SCHOOL ENGAGEMENT POLICY & WELLBEING POLICY

Purpose
Our purpose is to develop active, respectful citizens who value education and enjoy learning. Our core beliefs are that 'Everyone has the right to feel safe and comfortable' and 'Everyone has the right to learn as much as possible.' The values which underpin our decisions are Respect, Togetherness, Excellence and Resilience.

School Philosophy
- To provide a safe, happy and secure learning environment which will encourage educational achievement and excellence.
- To enhance self-discipline and respect the rights of others.
- To encourage responsible student behaviour
- To prevent and eliminate discrimination and harassment.
- To support the individual needs of students.

1.   SCHOOL PROFILE

Beveridge Primary actively engages with parents and the community to ensure a positive and inclusive school culture in which every student has the opportunity to succeed. The school works collaboratively with students and parents/ carers to establish fair and respectful behaviour policies and practices, based on the school's values, expected social competencies and positive peer relationships. There are also intervention strategies in place to address inappropriate behaviours which can negatively impact on the learning environment of the self and others.

The school appreciates its diverse student and parent population, and has measures in place to ensure all students enjoy the same level of access to the school's curriculum and training programs. Our teaching and learning philosophy is important in engaging all students in their academic learning. Our intervention and extension programs as well as specialist program provide students with additional classroom support to ensure student literacy and numeracy needs are being addressed. Our programs are tailored to address students' individual personal and social learning needs at various stages of their education. Our Disability and Impairment program provides vital assistance and support to students in and out of the classroom. Student leadership capacity is fostered through

the Student Change Team, the house system, the role of the school captains and our peer support mentors.

The school uses interpreters where appropriate to assist parents/ carers to engage in the learning and progress of their child. This also enhances our capacity for effective decision making due to the greater diversity of perspectives and inputs.

Student wellbeing (social, emotional and cognitive engagement) is addressed in a number of ways. At risk students are supported by our Wellbeing Team which includes the DET SSSO Psychologist and School Welfare Co-ordinator. External agencies such as local Youth Services, Family Care, and CYMHs with students and families on a more targeted and individualised level.

The school places an emphasis on 100% attendance, and has in place attendance targets. Attendance is monitored throughout the day, and student absences are followed up by our teachers. (Refer to our Attendance Policy).

The school values parent / carer input into its operations and curriculum offerings and seeks feedback through the Parent Opinion surveys, and from parent representatives on School Council. The School Council provides assistance and encouragement to the Parents' Association in our efforts to build a sense of community.

Mission Statement
At Beveridge Primary School, above all else, we aim to be a safe welcoming and engaging community. We value inquiring minds and encourage the best in all.
Our school beliefs, 'Everyone has the right to feel safe and comfortable' and 'Everyone has the right to learn as much as possible' articulates the fundamental rights and responsibilities of all members of any successful community.

Whole School Prevention Statement
At Beveridge Primary School we aim to provide an excellent education for all our students which develops their talents and capacities and enhances their chances of success in life.

We seek to ensure that learning takes place in a friendly, happy, safe and positive atmosphere at Beveridge Primary School.

Our school philosophy values of Respect, Togetherness, Excellence and Resilience underpin our actions and decision making.

The staff, parents and community of Beveridge Primary are committed to developing the social, emotional and academic needs of our students by promoting resilience, persistence and courage. We encourage each child to strive to achieve their full potential and take risks by providing an environment which is safe, supporting and nurturing.

Our purpose is to develop active, respectful citizens who value education and enjoy learning. The values which underpin our decisions are Respect, Togetherness, Excellence and Resilience.

Our school motto is, 'hand in hand.' This motto reflects our belief that it takes collaboration between home and school and collaboration within both environments to produce the well-rounded citizens which we aim to nurture.

We demonstrate this motto in the way which we build relationships with others, work co-operatively in groups, tutor our peers and resolve issues. We encourage parents to be actively involved in their children's learning and along with school staff, model the behaviours which we endorse. We encourage greater student engagement with the curriculum using the above strategies in an environment of small classes, targeted individualised student learning programs and community involvement such as participation in youth conferences, kinder and aged facility visits, environmental activities, arts projects and local agricultural and Art shows as well as Literacy and Numeracy competitions. As active citizens our students are encouraged to contribute to community discussions and debates on local through to global issues through research, discussion, reflection, corresponding with politicians at all levels of government and communicating with media organisations.

