



**IVANHOE**  
GRAMMAR SCHOOL  
*a co-educational community*

## **STUDENT WELLBEING POLICY**

Ivanhoe Grammar School is committed to providing a safe, supportive and caring learning environment where students are safe and free from child abuse, bullying, sexual harassment, discrimination and victimisation.

Our focus is to drive cultural change so that creating and maintaining a safe school environment is embedded in everyday thinking and practice at Ivanhoe Grammar School.

Underpinned by the principles of positive education, we are committed to providing all students with a positive environment, which values diversity and respects differences in our community.

We aim to develop resilient and responsible young people who understand their choices and consequences, whilst always striving to achieve their personal best.

This policy outlines the framework within which the School will promote and protect student wellbeing, and under which we will create and maintain a child safe school environment, and should be read in conjunction with:

- the Student Wellbeing Codes of Conduct, which set out the particular standards of behaviour expected of:
  - Staff
  - other School personnel, including volunteers, Board members and contractors;
- the Student Wellbeing – Concern Management Procedure, which sets out the steps the School will take to respond to concerns about child abuse and breaches of the Student Wellbeing Codes of Conduct for Staff and other School personnel;
- the Student Code of Conduct;
- the Student Management Policy and Procedure, which sets out the steps the School will take to respond to concerns about breaches of the Student Code of Conduct, including issues of bullying, sexual harassment, discrimination and victimisation between students.

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## **Aims**

We are committed to providing an environment where:

- all students are:
  - safe from bullying, sexual harassment, discrimination, victimisation and child abuse;
  - able to recognise and avoid unacceptable behaviour including bullying, sexual harassment, discrimination, victimisation or child abuse;
  - empowered to report concerns or incidents with respect to bullying, sexual harassment, discrimination, victimisation and child abuse, and;
  - empowered to respond to threats or incidents of bullying, sexual harassment, discrimination, victimisation and child abuse on behalf of themselves or others
- the protection of students is embedded in everyday thinking and practice at the School;
- relevant legislative requirements are complied with;
- the School's policies and procedures are complied with and current;
- Staff and other School personnel, parents and students are supported to deal with concerns about student wellbeing;
- all students are provided with equal opportunities to reach their potential, irrespective of sex, gender, gender variance or expectations about gender;
- students with disabilities are provided with a safe and supportive environment;
- Aboriginal students and students from culturally and/or linguistically diverse backgrounds are provided with a culturally safe environment.

## **Mechanisms**

In order to provide this environment:

*The School will embed a culture of student safety and wellbeing*

Specifically:

- the School will not tolerate bullying, sexual harassment, discrimination, victimisation or child abuse towards students;
- the School will have policies and procedures in place to protect students from these types of behaviours as much as is reasonably practicable;
- staff and other School personnel will undertake appropriate training in student safety and wellbeing, including the School's Student Wellbeing policies and procedures, and Mandatory Reporting obligations;

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- the School’s recruitment and employment practices (including those relating to background checks, documentation of job description and performance review and disciplinary procedures) will incorporate and prioritise student safety and wellbeing, having regard to child safe standards;
- the School will ensure all School personnel are either registered with the Victorian Institute of Teaching and/or have current Working With Children checks;
- the School will ensure that specific risk management processes and controls with respect to child abuse are in place;
- the School’s academic staff will be provided with professional development opportunities pertaining to student safety and wellbeing, such as training on gender identity and equity, bullying behaviour (including cyber-bullying, homophobia and transphobia) and contemporary youth discourse;
- the School will arrange outside agencies, where appropriate, to provide additional support for students and staff requiring education or assistance with student wellbeing matters;
- the School will review this policy, and the School’s adherence to this policy, annually.

*The School will educate its community about student safety and wellbeing, and encourage members of the community to report their concerns.*

Specifically, the School will:

- educate School personnel, as far as is reasonably practicable, about recognising, preventing and reporting situations where students may be at risk of child abuse, bullying, sexual harassment, discrimination or victimisation;
- educate students and other members of the School community about understanding, identifying, discussing and reporting issues relating to student safety and wellbeing;
- inform the School community about the School’s strategies, roles and responsibilities in relation to student safety and wellbeing, including by:
  - publishing this Student Wellbeing Policy and the related Codes of Conduct and Complaints Procedure on the School webpage; and
  - providing education opportunities for parents on student safety and wellbeing issues.

