

Safety, Wellbeing & Inclusion Policy (Torrens Park Campus)

Scotch College upholds that students have the right to learn in a safe environment and that every student, regardless of their difference, is treated with dignity and respect. We understand that wellbeing and learning outcomes are closely linked, and that the wellbeing of our students can only be supported in an environment where they feel safe and included. This purpose of this policy is to outline the College's expectations for positive student behaviour that ensures the safety, wellbeing and inclusion of all members of the Scotch College community.

Guiding Principles

- The College is committed to creating and maintaining a safe and inclusive learning environment that supports the positive wellbeing of students.
- The College believes that student behaviour must not negatively interfere with another student's safety, wellbeing, engagement, or inclusion.

Related Policies and Procedures:

- Student Incident Processes (Torrens Park Campus)
- Suspension and Termination Policy
- Substance Abuse Policy

1. Expectations of Students

The expectations outlined below apply to all students enrolled at Scotch College on Torrens Park Campus in Years 7 – 12. Students are expected to comply with these expectations whenever they are interacting with members of the Scotch community.

1.1 Safety

It is an expectation that students ensure that all members of the community feel safe while at school. The College does not support behaviour that compromises another student's physical or psychological safety.

1.2 Wellbeing

It is an expectation that students endeavour to positively impact the wellbeing of other students. The College does not support behaviour that negatively impacts on the wellbeing of other students.

1.3 Inclusion

It is an expectation that students ensure that all members of the community are welcomed, accepted, respected and treated equitably regardless of any difference (such as race, language, religion, beliefs, ability, socio-economic status, gender, sexuality). The College does not support behaviour that is non-inclusive (for example, demeaning comments, jokes, stereotypes and labels).

1.4 Reasonable Instructions

It is an expectation that students comply with any reasonable instruction and/or direction given by College staff. The College does not support behaviour that is in contradiction of a reasonable instruction and/or direction given by College staff.

1.5 Engagement

It is an expectation that students engage positively with all aspects of the College's offering. This includes the academic, House, wellbeing and co-curricular programs, as well as offerings such as boarding, camps and excursions. The College does not support avoidance behaviours or behaviours that impact on, or prevent, another student from engaging with College programs and offerings.

1.6 Consent

It is an expectation that students obtain consent before they act in a way that involves, or has an impact on, another student (see **Appendix A – Consent**). The College does not support behaviour or practices where expressed and informed consent is not given or is by-passed or undermined.

2. Bullying and Harassment

It is an expectation that students do not engage with the harassment or bullying of another student (see **Appendix B – Definitions of Bullying and Harassment**).

2.1 Responding to Bullying and Harassment

If a student is experiencing harassment or bullying, they should:

- Not retaliate (physically, through online comments, or with verbal aggression)
- Tell the person harassing or bullying that they have not given consent for them to behave in this way and they would like it to stop.
- If the behaviour does not stop, report the behaviour (to a friend, student leader, staff member, parent or other trusted adult) as soon as possible.
- Identify any witnesses and collect any evidence (for example, screenshots)

2.2 Witnesses and Bystanders

We have a 'call-out culture' at Scotch. If students witness incidents of harassment or bullying, it is an expectation that they call it out. Students can be 'up-standers' and take action against harassment and bullying by:

- Standing up for another student if they feel confident in doing so.
- Report the incident as soon as possible (you can ask for privacy and confidentiality when you do so, or report anonymously).
- Offer support to the person being harassed or bullied, ensuring them that what was witnessed is not acceptable and encouraging them to seek support.

3. Discrimination

Discrimination occurs when a person, or a group of people, is treated less favourably than another person, or group of people, because of background or certain characteristics such as age, ability or disability, race, gender, sexual orientation, or gender identity. It is an expectation that students do not engage with behaviours that are discriminatory or racist in their nature, including indirect behaviours such as public comments or jokes.