Whole School Values:

Respect & Honesty	Accepting and valuing ourselves and others as valuing members of society. We show this in our behaviour.	Respect means: • Caring for others, self and community. • Showing consideration for others, self and property • Being polite and kind • Being tolerant of differences • Showing consideration for other people's space
Togetherness & Caring	Working together and helping others. We show this by being united working as a team and achieving our best together.	Togetherness means: • Having happy feeling and closeness to other people, • A feeling of closeness from being united with other people • Being and working together • Being united
Excellence	Excellence is what you strive for when you believe in what you are doing and that the value of what you do warrants the persistent commitment to its betterment.	Excellence means: • Have high standards of work • Strive for success • Take pride in our work • Are persistent • Have high quality teaching and resources

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Resilience	Resilience is the ability to cope and thrive in the face of negative events, challenges or adversity.	Resilience means: • Are able to forgive and accept • Use positive self-talk • Are adaptable to change • Find solutions • Focus on the positives

Whole School Prevention Programs

Anti – Bullying
Bullying occurs when someone, or a group of people, deliberately and repeatedly upset, harass, intimidate, threaten or hurt another person or damage their property, reputation or social acceptance. There is an imbalance of power in incidents of bullying, where the bully or bullies have more power than the victim due to their age, size, status or other reasons.
Bullying may be direct or indirect, physical or verbal, and includes cyberbullying.
Bullying is not a one-off disagreement between two or more people or a situation of mutual dislike. In this policy any reference to 'bullying' includes all forms of bullying including cyberbullying.

Bullying can be:
1.   direct physical bullying ¬¬– e.g. hitting, tripping, and pushing or damaging property
2.   direct verbal bullying – e.g. name calling, insults, homophobic or racist remarks, verbal abuse.
3.   indirect bullying – e.g. spreading rumours, playing nasty jokes to embarrass and humiliate, mimicking, encouraging others to socially exclude a person and/or damaging a person's social reputation or social acceptance.

Harassment can also constitute bullying if it amounts to a pattern of behaviour or course of conduct towards another person that is demeaning, offensive or intimidating to a person.
Cyberbullying is direct or indirect bullying behaviours using digital technology. For example via a mobile phone, tablets, computers, chat rooms, email, social media, etc. It can be verbal, written or include use of images, video and/or audio.

A Primary Prevention
• To provide programs that promote resilience, life and social skills, assertiveness, conflict resolution and problem solving.
• School and class norms will be established and be embodied in daily practice.
• Each classroom teacher to clarify at the start of each term the school policy on bullying.
• The curriculum to include anti-bullying messages and strategies.
• Student Change Team, peer support delegates, staff and students to promote the philosophy of 'No Put Downs'.
• Electives and structured activities available to students at lunch breaks.

B. Early Intervention
• Promote children and staff reporting bullying incidents involving themselves or others.
• Classroom teachers and principal reminding students and staff to report incidents of bullying.
• Parents encouraged to contact school if they become aware of a problem.
• Public recognition and reward for positive behaviour and resolution of problems.

C. Intervention
- Once identified each bully, victim and witnesses will be spoken with, and all incidents or allegations of bullying will be fully investigated and documented.
- Students and staff identified by others as bullies will be informed of allegations.
- Both bullies and victims will be offered counselling and support.
- If student bullying persists parents will be contacted. If staff bullying persists the principal will commence formal disciplinary action.

D. Post Violation
- Consequences implemented will be consistent with the school's Behaviour Management Program.
- Consequences for ongoing behaviour will be individually based and may involve:
  - exclusion from class
  - exclusion from yard
  - school suspension
  - withdrawal of privileges
  - ongoing counselling from an appropriate agency for both victim and bully, if needed
- Reinforcement of positive behaviours
- Classroom Meetings
- Support Structures
- Ongoing monitoring of identified bullies
- Rewards for positive behaviour
- Consequences for staff will be individually based and may involve:
  - counselling
  - a period of monitoring
  - a formal support group
- disciplinary actions

