintain vigilant and consistent attendance data with prompt follow-up procedures Check for any correlations between student absences and possible bullying and harassment issues Establish mechanisms of response to problems of bullying which relate to attendance issues Form partnerships with relevant community agencies and key government departments
4 Practise Inclusive Teaching and Learning	
<ul style="list-style-type: none"> The provision of flexible, relevant, inclusive and appropriate curriculum is fundamental to building the wellbeing and resilience of school students The contribution of all students is recognised and appropriately acknowledged The teaching of social skills is recognised as an essential component of inclusive teaching and learning. Full access and participation in school life requires students to develop effective social and coping skills Teaching style and process are as important as curriculum content 	<ul style="list-style-type: none"> Offer opportunities for students to contribute and experience success Teach behavioural, communication and social skills, e.g. cooperation, risk taking, being positive Recognise, acknowledge and celebrate students' efforts Incorporate individuals' different learning styles and interests Accommodate students' developmental needs: <ul style="list-style-type: none"> Early Years strategy emphasises literacy as the foundation of all learning Middle Years strategy emphasises an integrated curriculum approach centred on identity, relationships, purpose and empowerment
5 Encourage Supportive Relationships	
<ul style="list-style-type: none"> School ethos is developed and is a product of all interactions amongst all members of the school community Processes of decision-making, problem solving and communication serve as a model to students Southern Cross Grammar will maximize opportunities for students to develop positive peer relationships and cooperative attitudes and behaviours 	<ul style="list-style-type: none"> Lead by example by modelling desired behaviours Provide supportive peer relationships through programs such as cross age tutoring, peer mediation and "buddy" systems Implement cooperative learning strategies in teaching and classroom management e.g. small table teams, peer involvement teams Enhance positive relationships between teachers and students through: <ul style="list-style-type: none"> communicating positively providing continuous feedback to encourage student effort being attuned to students' feelings and perspectives allowing for spontaneous and informal interaction Establish pastoral care structures such as home groups, sub-schools, and house systems
6 Ease Transitions	

<ul style="list-style-type: none"> Southern Cross Grammar assists students to retain a sense of continuity and enhances coping skills as they leave familiar environments and move into new organisational structures and social challenges 	<ul style="list-style-type: none"> Facilitate and support continuity of care during educational, health and developmental transitions: <ul style="list-style-type: none"> - home to pre-school - pre-school to primary (4 - 7 years of age) - primary to secondary (11 - 13 years of age) Provide a transition program that addresses physical, social and emotional needs. e.g. buddy system
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7 Involve Parents / Families and Community	
<ul style="list-style-type: none"> Home-school partnerships create opportunities for the development of shared understandings of learning. With this shared view the student's home and school experiences can be brought together to be built upon for further success in learning Southern Cross Grammar initiates meaningful involvement between young people and local community members to enhance connectedness and a sense of belonging 	<ul style="list-style-type: none"> Develop positive and respectful partnerships between students, parents, care givers and the community Monitor participation, benefits and successes of programs Develop student and parent surveys to monitor issues of bullying and harassment Provide positive parenting programs Use community resources to enhance a positive and caring school environment

EARLY INTERVENTION – STRENGTHEN COPING AND REDUCE RISK

Early intervention strategies are timely activities targeting those students who remain personally and socially vulnerable to harm. Being aware of the risk factors that contribute to the development of health and behaviour problems increases the need for protection through the particular focus of early intervention programs.

The aim is to reduce the intensity, severity and duration of risk behaviour relies on effective and appropriate support programs and treatment. Early identification, assessment and management of students at risk require cross-sectoral approaches that are carefully integrated and efficiently coordinated.

