



1 School profile statement

Brunswick North West Primary School is a caring and welcoming school of more than 400 students. Families, children, staff and the school community will work together to create a positive and inclusive learning environment so children can reach their potential. We aim for all children to develop the happiness and confidence to support a love of learning and a sense of their value as individuals and members of our community.

Brunswick North West Primary School formally recognises the indigenous owners of our land. Reconciliation issues and indigenous culture are part of classroom programs and school activities, and we acknowledge country in school assemblies.

We use a one classroom one teacher model - we value our teachers, we know our students and recognise the importance of classroom relationships in the primary school years. We acknowledge that children progress through learning at their own pace and that every student have unique needs. We are committed to improving the achievement of all students, at every year level, promoting effort and achievement, self-esteem, individuality and creativity. We are committed to providing quality, student-centred education that will enable students to thrive in their learning, wellbeing and community.

2 Whole-school prevention statement

We believe all students have the capacity to achieve their potential. We aim for the school atmosphere to be friendly, supportive and nurturing. Families are welcomed in a community-oriented environment and are active partners with teachers in developing positive outcomes for children.

We believe that:

- student well-being and achievement are the fundamental pursuits of schools
- it is everyone's responsibility to be kind and respectful and act in ways that make individual success a reality
- all students can learn and achieve with support
- learning is a social activity and students and teachers learn from each other
- diversity is to be celebrated and is part of our school and we work to foster inclusivity
- understanding the child and their family and community context is essential



Responsibilities of the School

The School has a responsibility to:

- Provide an educational environment that ensures that all students are valued and cared for, feel they are part of the school, and can engage effectively in their learning, and experience success.
- Create a positive school culture that is fair and respectful
- Build a safe and supportive school environment
- Expect positive, supportive and respectful relationships that value diversity.
- Promote pro-social values and behaviours
- Encourage student participation and student voice
- Proactively engage with parents/carers
- Implementing preventative and early intervention approaches
- Respond to individual students
- Link to the local community.
- Acknowledge its obligations under the Equal opportunity act (1995) and the Charter of Human rights and Responsibilities Act (2006)¹ and accept responsibility to communicate these obligations to all members of the school community.

4. Shared expectations

Respect

Valuing each others' point of view, accepting people as they are, being polite and kind, treating others the way you would like to be treated.

Connectedness

Developing a sense of community through friendship, care, compassion, cooperation, acceptance, belonging and sharing.

Resilience

Recognising strengths and maximising potential; developing self management, self confidence and self respect; and nurturing optimism, perseverance and wellbeing.

Achievement

Attaining personal success in a range of human endeavours, pursuing individual excellence and displaying pride and satisfaction in personal achievement.

Creativity

Valuing original ideas, demonstrating enterprise and innovation, and engaging with and responding to aesthetic qualities of the natural and constructed world.

Integrity

Acting honestly, ethically, and consistently.

Responsibility

Accepting both individual and collective responsibility and contributing to sustainable community development.

¹



Equity

Developing tolerance and commitment to social justice, acknowledging diversity, respecting difference and encouraging distinctiveness.

Restorative Practices

The school is committed to using Restorative Practices with students as it is consistent with our school values of respect, connectedness, integrity and responsibility. Most concerns with student behaviour are expected to be dealt with through the use of Restorative Practices.

Restorative practice is a process that plainly distinguishes between “managing behavior” and “managing relationships”. A restorative approach holds that the best way to deal with a problem or incident where people have been harmed and relationships damaged is to have those involved take part in a structured conversation. In this process, those involved are supported to listen, share and exchange ideas and work together towards a resolution that focuses on repairing the harm done to people, not simply punishing the wrongdoers.

Restorative practice involves the following principles:

1. respect – cultivating and expecting respect in all relationships and interactions
2. responsibility – Individuals are accountable for the outcomes of their actions
3. repair – conflict resolution must involve people connecting
4. reintegration – positive relationships must be restored and individuals reintegrated back into the group
5. relationship – remains the focus at all times

Restorative Practices at BNWPS:

- are underpinned by student learning
- develop an environment of safety, trust and connectedness even where conflict arises
- promote awareness of others, responsibility and empathy
- separate the deed from the doer
- 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.
- should be adopted by all with a common approach.²

Further information can be found in the student engagement and wellbeing folder held at the school.

