

# Student Wellbeing Guidelines



Wantirna South  
Primary School



a place to dream, a place to discover, a place to...

*Learn for Life*



## WANTIRNA SOUTH P.S. WELL-BEING POLICY

### **INTRODUCTION**

Here at Wantirna South Primary School (WASPS), the whole school community works together to provide a safe, caring and positive social environment, where all students can learn and grow. Students, staff and parents work in respectful and supportive partnerships, assisting students to build individual confidence and self esteem, and to develop the social skills and understandings that will enable them to be active participants in the wider community. The WASPS Well-Being Policy recognises the rights of all children and emphasises a positive approach to student well-being.

Developing a positive school culture is essential to student well-being and is promoted through our induction process and values education. Following a school community consultation process in 2007, we committed ourselves to five WASPS values- *care, respect, responsibility, honesty and inclusion*.

Throughout the school, students engage in a variety of discussions and activities that develop their understanding of our WASPS values and the standards of behaviour expected at school. We recognise that in terms of values education, the most powerful teaching is that which is observed. Our teaching staff is committed to modelling positive social behaviours in line with our WASPS values.

The Well-Being Policy outlines school rules and provides guidelines for the management of student behaviour. Where rules are broken, logical consequences apply. The focus is on the development of social responsibility, self-discipline and a positive self-esteem.

Every child, teacher and school community member has the right to a happy, productive and inclusive school environment.

Our policy is consistent with D.E.E.C.D. guidelines and relevant regulations and has been developed by Wantirna South Primary School staff in consultation with the wider school community.



## STUDENT WELL-BEING POLICY... A Positive and Pro-active Approach

### **CLASSROOM INDUCTION PROCESS**

*Laying the foundations for a positive learning culture*

The induction process is an essential start to the beginning of each school year and builds a sense of shared values, goals and understandings within every classroom and across the whole school. Our teachers and students spend time at the start of each school year:

- revisiting the WASPS values;
- developing class Code of Conduct; and
- creating a purpose statement that states what the class wants to achieve over the year.

Teachers create learning activities appropriate to their students' level, providing children with clear guidelines for appropriate behaviour in the classroom at school. Classroom rules reflect our values and include such things as fair play, speaking up, listening to others, co-operating, sharing and taking turns.

The lessons and discussions that occur in the Induction Process are extremely valuable. Teachers and students identify behaviours that help us work and learn together and develop group rules and goals that support a co-operative and engaging classroom. The process is also a powerful learning activity that is focused on both personal and social reflection. Children are challenged to think individually and as part of a team. What will work for us as a class? What would happen if I acted like this? How can we work together to achieve our best, personally and as a group? Students think and reflect, offer opinions, listen, write, draw, role play, compare, and respond.

Our school is a 'learning community'. It is vital that our students recognise the special behaviours that help all people achieve success in learning and in life. Our Induction Process plays a key role in developing these skills and understandings throughout the whole school.

### **OUR SCHOOL VALUES**

*Care, respect, responsibility, honesty, inclusion:  
a right and a responsibility*

At WASPS, we acknowledge the right of all school community members to be treated in accordance with our values and that our words, actions, programs and procedures should reflect our school values. We also acknowledge that where there are rights, there are also responsibilities. Students are taught the importance of social responsibility through values education. For example, I have the right to have my opinion heard respectfully and the responsibility to listen to others respectfully.

Throughout the school, values education provides clear messages about acceptable standards of behaviour, safety, emotional well-being, social responsibility, self-discipline and conflict resolution. Learning is supported in the classrooms through programs such as STING, Mpower, WINGS and You Can Do It. Our Chaplaincy program also provides specialised assistance.

Teachers, teacher-Aides, office staff and our Assistant Principal and Principal are key to our values education program. Children learn much from what they see, hear and experience in relation to the world around them. As a staff, we are committed to modelling the values in our everyday interactions with the children and with one another. Teachers are also able to find daily 'teachable moments' where students can think about how the values can be applied to different situations. Our values award box at assembly further promotes a celebration of living by our WASPS values.

Fundamental to our approach to student well-being is that we create a positive school culture. Values education is vital to providing 'a safe, caring and positive social environment, where all students can learn and grow'. (Refer to Wantirna South Primary School Values, Page 5 & 6)

## **OUR SCHOOL RULES**

### *Personal and social responsibility*

The WASPS Well-Being Policy recognises the rights of all children and encourages individual responsibility, self-discipline, conflict resolution and personal development.