Inclusion, Wellbeing and Transitions

Individual Learning Programs for Students	Follow-up of student absences if a child is away for two consecutive days – phones calls by teacher, principal or administrative staff for ongoing issues
Start Up Program – one week program start of term 1and one week each term.	Newsletter articles
Welfare Program – counselling, students support, SSS, Healing Minds Psychologist and Welfare Officer.	Student Change Team
Monitoring and recording of absences	Parent Helpers
Early Intervention with 'at risk' students	Buddy Program
Transition Program K-F, 6-7 and between all year levels.	Cross Age opportunities
Relief Teacher student information booklets	Clear statements of attendance expectation to parents and students
Safe spaces for quiet play	Modelling by adults for attendance, work ethic, punctuality and behaviour
Welfare Officer follows up all chronic absences	School attendance targeted with items in newsletter and on website
Special Celebration days	Parents welcome to weekly school Assembly
School Encouragement Awards	Inter School Sport
Writing extension	Recognition of 100% attendance
Student Netbook Program	Student Profiles to educate CRTs and specialist teachers
Wellbeing Team	Literacy Leading Teachers
Active After School Sports	Numeracy and Literacy coaching
Annual Music Production	Camps 3-6, Grade 2 Sleepover, Grade 1-2 activity night, Afternoon Tea Prep
Family Activity Events	Excursions/Incursions
Specialist Classes – Music, P.E, Art	Student Led Conferences
Social Skills Programs P-2, 3-6	Individualised Learning Plans
Psychologist	Student Support Officer
Student Clubs	Programs for Students with Disabilities
Literacy Intervention	Numeracy Intervention

Attendance

Schooling is compulsory for children and young people aged from 6 – 17 years unless an exemption from attendance or enrolment has been granted. If a student takes just one day off each term throughout their schooling, it results in 28 days of absences which is comparable to a full term of schooling.

Daily school attendance is important for all children and young people to succeed in education and to ensure they don't fall behind both socially and developmentally. Children and young people who regularly attend school and complete Year 12 or an equivalent qualification have better health outcomes, better employment outcomes, and higher incomes across their lives. It is important that children develop habits of regular attendance at an early age.

School participation is important as it maximises life opportunities for children and young people by providing them with education and support networks. School helps people to develop important skills, knowledge and values which set them up for further learning and participation in their community.

All students are:
- expected to attend Beveridge Primary School, during normal school hours every day of each term, unless:
  - o there is an approved exemption from school attendance for the student, or
  - o the student is registered for home schooling and has only a partial enrolment in a school for particular activities.
- considered to be in attendance at school when involved in an off-site curriculum program or other activity organised by Beveridge Primary School (for example an excursion or camp), or where the student is engaged in a re-engagement program or another school part time to make up full time attendance and the schools or settings have agreed the time fractions, allocation of Student Resource Package (or other funding) and the educational plan for the student.
- be punctual for all timetabled classes every day that the school is open to students

All Parents/Carers are expected to:
- ensure that enrolment details are correct and current
- ensure their child attends regularly
- advise the school as soon as possible when a child is absent
- account for all student absences
- support their child's learning during absences and work with the school to reintegrate students after prolonged absences

In accordance with DET procedures the school will:
- proactively promote regular attendance
- mark roll accurately and follow up on absences
- identify trends via data analysis
- report attendance data in the school's Annual Report
- support students whose attendance is problematic by developing 'Return to School' plans and working with families to implement individual strategies

2.	**RIGHTS AND RESPONSIBILITIES:**

Every member of the school community has the right to learn as much as possible and to feel safe and comfortable.

Student	Teacher	Parent/Careers
To Learn	To Teach	To expect that their child will be educated in a safe, secure

Be Safe Feel Comfortable To be respected To be heard To receive a quality education	Be Safe Feel Comfortable To cooperate and support To be respected	environment where care, courtesy and respect for others is encouraged Be Safe Feel Comfortable To be informed of matters regarding their children To be respected To communicate with the school
Be polite, courteous and well mannered Treat others with respect Be responsible Cooperate Take care of own and others property properly Actively participate in learning experiences and comply with all school rules To attend class prepared to learn and not interfere with the learning of others To treat others with courtesy and respect and to resolve differences through discussion and compromise rather than conflict To be punctual and regular in attendance To be tolerant of differences Accept responsibility for their personal actions	The staff have an obligation to fairly, reasonably and consistently implement the Student Engagement Policy To develop and provide appropriate, relevant and challenging curriculum that gives all students the opportunity to experience success in their learning. To provide a safe environment for learning Consistently act fairly and with care Listen to students Communicate effectively with students, families, colleagues and the community. Follow all school protocols and procedures Continually work to improve and develop practice. Practise the Code of Conduct fairly, reasonably and consistently Involve and engage all students to set high expectations - and give out two messages to every child – 'you can succeed' and 'I will help you do that' Seek feedback from students	Obligation to support Beveridge Primary School in its efforts Ensure children attend school every day so they can learn as much as possible Provide children with school resources they need to learn Return all notes (sign permission slips asap) Encourage children to participate in extracurricular activities Attend school events Support children with their learning at home Work as a team with the school and your child's teacher. Communicate relevant information and concerns to the school Demonstrating respect for all students, staff, volunteers and members of the school community Promptly reporting their child's absence or late arrival

