School Profile Statement

Bellbridge Primary School students come from a diverse range of cultural and economic backgrounds which makes it a rich environment for learning. There is a particular emphasis at the school on improving Literacy and Numeracy and upon building close connectedness to the school and peers. There is a focus on empowering students to set their own goals and develop interpersonal skills that will assist them in becoming active and engaged members of the community. The school is committed to high achievement of its students and has a well-defined organisational structure and curriculum that supports this aim. Teachers work in professional learning teams and year level groups to cooperatively develop activities for students and to maintain best teaching practice.

The school curriculum is broad and there is a range of enrichment and intervention programs to support students with special needs. These include Literacy Intervention, speech support, Maths Club and programs for students with disabilities.

Teaching and learning are enhanced by substantial student and staff access to Information and Communication Technologies, with computers and multi-media fully integrated as learning tools at all year levels. A range of extra-curricula activities encourage students to become risk-takers in their learning and to develop strengths in a variety of intelligences which better engages and connects the students to their school and community. Examples of this include maths competitions, various sporting groups, performing and visual arts programs (school concert, Wyndham Arts Festival), University of NSW competitions, buddy activities and programs.

Whole School Prevention Statement

Bellbridge Primary School is committed to providing a safe, secure and stimulating learning environment where students can reach their full educational potential. Student wellbeing and student learning outcomes are inextricably linked, and at Bellbridge Primary School we aim to promote an understanding of this link in both classrooms and the school environment and community. At Bellbridge Primary School we use our school vision ‘Individual Paths – United Journey’ and our four value statements of ‘we aim, we achieve, we value teamwork, we are all individuals and we are responsible citizens’ as the cornerstone of our student engagement policy. This is enriched with the implementation of the School Wide Positive Behaviours Support program and a range of strategies that are used to educate, promote and reward positive behaviours in classroom and non-classroom settings.

This vision and associated value statements allow for a common and well understood framework for how we as a school community communicate, work with, and build positive, engaging and productive relationships. Examples of how we do this include:

- Our transition programs which run over four sessions in term four, provide opportunities for students to become accustomed to this school as they move here from kindergarten, seamlessly move through the different sections of this school and prepare for the move to secondary college for those students in their final year of primary school.
- Extensive induction for returning or new staff in our protocols and expectations for school as well as class and yard rights and responsibilities. Policy documents and implementation strategies which promote fair, consistent and tolerant community members are all part of this induction process.
- Information and interactive sessions throughout the year for parents and community members for events such as prep transition, 1:1 netbook program, department information sessions, school concerts, camps and excursions, literacy and numeracy week, parent-teacher interviews, school carnival and through newsletters and the school webpage/facebook page.
- Reducing student absenteeism through a comprehensive approach to student engagement (preventative), follow up of absences (intervention) and re-engagement for students at risk through Student Support Group meetings.
- Using a school-wide approach to teaching and learning that is consistent with AusVELS, but which also incorporates the school’s pedagogical framework as a common understanding of how children in our setting learn, work and achieve their best.

Rights and Responsibilities

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.

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.

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:

<table>
<thead>
<tr>
<th>Freedom</th>
<th>Respect</th>
<th>Equality</th>
<th>Dignity</th>
</tr>
</thead>
</table>

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, and
- 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.

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 a 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 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; and
- 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
- 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.

**Bullying and Harassment**

*Harassment* is any verbal, physical or sexual conduct (including gestures) which is uninvited, unwelcome or offensive to a person.

*Bullying* is repeated oppression, physical or psychological, of a less powerful person by a more powerful person or group.

*Cyber-bullying* is a form of bullying which is carried out through an internet service such as email, chat room, discussion group, online social networking, instant messaging or web pages. It can also include bullying through mobile phone technologies such as SMS. It may involve text or images (photos, drawings).

Examples of cyber-bullying behaviour are:

- teasing and being made fun of
- spreading of rumours online
- sending unwanted messages
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Examples of cyber-bullying behaviour are:

- teasing and being made fun of
- spreading of rumours online
- sending unwanted messages
- defamation
- financial incentives, such as subsidies or grants, available to the provider if the student participates.
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); and
- accessing appropriate sites.