*The School will encourage the empowerment and participation of all students in protecting their wellbeing and safety.*

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Specifically, the School will:

- ensure specific strategies are implemented to promote child empowerment and participation, including providing age appropriate education about child abuse awareness and prevention;
- deliver learning and teaching programs that are inclusive and enhance the capacity of all students to fulfil their potential, in a manner that respects their cultural and individual identities;
- ensure the diverse needs and characteristics of students, including age, social, cultural and linguistic background, disability and other attributes or vulnerabilities, are taken into account when delivering these programs;
- implement a curriculum and co-curriculum based wellbeing program that:
  - educates students about what constitutes inappropriate behaviour, including child abuse, bullying, sexual harassment, discrimination and victimisation, and empowers students to raise concerns with their Primary Wellbeing Contact and/or other responsible adults;
  - promotes character strengths and strengths-based learning through positive psychology;
  - encourages a growth mindset (resilience and perseverance) by encouraging students through achievable challenges;
  - uses mindfulness techniques to improve self-control, concentration and reduce stress and anxiety;
  - promotes wellbeing for families, through parent education sessions, workshops and guest speakers;
  - supports the special needs of students, including students from cultural and linguistically diverse backgrounds, Aboriginal students and students with disabilities;
  - engenders dignified, courteous and respectful relationships between all members of the School community;
  - assists students to develop a strong moral compass;
  - develops personal, social and emotional skills in students that support a diverse community and respect for individual difference
- support and assist students who disclose inappropriate behaviour, including child abuse, bullying, sexual harassment, discrimination and victimisation, or are otherwise linked to suspected inappropriate behaviour.

## **Reporting concerns about student wellbeing – School community**

Members of the School community (other than School personnel) with concerns about student wellbeing (including concerns about actual or suspected child abuse, bullying, sexual harassment, discrimination and victimisation) are encouraged to contact the student’s class teacher, mentor or homeroom teacher (**Key Wellbeing Contact**).

If it is not appropriate to discuss your concern with one of these individuals, you should contact either the Principal or another member of the Wellbeing Team. The Wellbeing Team structure is attached to this Policy.

Your concern will be handled by the School in accordance with Student Wellbeing – Concerns Management Procedure.

School Personnel with or aware of concerns about student wellbeing must comply with the Student Wellbeing – Concerns Management Procedure.

## **STUDENT WELLBEING POLICY- Definitions**

**Child abuse** includes –

- (a) any act committed against a child involving –
  - (i) sexual abuse;
  - (ii) a sexual offence; or
  - (iii) an offence under section 49B(2) of the **Crimes Act 1958** (Grooming); and
- (b) the infliction on a child, of –
  - (i) physical violence; or
  - (ii) serious emotional or psychological harm; and
- (c) serious neglect of a child.

**Grooming** is communication, including online communication, with a child under the age of 16 or their parents with the intent of committing child sexual abuse. This offence targets predatory

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conduct undertaken to prepare a child for sexual abuse at a later time with the groomer (aged 18 years old or over) or another adult.

**Neglect** is the failure to provide the child with the basic necessities of life such as food, clothing, shelter, medical attention or supervision, to the extent that the child's health and development is, or is likely to be, significantly harmed.

**Mandatory Reporter** means the Principal, any Deputy Principal(s), and any member of the School's academic and nursing staff.

**Mandatory Reporting** refers to where a person is obliged by law to report to Child Protection if, in the course of undertaking their professional duties, they form any reasonable belief that a child has suffered or is likely to suffer, significant harm as a result of physical injury or sexual abuse.

**School personnel** means any person employed or engaged by the School, and for the purpose of these Guidelines includes the School's Board members, the Principal, any Deputy Principal(s), any teaching or other relevant staff, contractors, agents and volunteers of the School.

**Student** means a child enrolled as a student at the School, and includes international students studying at the School on a temporary or permanent basis.

**Discrimination** refers to unlawful discrimination, which can be indirect or direct.

Direct discrimination occurs when a person (or group) is treated less favourably because of one or more protected characteristics. For example, direct discrimination could occur if the School refused to enrol a student because of the student's sexual orientation.