It is the right of all members of the school community to experience a safe, pleasant and supportive learning and teaching environment. Staff, students and parents/ carers have a right to be treated with respect, and enjoy an environment free from bullying (including cyber bullying), harassment, violence, discrimination or intimidation. (Refer to our Anti-Bullying Policy, Equal Opportunity Policy, Disability and Impairment Policy and Multicultural Policy).

Teachers also have the rights to be informed, within Privacy requirements, about matters relating to students that may impact on their teaching and learning for that student.

Students have a responsibility to contribute positively to the educational experience for themselves and other students, to participate fully in the school's educational program, and to ensure that their behaviours demonstrate respect for themselves, their peers, their teachers and all other members of the school community.

Parents/ carers have a responsibility to take an active interest in their child's educational progress, model and reinforce positive behaviours and ensure their child's regular attendance. They have a responsibility to support the school in maintaining a safe and respectful learning environment for all students, and engage in regular and constructive communication with school staff regarding their child's learning.

Teachers have a responsibility to demonstrate the standards set by the Victorian Institute of Teaching. That is, to know how students learn and how to teach them effectively, know the content they teach, know their students, plan and assess for effective learning, create and maintain safe and challenging learning environments, and use a range of strategies to engage students in effective learning. Teachers also have a responsibility to fairly, reasonably and consistently implement the Student Engagement Policy and Behaviour Policy.

All members have an obligation to ensure school property is appropriately used and maintained.

3.   SHARED EXPECTATIONS:

Effective Schools share high expectations for whole- school community (*see Effective Schools are Engaging Schools*).

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 that they are part of the school, and can engage effectively in their learning and experience succuss (*see Effective Schools are Engaging Schools*).

Expectations of students	Expectations of parent/carers	Expectations of principal, teachers and education support
Put effort into every task Show respect to all Be a responsible involved community member Be punctual Be honest Be fair Demonstrate empathy with others Developing independence Demonstrate: • preparedness to engage in and take full advantage of the school program • effort (to do their very best) • self-discipline (to ensure a cooperative learning environment and model the school values0 • team work	• Promote positive outcomes by valuing the importance of education and liaising with the school on their child's progress/needs • Support their child in their preparedness for the school day and in the provision of a supportive home environment • Monitor their child's school involvement and progress and communicate with the school when necessary • Are informed and supportive of school programs and actively participate in school events/parent groups	Value student and parent/ carer partnerships Ensure that every student will experience success by providing targeted, well planned learning programs. • A variety of learning styles will be catered for in the curriculum • Teachers will attempt to address all interests through the curriculum • Model school values in all interactions • The school will comply with its duty of care obligations and have a responsibility to provide an educational environment that can effectively engage all student • The school will provide appropriate,

		relevant and challenging curriculum that gives students the opportunity to have input into their learning and experience success

4. SCHOOL ACTION AND CONSEQUENCES

Student engagement, regular attendance and positive behaviours will be supported through relationship based whole-school classroom practices, including targeted and individualised support when required.

Whole school practices include:

- 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 and empowering all students including those with a disability and from cultural diverse backgrounds
- Empowering students by creating multiple opportunities to take responsibility and be involved in decision –making
- Providing physical environments conducive to positive behaviours and effective engagement in learning
- Maintaining a safe, caring and inclusive learning and teaching environment

Inappropriate behaviours, including irregular attendance, will be supported 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 parent/carer
- Mentoring and /or counselling
- Convening student support group meetings
- Developing individualised learning, behaviour or attendance plans

- Providing broader educational programs (work experience, camps)
- Involving community support agencies
- Contact with the Regional Support Staff and Non DET agencies as appropriate

