**THE IMPORTANCE OF SLEEP, DIET AND EXERCISE**

**Importance of Sleep:**
Psychological research indicates that adolescents need around 9 hours sleep per night. Further research reveals that, whilst Australian adolescents fare better than many of their peers in the western world, they typically get 1-2 hours less sleep per night than they need.

**Major Purposes of Sleep:**
- Remembering our learning
- Dumping unwanted learning
- Ability to remain alert during the day
- To organise ideas
- To think creatively
- To dream

**Several factors that may have an impact on sleep include:**
- A relaxing of bedtime routines
- Increased social demands at night
- Growing homework demands
- Working part-time jobs
- Computers, televisions, telephones in bedrooms
- Well-lit rooms
- Night time drinks such as soft drinks, coffee, tea and chocolate

**Importance of Diet:**
- The brain needs food especially during adolescence when it is growing and developing
- A balanced diet is critical for developing a healthy nervous system
- The brain works best when it is properly hydrated
- The adolescent brain is much more susceptible to the negative effects of drug and alcohol use. These effects could have life-long consequences

**Importance of Exercise:**
- Promotes blood flow through the brain
- Reduces blood pressure and resting heart rate which can help reduce stress
CYBER SAFETY

We encourage parents to visit the updated website for the Office of the Children’s eSafety Commissioner https://esafety.gov.au/education-resources/iparent. There are many useful resources for parents addressing areas including balancing online time, gaming, cyberbullying and social networking. They also have services which receive and address complaints regarding inappropriate content and serious cyberbullying.

DID YOU KNOW?

The Office of the Children’s eSafety Commissioner can deal with complaints about cyberbullying material that seriously threatens, intimidates, harasses or humiliates an Australian child (under the age of 18).

Examples of the complaints that have been acted on include:

-> Serious name calling and nasty comments – for example, comments that incite suicide, outing, or sexually threatening language.

-> Fake accounts or impersonations.

-> Offensive or upsetting pictures or videos.

-> Hacking of social media accounts (potentially due to password sharing).

-> Hate pages.

Complaints can be made by a child, their parent or another responsible person the child has authorised to make the complaint for them.
A SAFE LEARNING & WORKING ENVIRONMENT

INTRODUCTION
Trinity Grammar School is committed to providing all members of the Trinity community with a learning and working environment which is safe, supportive and caring and which is free of harassment and discrimination of any kind. Accordingly, harassment and discrimination will not be tolerated under any circumstances. The School expects everyone who is part of the School community – boys, parents and staff – to honour the School's commitment in this regard and to work with the School in achieving a safe learning and working environment.

DEFINITIONS

Harassment includes bullying and sexual harassment. It involves physical, verbal or psychological behaviour which makes another person feel embarrassed, offended, upset, devalued, degraded, afraid, frustrated or angry. Bullying is a form of harassment which involves repeated intimidation, over time, of a less powerful person by a more powerful person or group of people. Sexual harassment refers to unwelcome contact or advances of a sexual nature.

Examples of harassment include:

→ hiding, damaging, destroying or stealing work or belongings;
→ name calling, putting a person down, teasing, pulling faces, using abusive language;
→ hitting, pushing, pinching or threatening physically;
→ deliberately excluding a person from the group;
→ insulting, demeaning, humiliating, offensive, vilifying or intimidatory behaviour or behaviour which incites hatred;
→ making comments about a person's sexuality;
→ showing material of a sexual nature;
→ whistling, gesturing or making comments that are sexually explicit and offensive;
→ behaviour which is unwelcome, unreciprocated, uninvited and usually repeated.

Discrimination refers to any behaviour or practice which reflects an assumption of superiority of one group over another and is behaviour which disadvantages people on the basis of their real or perceived membership of a particular group. Examples include doing any of the following on account of a person's gender, religion, intellectual or physical ability, culture, race or background:

→ asking discriminatory questions;
→ making offensive comments or gestures, telling offensive jokes or showing offensive material;
→ calling a person names;
→ deliberately excluding a person.

CREATING A SAFE COMMUNITY

The School is committed to implementing strategies which create a safe learning and working environment and reduce, as much as possible, the incidence of harassment and discrimination within the School. Our aim is to create an environment of understanding and co-operation in which, if harassment or discrimination does occur, the victim will feel empowered to seek help and, through collaboration with staff and others, confront the influence of the perpetrator(s). Anti-social behaviour of any kind is unacceptable within the School community.

The School provides proactive measures such as the annual Gatehouse Survey, ‘E-Care’ email system, Life Skills Programme, presentations and workshops, confidential surveys, active grounds supervision, peer mentoring through the House system, and regular individual interviews with boys by Housemasters, Middle School Housemasters and other Senior Staff. The School aims to ensure that the curriculum and teaching practices are consistent with helping students to develop the ability to challenge anti-social attitudes and behaviours in themselves and others. Students are educated to respect the rights of others to be free from harassment and discrimination.
IF YOU WOULD LIKE TO DISCUSS THIS FURTHER OR HAVE ANY CONCERNS ABOUT YOUR SON’S PROGRESS, PLEASE CONTACT THE TESS COUNSELLING DEPARTMENT ON P. 9581 6035

RIGHTS AND RESPONSIBILITIES

Although the School demands high standards of behaviour, the discipline system is not intended to repress students. Rather, our aim is to ensure that each and every individual within the school is given an equal opportunity to flourish and to develop his talents and skills. The discipline system is based on the underlying principles of self-discipline and self-respect which, when responsibly exercised, promote a genuine concern for the person and property of others and contributes substantially to the development of a responsible and cooperative community. This system is built on Christian values and the student rights and responsibilities outlined below.

**RIGHTS**

1. I have the right to be happy and to be treated with understanding.

2. I have the right to be helped to learn self-discipline.

3. I have the right to be treated with respect and politeness.

4. I have the right to be treated with respect by teachers.

5. I have the right to express my opinion on matters of concern to me.

6. I have the right to be safe.

7. I have the right to expect my property to be safe.

8. I have the right to learn without disruption.

9. I have the right to expect teachers to be punctual and participate in required activities.

10. I have the right to have a pleasant, clean and well-maintained School and grounds.

11. I have the right to use sound School buildings and equipment.

12. I have the right to be respected by the local community and to receive their support.

**RESPONSIBILITIES**

1. I have the responsibility to treat others with understanding.

2. I have the responsibility to learn self-discipline and respect the rights of others.

3. I have the responsibility to treat others politely with respect.

4. I have the responsibility to respect the authority of teachers.

5. I have a responsibility to express my opinion in an appropriate manner, time and place.

6. I have a responsibility to contribute to School safety by not threatening, hitting or hurting anyone.

7. I have the responsibility not to steal, damage or destroy the property of others, and to take good care of my own property.

8. I have the responsibility to allow teachers to teach and students to learn without disruption and to keep up-to-date with required work.

9. I have the responsibility to be punctual, to attend School and to participate in required activities.

10. I have a responsibility to care for the School environment - to keep it neat and be prepared to remove litter.

11. I have the responsibility to report defective equipment and damage in the School environment. I have the responsibility not to destroy School equipment.

12. I have the responsibility to behave in such a way that the community will respect the School.