



Student Engagement & Inclusion Policy

Policy No. WEL007

**Produced in consultation
with the school community**

**To be read in conjunction with
*Effective Schools are Engaging Schools –
Student Engagement Policy Guidelines***

September 2018

**Principal: Jane Satchwell
School Council President: Mary Field**

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1 School profile statement

Chelsea Heights Primary School, a mid-sized school of 437 students, is situated between the Frankston Freeway and the beach in Chelsea. The school is an active member of the Kingston Schools Network in the Southern Metropolitan Region.

Enrolments are increasing from 380 students in 2015 to 437 in 2018. It is predicted that enrolments in the next few years will continue to increase, as there are a number of estates being established in the local area.

Chelsea Heights PS had a SFO (Student Family Occupation Education) density of 0.48 in 2017, which reflects, on average, medium to low socioeconomic status. The proportion of Language Background other than English (LBOTE) students is 19% and 1% of the student population is Aboriginal and Torres Strait Islander (ATSI).

The current facilities at Chelsea Heights PS are in good condition. The facilities have been enhanced by the Commonwealth Building the Education Revolution (BER) project in 2010, which provided a large “Green Learning Zone”, comprising a large hall, Art and Music rooms, office space and kitchen area. A significant number (6) of the classes are housed in “Mod5” relocatable classrooms. The “June Elliot Centre”, a stand-alone building, houses the canteen, toilets and a large room used for parent and community activities. The successful application for a \$400,000 Inclusive School’s Grant in 2015 and 2016 has transformed the June Elliott Centre into a state of the art Sensory Space supporting Sensory Circuits and Nurture Room Program.

The school grounds are attractive with landscaped gardens and discrete areas available for passive and active play. The most recent modification saw the replacement of old decking around the portables and the re-development of the Foundation Playground.

The current Principal was appointed in June 2010. She is supported by an Assistant Principal, Leading Teacher, Learning Specialist (Digital Technologies), 6 Graduate Teachers, 3 Range 1 Classroom Teachers and 14 Range 2 Classroom Teachers and 12 ES staff. All teachers at Chelsea Heights PS work within a whole-school PLC (Professional Learning Community) and within sub-school Professional Learning Teams (PLTs).

Currently the class structure at Chelsea Heights PS is based on straight grades and two composite classes. The composition consists of: four Foundation classes, three classes at Level 1, three at Level 2 and two at Level 3, two classes at Level 4, three classes at Level 5, and two at Level 6. Specialist classes are given in Physical Education (PE), Art, Japanese (Foundation to 4), Digital Technologies and Performing Arts.

The school has IWBs in all classrooms. There is a 1:1 iPad program for Level 5 and 6 students. All students have access to wireless technologies including: Touchpads and iPads. Students are educated on being eSmart with technology and can only use school approved software and websites. We are currently working towards being an eSmart School. In the end of 2014, Chelsea Heights Primary School was successful in obtaining funding under The National School Chaplaincy Programme (NSCP) and this support has been extended to 2020. The purpose of this program is to support the emotional wellbeing of students by providing strategies that support the emotional wellbeing of the broader school community

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2 Whole-school prevention statement

Chelsea Heights Primary- 'High Standards: High Expectations'.

The values which **underpin our actions** are:

Respect

- Look after self, others and environment.
- Have and show consideration for other people, including other's property, feelings, opinions and rights.
- Have consideration and pride in yourself.
- Treat others as you like to be treated.

Responsibility

- Take on roles and tasks within the school environment.
- Work productively in a friendly manner
- Work coherently in a group or with a team
- Work together towards a common goal.

Cooperation

- Work, communicate effectively with others
- Ownership of your own behaviour and learning
- Care for the environment
- Positive contributions to the community

2.1 Preventative School Culture

Chelsea Heights Primary School encourages the active involvement of parents in the learning and behaviour of each student. It seeks to foster this co-operative approach with parents through information sessions, interviews, reports, parents/ teacher interviews, Student Led Conferences, phone calls meetings and the use of diaries and communication books.