5. School actions and consequences

BNWPS promotes and acknowledges responsible student behaviour. Students who do not behave responsibly are involved in discussions about the impact their behaviour has on other students. BNWPS believes that these approaches produce more responsible, less distracted and more positive students. By contrast, teacher aggression, comprising strategies such as group punishment, humiliation and yelling in anger, is not condoned at this school as it appears to be associated with more student misbehaviour and higher levels of negative student attitudes towards learning in classrooms.

Student engagement and positive behaviours will be supported through relationship based whole-school and classroom practices, including:

- establishing predictable, fair and democratic classrooms and school environments
- ensuring student participation in the development of classroom and whole school expectations

²



...appropriate for individual students

- consistently acknowledging all students
- empowering students by creating multiple opportunities for them to take responsibility and be involved in decision-making
- providing physical environments conducive to positive behaviours and effective engagement in learning

Developmental Management Approach

BNWPS, as part of the Northern Metropolitan Region Achievement Improvement Zones, is committed to implementing the Developmental Management Approach to classroom behaviour, developed by Prof Ramon Lewis, which foster personal and communal responsibility.

Inappropriate behaviours will be responded to through a staged response. BNWPS uses a series of non-aggressive punishments that increase in severity when resisted or ignored, in conjunction with more “inclusive” techniques, such as recognition, hinting and discussion, to promote responsibility in students.

This approach is used in conjunction with a working relationship with the student and the use of restorative practices. (See diagram page 7.) Restorative Practice conversations will occur first between the class teacher and the student at the primary intervention stage. Restorative Practice conversations are also used at the secondary intervention stage, between the student welfare coordinator or principal and the student.

Bullying

BNWPS does not accept bullying behaviour at any level in the school, between any members of the school community.

Bullying is when someone, or a group of people. Deliberately upset or hurt another person, damage their property, reputation or social acceptance on one occasion. There is an imbalance of power in incidents of bullying with the bully or bullies having more power at the time due to age, size, status or other reasons.

We believe students, parent(s) / carer(s) and staff play an essential role in identifying and responding to inappropriate behaviour. It is important to recognise if bullying may be occurring, to establish if the behaviour is in fact bullying or inappropriate behaviour, and to respond appropriately.

The following practices are in place at BNWPS to respond to bullying and unacceptable behaviour, as per the DET guidelines :

- Explicit teaching of what to do if you are bullied
- Restorative Practices
- Buddy Systems
- School-wide positive behaviour support
- Promoting cybersafety

Suspension

Suspension of students is a last resort in behaviour management and will only be used when either the behaviour poses an immediate risk to community members or other response options have not proved to be effective.



Student Wellbeing Plan

SCHOOL VALUES Respect Connectedness Resilience Achievement Creativity Integrity Responsibility Equity				
PRIMARY PREVENTION	SECONDARY PREVENTION	PRIMARY INTERVENTION	SECONDARY INTERVENTION	TERTIARY INTERVENTION
Engaging learning activities Organised, structured program Positive, supportive classroom environment Sense of belonging, connectedness to other students, class and school community Opportunity to achieve to the best of student ability Praise and reward	Whole school common approach to student management Rights and responsibilities Circle time Inform parents of preventative measures	Consequence Pathway Warnings /discussions Change seating position Placement in another classroom Loss of recess/lunchtime privileges	Referral to child psychologist Meetings with Principal, Assistant Principal Individualised Learning Plan Individualised Behaviour Management Plan Referral to outside support agencies	Consequence Pathway Procedures for managing abusive, violent and bullying behaviours In school suspension Formal suspension (see appendix 3)
		Parents informed of concern regarding student behavior / engagement. Regular meetings with parents.		
RESTORATIVE PRACTICE Restorative philosophy, language and processes embedded in classroom organization, relationships, learning activities and daily life. Dedicated teaching of restorative skills part of interpersonal and personal learning program.		RESTORATIVE PRACTICE Restorative processes used in response to inappropriate behavior. Restorative Practice approach used to restore relationships and reintegrate student back into classroom group, school community		

Appendix 1

1.1 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.

Under the act it is unlawful to discriminate against a person on the basis of the following attributes:

- age
- breastfeeding
- gender identity
- impairment
- industrial activity
- lawful sexual activity
- marital status
- parental status or status as carer
- physical features
- political belief or activity
- pregnancy
- race
- religious belief or activity
- sex
- sexual orientation
- personal association (with a person who is identified by reference to any of the above attributes).

1.2 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:

- Freedom
- Respect
- Equality
- Dignity

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 in alliance 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 follow the Charter and give proper consideration to human rights when making decisions. Everyone should:

- Encourage compliance with the Charter
- Support others to act follow 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 website.