4. Contravention of this Policy

College Staff assist students in upholding and adhering to the expectations outlined in this policy. Typically, if a student is not meeting the standard of expectations, a staff member will:

- Speak with the student to remind them of the expectation, outline the next steps if the behaviour continues, and apply a small, related consequence if necessary.
- Refer significant concerns or contraventions onto the student's Head of House.

Significant contraventions of the expectations outlined in Sections 1 – 3 will be investigated (as per the **Student Incident Procedures** document) and result in the appropriate response by the College below:

4.1 Initial Contravention

An initial contravention of the expectations outlined in this policy will result in a meeting with the student and their Head of House and/or Head of Boarding and/or Head of School and/or the Director of Student Wellbeing. Restorative practice will guide an educative response to an initial contravention of the expectations outlined in this policy.

This involves the student:

- reflecting on their behaviour(s) to identify impacts on others and alternative choices
- engaging with restorative action that repairs relationships that have been damaged

Consequences may be applied to support the educative and restorative response.

A consequence imposed by the College may be:

- directly related to a behaviour and help restore damage or relationships
- service based to allow for a positive contribution to the community to be made
- punitive to allow for a clear discouragement of the behaviour

4.2 Repeated Contravention

Established recurring contravention of the expectations outlined in this policy will result in a meeting with the student, their parents or guardians, and their Head of House and/or Head of Boarding and/or Head of School and/or the Director of Student Wellbeing. The focus of this meeting is to address the ongoing concerns about patterns of negative behaviour and:

- clearly describe the contravention(s) of the expectations and its impact
- clearly explain the College's expectations of behaviour
- identify strategies to support the student in changing their behaviour
- explain future consequences of repeated behaviours

Consequences for repeated breaches will depend on the circumstances and the behaviours involved. Consequences may:

- be directly related to a behaviour and help restore damage or relationships
- be service based to allow for a positive contribution to the community to be made
- be punitive to allow for a clear discouragement of the behaviour
- be in the best interest of the safety, wellbeing or inclusion of other students (such as exclusion from certain activities or experiences, or movement of classes or groups)
- involve the use of the **Suspension and Termination Policy**

4.3 Involvement of the Deputy Principal & Head of Torrens Park Campus

In the event of further incidents that exhibit the same or similar behaviours (involving the same or other students), the Deputy Principal & Head of Torrens Park Campus will determine whether it is appropriate to escalate the College's response. Factors that will need to be considered include:

- Level of severity of the behaviour(s)
- Frequency and timeline of the behaviour(s)
- Similarities between new and previous contravention(s)
- Timeframe between new and previous contravention(s)
- Progress made by student between new and previous contravention(s)

The Deputy Principal & Head of Torrens Park Campus may request a meeting with the student and/or their parents or guardians. The student will be required to engage with a specific undertaking to improve their behaviour and will be provided with clear expectations and expected outcomes. This meeting may involve the use of the **Suspension and Termination Policy** and it will be indicated that the ongoing behaviour, and its impacts, will be communicated to the Principal for consideration.

4.4 Involvement of the Principal

In cases where there is continued contravention after behaviour has been addressed and progressed through stages 4.1 – 4.3, or for a contravention that is considered serious in nature, a meeting with the Principal will be convened. In this meeting:

- the Principal will clearly explain that for the student to remain part of the Scotch community, their behaviour needs to adhere to the College values and expectations.
- reference will be made to the **Terms of Enrolment**, notably section 14 of the Enrolment Agreement.
- reference will be made to the **Suspension and Termination Policy**.

The students and parents will be contacted by the Principal's Assistant to make a time and place for the meeting so that they are able to attend. Depending on the severity of the contravention(s), the student may be internally or externally suspended until the meeting can be arranged (as per the **Suspension and Termination Policy**).

4.5 Serious Contravention

Some contraventions may be considered serious, for example, contraventions that involve substances, assault, or are sexual or racist in nature. In cases of serious contraventions, the response:

- will involve the use of the **Student Incident Procedures** document
- may be immediately escalated to a response outlined in 4.2, 4.3 or 4.4.
- may involve the immediate use of the **Suspension and Termination Policy**
- may be directed by the processes and procedures outlined in another policy (such as the **Substance Abuse Policy**).