**Behaving safely online means:**

- protecting your own privacy and personal settings;
- selecting appropriate spaces to work and contribute;
- protecting the privacy of others (including the sharing of personal information or images); and
- being proactive in letting someone know if there is something that is 'not quite right'; at home this would be a parent or carer, at school a teacher.

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 any verbal, physical or sexual conduct (including gestures) which is uninvited, unwelcome or offensive to a person. It can be subtle or explicit.

**Subtle: (The most common)** They include, but are not limited to:

- Offensive staring and leering.
- Racist or smutty comments or jokes.
- Persistent comments about a person’s private life or family.
- Offensive name calling.

**Explicit: (obvious)** They include but are not limited to:

- Grabbing, aggressive hitting, pinching and shoving etc.
- Repeated requests for dates, especially after refusal.
- Sexually and/or racially provocative remarks.
- Requests for sexual favours.

- Unwelcome patting, touching, embracing.
- Offensive gestures, jokes, comments, letters, phone calls or e-mail.
- Displays of sexually graphic material–pornography.
Extreme forms of sexual harassment will lead to criminal prosecution.

**Bullying** is repeated oppression, physical or psychological, of a less powerful person by a more powerful person or group. **Bullying can involve such things as, but are not limited to:**

- 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; and
- teasing a person because of their looks.

These examples by themselves may not constitute bullying. However if they are repeated by a person more powerful or by a group it will be regarded as bullying.

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 teacher/coordinator that you feel comfortable with whilst at school and with your parents/caregivers when at home.
- Your concerns will be taken seriously. All complaints will be treated confidentially.

**Shared Expectations** (supported by the SWPBS Matrix – Expectations of Behaviour)

<table>
<thead>
<tr>
<th>We are all Individuals</th>
<th>We Aim We Achieve</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Recognise and value diversity</td>
<td></td>
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<tr>
<td>- Build positive sense of self</td>
<td></td>
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<tr>
<td>- Nurture individual strengths</td>
<td></td>
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<tr>
<td>- Cater to individual needs</td>
<td></td>
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<tr>
<td>- Encourage opportunities for growth</td>
<td></td>
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<tr>
<td>- Set meaningful goals</td>
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<tr>
<td>- Encourage risk taking</td>
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<tr>
<td>- Take pride in achievements</td>
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<tr>
<td>- Promote high expectations</td>
<td></td>
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<tr>
<td>- Engage through rich experiences</td>
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<table>
<thead>
<tr>
<th>We Value Teamwork</th>
<th>We are Responsible Citizens</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Learn in partnership</td>
<td></td>
</tr>
<tr>
<td>- Communicate effectively</td>
<td></td>
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<tr>
<td>- Work cooperatively</td>
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<tr>
<td>- Achieve together</td>
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<tr>
<td>- Create a supportive environment</td>
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<tr>
<td>- Share our school vision</td>
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<tr>
<td>- Encourage proactive community involvement</td>
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<tr>
<td>- Take responsibility for learning</td>
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<tr>
<td>- Develop a sense of pride and belonging</td>
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**Schools – principals, teachers and school staff**

Bellbridge is committed to providing an educational environment that ensures that all students and staff are valued and cared for and that they feel part of the culture of the school, and can engage effectively in their learning and experience success. All staff take collective responsibility for student outcomes, student management and student wellbeing. Specifically, the school principal assumes the overall responsibility for student and staff wellbeing. In addition, the school has a designated key contact for all issues related to student engagement, Program for Students with Disabilities and student welfare – the Student Engagement Coordinator. The school also has an attendance officer, maintaining the school’s priority on continually improving student attendance, access to DET psychologists and speech pathologists as well as teaching staff working with students at risk in intervention and extension roles.