1.3 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 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
- 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
- any 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.

Appendix 2

1.4 Bullying and harassment

Definitions

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.

Cyberbullying 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 cyberbullying behaviour are:

- teasing and being made fun of
- spreading of rumours online
- sending unwanted messages
- defamation.

Cyberbullying can happen to anyone and the bully can act anonymously if they want. People can also be bullied online by groups of people such as class groups or collective members of an online community.

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 usually directed at a person because of their gender, race, creed or abilities. It can be subtle or explicit.

Subtle: (The most common)

They include:

- Offensive staring and leering.
- Unwanted comments about physical appearance and sexual preference.
- Racist or smutty comments or jokes.
- Questions about another's sexual activity.
- Persistent comments about a person's private life or family.
- Physical contact e.g. purposely brushing up against another's body.
- Offensive name calling.



Explicit: (obvious)

They include:

- Grabbing, aggressive hitting, pinching and shoving etc.
- Unwelcome patting, touching, embracing.
- Repeated requests for dates, especially after refusal.
- Offensive gestures, jokes, comments, letters, phone calls or e-mail.
- Sexually and/or racially provocative remarks.
- Displays of sexually graphic material– pornography.
- Requests for sexual favours.

Extreme forms of sexual harassment will lead to criminal prosecution.

Bullying can involve such things as

- 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
- teasing a person because of their looks

Cyberbullying

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 (eg copyright)
- visiting appropriate places.

Behaving safely online means:

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

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 student leader or a teacher/coordinator that you feel comfortable with.

Your concerns will be taken seriously. All complaints will be treated confidentially.

Appendix 3

Discipline procedures – suspension and expulsion

When considering suspension or expulsion, schools are required to follow the procedures listed in section 4.3 of the DEECD guidelines published in **Effective Schools are Engaging Schools 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:

- 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.

Where appropriate, parents/carers should be informed of such withdrawals.

- Detention - 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.

Where students are required to undertake school work after school, the time should not exceed forty-five minutes.

The principal should ensure that parents/carers are informed at least the day before the detention. Where family circumstances are such that the completion of after-school work would create undue hardship (for example, where students regularly supervise younger siblings in the absence of parents/carers), the school may choose to negotiate alternative disciplinary measures with parents/carers.

- Convening of a support group (See Effective Schools are Engaging Schools - Student Engagement Policy Guidelines for process required).



References

Effective Schools are Engaging Schools - Student Engagement Policy Guidelines	http://www.education.vic.gov.au/healthwellbeing/wellbeing/codeofconduct.htm
School Accountability and Improvement Framework	http://www.education.vic.gov.au/management/schoolimprovement/accountability/default.htm
Effective Schools are Engaging Schools	http://www.eduweb.vic.gov.au/edulibrary/public/stuman/wellbeing/segpolicy.pdf
Disability Standards for Education	http://www.education.vic.gov.au/healthwellbeing/wellbeing/disability/handbook/legislation.htm
Safe Schools	http://www.education.vic.gov.au/healthwellbeing/safety/bullying/default.htm http://www.education.vic.gov.au/healthwellbeing/safety/bullying/cyber/default.htm http://www.education.vic.gov.au/management/elearningsupportservices/www/default.htm
Charter of Human Rights	http://www.education.vic.gov.au/studentlearning/programs/multicultural/tchrcharter.htm http://www.austlii.edu.au/au/legis/vic/consol_act/cohrara2006433/
Equal Opportunity Act	http://www.det.vic.gov.au/hrweb/divequity/eoo/eooact.htm
Education and Training Reform Act 2006	http://www.education.vic.gov.au/about/directions/reviewleg.htm
VIT Teacher Code of Conduct	http://www.vit.vic.edu.au/files/documents/1543_Code-of-Conduct-June-2008.pdf
NMR School Improvement Strategy – Powerful Learning	http://customers.ilisys.com.au/nmrvi/uploads/NMR_Strategy.pdf
Building Respectful and Safe School: A resource for school communities. (DEECD)	http://www.eduweb.vic.gov.au/edulibrary/public/stuman/wellbeing/respectfulsafe.pdf
Positive Relationships Guidelines (NMR)	http://sites.google.com/site/swbnmr/filing-cabinet
Working Restoratively in Schools: A Guidebook for Developing Safe and Connected Learning Communities.	Bill Hansberry, Inyahead Press 2009