Chelsea Heights Primary School aims to provide a safe and secure learning environment for all students with the provision of a whole school focus on making good choices and the building of positive relationships. The activities and programs required to progress the key improvement strategies will include:

- Development and implementation of a whole-school approach to embed strategies used to support a positive community
- Challenging, engaging and supportive learning environment
- Continue encouraging parent involvement using current practices
- Staff professional development programs will occur periodically to keep staff informed of current issues/strategies for dealing with bullying and/or harassment issues.
- Clear and consistent behaviour management in the classroom and yard

2.2 Prevention Programs

- Play is the Way (Wilson McCaskill)
- 3Rs
- Student Leadership Program
- Anti-cyber bullying education
- Lunchtime Clubs
- Feeling Safe Together Program for Junior students (SECASA – South Eastern Centre Against Sexual Assault)
- Rookies Workshops (Reach Foundation) for Grades 5 and 6 students

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- Student Support Services Officer (SSSO) input – individual/ group counselling
- National School Chaplaincy Programme

2.3 Intensive literacy and numeracy

- Professional Learning Teams (PLT)
- Kingston Network Numeracy representative
- On-going Teaching Handwriting, Reading and Spelling Strategies (THRASS) professional development for new staff
- CAFÉ and Daily 5 taught throughout the school
- Misty Adoniou writing approach
- Scaffolded continuum through the use of Maths and Reading Pacing Guides.
- Parents as Helpers program throughout the school
- Maths, Reading and Writing Consolidation time to support students who need time to practise skills before moving on.

2.4 Inclusion, Wellbeing & Transitions

2.4.1 Inclusion

- The number of students on the Program for Students with Disabilities has continued to grow with 25 students currently enrolled
- Termly Student Support Group Meetings for funded and non-funded students
- Appointed ESO Integration Team Leader – Integration staff of 13
- Individual Intervention/ Behaviour Plans
- Celebration of diversity
- Allied professionals regularly involved with students

2.4.2 Wellbeing

- Fortnightly welfare meeting with representation from all levels who report back to staff
- Ongoing professional development: Anaphylaxis, Diabetes, Epilepsy, Asthma
- Leadership on yard duty before and after school
- Sensory and Nurture Room program
- Buddy program
- eSmart program
- Monitoring internet and technology use
- Use of Circle Time
- Grade meetings

2.4.3 Transitions

- Foundation, Cross School and 6/7 Transitions Programs to support students and ease anxiety when moving across levels
- Documentation & meetings for teachers to support transition of students between all grades at start of school year
- Prep orientation program – recently revitalised and includes parent sessions alongside student sessions
- Attendance at targeted transition program for funded students
- End of year whole school transition experience for all students to meet their new teacher
- Participation in the state-wide orientation program for students in Grade 6

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2.5 A restorative question approach:

When things go wrong	When someone has been hurt
<ul style="list-style-type: none"> ▪ What happened? ▪ What were you thinking at the time? ▪ What have you thought about since? ▪ Who has been affected by what you have done? In what way? ▪ What do you think you need to do to make things right? 	<ul style="list-style-type: none"> ▪ What did you think when you realized what had happened? ▪ What impact has this incident had on you and others? ▪ What has been the hardest thing for you? ▪ What do you think needs to happen to make things right?

2.6 A staged response

- This approach will be conducted in an informal way for minor incidents and be embedded in classroom teaching and learning.
- Serious incidents will require a more formal restorative session that involves Assistant Principal and or Principal: all persons affected in the incident and be documented
- This process will be conducted after discussion using 'closed statements' as noted in 'Play Is The Way' program
- There will be situations where a formal conference involving the before mentioned people, parents, support persons will be required. Any imposed consequence will be embedded in the restorative process that requires a response 'that will make things right' in relations to those who have been affected
- Where a restorative approach has previously been conducted and subsequently the behaviour continues, the school will constitute a Student Support group to devise strategies and approaches to address the behaviour: this may include intervention from specialist services and external agencies available.

3 Rights and responsibilities

3.1 Guiding principles

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

3.2 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 people of all races, regardless of their religious or political convictions, their impairments or their age.

Under the act it is unlawful to discriminate against a person on the basis of the following attributes:

- age
- breastfeeding
- gender identity

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- impairment
- industrial activity
- lawful sexual activity
- marital status
- parental status or status as carer
- physical features
- political belief or activity
- pregnancy
- race
- religious belief or activity
- sex
- sexual orientation
- Personal association (with a person who is identified by reference to any of the above attributes).