Early Intervention develops resilience through:

- implementing appropriate support programs
- providing effective interventions
- reinforcing students' positive achievements
- promoting a sense of safety and security

CORE AIMS	ACTION STRATEGIES
1 Assess Risks and Identify Needs	

<ul style="list-style-type: none"> Teachers are in a unique position to notice how their students are functioning. They have a vital role in identifying changes and the early assessment of a student's special needs Teachers are responsible for instigating an appropriate response in conjunction with the school's welfare and curriculum teams 	<ul style="list-style-type: none"> Provide professional development for teachers Access information on developmental stages and related behaviours of students when responding to concerns Monitor and note indicators of change e.g. attendance, physical appearance, academic performance, behavioural patterns and relationships Monitor students' self perceptions of health, wellbeing and safety at school Document and communicate observations and concerns Provide opportunities for debriefing class or group affected by bullying or conflict issues
2 Provide School-Based Counselling and Support	
<ul style="list-style-type: none"> Given that wellbeing is intrinsic to effective learning, all staff are expected to be involved in actively promoting and supporting the welfare of all students Southern Cross Grammar uses its knowledge of students' abilities and functioning to plan appropriate interventions 	<ul style="list-style-type: none"> Determine appropriate roles and responsibilities Ensure issues of confidentiality and mandatory reporting are explained clearly and understood by all involved Access specialist support services and agencies as required, using appropriate protocol and procedures Undertake appropriate professional development such as conflict resolution, to enhance personal skills for supporting students Implement early stages of graded sanctions to address behaviour problems Acknowledge and celebrate positive behaviours and relationships
3 Develop Programs to Improve Skills	
<ul style="list-style-type: none"> The development of skills-based programs for staff, parents / care givers and students assists in the provision of a whole school approach to the welfare of students 	<ul style="list-style-type: none"> Enhance skills for students, staff and parents through school based program initiatives e.g. anger management, conflict resolution, positive parenting, etc Focus on the broad health and social issues through health promotion and community development within the school and broader community Share examples of best practice Enhance skills for staff to achieve: <ul style="list-style-type: none"> a caring climate with consistent procedures appropriate response to student concerns sensitive management of student issues e.g. parent/student conflicts effective team work with colleagues awareness of professional obligations and accountability requirements, e.g. mandatory reporting

4 Monitor and Evaluate Student Support Programs	
<ul style="list-style-type: none"> • Measure and review outcomes against goals on a regular basis 	<ul style="list-style-type: none"> • Measure against predetermined goals, the effectiveness of student support programs on a regular basis to allow for minor or major changes in focus or direction • Develop and utilise individualised proformas for assessment and evaluation • Implement survey and reporting tools • Celebrate successes

INTERVENTION – ACCESS SUPPORT AND PROVIDE TREATMENT

Smaller numbers of students who experience serious or persistent difficulties may need either short term or ongoing access to additional professional intervention services and support. It is important that whenever such services are accessed, teachers and other professionals maintain a collaborative approach so that the student's broad educational and social needs are fully addressed.

Intervention improves resilience through:

- activating effective partnerships
- coordinating services
- well judged responses
- being sensitive to students' feelings and needs
- accurate identification

CORE AIMS	ACTION STRATEGIES
1 Clarify Referral Procedures	
Clarify Referral Procedures	<ul style="list-style-type: none"> • Develop and regularly review protocols to assist cooperation and collaboration between schools and service providers • Clarify roles and responsibilities of those involved in interventions • Provide relevant school information such as policy and lines of referral • Provide staff professional development about nature and availability of local services
2 Link to Counselling Services	
Link to Counselling Services	<ul style="list-style-type: none"> • Establish Student Support Group, drawing on relevant expertise • Implement Student Support Group model: identify objectives; develop a plan; choose strategies; meet and monitor progress; review and adjust program

3 Ensure Continuity of Care

Ensure Continuity of Care	<ul style="list-style-type: none"> • Ensure quality and coordination of service through a flexible management system • Provide continuum of support by involving a variety of support people such as manager, advocate, mentor, or pastoral care person • Use intervention as opportunity to improve skills and relationships • Use sanctions carefully and grade to match behaviour problems
4 Monitor and Evaluate Progress	
Monitor and Evaluate Progress	<ul style="list-style-type: none"> • Assess complexity of issues to confirm level and formality of support the students and families may require • Measure success of set objectives along with recognising and celebrating achievements of all participants • Critically examine processes and make necessary adjustments

RESTORING WELLBEING (POSTVENTION) – MANGE TRAUMA AND LIMIT IMPACT

Restoring Wellbeing aims to provide appropriate support to students, their families and other members of the school community affected by emergency situations or potentially traumatic incidents - those which are extraordinary and are beyond peoples' normal coping abilities.