Each classroom displays a set of easily understood school rules and these are discussed during the induction process. If a rule is broken, logical consequences are applied.

Teachers take their responsibility seriously in making judgements about the management of student behaviour and incidents in the playground and classroom, acting with a duty of care for all children. Incidents vary in frequency and seriousness and so the consequences will also vary with each situation. Sometimes, if a rule is broken, a quiet word from a teacher may be all that is needed to deal with a situation. On another occasion, a logical consequence may need to be applied. For example, if work is not completed in class, it may need to be completed at recess or at home. Sometimes, students may need to be brought together to discuss their differences and to begin to see things from someone else's perspective, such as in a circle group or counselling situation.

Teachers work together with the Chaplain, Principal and Assistant Principal to ensure that there are clear lines of communication about students or incidents that require further follow-up. The home-school partnership is essential to student well-being and parents will be notified in particular circumstances.

As a general guideline:

1. For minor incidents the logical consequences set out in the school rules will be followed. (Refer 'Wantirna South Primary School Rules', Page 7 & 8.)
2. Student to complete Student Reflection: 'What happened?' Retain in file and notify parents. (Refer Appendix I)
3. 'Incident Report to Parents' form to be sent home, signed and returned the following day. (Refer Appendix II)
4. 'Student Welfare Conference' note to be sent home to facilitate a home-school partnership and problem solving approach. (Refer Appendix II)
5. Assistance of external agencies where necessary.

## STUDENT WELL-BEING POLICY

### **Rationale**

The student well-being policy aims to provide a safe environment, nurture self-esteem and develop social skills. The well-being of each child is an essential priority in creating a positive learning environment.

### **Expectations**

Based on this rationale the expectations of this policy are to:

- continually promote the WASPS values – care, responsibility, respect, honesty and inclusion;
- promote healthy, positive relationships with all people;
- encourage each student to accept responsibility for their own behaviour, through the induction process, values education and the use of natural consequences;
- nurture the students' self-esteem and support students' personal and interpersonal growth; and
- provide a consistent whole school approach to student behaviour management.

### **Implementation**

Consistent with these expectations, this policy shall be implemented according to the following guidelines:

- development of collaborative working partnerships across the school community
- encouragement of parental involvement and support through regular communication such as conferences, S.S.G.'s, and parent forums
- recognition and celebration of a diversity of student achievement through the provision of enrichment activities, award assemblies and WINGS
- provision of an easily understood outline of whole school rules and logical consequences
- ensure all classes undertake the induction process at the commencement of the school year
- where individuals or groups require help in matters of social and emotional well-being, a variety of school-level supports – counselling through teachers and our Chaplain, behaviour modification contracts, circle groups – will assist students to develop appropriate personal and interpersonal skills, and build confidence and self-discipline
- utilisation of professional support services and relevant agencies when needed
- utilisation of recommendations and guidelines outlined within the departmental document, *Calmer Classrooms: A Guide to Working with Traumatized Children*  
[http://www.ocsc.vic.gov.au/downloads/calmer\\_classrooms.pdf](http://www.ocsc.vic.gov.au/downloads/calmer_classrooms.pdf)

## Wantirna South Primary School Values

VALUE	IMPLEMENT THE VALUE BY
<p><u>CARE</u></p> <p>Show consideration for the well-being of yourself, others and the world in which we live</p>	<ul style="list-style-type: none"> <li>• Being kind in words and actions</li> <li>• Showing compassion- inviting someone to participate</li> <li>• Helping others when needed</li> <li>• Showing empathy- looking after someone else</li> <li>• Listening to others</li> <li>• Respecting the property of others and caring for our own</li> <li>• Looking after the natural environment</li> </ul>
<p><u>RESPECT</u></p> <p>Acknowledging the rights and opinions of others, and valuing others for who they are</p>	<ul style="list-style-type: none"> <li>• Listening to others' viewpoints</li> <li>• Using good manners</li> <li>• Waiting your turn</li> <li>• Encouraging others</li> <li>• Appreciating the achievements of others</li> <li>• Speaking with courtesy</li> </ul>
<p><u>RESPONSIBILITY</u></p> <p>Being reliable, and accountable for your attitudes and behaviours</p>	<ul style="list-style-type: none"> <li>• Contributing to the cleanliness of classrooms and play areas</li> <li>• Looking after yourself and your belongings</li> <li>• Wearing school uniform</li> <li>• Being punctual</li> <li>• Working together to solve problems, calmly and sensibly</li> <li>• Showing improvement in all areas of the curriculum through effort and persistence</li> <li>• Taking initiative</li> <li>• Following instructions and rules</li> <li>• Completing tasks reliably</li> </ul>