5. Consideration of Individual Student Needs

5.1 First Nations Students

Nominated support persons will be engaged in decision-making processes for First Nations students. This person will liaise with parents and/or guardians and/or relevant agencies where appropriate. Cultural considerations may be required in decision-making processes for First Nations students.

5.2 International Students

The International Student Coordinator is engaged in decision-making processes for international students. The international student coordinator will liaise with the parents and/or guardians and/or relevant agencies where appropriate. Consideration is given to decisions that may impact on visa conditions for international students (see **CRICOS Policy**).

5.3 Students with a Disability

Consideration is given to students when behaviour is a manifestation of a disability, such as a diagnosed social or learning need. This may require *reasonable adjustments* to be made to the expectations of behaviour or outcomes of a decision-making process.

The **Disability Standards for Education (2005)** describes a *reasonable adjustment* as one that “balances the interests of all parties affected”. In determining whether an adjustment is *reasonable*, consideration is given to the following:

- the student’s diagnosed disability
- the views of the student about whether the adjustment is reasonable
- whether there is any other adjustment that would be less disruptive and intrusive and no less beneficial for the student
- the effect of the adjustment on the student, including the effect on the student’s ability to achieve learning outcomes, participate in courses or programs, and independence
- the costs and benefits of making the adjustment
- the effect of the proposed adjustment on anyone else affected, including the education provider and other students
- whether the adjustment can be provided within a reasonable time

5.4 Students with Mental Health Disorders

Consideration is given to students when behaviour is a manifestation of a diagnosed or suspected (based on the advice of the College Psychologists) mental health disorder. In circumstances where this occurs, it is an expectation that external support agencies are engaged to work with the student in partnership with the College.

5.5 Students with Traumatic Backgrounds or Affected by Trauma

Consideration is given to students when behaviour is a manifestation of a known or suspected trauma. In circumstances where this occurs, their background may be taken into consideration, with external support agencies being engaged to work with the student in partnership with the College.

5.6 Students with Separated Parents

All parents and carers are entitled to be involved in and notified of any decision-making processes, except where Interim Intervention Orders operate.

6. Camps and Excursions

It is an expectation that students comply with all expectations outlined in this policy on any camp or excursion, whether during the school term or the school holidays. Given the differing environment of a camp or an excursion, contravention of the expectations outlined in this policy may involve a different response, such as:

- Exclusion from particular activities or experiences whilst on the camp or excursion program
- The removal of the student from the camp or excursion program, either temporarily for part of the program, or completely for the remainder of the program.

7. Boarding

It is an expectation that students comply with all expectations outlined in this policy in the boarding environment. Given the boarding environment is different to that of the 'day school' environment, contravention of the expectations outlined in this policy may involve a different response, such as:

- Exclusion from particular boarding activities or experiences, whilst remaining in boarding
- The temporary removal of the student from the boarding program
- Responses outlined in boarding specific policies.

8. Education

The College uses a variety of methods to educate students on the expectations outlined in this policy. This includes, but is not limited to:

- Wellbeing and House programmes
- Assemblies
- Targeted (such as year levels, genders) workshops and events
- The Health and Physical Education curriculum

Appendix A – Consent

Consent occurs when a person voluntarily and freely agrees to something. It relates to permission and how to show respect for ourselves and for other people. When you obtain consent before engaging in a particular behaviour, you are ensuring that a person or people are comfortable with the behaviour they are about to experience.

Consent is not just about hearing the word “yes” or “no”. Consent should be:

- **Freely given** – this means that consent is given without pressure, manipulation, or under the influence of drugs or alcohol.
- **Reversible** – this means that consent can be withdrawn at any time if someone changes their mind (even if they have engaged with the behaviour previously).
- **Informed** - this means the person giving consent has a clear understanding of the behaviour they are consenting to, including facts, implications and future consequences of the behaviour.
- **Enthusiastic** – this means consent is given when because someone wants to engage with something, not reluctantly or because they feel expected to do so.
- **Specific** – this means that saying yes to one behaviour does not mean saying yes to other behaviours (for example that are similar or the same but at a different time).