Best practice of Restoring Wellbeing is grounded in effective prevention and planning for the emotional and psychological safety of school community members to any internal or external emergency that may impact on the school.

Restoring Wellbeing rebuilds resilience through:

- restoring a sense of normality
- responding appropriately with recovery activities
- having effective prevention and preparedness
- supporting psychological safety

CORE AIMS	ACTION STRATEGIES
1 Increase Awareness of Trauma Impact	
Increase Awareness of Trauma Impact	<ul style="list-style-type: none"> • View consequences of conflict and bullying behaviours as potentially traumatic • Monitor reactions of vulnerable students • Ensure ongoing support for all persons involved in management of a traumatic incident
2 Plan for Emergency Response	
Plan for Emergency Response	<ul style="list-style-type: none"> • Ensure the school emergency plan: <ul style="list-style-type: none"> - identifies role and tasks - ensures effective communication - provides professional development for implementation

3 Provide Counselling and Support	
Provide Counselling and Support	<ul style="list-style-type: none"> • Support members of the school community to promote positive resolution of the emergency or traumatic event • Identify and respond appropriately to adverse reactions • Ensure effective staff welfare through administrative, personal, collegiate and professional support
4 Monitor Recovery and Evaluate Plans	
Monitor Recovery and Evaluate Plans	<ul style="list-style-type: none"> • Review and evaluate plans after any implementation • Recognise needs for short term and ongoing support • Be alert to possible triggers that may cause re-emergence of symptoms

The School Improvement Plan demonstrates how the School responds to survey results (obtained through the ISV LEAD survey) from students, parents and staff.

GUIDELINES FOR HANDLING COMPLAINTS

There are 3 distinct steps that guide responses and actions. These are:

Step 1 Investigation

The information gathering process – **who** needs to be involved, **how** will this be undertaken, does this investigation **need to involve others** (senior staff, principal, police, statutory authorities such as DHS, parents and carers), in what way (how) will this information be gathered.

Timeliness, privacy, respect and thoroughness all need to be considered as part of a process that should be **just and balanced** (merit and equity). It may be that an **independent observer** is considered appropriate, as should **gender issues** and **support in the case of special needs** students.

Finally, careful consideration should be given to **comprehensive record keeping**.

Step 2 Response

During and throughout the response phase the following features need to be evident – **timely and inclusive** communication, **privacy and respect, opportunity** for clarification and recall, **policy compliance**, sanctions linked to guidelines, **clear timelines and responsibilities** and an **action plan** that identifies – immediate, medium and long term actions.

Step 3 Conclusion

The final stage needs to address the following –

Who, what, when and how with **clear links** to SCG guidelines (Levels 1-7) in the case of a sanction and

Communication of this information – how, to whom.