<p><u>INCLUSION</u></p> <p>Being accepting of others and providing a sense of belonging</p>	<ul style="list-style-type: none"> <li>• Expressing our opinions and listening to the opinions of others</li> <li>• Asking others to join us in activities</li> <li>• Playing co-operatively in teams and groups</li> <li>• Being involved in sport, choir, productions, assemblies, etc.</li> <li>• Contributing to important school issues through Student Representative Council</li> <li>• Expecting to be treated equally and given support when needed</li> <li>• Being proud of our school</li> </ul>
<p><u>HONESTY</u></p> <p>Being truthful</p>	<ul style="list-style-type: none"> <li>• Speaking honestly and truthfully</li> <li>• Returning other people's belongings</li> <li>• Taking lost property to the office</li> <li>• Admitting mistakes</li> <li>• Being fair and truthful when recounting what happened</li> <li>• Having the courage to voice opinions</li> <li>• Not making up stories about others, spreading lies or gossip</li> </ul>

## WANTIRNA SOUTH PRIMARY SCHOOL SCHOOL RULES

<b>WASPS expects</b>	<b>But if students display these behaviours</b>	<b>A consequence appropriate to the incident could be</b>
<p>All students have the right to a safe and caring environment.</p>	<ul style="list-style-type: none"> <li>• fight or hurt other students</li> <li>• verbally abuse others</li> <li>• throw sticks, stones or other dangerous objects</li> </ul>	<ul style="list-style-type: none"> <li>• teacher/s discuss with student the need to show consideration for others and the need to treat others as we would like to be treated</li> <li>• not allowed to play with others for the playtime</li> <li>• circle group reconciliation process or teacher counselling as deemed appropriate</li> <li>• walk with duty teacher and complete yard duty or removed from yard to office for up to half of playtime, as deemed appropriate</li> <li>• student to complete a 'Student Reflection: What Happened?' Retain in file, notify parents</li> <li>• 'Incident Report to Parents' form to be sent home, signed and returned following day</li> <li>• 'Student Welfare Conference' note to be sent home to facilitate home-school partnership</li> <li>• Assistance of external agencies where necessary</li> </ul>
<p>All school members will be valued and respected for who they are. All students have the right to express their opinions courteously and the responsibility to listen in turn.</p>	<ul style="list-style-type: none"> <li>• tease or harass other children</li> <li>• swear or use offensive language, either in person, or through the use of electronic media, eg, SMS, chatrooms, blogs, etc</li> <li>• not display good manners</li> <li>• interrupt or interfere during learning activities</li> </ul>	<ul style="list-style-type: none"> <li>• teacher/s discuss with the student the need to care for, respect and include others</li> <li>• remove from play or classroom</li> <li>• circle group reconciliation process or teacher counselling as deemed appropriate</li> <li>• walk with duty teacher and complete yard duty or removed from yard to office for up to half of playtime, as deemed appropriate</li> <li>• student to complete 'Student Reflection: What Happened?' Retain in file, notify parents</li> <li>• 'Incident Report to Parents' form to be sent home, signed and returned following day</li> <li>• 'Student Welfare Conference' note to be sent home to facilitate home-school partnership and problem solving approach</li> <li>• Assistance of external agencies where necessary</li> </ul>