3.3 The Charter of Human Rights and Responsibilities Act 2006

The Charter sets out a list of 20 rights that reflect the following four basic principles:

- Freedom
- Respect
- Equality
- Dignity

The charter outlines a vision of 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 human rights when making decisions and delivering services.

- The right not to be discriminated against
- The right to privacy and reputation
- The right to freedom of thought, conscience, religion and belief
- Cultural Rights

It is important to understand that with human rights comes a responsibility to respect other human rights.

All DET employees must act compatibly with the Charter and give proper consideration to human rights when making decisions. Everyone should:

- Encourage compliance with the Charter
- Support others to act compatibly with the Charter,
- Respect and promote human rights

Part of the monitoring of Human Rights will be to complete the Charter Compliance Checklist on the School Compliance web site.

3.4 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 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

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reasonable if it does this while taking into account the student's learning needs and balancing the interests of all parties affected, including those of the student with the disability, the education provider, staff and other students.

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

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

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

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

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

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

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

3.5 Bullying and harassment

Definitions

Harassment is any verbal, physical or sexual conduct (including gestures) which is uninvited, unwelcome and which is reasonably likely to humiliate, offend, intimidate or distress a person. For example, teasing a student because of their speech impediment.

Bullying is when a person, or a group of people, repeatedly upset or hurt another person or damage their property, reputation or social acceptance. Bullying may be direct physical, direct verbal, indirect or cyberbullying. Bullying is not a one-off disagreement between two or more people or a situation of mutual dislike.

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.

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3. **Indirect bullying** – e.g. spreading rumours, playing nasty jokes to embarrass and humiliate, mimicking, encouraging others to socially exclude a person, damaging a person’s social reputation or social acceptance, or cyberbullying.

Cyber bullying is direct or indirect bullying behaviours using digital technology. For example via a mobile phone, chat rooms, social media, Xangas or MUD rooms. It could involve setting up a defamatory personal website or deliberately excluding someone from social networking spaces. It can be verbal or written.

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.

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.

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- 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/coordinator that you feel comfortable with.

All complaints of bullying or harassment will be taken seriously and treated sensitively. This policy will be clearly communicated to students, parents and staff on the school’s website and through newsletters.

Rights and Responsibilities

<i>All Members of the Chelsea Heights Primary School community have a right to -</i>	
<ul style="list-style-type: none"> ▪ fully participate in an environment free of discriminatory behaviour – including racist, sexist, ability-based, class-based and homophobic forms of harassment, bullying, vilification, violence, intimidation, abuse and exclusion ▪ Be treated with respect and dignity. ▪ feel valued, safe and supported in an environment that encourages freedom of thought and expression 	
<i>All Members of the Chelsea Heights Primary School community have a responsibility to -</i>	

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<ul style="list-style-type: none"> Acknowledge their obligations under the <i>Equal Opportunity Act 1995</i> and the <i>Charter of Human Rights and Responsibilities Act 2006</i> and communicate these obligations to all members of the school community. participate and contribute to a learning environment supports the learning of self and others ensure their actions and views do not impact on the health and wellbeing of other members of the College community 		
All students have the right to -	All staff have the right to –	All parents have the right to –
<ul style="list-style-type: none"> learn and socialise without interference or intimidation in a safe and secure environment be treated with respect and fairness as individuals expect a learning program that meets their individual needs 	<ul style="list-style-type: none"> expect to be able to work in an atmosphere of order and cooperation use discretion in the application of rules and consequences receive respect and support from the school community 	<ul style="list-style-type: none"> Know that their children are in a safe, happy learning environment where they are treated fairly and with respect. expect a positive and supportive approach to their child’s learning expect communication and participation in their child’s education and learning
All students have a responsibility to –	All staff have a responsibility to –	All parents have a responsibility to –
<ul style="list-style-type: none"> be prepared to learn explore their full potential respect the rights of others 	<ul style="list-style-type: none"> build positive relationships with students as basis for engagement and learning use and manage the resources of the school to create stimulating, safe and meaningful learning treat all members of the college community with respect, fairness and dignity 	<ul style="list-style-type: none"> build positive relationships with members of the school community ensure students attend school and have the appropriate learning materials promote respectful relationships

4. Shared expectations

Effective schools share high expectations for the whole school community. Chelsea Heights Primary School has developed shared expectations to ensure that the learning, safety and rights of all are respected. The expectations are intended to be positive in that they set out what is expected and appropriate behaviours for our school community. Our shared expectations are intended to support individual students and families that come to our community from a diversity of backgrounds, communities and experiences.