Bellbridge’s expectations are embedded within our values and teaching and learning framework and underpin our school vision. They have been agreed by all members of the school community and are integral to the way in which we treat each other and expect to be treated. They include acknowledgement and the value of diversity; they encourage risk taking in learning and communication strategies and aim to develop a strong sense of belonging, engagement and responsibility both at school and as a global citizen.
**Students**

The students at Bellbridge Primary School are encouraged to take ownership over their learning, to reflect and self-assess, and to take risks with their learning, as well as be responsible for their behaviour and academic progress. Examples of how this is achieved includes:

- From an early age, students at Bellbridge Primary School negotiate their learning. They set themselves goals in relation to their learning and are supported through various teaching strategies to achieve these goals.
- All students, at various stages of the year critically analyse their own learning, using a variety of reflective and thinking tools, to chart their progress against agreed goals. They use this information to refine or re-design their goals and are encouraged to reflect on their learning as a result of the work they have done. These reflections and learning are shared with the community in a number of ways including multi-media presentations, art shows, self-assessments in student reports and through projects and class work.
- All students are required to actively contribute to the formulation of class rules in line with our school vision and values framework. The school is committed to the use of restorative practices with students. Restorative practices are concerned with establishing or re-establishing social equality in relationships; that is, relationships in which each person’s rights to equal dignity, concern and respect are satisfied (Morrison 2002).

**Parents**

All parents and caregivers are expected to promote positive educational outcomes for their children by taking an active interest in their child’s educational progress. We understand the importance of a strong partnership with parents and encourage regular, constructive communication with all parents and caregivers. Examples of ways in which parents can become actively involved in their child’s education include:

- Involvement in after-hours activities such as concerts and information nights;
- Formal involvement in committees such as School Council and Parents’ Groups;
- Actively participating in parent/teacher interviews and SSG meetings;
- Contributing to their child’s mid and end of year reports through feedback forms;
- Completing surveys and questionnaires; and
- Supporting the implementation of school policies such as homework, attendance, uniform, engagement and other associated policies as found on our webpage.

**School Actions and Consequences**

At Bellbridge Primary School, we take a holistic approach to student engagement by incorporating the school’s Attendance Policy, SWPBS values framework, codes of conduct, learning environment action plans and classroom practices to ensure we provide support for all students through relationship based and individualised implementation strategies. Such strategies include:

- Establishing predictable, fair and democratic classrooms and school environments;
- Ensuring student participation in the development of classroom and whole school expectations that reflect the school’s vision and values framework;
- Providing personalised learning programs where appropriate for individual students such as Individual Learning Plans and Behaviour Management Plans for students deemed at risk;
- Providing an array of opportunities for students to be acknowledged for the work they do and the positive behaviours they show;
- Empowering students to take responsibility and make decisions in relation to their learning and their behaviours;
- Providing stimulating and engaging environments conducive to producing positive behaviours and effective learning;
- Encouraging and monitoring student attendance and punctuality with students and the school community and by acknowledging and rewarding regular and sustained attendance.
Inappropriate behaviours, including irregular attendance, 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

Broader support strategies will include:

- involving and supporting the parents/carers,
- involving the student welfare coordinator
- mentoring and/or counselling
- convening student support group meetings – the student support group is an important component of the staged response for students facing difficulty with engagement, attendance or behaviour
- developing individualised and flexible learning, behaviour or attendance plans
- involving community support agencies.

**Discipline procedures – Suspension and Expulsion**

When considering suspension or expulsion, schools are required to follow the procedures listed in section 4.3 of the DET guidelines published in *Effective Schools are Engaging Schools and Student Engagement Policy Guidelines*. Appendices 12 to 18 of the guidelines provide flowcharts and proformas for use in suspension and expulsion procedures.

A student may only be excluded from school in situations where all other measures have been implemented without success or where an immediate suspension is the only appropriate course of action in response to the student’s behaviour.

Consequences which *may* be used prior to suspension include but are not limited to:

- Withdrawal of privileges
- Withdrawal from class if a student’s behaviour significantly interferes with the rights of other students to learn or the capacity of a teacher to teach a class, that student may be temporarily isolated from regular classroom activities or, in more severe cases, required to leave the classroom for a specified period of time.
- Time Out - teachers may require a student to finish school work that has not been completed in the regular classroom or to undertake additional or new work or duties at a reasonable time and place. No more than half the time allocated for any recess may be used for this work.
- Convening of a support group (See Effective Schools are Engaging Schools - Student Engagement Policy Guidelines for process required).

**EVALUATION/REVIEW**

This policy will be reviewed as part of the school’s three year cycle of review.

Ratified by Bellbridge Primary School Council – August 2015

Principal: *Debbie Clancy*  School Council President: *Ellisa Cole*