Indirect discrimination occurs when there is a condition, practice, rule or requirement that disadvantages one group more than another on the basis of one or more protected characteristics, unless it can be shown that the particular condition, practice rule or requirement is reasonable in all the circumstances or is required to perform the inherent requirements of a position. For example, indirect discrimination could occur if a student was unable to participate in an exam during a period of religious observance, and that exam was not rescheduled to accommodate the student's religious commitments.

The protected characteristics include:

- age;
- race, religious belief or activity, colour, social origin, ethnic or ethno-religious background, descent or nationality;
- gender identity and intersex status;
- physical features;
- sexual orientation;
- lawful sexual activity;
- pregnancy, child birth and breastfeeding;
- marital, relationship or domestic status;
- carers' responsibilities;
- industrial activity or lack of activity;
- political belief or lack of belief; and
- disability, which includes physical or mental disabilities.

It is irrelevant whether one of the above attributes was the only reason for the discrimination, or just one of the number of reasons for the discrimination. In determining whether a person discriminates, it is also irrelevant whether they are aware that the conduct is discriminatory.

Discrimination also extends to racial vilification, which involves behaviour that incites hatred, serious contempt, revulsion or severe ridicule of a person or group of people because of their religion, race, colour or national or ethnic origin. Racial vilification can also involve behaviour that is reasonably likely to offend, insult, humiliate or intimidate the person or group.

**Bullying** means repeated unreasonable behaviour directed toward a person that creates a risk to the person's health and safety.

In assessing whether behaviour is unreasonable, you should consider if an impartial person observing the situation would think it is acceptable to behave in that way.

Bullying includes:

- **Physical harassment** - such as fighting, pushing, gestures, spitting, kicking, exclusion, invasion of personal space, damaging other people's possessions;

- **Verbal harassment** - such as name calling, offensive or threatening language, taunting, putting people down – either to their face or behind their back, picking on people because of their appearance, academic ability, race or religion;
- **Cyber-bullying** – can take many forms including:
  - **online harassment:** sending offensive messages and/or the posting of nasty and hurtful comments using electronic means
  - **cyber stalking:** online harassment that can include threats of harm/intimidation or inappropriate comments
  - **masquerading:** pretending to be someone else on a site and/or posting material that makes another person look as if they are participating in cyber-bullying
  - **outing:** sending or posting material that is sensitive or embarrassing including forwarding private messages or images
  - **exclusion:** deliberately excluding another from an online group, mailing list or text/chat/instant messenger conversation.

**Gender identity** refers to a person’s sense of being masculine or feminine, or both or neither. Gender identity does not necessarily relate to the sex a person is assigned at birth. Rather, a person’s gender expression is made up of the outward signs they present to the world around them. This could include their choice of name and preferred pronoun (which may include using no pronoun), their style of dress and appearance, and/or their mannerisms.

**Homophobia** is the fear or intolerance of people who identify as lesbian, gay, bisexual or same sex attracted, usually linked with hostility, verbal and physical abuse, or discrimination. Homophobia also includes institutional and cultural bias and structural inequality.

**Same sex attracted** refers to people who experience feelings of sexual and/or emotional attraction to others of the same sex. This term includes people who may identify in ways such as lesbian, gay, bisexual, queer, pansexual or heterosexual, who are questioning their sexuality, or who are not wanting to label themselves. Some people prefer to use the term ‘same gender attracted’.

**Sex** refers to the biological attributes that define people as either male, female, a combination of female and male, or neither female nor male. These biological attributes include chromosomes and physical anatomy.

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**Sexual harassment** means any unwelcome behaviour of a sexual nature which makes another person feel humiliated, intimidated or offended in circumstances where a reasonable person, aware of all the circumstances, would have anticipated that the other person would be offended, humiliated or intimidated.

Sexual harassment can take many forms and can be physical, verbal or written, including:

- uninvited sexual advance or suggestive remark;
- unwelcome request for sexual favours;
- displays of sexually graphic material, including posters, cartoons, graffiti, messages or screen savers;
- sex-based insults, taunts, teasing or name-calling;
- persistent questions or insinuations about a person's private life; and
- offensive phone calls, messages and emails.