APPENDIX 1

SAMPLE STUDENT SURVEY

<ul style="list-style-type: none">• I have been taught things to say and do to help me if I'm being teased, bullied, harassed or hurt at any time
<ul style="list-style-type: none">• I have been given information about the Student Code of Conduct and I understand what it says
<ul style="list-style-type: none">• Students help to develop the class and school rules
<ul style="list-style-type: none">• When there is a conflict or problem at school, everyone knows what steps to take to solve it
<ul style="list-style-type: none">• When teachers plan class activities they aim to include things of interest to students
<ul style="list-style-type: none">• My teachers use and show us positive ways to communicate, to solve problems and to work well with others
<ul style="list-style-type: none">• Staff are helpful when there are problems with bullying and harassment
<ul style="list-style-type: none">• We do things in class to help everyone feel safe and supported at school
<ul style="list-style-type: none">• My school cares if someone is away (absent) because they have been bullied, teased or harassed
<ul style="list-style-type: none">• We are taught cooperative ways of learning and working with others
<ul style="list-style-type: none">• I have been taught helpful things to do when I am in a conflict situation
<ul style="list-style-type: none">• The school notices and lets us know when student relationships and behaviours are positive
<ul style="list-style-type: none">• If there has been a behaviour problem that hasn't been handled well, teachers help us to develop a better way to handle the problem next time
<ul style="list-style-type: none">• My teacher demonstrates (models) the kind of behaviours that students are expected to show
<ul style="list-style-type: none">• We have opportunities to develop positive relationships with other students through activities like cross-age tutoring, etc.
<ul style="list-style-type: none">• We have a transition program that has helped me to feel better about going to a secondary school
<ul style="list-style-type: none">• Student surveys are used to assist the school find out what we think and feel about bullying and harassment issues
<ul style="list-style-type: none">• My teacher solves student discipline problems in a positive way
<ul style="list-style-type: none">• My teacher cares about everyone in the class and try to build positive relationships
<ul style="list-style-type: none">• My teacher tries to find out the reasons why a student might be misbehaving
MUTUAL RESPECT AND SAFETY AT SCHOOL
<ul style="list-style-type: none">• I feel safe and secure at school
<ul style="list-style-type: none">• The Principal and staff share responsibilities and jobs, e.g. assemblies, organising and attending events/excursions etc
<ul style="list-style-type: none">• Our class programs help everyone to develop positive relationships (e.g. conflict resolution, communication and social skills.)
<ul style="list-style-type: none">• It is easy to talk to staff when I need help
<ul style="list-style-type: none">• Staff are fair and helpful with answers to my everyday questions or problems
<ul style="list-style-type: none">• The school rules make me feel safe and secure
COMPREHENSIVE CURRICULUM ENGAGING ALL STUDENTS
<ul style="list-style-type: none">• We talk and learn about things that are problems or issues for us or others
<ul style="list-style-type: none">• We are encouraged to do our best and to feel good about ourselves and our school work
<ul style="list-style-type: none">• We talk and learn about health and wellbeing in different subject areas
<ul style="list-style-type: none">• Teachers allow us to discuss and solve everyday problems that are important to us
SCHOOL ATTENDANCE
<ul style="list-style-type: none">• I am encouraged to attend school by my parents/caregivers
<ul style="list-style-type: none">• My teachers care about the reasons I am absent from school
<ul style="list-style-type: none">• People from outside the school are also interested in me attending school, e.g. Community helpers, Health Centre staff

INCLUSIVE TEACHING AND LEARNING

- There are lots of ways I can 'have a go' and feel successful at school

<ul style="list-style-type: none"> • As part of our school work we are taught how to act, speak and treat each other with mutual respect. • My efforts at school are recognised and acknowledged in a variety of ways • I am able to do the class work and I am helped by the teachers when I need it • The work that we do allows us to learn in different ways (e.g. multiple intelligences)
SUPPORTIVE RELATIONSHIPS
<ul style="list-style-type: none"> • There are opportunities for me to share time with or work with students of different ages • In some classes we do our work in cooperative groups • We are taught how to respect and encourage our class members • There are programs at my school that support me when times are difficult
EASING TRANSITIONS
<ul style="list-style-type: none"> • Years 6/7: I felt comfortable coming from primary to secondary
PARENT/FAMILY AND COMMUNITY INVOLVEMENT
<ul style="list-style-type: none"> • My family and I are invited and/or encouraged to be involved in the school

APPENDIX 2 SAMPLE STAFF SURVEY

<ul style="list-style-type: none"> • The school has anti-bullying/harassment strategies included in relevant policies • The Student Code of Conduct is made available to parents, students and school personnel • Class and school rules are negotiated with students • The school has effective protocols in place to respond to conflict situations