WASPS expects	But if students display these behaviours	A consequence appropriate to the incident could be
<p>Students must be safe when using the internet. Students must behave responsibly, honestly and with care when on line. Showing respect to others and abiding by school rules regarding use of electronic media is essential at all times.</p> <p><i>Please note- Students and parents must read guidelines for the use of I.C.T. and sign the WASPS Internet and Email Access Agreement. (Refer Appendix III)</i></p>	<ul style="list-style-type: none"> <li>• tease or harass other children</li> <li>• swear or use offensive language</li> <li>• spread rumours or gossip</li> <li>• interfere with other's work</li> <li>• access inappropriate sites or images</li> <li>• show other people inappropriate sites, pictures or subject matter</li> </ul>	<ul style="list-style-type: none"> <li>• discuss our values in relation to the incident</li> <li>• ban from use of computers or internet for an appropriate time, parent notified if appropriate</li> <li>• circle group reconciliation process or teacher counselling as deemed appropriate</li> <li>• student to complete 'Student Reflection: What Happened?' Retain in file, notify parents</li> <li>• 'Incident Report to Parents' form to be sent home, signed and returned following day</li> <li>• 'Student Welfare Conference' note to be sent home to facilitate home-school partnership</li> </ul>
<p>All students have a responsibility to care for our school property and the natural environment, including the plants and animals within it.</p> <p>All students have a responsibility to practice good work habits.</p>	<ul style="list-style-type: none"> <li>• litter our school</li> <li>• climb or destroy trees</li> <li>• steal or damage property</li> <li>• refuse to share school equipment or play areas</li> <li>• Consistently fail to finish work and/or disturb the work environment</li> </ul>	<ul style="list-style-type: none"> <li>• discuss care and responsibility</li> <li>• complete yard duty</li> <li>• discuss care for our school environment</li> <li>• complete environment duty</li> <li>• replace trees or plants</li> <li>• parents to be notified</li> <li>• discuss care and responsibility</li> <li>• student to complete 'Student Reflection: What Happened?' Retain in file</li> <li>• Write an apology</li> <li>• pay for damage or replace according to teacher judgement regarding circumstances and intent</li> <li>• parents to be notified</li> <li>• discuss care, respect and inclusion of others</li> <li>• student removal from equipment for a time specified by duty teacher, if appropriate</li> <li>• student to complete 'Student Reflection: What Happened?' Retain in file</li> <li>• write an apology</li> <li>• discuss responsibility for learning</li> <li>• finish work later in day, during recess breaks or at home</li> </ul>

## STUDENT WELL-BEING POLICY... BULLYING BEHAVIOUR

### What is Bullying?

Bullying will not be tolerated at Wantirna South Primary School. The WASPS School Rules and associated logical consequences will be implemented in response to all forms of bullying, at any level of the school. So what is 'bullying'?

Bullying is when someone, or a group of people, upset or create a risk to another person's health and safety - either psychologically or physically - or their property, reputation or social acceptance on more than one occasion.

### Types of Bullying

There are three broad categories of bullying-

- Direct physical bullying e.g. hitting, tripping, and pushing or damaging their property.
- Direct verbal bullying e.g. name calling, insults, homophobic or racist remarks, verbal abuse.
- Indirect bullying - This form of bullying is harder to recognise and often carried out behind the bullied student's back. It is designed to harm someone's social reputation and/or cause humiliation. Indirect bullying includes:
  - lying and spreading rumours
  - playing nasty jokes to embarrass and humiliate
  - mimicking
  - encouraging others to socially exclude someone
  - damaging someone's social reputation and social acceptance
  - cyber-bullying, which involves the use of email, text messages or chat rooms to humiliate and distress.

### What bullying is not

Many distressing behaviours are not examples of bullying even though they are unpleasant and often require teacher intervention and management. There are three socially unpleasant situations that are often confused with bullying:

**Mutual conflict** - In mutual conflict situations, there is an argument or disagreement between students but not an imbalance of power. Both parties are upset and usually both want a resolution to the problem. However, unresolved mutual conflict sometimes develops into a bullying situation with one person becoming targeted repeatedly for 'retaliation' in a one-sided way.

**Social rejection or dislike** - Unless the social rejection is directed towards someone specific and involves deliberate and repeated attempts to cause distress, exclude or create dislike by others, it is not bullying.

**Single-episode acts of nastiness or meanness, or random acts of aggression or intimidation** - Single episodes of nastiness or physical aggression are not the same as bullying. If a student is verbally abused or pushed on one occasion they are not being bullied.

Nastiness or physical aggression that is directed towards many different students is not the same as bullying. However, our school has a duty of care to provide all students with a safe and supportive school environment, and single episodes of nastiness or physical aggression will not be ignored or condoned. As in the case of bullying, the WASPS School Rules will be implemented in response to incidents of nastiness and physical aggression. (Refer 'Wantirna South Primary School Rules', Page 7 & 8)

### Cyber Bullying

Multimedia technologies have created new domains in which young people learn and interact. Technology such as mobile phones, SMS, in-phone cameras, emails and chat rooms can be an effective way to learn and a great way to communicate.