**Sexual abuse** means any:

- actual or threatened;
- physical or verbal; and
- unlawful, unwelcome, unwarranted or inappropriate,

advance, contact or behavior of a sexual nature.

Examples of sexual abuse include rape, attempted rape, acts of indecency, exposure to pornography, grooming and any other sexual offences involving a student.

**Transgender (also trans or trans\*)** is an umbrella term used to describe people whose gender identity is different from the sex assigned to them at birth. An example is a child who is assigned a male sex at birth but actually feels more comfortable living as a girl and identifies as female.

**Transphobia** involves prejudice or discrimination based on a person being, or perceived as being, transgender or gender diverse. Transphobia can be expressed through hostility, verbal and physical bullying or discrimination. Transphobia also includes institutional and cultural bias and structural inequality.

**Victimisation** means treating a person unfairly because they, or someone associated with them, has made, or intends to raise a concern about student wellbeing, or is involved or participates in a process under the Student Wellbeing – Concerns Management Procedure.

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**Wellbeing Team** means the organisational structure of School personnel who have direct responsibilities for student welfare.

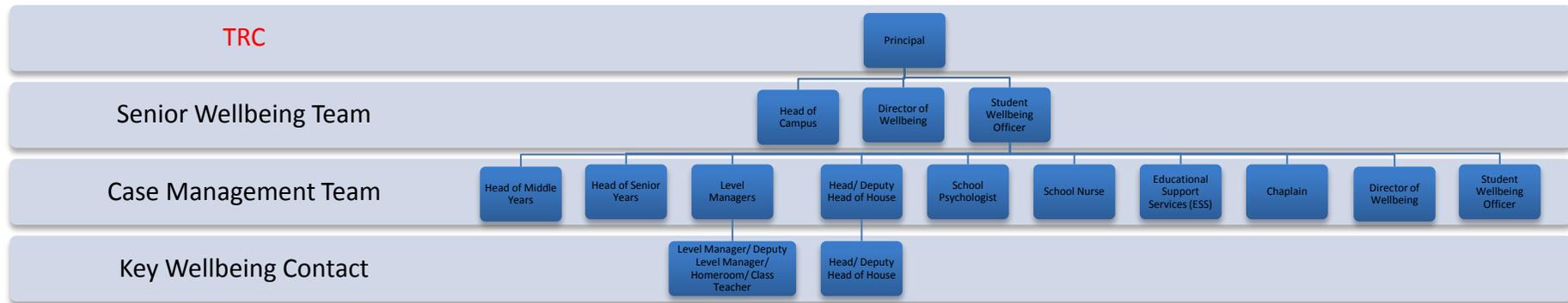
#### **Associated legislation**

- *Child Safe Standards – Managing the Risk of Child Abuse in Schools, Ministerial Order No 870* under the *Education and Training Reform Act 2006* (Vic)
- Provisions for failing to protect from Sexual Abuse under the *Crimes Act 1958* (Vic)
- *Mandatory Reporting obligations under the Children, Youth and Families Act 2005* (Vic) and the *Crimes Act 1958* (Vic)
- *Child Wellbeing and Safety Act 2005* (Vic)
- *Working with Children’s Act 2005* (Vic)
- *Family Violence Protection Act 2008* (Vic)
- *Disability Standards of Education 2005*