• Professional development in primary prevention initiatives has been undertaken by staff
• The school has identified priority areas in primary prevention initiatives for students
• Staff draw on own, students and other's knowledge of students' needs and interests in planning curriculum and selecting resources
• Staff teach and model appropriate skills, behaviour and communication styles
• Staff acknowledge and respond to issues of bullying and harassment through a comprehensive curriculum
• Staff check for any correlations between student absences and possible bullying and harassment issues
• The school has mechanisms of response to problems of bullying which relate to attendance issues
• Students are taught cooperative learning skills and strategies e.g. democratic decision making, problem solving, reaching consensus etc.
• Students apply a range of learnt skills and strategies to conflict situations
• The school acknowledges, reinforces and celebrates examples of positive student behaviours and relationships
• Staff focus on present and future behaviours rather than dwelling on past actions when resolving issues with students
• Staff members model desired behaviours
• The school provides opportunities for positive student interactions through strategies such as cross-age tutoring and peer assistance
• The school provides a comprehensive transition program that addresses physical, social and emotional needs of students
• The school uses student and parent surveys to monitor issues of bullying and harassment
• The school supports/provides positive parenting programs
• The schools uses community resources to enhance a positive and caring school environment
• Staff attempt to solve student discipline problems in a positive way
• Staff members attempt to develop positive relationships with all students
• Staff members attempt to develop positive relationships with all students

MUTUAL RESPECT AND SAFETY AT SCHOOL
• The charter expresses the whole school's commitment to building a safe and secure school environment
• School management and administration use cooperative and collaborative decision making processes
• Relationships are enhanced through school-based programs e.g. conflict resolution, communication and social skills, etc.
• It is easy to seek advice and support
• Channels of communication between students, staff and parents are open, honest and effective
• School policies and practices for safety and wellbeing are well planned, implemented and regularly reviewed

COMPREHENSIVE CURRICULUM ENGAGING ALL STUDENTS
• Personal and social issues are incorporated into students' daily learning
• Positive behaviour, health, wellbeing and personal success is an integral part of curriculum delivery
• The curriculum is allowed to be flexible to ensure relevance and appropriateness

SCHOOL ATTENDANCE
• Parents and caregivers play a positive role in encouraging and supporting regular student attendance
• Attendance data is consistently monitored followed by prompt and appropriate procedures
• Relevant community agencies and government departments assist in promoting regular student attendance

INCLUSIVE TEACHING AND LEARNING
• Ample opportunities exist for students to contribute and experience success
• Behavioural, communication and social skills are taught within the curriculum
• Students' efforts are recognised and acknowledged
• Students' developmental stages are appropriately accounted for through relevant strategies, e.g. Early Years, Middle Years

<ul style="list-style-type: none"> Individual learning styles and interests are incorporated into curriculum delivery (e.g. multiple intelligences)
<p>SUPPORTIVE RELATIONSHIPS</p> <ul style="list-style-type: none"> Supportive peer relationships are provided through varied programs e.g. buddies, cross-age, peer counselling Cooperative learning strategies are used in the classroom, e.g. small table groups, peer involvement teams Respectful and encouraging strategies are implemented to build and maintain positive relationships Pastoral care structures are in place to support students
<p>EASING TRANSITIONS</p> <ul style="list-style-type: none"> Educational, health and developmental care is continued through: <ul style="list-style-type: none"> pre-school to primary primary to secondary
<p>PARENT/FAMILY AND COMMUNITY INVOLVEMENT</p> <ul style="list-style-type: none"> Partnerships between students, parents, caregivers and the community are respectful and positive Participation, benefits and successes of programs are monitored regularly