#### What is Cyber Bullying?

Unfortunately some people use such forms of technology to bully others by teasing or defaming, sending threatening or unwanted messages or spreading nasty rumours.

Cyber bullying is very distressing and can lead to students experiencing feelings of being unsafe, decreased confidence or withdrawal from regular activities. If your child is experiencing cyber bullying within our school community, in or out of school hours, it is important that you let the school know.

#### Zero tolerance

*Cyber Bullying will not be tolerated at Wantirna South Primary School.*

Not only is cyber bullying extremely hurtful and stressful for those being bullied, it is also a criminal offence and will not be tolerated. All students have clearly stated rights and responsibilities in regards to the use of internet and email at Wantirna South Primary School. (Refer Cyber Safety...Rights and Responsibilities, Page 11)

In order to protect the safety of all students using the internet and email, students will not be permitted to use such technologies at school, until they have signed the Wantirna South Primary School Internet and Email Access at School: Student Agreement. (Refer Appendix III) This agreement is a contract between the student, the parent and the school and ensures that students commit to the proper use of Information Communications Technology (I.C.T.), internet and email at our school.

Where there is an incident of cyber-bullying, appropriate consequences will be put in place in line with WASPS School Rules and the Student Agreement. (Refer 'Wantirna South Primary School Rules', Page 7 & 8)

## Cyber Safety... Rights and Responsibilities

### **Student responsibilities when using the internet and email-**

Students of Wantirna South Primary School will-

- take responsibility for keeping themselves and their friends safe by not giving out personal details including full names, telephone numbers, addresses and images and passwords
- be respectful in how they talk to, and work with others online, and never write or participate in online bullying
- use the technology at school for learning, use the equipment properly and not interfere with the work or data of another student
- not bring or download unauthorised programs, including games, to the school or run them on school computers
- not go looking for rude or offensive sites
- use the Internet at school to help them learn
- remember that the content on the web is someone's property and ask their teacher to help get permission if they want to use information or pictures
- think carefully about what they read on the Internet, question if it is from a reliable source and use the information to help answer any questions (Students will be taught not to copy and paste the information as an answer).
- talk to teachers or another adult if they:
  - need help online
  - are not sure what they should be doing on the Internet
  - come across sites which are not suitable for our school
  - find that someone writes something they don't like, or makes them or their friends feel uncomfortable, or if anyone asks them to provide information that they know is private.
  - feel that the welfare of other students at the school is being threatened by online activities

### **Student rights when using the internet and email-**

Wantirna South Primary School will-

- provide a filtered Internet service
- embed the use of Information and Communication Technologies within the teaching and learning program
- provide access to the Victorian Education Channel ([www.education.vic.gov.au/primary](http://www.education.vic.gov.au/primary)) a search engine that can be used to restrict students to only using websites that have been teacher recommended and reviewed
- provide supervision and direction in Internet activities
- work towards setting tasks that ask your child open questions, so they can't copy and paste all answers from the Internet
- reinforce the importance of safe and respectful use of the Internet in all curriculum areas



**STUDENT REFLECTION:  
'WHAT HAPPENED?'**

**NAME**..... **DATE**.....

**What I did**

.....  
.....  
.....  
.....

**Why I can not do that**

.....  
.....  
.....  
.....

**How I will deal with this situation if it happens again**

.....  
.....  
.....  
.....

Student signature.....

Parent signature.....



**WANTIRNA SOUTH PRIMARY SCHOOL  
INCIDENT REPORT TO PARENT/GUARDIAN**

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Dear ..... Date .....

At Wantirna South we see the education of all children as a joint partnership between parent/guardian and teacher with the co-operation of the child. Our Welfare Committee has requested that parents/guardians be informed when we have a particular concern about a child.

Thus we are informing you that today

.....  
.....  
.....  
.....

As far as the school is concerned we believe the matter is closed and we look toward tomorrow as a new day.

If this concern continues we may need to contact you again by sending home a Welfare Conference Notice.

Teacher .....

I/we have discussed this matter with my/our child.

Signed .....

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**WANTIRNA SOUTH PRIMARY SCHOOL  
WELFARE CONFERENCE NOTICE**

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Dear ..... Date .....