4.1 Engagement, Attendance & Behaviour at Chelsea Heights Primary School are demonstrated by the following shared expectations and behaviours:

Engagement

Students	Staff	Parents
<ul style="list-style-type: none"> I listen to teachers and my peers I am a good listener I follow teachers’ directions I finish tasks. 	<ul style="list-style-type: none"> I share ideas, resources with others I plan with others I am accepting of roles and responsibilities. 	<ul style="list-style-type: none"> I can be relied upon to support the school & work in unison with the classroom teacher. I support communication with the school through returning documentation, attending

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	<ul style="list-style-type: none"> I support others during times of stress e.g. Report Time, Art Show, Concert 	<ul style="list-style-type: none"> interviews & participating in school events. I put my hand up to help out within the school where I am able.
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Attendance

Students	Staff	Parents
<ul style="list-style-type: none"> Come to school every day that school is open to students Arrive at school on time and ready to learn 	<ul style="list-style-type: none"> Promote regular attendance with all members of the school community Monitor and follow up on absences 	<ul style="list-style-type: none"> Enrolment details for their children are correct Their children attend school regularly When their children are absent, they provide an explanation for that absence

Behaviour -

Students	Staff	Parents
<ul style="list-style-type: none"> I follow the school rules I respect the property of others I will work in a team I'm a good sport I'm accepting of differing opinions I help others I am in charge of my own actions 	<ul style="list-style-type: none"> I listen to the thoughts and opinions of others I acknowledge my own flaws and work to correct them I acknowledge the successes of others I respect & honour confidentiality I help out when needed e.g. yard duty, staff room etc. I take on extra roles I accept jobs. 	<ul style="list-style-type: none"> I show respect to all of the school community & work as a team member. I acknowledge the needs & thoughts of all students, teachers & parents. I consider the feelings & beliefs of others. I honour confidentiality. I contribute to & accept ideas & decisions made by the School Council & other committees. I follow the hierarchy of staff in discussing issues & concerns. Decisions made by elected committee members are shared appropriately. I encourage the sharing & acceptance of ideas. I am committed to acting effectively within my role in the school. I will work with the good of the school in mind & not my personal agenda. I follow through agreed decisions.

- Source Collated School Values – input from Students, Staff & Parents 2009

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4.2 3Rs

The school is committed to the use of 3R's with students. The 3R's is a behaviour education methodology that builds self-management skills for children having behavioural difficulties. Children must believe that when their feelings overrule their thinking, resulting in inappropriate behaviour, a teacher's desire is to bring them closer to her/him so that she/he can more easily guide and assist them in their moment of need ('Am I trying to help you or harm you?').

4.3 Diversity in the school community

Chelsea Heights Primary aims to address diversity by:

- maintaining a highly skilled, motivated and energetic workforce who are better able to meet the needs of a diverse school community
- attracting highly skilled and diverse staff making the school a preferred employer
- increasing the range of knowledge, skills and experiences available in the workforce
- enhancing the capacity for effective decision-making due to the greater diversity of perspectives and inputs
- Creating more effective work teams due to increased participation levels and an increased capacity to solve problems.

5. School Actions and Consequences

Student engagement, regular attendance and positive behaviours will be supported through relationship based whole-school and classroom practices, including:

- building positive relationships with students
- 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 all students
- empowering students by creating multiple opportunities for them to take responsibility and be involved in decision-making
- providing physical environments conducive to positive behaviours and effective engagement in learning

Inappropriate behaviours will be responded to 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.