APPENDIX 3

SAMPLE PARENT SURVEY

<ul style="list-style-type: none">• The school has anti-bullying/harassment strategies included in relevant policies
<ul style="list-style-type: none">• The Student Code of Conduct is made available to parents, students and school personnel
<ul style="list-style-type: none">• Class and school rules are negotiated with students
<ul style="list-style-type: none">• The school has effective protocols in place to respond to conflict situations
<ul style="list-style-type: none">• Professional development in primary prevention initiatives has been undertaken by staff
<ul style="list-style-type: none">• The school has identified priority areas in primary prevention initiatives for students
<ul style="list-style-type: none">• Staff draw on own, students and other's knowledge of students' needs and interests in planning curriculum and selecting resources
<ul style="list-style-type: none">• Staff teach and model appropriate skills, behaviour and communication styles
<ul style="list-style-type: none">• Staff acknowledge and respond to issues of bullying and harassment through a comprehensive curriculum
<ul style="list-style-type: none">• Staff check for any correlations between student absences and possible bullying and harassment issues
<ul style="list-style-type: none">• The school has mechanisms of response to problems of bullying which relate to attendance issues
<ul style="list-style-type: none">• Students are taught cooperative learning skills and strategies e.g. democratic decision making, problem solving, reaching consensus etc.
<ul style="list-style-type: none">• Students apply a range of learnt skills and strategies to conflict situations
<ul style="list-style-type: none">• The school acknowledges, reinforces and celebrates examples of positive student behaviours and relationships
<ul style="list-style-type: none">• Staff focus on present and future behaviours rather than dwelling on past actions when resolving issues with students
<ul style="list-style-type: none">• Staff members model desired behaviours
<ul style="list-style-type: none">• The school provides opportunities for positive student interactions through strategies such as cross-age tutoring and peer assistance
<ul style="list-style-type: none">• The school provides a comprehensive transition program that addresses physical, social and emotional needs of students
<ul style="list-style-type: none">• The school solves student discipline problems in a positive way
<ul style="list-style-type: none">• All staff members attempt to develop positive relationships with my child

MUTUAL RESPECT AND SAFETY AT SCHOOL

- The charter expresses the whole school's commitment to building a safe and secure school environment
- School management and administration use cooperative and collaborative decision making processes
- Relationships are enhanced through school-based programs e.g. conflict resolution, communication and social skills, etc.
- It is easy to approach the school to seek advice and support
- Channels of communication between students, staff and parents are open, honest and effective
- School policies and practices for safety and wellbeing are well planned, implemented and regularly reviewed

COMPREHENSIVE CURRICULUM ENGAGING ALL STUDENTS

- Personal and social issues are incorporated into my child's daily learning
- Positive behaviour, health, wellbeing and personal success is an integral part of curriculum delivery
- The curriculum is allowed to be flexible to ensure relevance and appropriateness to my child

SCHOOL ATTENDANCE

- I/We play a positive role in encouraging and supporting my/our child in attending school regularly
- The school knows when my child is absent and is genuinely interested in knowing reasons for continued absence
- The school actively promotes regular student attendance

INCLUSIVE TEACHING AND LEARNING

- Ample opportunities exist for my child to contribute and experience success
- Behavioural, communication and social skills are taught within the curriculum
- My child's efforts are recognised and acknowledged
- My child's level of development is appropriately accounted for through relevant programs

<ul style="list-style-type: none"> • My child's interests and learning styles are incorporated into curriculum delivery
<p>SUPPORTIVE RELATIONSHIPS</p>
<ul style="list-style-type: none"> • Supportive peer relationships are provided through varied programs e.g. buddies, cross-age, peer counselling
<ul style="list-style-type: none"> • Cooperative learning strategies are used in the classroom, e.g. small table groups, peer involvement teams
<ul style="list-style-type: none"> • My child is encouraged to respect the team members they sit and work with
<ul style="list-style-type: none"> • The school has a strong Pastoral Care program
<p>EASING TRANSITIONS</p>
<ul style="list-style-type: none"> • My child's safety and wellbeing was taken into consideration when s/he recently went through:
<ul style="list-style-type: none"> pre-school to primary
<ul style="list-style-type: none"> primary to secondary
<p>PARENT/FAMILY AND COMMUNITY INVOLVEMENT</p>
<ul style="list-style-type: none"> • The school promotes staff, students, parents and the community working in 'partnerships'
<ul style="list-style-type: none"> • My child benefits from participating in school programs