This is to advise you that we are concerned about

.....  
.....  
.....  
.....

In light of the above, we would like to meet with you to discuss this matter at the following suggested times:-

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Please confirm which of these times is suitable or contact the office to arrange an alternative time. This slip should be returned on the next school day by your child.

Teacher .....

Principal of Assistant Principal .....

Parent/Guardian ..... Date .....



## Internet and Email Access at School Student Agreement - 2009

**When I use the Internet, I have responsibilities and rules to follow.**

**I agree to:**

- keep myself and my friends safe by not giving out personal details including full names, telephone numbers, addresses and images and protecting my password
- be respectful in how I talk to and work with others online and never write or participate in online bullying
- use the technology at school for learning, use the equipment properly and not interfere with the work or data of another student
- not bring or download unauthorized programs, including games, to the school or run them on school computers
- not go looking for rude or offensive sites
- use the Internet at school to help me to learn
- remember that the content on the web is someone’s property and ask my teacher to help me get permission if I want to use information or pictures
- think carefully about what I read on the Internet, question if it is from a reliable source and use the information to help me answer any questions (I should not copy and paste the information as my answer).
- talk to my teacher or another adult if:
  - I need help online
  - I am not sure what I should be doing on the Internet
  - I come across sites which are not suitable for our school
  - someone writes something I don’t like, or makes me and my friends feel uncomfortable or asks me to provide information that I know is private.
  - I feel that the welfare of other students at the school is being threatened by online activities

I acknowledge and agree to follow these rules. I understand that I may not be able to access the Internet at school if I do not act responsibly.

Student Name:.....

Student Signature:.....

### **Internet and Email Access at School – Parent Permission**

As parent/guardian of the above signed, I agree to the terms and conditions of this agreement in accordance with guidelines as stated on the reverse side.

I consent to my child having their first name (last initial) published on the school internet web site.

I consent to my child having their picture published on the school’s internet web site.

I consent to my child corresponding with others, using email through the school’s internet access.

Signed: \_\_\_\_\_ Parent      Date: \_\_\_\_\_

**Wantirna South PS** uses the Internet as a teaching and learning tool. We see the Internet as a valuable resource but acknowledge it must be used responsibly.

Your child has been asked to agree to use the Internet responsibly at school. Parents should be aware that the nature of the Internet means that full protection from inappropriate content can never be guaranteed.

At Wantirna South we:

- provide a filtered Internet service
- provide access to the Victorian Education Channel ([www.education.vic.gov.au/primary](http://www.education.vic.gov.au/primary)) a search engine that can be used to restrict students to only using websites that have been teacher recommended and reviewed
- provide supervision and direction in Internet activities
- work towards setting tasks that ask your child open questions, so they can't copy and paste all answers from the Internet
- reinforce the importance of safe and respectful use of the Internet in all curriculum areas

Here are some possible scenarios your child might encounter when using the Internet. In order to help your child fully understand their responsibilities online - we ask you to discuss these with your child.

We also recommend that you read and follow the "Bridging the gap between home and school" information to help you understand how your child may be using the Internet at home or sometime in the future.

**Questions for teacher/parent/ student discussion:**



**For Parents: Bridging the gap between home and school**



At school the Internet is mostly used to support teaching and learning. At home, however, it is often used differently. Not only is it a study resource for students, but it is increasingly being used as a social space to meet, play and chat. The Internet can be lots of fun.

If you have the Internet at home, encourage your child to show you what they are doing online. If not, see if you can make a time to visit the school to see their work.

At home we recommend you:

- make some time to sit with your child to find out how they are using the Internet and who else is involved in any online activities
- have the computer with Internet access in a shared place in the house – **not your child's bedroom**
- ask questions when your child shows you what they are doing, such as:
  - how does it work and how do you set it up?
  - who is else is sharing this space or game - did you know them before or “meet” them online?)
  - why is this so enjoyable – what makes it fun?
  - can you see any risks or dangers in the activity - what would you say to warn/inform a younger child?
  - what are you doing to protect yourself or your friends from these potential dangers?
  - when would you inform an adult about an incident that has happened online that concerns you? Discuss why your child might keep it to themselves.

Statistics show that students will not approach an adult for help because:

- they might get the blame for any incident
- they don't think adults “get” their online stuff – it is for students only
- they might put at risk their own access to technology by either:
  - admitting to a mistake or
  - highlighting a situation that might lead a parent to ban their access.