Chelsea Heights Primary School acknowledges students who meet the shared expectations outlined in this policy through recognition and encouragement as outlined in the logical consequences outlined below. When students do not meet these expectations, a staged response is implemented consistent with the logical consequences outlined below:

Appropriate Behaviour		Inappropriate Behaviour			
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<p>Appropriate behaviour will be recognised by:</p> <ul style="list-style-type: none"> ▪ celebration assemblies ▪ reports ▪ references ▪ newsletters ▪ leadership opportunities ▪ scholarships ▪ positive feedback ▪ the right to represent the school ▪ awards ▪ rewards ▪ classroom rewards e.g. special lunch ▪ display of Star of the Week awards in newsletter ▪ Recognition awards classroom book ▪ Recognition awards board in school foyer ▪ leaves for tree with names of students making good choices at recess and lunchtime – weekly lucky dip 	<p>Inappropriate behaviour will be responded to by the following consequences:</p> <ul style="list-style-type: none"> ▪ talking to the student and referring them to the shared expectations ▪ discussing appropriate behaviours in the classroom ▪ contact with parents ▪ making changes to the student’s learning program to better equip him/her to behave positively ▪ implementing restorative practices ▪ conference: apology ▪ action to make it right agreed to (may include clean up damage to property) ▪ asking the student to undertake tasks designed to better equip him/her to behave positively in the future ▪ counselling ▪ Appropriate behaviours taught and agreed to. ▪ Payment for damage sought. ▪ withdrawal of privileges; ▪ withdraw student temporarily from class ▪ establishing student support group meetings ▪ Negotiating alternative pathways or settings for student; or as a matter of last resort, suspension or expulsion.
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Ongoing Behaviour issues

Where students exhibit ongoing behaviour patterns, as part of staged response, a range of strategies will be used. These may include:

- Discussing the behaviour problems and reaching an agreement for future behaviour
- Explicit teaching of appropriate behaviours
- Monitoring and providing feedback
- Time out allowing students a cooling off period
- Withdrawal from an activity, class, camp or excursion due to inappropriate behaviour and provided with an alternative educational setting within the school
- Counselling for individuals/ small groups to modify inappropriate behaviour
- Discipline/ student support group involving parents and relevant support staff
- Suspension and expulsion: For serious disciplinary measures we follow DET Engaging Schools Are Effective Schools: Student Engagement Policy Guidelines 2009 developed in response to Ministerial Order No 184

At Chelsea Heights Primary School we do not indorse corporal punishment when dealing with an issue or circumstance. **Corporal Punishment is prohibited in all Victorian schools. Corporal punishment must NOT be used at the School under any circumstances.**

Cyberbullying/eSafety

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Students will be encouraged to complete the complaint procedure to the Office of the Children’s eSafety Commissioner. eSmart is teaching students to be sensible when using technology online. Students can authorise a teacher to complain on their behalf. Action will be taken by the Office of the Children’s eSafety Commissioner based on the nature of the complaint and they will advise the school of their actions and advise Chelsea Heights Primary on the nature of the complaint. Further actions will be taken by the school as the Principal or Assistant Principal deem appropriate.

Parents/carers

Parents/carers can be expected to promote positive educational outcomes for their children by taking an active interest in their child’s educational progress. Parental cooperation with the school, including regular and constructive communication with school staff regarding their child’s learning and wellbeing, will actively support their child’s engagement in the school environment. Parents/carers can also be expected to support the school in maintaining a safe and respectful learning environment for all students.

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School Accountability and Improvement Framework	http://www.education.vic.gov.au/management/schoolimprovement/accountability/default.htm
Effective Schools are Engaging Schools	http://www.eduweb.vic.gov.au/edulibrary/public/stuman/wellbeing/segpolicy.pdf
Disability Standards for Education	http://www.education.vic.gov.au/healthwellbeing/wellbeing/disability/handbook/legislation.htm
Charter of Human Rights	http://www.education.vic.gov.au/studentlearning/programs/multicultural/tchrcharter.htm http://www.austlii.edu.au/au/legis/vic/consol_act/cohrara2006433/
Equal Opportunity Act	http://www.det.vic.gov.au/hrweb/divequity/eo/eoact.htm
Education and Training Reform Act 2006	http://www.education.vic.gov.au/about/directions/reviewleg.htm
VIT Teacher Code of Conduct	http://www.vit.vic.edu.au/conduct/victorian-teaching-profession-code-of-conduct/Pages/ReadtheCode.aspx
eSmart	The Alannah and Madeline Foundation
Parents guide to online safety	http://www.cybersmart.gov.au/~/_media/Cybersmart/Documents/Documents/Parents_guide_to_online_safety.pdf
Cyber Bullying Complaint Process	https://www.esafety.gov.au/complaints-and-reporting

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