BEHAVIOUR PROCESS AND DISCIPLINE PROCEDURES

Step 1: Warning	Student is told that their behaviour is effecting others. Student is given a warning and their name is place on the board. *Examples:* 'You are not allowing others to do as much work as possible' 'You are not allowing others to feel safe and comfortable' 'Helen you are talking. When you talk you distract others and they cannot do as much work as possible. If you do not stop then you will have to be moved.'
Step 2: Time Out in the Classroom	Student behaviour does not stop. A cross is placed next to their name and they are moved away from others. *Example* 'Helen your behaviour is still affecting others and is stopping them from learning. Now you must sit elsewhere away from others.'
Step 3: Time Out in another room	Student behaviour does not stop. A second cross is placed next to their name and they are removed from their classroom to another. A Consequence Note is sent home.

Detention

Detentions will be given for high level incidents which occur either in the yard or in the classroom. Students who commit a high level incident in the yard will be sent straight to the office and will be placed on detention unless the incident is of a more serious nature.

Detentions can be issued to students on any given day, but detention sessions are only run at lunchtime each day. All detentions and negative behaviours must be recorded on Sentral and notes emailed home to parents. Students are required to reflect on Beveridge Primary School values and how they can modify their attitudes and behaviour. This task can vary to ensure developmental appropriateness with the student. Students are to attend detentions at the beginning of lunch break and concludes after 20 minutes. Students who fail to attend punctually on account of reluctance will be required to attend one additional detention and parents will be notified.

Suspension and Expulsion

A student may 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 which may put the health, safety and well-being of **other students**, staff or themselves at significant risk.

Consequences which may be used prior to suspension include:

- Withdrawal of privileges
- Use of behaviour and attendance sheets to monitor behaviour

- Withdrawal from class activities for a specified period. Where appropriate, parents/carers will be informed of such withdrawals
- Detention: teachers may require a student to complete school work or additional work or duties at recess or lunch break, or afterschool. No more than half the break time may be given to detention and afterschool detentions will not exceed forty-five minutes. Parents will be informed at least the day prior to the detention and in family circumstances where this would create undue hardship, the school may negotiate an alternative disciplinary measure with parents/carers.
- Convening of a school support group.

When considering suspension or expulsion, the school follows the Department of Early Childhood and Development's procedures (refer to section 4.3 of Effective Schools are Engaging Schools: Student Engagement Policy Guidelines).

APPENDIX A:

Behaviour Charts

BPS Behaviour
Chart 2018.docx

BPS level 1.docx

BPS level 2.docx

BPS level 3 and
4.docx

APPENDIX A:

Beveridge Primary Code of Conduct

GOAL

It is the policy of the Beveridge Primary School to maintain a safe, caring and inclusive learning and teaching environment through the adoption of a Code of Conduct which promotes responsibility, respect, empathy and unity, and sets clear standards of behaviour for all members of the school community. The goal is to create a positive school climate where all members of the school community feel safe, comfortable and accepted.

GENERAL

This Code of Conduct outlines appropriate standards of behaviour for all adults towards children at Beveridge Primary School. The School will review this Code annually

The purpose of the Code of Conduct is to protect children and reduce any opportunities for abuse or harm to occur. It also helps staff and volunteers by providing them with guidance on how to best support children and how to avoid or better manage difficult situations. All staff and volunteers at Beveridge Primary School are required to comply. If an adult breaches the Code, the schools governing body may take disciplinary action, including dismissal in the case of a serious breach. The Code is made available to all staff, volunteers, families and students.

At Beveridge Primary School, the governing authority communicates that it has zero tolerance of child abuse (in any form). All personnel including staff, volunteers, visitors, parents/guardians, third party contractors and external education providers are responsible for supporting the safety, participation, wellbeing and empowerment of children.

All staff, volunteers and members of the Beveridge Primary School community are required to observe child safe principles and expectations for appropriate behaviour towards and in the company of children, when: on school property, traveling on a school bus; participating in extra-curricular activities; participating in off-site school-sponsored activities; or engaging in an activity which will have an impact on the school climate. as noted below.

DOS

•Adhere to the Beveridge Primary School child safe policy at all times / upholding the Beveridge Primary School statement of commitment to child safety at all times.
•Behave as a positive role model to students.
•Promote the safety, welfare and wellbeing of students.
•Be vigilant and proactive with regard to student safety and child protection issues.
•Model appropriate adult behaviour.
•Provide age appropriate supervision for students.