### **What has your child agreed to and why?**

***Not giving out personal details or details of other students including full names, telephone numbers, addresses and images and protecting password details.***

Students can be approached, groomed, and bullied online. They also love to publish information about themselves and their friends in spaces like Myspace, blogs etc.

We recommend they:

- don't use their own name, but develop an online name.
- don't share personal details including images of themselves or their friends online
- password protect any spaces or accounts they have and protect that password.
- don't allow anyone they don't know to join their chat or collaborative space.
- are reminded that any image or comment they put on the Internet is now public (anyone can see, change or use it)

### ***Being respectful online and not participating in online bullying***

The online environment sometimes feels different. The language is different. Sometimes students say things online that they would never say to someone's face.

- being online can make students feel that they are anonymous
- the space or chat they use in leisure time might have explicit language and they will feel they have to be part of it
- often the online environment has very few adults.

***Using the technology at school for learning, using the equipment properly and not interfering with the work or data of another student.***

By just taking care with the equipment, printing and downloading from the Internet students can save time, money and the environment. Students often see the Internet as “free”. Just looking at a page on the Internet is a download and is charged somewhere.

***Not bringing or downloading unauthorised programs, including games, to the school or run them on school computers***

The school connects all of the computers through a network. The introduction of unknown games or files could introduce viruses etc and these put all of the schools equipment and student work at risk.

***Not go looking for rude or offensive sites.***

Filters block a lot of inappropriate content but it is not foolproof. For students who deliberately seek out inappropriate content or use technology that bypasses filters, parents will be immediately informed and the student's Internet access will be reviewed.

***Using the Internet at school to learn.***

It is important to realise that there is a time for fun and a time for work (even on the Internet). Staying on task on the internet will reduce risk of inappropriate access and teach students strategies to use the Internet for their learning.

***Remembering the content on the web as someone else's property and asking teacher to help get permission before using information or pictures***

All music, information, images and games on the Internet are owned by someone. A term called copyright is a legal one and has laws to enforce it.

By downloading a freebie you can risk bringing a virus or spyware to the computer or system. These can destroy a computer system or provide hackers with details such as passwords and bank accounts. Remember if an offer is too good to be true, the chances are it is!

***Thinking carefully about what is on the Internet, questioning if it is from a reliable source and using the information to help answer questions.***

Not everything on the Internet is true, accurate or unbiased.

The school is teaching information literacy skills, which enables students to locate, evaluate, and use information effectively on the Internet.

Copying and pasting information can help organise arguments, ideas, and information but it is important that your child uses their own thoughts and language to express what they have learnt. If helping with homework ask open-ended questions. For example, saying to a student “Tell me about wombats” might encourage him/her to copy and paste facts about the wombat, but asking the question “What would a day in the life of a wombat be like?” encourages the student to think about different aspects of the animals life and draw together the different pieces of information they might have discovered.

***Talk to my teacher or another adult if:***

- ***I need help online***
- ***I am not sure what I should be doing on the Internet***
- ***I come across sites which are not suitable for our school***
- ***someone writes something I don't like, or makes me and my friends feel uncomfortable or asks me to provide information that I know is private.***
- ***I feel that the welfare of other students at the school is being threatened by online activities***

The Internet has some really flashy and tricky ways to lead people into websites they never meant to visit. It is easy for us all to get distracted. We want students to ask for help in locating the information they need, and clarifying the task they have been set. Unfocused clicking through websites can lead to inappropriate content.

We also want the whole school community to keep their Internet environment as safe as possible so we ask that if your child sees a site they think should be blocked, to turn off their screen and let a teacher know.

Open communication between parents, teachers and students is the best way to keep students safe. Students will often share concerns with each other online. It is important that they tell a teacher and or parent when they are feeling uncomfortable or threatened online. If you have any concerns about this agreement or Internet Safety in general contact either the school or the contact below

NetAlert is Australia's Internet safety advisory body for internet safety issues/ concerns contact them on 1800 880 176 or visit <http://www.netalert.gov.au/>

A free parent's handbook is available at <http://www.netalert.gov.au/advice.html>

Feedback on this agreement to [channel.manager@edumail.vic.gov.au](mailto:channel.manager@edumail.vic.gov.au)

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