Expressed consent is consent that is clearly and unmistakably stated. Consent may be expressed in writing, verbally, or non-verbally (e.g. a clear gesture such as a nod). Non-written expressed consent should be evidenced by witnesses or an audio or visual recording as it is easily disputed if someone denies it was given. **Implied consent** is not directly expressed but inferred from a person’s actions and the facts and circumstances of a particular situation.

When engaging with other students, consent should always be ‘expressed’ and never ‘implied’.

When you act without consent, your behaviour may be harassment, bullying, abuse or assault.

Consent is required for any behaviour that has an impact on, or directly or indirectly involves, another person.

Appendix B – Definitions of Bullying and Harassment

Harassment

Harassment is behaviour that *targets* an individual or group due to their difference, such as:

- identity
- status (social, economic)
- race, culture, ethnic origin, or language
- physical characteristics
- gender or sexual orientation
- age
- ability or disability

Harassment may be:

- an ongoing pattern of behaviour or a single act
- directed randomly or towards the same person(s)
- intentional or unintentional

Bullying

Bullying is an ongoing misuse of power in relationship through repeated verbal, physical and/or social behaviour that causes physical and/or psychological harm. It can involve an individual or a group misusing their power over one or more persons. Bullying can happen in person or online, and it can be obvious (overt) or hidden (covert).

Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records). Bullying of any form or any reason can have immediate, medium and long-term effects on those involved, including bystanders. Single Incidents and conflict or fights between equals, whether in person or online, are not defined as bullying”

(The national definition for bullying for Australian schools by the Safe and Supportive School Communities Working Group is, as stated on the “Bullying. No Way!” Website)

The following examples (from the “ReachOut” website) constitute bullying when consistent with the above definition:

- Talking badly about someone behind their back (online or in person).
- Teasing someone, calling them names, giving nasty looks, or making rude gestures
- Spreading rumours or lies about someone (online or in person).
- Hurting someone physically by pushing, hitting, slapping, ganging up on or restraining them
- Excluding someone from a group (online or in person).
- Harassing someone because of their race, sex, religion, gender or disability.
- Sharing embarrassing photos of someone online.
- Posting mean things about someone on social media.
- Harassing someone online with comments, or DMs, or in person by intimidating or following them

Types of Bullying and Harassment

Bullying and harassment typically occur under one of the following categories:

- **Verbal** – this includes name calling or insulting someone about physical characteristics such as their weight or height, or other attributed including race, sexuality, culture or religion
- **Social (or non-verbal)** – this includes consistently excluding another person or sharing information or images that will have a harmful effect on the other person
- **Physical** – this includes hitting or otherwise hurting someone, shoving or intimidating another person, or damaging or stealing their belongings.

Single incidents, conflict or fights between *equals*, whether in person or online, are not defined as harassment or bullying. Behaviours that *do not constitute* bullying or harassment include:

- Mutual arguments and disagreements (where there is no power imbalance).
- Not liking someone or a single act of social rejection.
- One-off acts of meanness or spite.

Cyberbullying

Cyberbullying is bullying carried out through the internet or mobile devices. It can happen to anyone, anytime, and can leave a student feeling unsafe and distressed. It can be offensive and upsetting and can include:

- Sending insulting or threatening messages.
- Posting unkind messages or inappropriate images on social networking sites.
- Excluding others from online chats or other communication.
- Inappropriate image tagging.
- Sharing someone's personal or embarrassing information online.
- Creating hate sites or starting social exclusion campaigns on social networking sites.
- Sharing unflattering or private images, including naked or sexual images.
- Assuming the identity of another person online and representing them in a negative manner or manner that may damage their relationships with others.
- Repeatedly, and for no strategic reason, attacking players in online gaming.