•Comply with guidelines published by the School with respect to child protection.
•Treat all students with respect.
•Promote the safety, participation and empowerment of students with a disability.
•Promote the cultural safety, participation and empowerment of linguistically and culturally diverse students.
•Use positive and affirming language toward students.
•Encourage students to 'have a say' and then listen to them with respect.
•Listen and respond to the views and concerns of children, particularly if they are telling you that they or another child has been abused and/or are worried about their safety or the safety of another.
•Respect cultural, religious and political differences.
•Help provide an open, safe and supportive environment for all students to interact, and socialise.
•Intervene when students are engaging in inappropriate bullying behaviour towards others or acting in a humiliating or vilifying way.
•Report any breaches of this Child Safety Code of Conduct.
•Report concerns/allegations about child safety to one of the School's Child Protection Officers, namely our Principal, Leadership team or Welfare Coordinator. If an allegation of child abuse is made, ensuring as quickly as possible that the child(ren) are safe.
•Ensure that your legal obligations to report allegations externally are met. Report to child protection and or the police.
•Where an allegation of child abuse is made, ensure as quickly as possible that the student involved is safe.
•Call the Police on 000 if you have immediate concerns for a student's safety.
•Respect the privacy of students and their families and only disclose information to people who have a need to know.
•Handle all Personal Information in accordance with the School's Privacy Policy.
•Promote the cultural safety, participation and empowerment of Aboriginal children (for example, by never questioning an Aboriginal child's self-identification).
•Promote the cultural safety, participation and empowerment of children with culturally and/or linguistically diverse backgrounds (for example, by having a zero tolerance of discrimination).
•Promote the safety, participation and empowerment of children with a disability (for example, during personal care activities).
•Ensure as far as practicable that adults are not left alone with a child. By working with children in an open and transparent way – other adults should always know about the work you are doing with children.
•Respect the privacy of children and their families, and only disclosing information to people who have a need to know
•Protect students from intimidation, embarrassment, humiliation or harm
•Enhance student autonomy and sense of self-worth and encourage students to develop and reflect on their own values

DONTS

•Engage in any form of inappropriate behaviour towards students or expose students to such behaviour.

•Use prejudice, oppressive or aggressive behaviour or inappropriate language with students.
•Express personal views on cultures, race or sexuality in the presence of students or discriminate against any student based on culture, race, ethnicity or disability.
•Discriminate against any child because of culture, race, ethnicity or disability.
•Engage in open discussions of an adult nature in the presence of students.
•Engage in any form of sexual conduct with a student including making sexually suggestive comments and sharing sexually suggestive material.
•Engage in inappropriate or unnecessary physical conduct or behaviours including doing things of a personal nature that a student can do for themselves, such as toileting or changing clothes.
•Engage in any form of physical violence towards a student including inappropriately rough physical play.
•Use physical means or corporal punishment to discipline or control a student.
•Engage in any form of behaviour that has the potential to cause a student serious emotional or psychological harm.
•Develop 'special' relationships with students that could be seen as favouritism (for example, the offering of gifts or special treatment for specific students).
•Seek to use children in any way to meet the needs of adults including doing errands of a personal nature.
•Put children at risk of abuse (for example, by locking doors, allowing children to work out of sight with visitor).
•Engage in undisclosed private meetings with a student that is not your own child.
•Engage in inappropriate personal communications with a student through any medium, including any online contact or interactions with a student.
•Take or publish (including online) photos, movies or recordings of a student without parental/guardian consent.
•Post online any information about a student that may identify them such as their: full name; age; e-mail address; telephone number; residence; school; or details of a club or group they may attend.
•Ignore or disregard any suspected or disclosed child abuse.
•Engage in bullying behaviours

I have read the document and understand my responsibilities and rights as a member of the Beveridge Primary Learning Community.

Name _____

Teacher _____

Date _____

Signature _____
_____

Key Reference

Effective Schools are Engaging Schools - Student Engagement Policy Guidelines	DEECD - Child Health and Wellbeing
Charter of Human Rights	http://www.austlii.edu.au/au/legis/vic/consol_act/cohrara200643 3/
Victorian Registration & Qualifications Authority	http://www.vrga.vic.gov.au/

Revision dates	Version number	Summary of changes
September 2018	0.1	Ratified by school council