#### **Associated Documents**

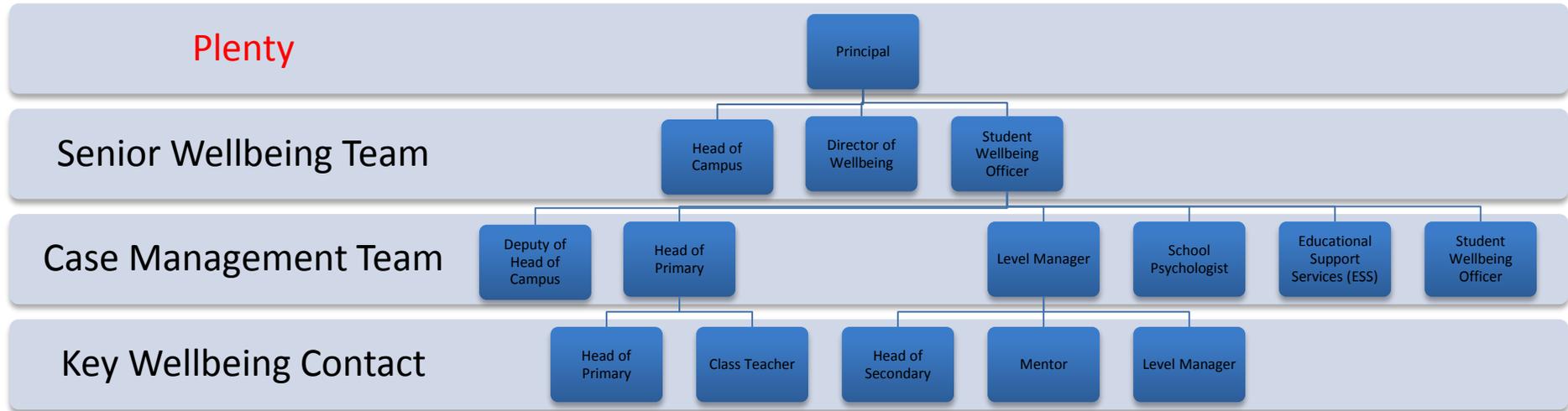
- Student Wellbeing – Concerns Management Procedure
- Student Wellbeing - Staff Code of Conduct
- Student Wellbeing - Other School Personnel Code of Conduct
- Student Wellbeing - Student Code of Conduct
- Employment of Staff Procedure
- Enterprise Wide Risk Register

**Attachment 1 - Wellbeing Team Structures - TRC**



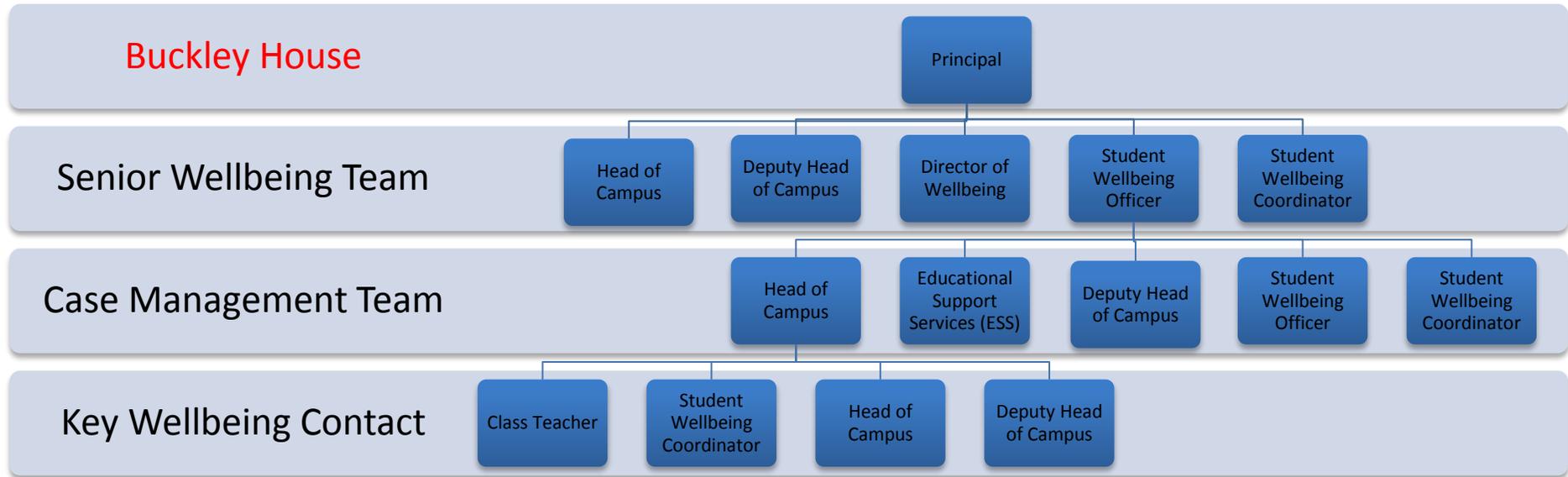
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Attachment 2 - Wellbeing Team Structures - Plenty



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Attachment 3 - Wellbeing Team Structures – Buckley House



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