

NARRE WARREN NORTH PRIMARY SCHOOL



Student Wellbeing and Engagement Policy and Guidelines 2020

PURPOSE

The purpose of this policy is to ensure that all students and members of our school community understand:

- (a) our commitment to providing a safe and supportive learning environment for students
- (b) expectations for positive student behaviour
- (c) support available to students and families
- (d) our school's policies and procedures for responding to inappropriate student behaviour.

Narre Warren North Primary School is committed to providing a safe, secure and stimulating learning environment for all students. We understand that students reach their full potential only when they are happy, healthy and safe, and that a positive school culture helps to engage students and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are closely linked.

The objective of this policy is to support our school to create and maintain a safe, supportive and inclusive school environment consistent with our school's values.

This policy applies to all school activities, including camps and excursions.

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1: Profile statement

Narre Warren North Primary School is located in the City of Casey, 35km south-east of Melbourne. It opened in 1877 and has a current enrolment of 380 (FTE). The majority of the students are from the immediate locality but a significant number come from outside the area. The student population is culturally and linguistically homogenous, with a low proportion of CSEF recipients and a very low proportion of speakers of English as a Second Language. The school also has an expanding Integration program, catering for a range of students with special needs. The school has introduced a before and after school hours program, operated by Camp Australia.

We are committed to maximising the educational opportunities for all students. Literacy and Numeracy are important focuses at all levels of the school. Enrichment programs are provided in Science, Visual Arts, Physical Education, Languages other than English, and eLearning. There is a literacy intervention program in place for students at risk.

The staff of Narre Warren North Primary School set high standards both academically and behaviourally. Mutual respect is the key for building strong, working relationships, between staff, students and the community. Our staff is continually involved in professional development to ensure that a supportive, challenging and engaging environment is provided for all students.

The School Council, Parents' and Friends' Club and the broader school parent community are committed to maintaining and improving the school, its facilities and equipment for the benefit of the students. Many hours of volunteer work are contributed to maintenance tasks and fundraising. The students and staff receive outstanding support from the school community.

Community involvement in the school is strongly encouraged and is an important component of the school. There is strong parental involvement in a variety of school programs, particularly in Literacy support and sporting events.

Student Welfare is recognised as vital for productive learning. A comprehensive Social Skills Program is in place to enable children to be responsible for their own learning and to develop a positive growth Mindset. Positive reinforcement from staff and parents is a feature of our school. We are a Bounce Back school and use the programs, activities and tools to nurture happy, balanced students.

2. School Mission, Vision and Values

Narre Warren North Primary School works as a supportive learning community where all students are motivated and challenged to take responsibility for their own learning.

Our school's mission, vision and values are integral to the work that we do and is the foundation of our school community. Students, staff and members of our school community are encouraged to live and demonstrate our core values of respect, responsibility, resilience, persistence and honesty.

Our school's vision is to prepare young people to become active, engaged and responsible citizens of the local and global community. It aims to prepare students to live in a dynamic 21st century in which creativity, cooperative work, connectedness to the world and adaptability are key features.

3. Engagement Strategies

Narre Warren North Primary School has developed a range of strategies to promote engagement, positive behaviour and respectful relationships for all students in our school. We acknowledge that some students may need extra social, emotional or educational support at school, and that the needs of students will change over time as they grow and learn.

Examples of whole of school, and targeted and individual engagement strategies, used by our school is included below:

Whole school

Narre Warren North Primary School aims to engage all students in their learning and develop in each individual a sense of wellbeing and connectedness to school. We aim to promote high student

engagement, attendance and positive behaviours. We believe that all children can learn and achieve and that the wellbeing of every member of the school community is important. We also are dedicated to preventing child abuse, encouraging reporting of any abuse that occurs and maintaining child safe environments. We aim to promote a high standard of behaviour that is expected and exhibited by all school community members and to build relationships that are healthy and respectful.

To achieve our aims we:

- have high and consistent expectations of all staff, students and parents and carers
- prioritise positive relationships between staff and students, recognising the fundamental role this plays in building and sustaining student wellbeing
- create a culture that is inclusive, engaging and supportive
- welcome all parents/carers and are responsive to them as partners in learning
- provide an environment that is safe and conducive to learning
- implement a child safe policy and statement of commitment to child safety
- implement a code of conduct that establishes clear expectations for appropriate behaviours around children
- have clear processes for responding to and reporting suspected child abuse
- have strategies in place to reduce the risk of child abuse
- teach child abuse awareness and prevention
- set high standards that are supported by students, parents and staff
- promote a positive school culture where students feel valued, safe and cared for
- have positive, and respectful relationships between teachers and students
- use an instructional framework to ensure an explicit, common and shared model of instruction to ensure that evidenced-based, high yield teaching practices are incorporated into all lessons
- adopt a broad range of teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and needs of our students and follow the standards set by the Victorian Institute of Teaching
- incorporate our school's Statement of Values into our curriculum and promote to students, staff and parents so that they are shared and celebrated as the foundation of our school community
- plan transition programs to support students moving into different stages of their schooling
- acknowledge positive behaviour and student achievement in the classroom, and formally in school assemblies and communication to parents
- monitor student attendance and implement attendance improvement strategies at a whole-school, cohort and individual level
- provide students opportunities to contribute to and provide feedback on decisions about school life
- implement an inquiry based learning approach which allows students to represent their own ideas, opinions, knowledge and experiences. This enables students to be active participants in their education including involvement in making decisions in what and how they learn, and how their learning is assessed
- challenge and change processes and programs if necessary, to meet the needs of all students and families
- Implement the Bounce Back Program for improving children's mental health and wellbeing

Our success will be measured by:

- Analysing and being responsive to a range of school data such as attendance, Attitudes to School Survey, parent survey data, student management data and school level assessment data, Parent Opinion Survey, English Online Testing, On Demand Testing and NAPLAN, Fountas and Pinnell, Cars and Stars, etc.
- Attendance and achievement of students
- Attitudes and opinions from parents, students and staff given in various forms of feedback

We have a number of programs and practices in place to support our students to attend school, participate in class and be engaged in their learning.

- Behaviour Management Programs: Restorative Practices. These practices encourage a caring, supportive environment, where everyone works together to solve problems and relationships are maintained
- Potential Leadership Opportunities: School Captains, House Captains, Art Captains, Sports Captains, Maintenance Managers, Flag monitors, Junior School Council, ICT Representatives, Library monitors, individual class monitors, bin monitors, buddies
- Physical Education programs: Swimming, Athletics, Interschool Sports competitions, Cross Country, Perceptual Motor Program, Life Saving Certificate
- Transition into, through and out of the school
- Camps, excursions and incursions.
- Music (choir), Art Show, Production, Talent Quest, Show Day and special interest activities.
- Lunchtime programs, Play Pod and Self-Regulated Learning activities.
- Parent Education programs
- Social Skills Program, Protective Behaviours, Anti-Bullying – Bully Busters and Cyber Safety, Life Education, Family Life, Mindfulness and Growth Mindset

Targeted and Individual

Narre Warren North implements a range of strategies that support and promote targeted and individual engagement. These include:

- building constructive relationships with students at risk or students who are vulnerable due to complex individual circumstances
- meeting with students and their parent/carer to talk about how best to help the student engage with school
- developing an Individual Learning Plan and/or a Behaviour Support Plan
- considering if any environmental changes need to be made, for example changing the classroom set up
- referring the student to school-based wellbeing supports, Student Support Services and/ or appropriate external supports such as Child First

Where necessary the school will support the student's family to engage by:

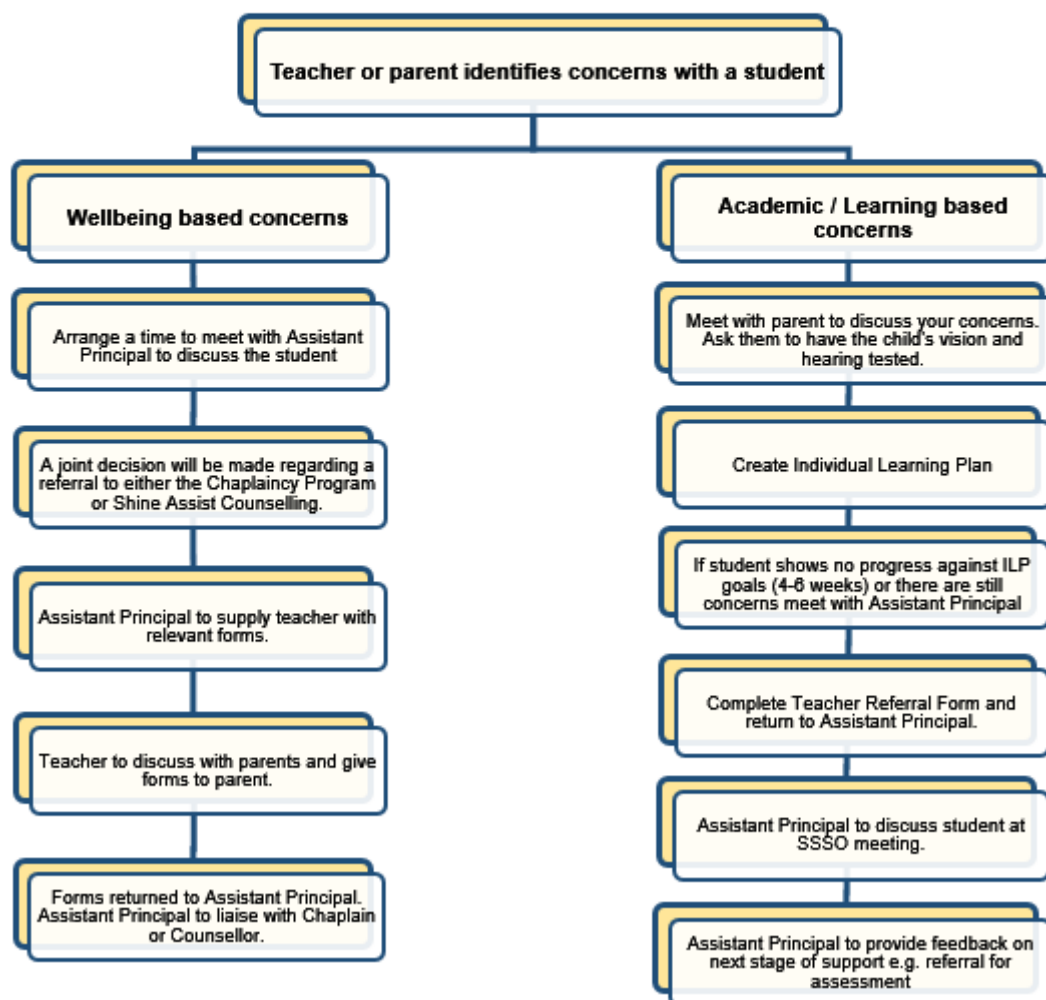
- being responsive and sensitive to changes in the student's circumstances and health and wellbeing
- collaborating, where appropriate and with the support of the student and their family, with any external allied health professionals, services or agencies that are supporting the student; e.g. a Psychologist or Speech Pathologist
- monitoring individual student attendance and developing an Attendance Improvement Plans in collaboration with the student and their family
- running regular Student Support Group meetings for all students:
 - funded under the Program for Students with Disabilities
 - in Out of Home Care
 - Koorie students
 - other complex needs that require ongoing support and monitoring.
- First Aid
- Employing integration aides and Student Support Staff to support students in need
- Provide intervention programs e.g. Toe by Toe, Daily Reading Program allocated to areas of academic and behavioural needs
- Implement targeted wellbeing programs; e.g. Chaplaincy Program
- Appointing a mentor for all students in Out of Home Care

4. Identifying students in need of support

Narre Warren North Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Student Wellbeing team plays a significant role in developing and implementing strategies to help identify students in need of support and enhance student wellbeing. Our school will utilise the following information and tools to identify students in need of extra emotional, social or educational support:

- personal, health and learning information gathered upon enrolment and while the student is enrolled
- attendance records
- academic performance
- observations by school staff such as changes in engagement, behaviour, self-care, social connectedness and motivation
- attendance, engagement with families
- referrals

Student Referral Process



5. Rights and Responsibilities

All members of our school community have a right to experience a safe and supportive school environment. We expect that all students, staff, parents and carers treat each other with respect and dignity. Our school's Statement of Values highlights the rights and responsibilities of members of our community.

	Staff, student and community Rights	Staff, student and community Responsibilities
Behaviour	<ul style="list-style-type: none"> To be treated with respect. Not be subjected to violence, intimidation, bullying and harassment from others. 	<ul style="list-style-type: none"> To treat others with respect To refrain from using violence of any sort (e.g. physical, verbal, psychological) and from bullying, intimidating or harassing others.
Safety	<ul style="list-style-type: none"> Right to feel safe at school. 	<ul style="list-style-type: none"> To follow rules to ensure safety

	<ul style="list-style-type: none"> • Access to teacher support in the playground/classroom. • To be provided with Facilities and equipment that are well maintained and free from hazard. • Be informed and practised in emergency evacuation procedures. • To be given the SunSmart Policy. 	<ul style="list-style-type: none"> • of others and themselves. • To ask for support when required to ensure safety of others and themselves. • Monitor equipment for faults and hazards. • To follow direction safely, calmly and co-operatively according to emergency evacuation procedures. • To wear hats, sunscreen and sun protective clothing in accordance with the SunSmart Policy
Learning	<ul style="list-style-type: none"> • To learn with minimal disruption in an environment conducive to learning. • To be provided with a variety of learning experiences, at appropriate level and that meet the needs of audience. • Get assistance and not be ignored or ridiculed. 	<ul style="list-style-type: none"> • To assist in creating an environment conducive to learning, limit disruptions where possible. • To participate in learning activities and experiences, making a genuine effort to learn. • Ask for assistance and support and listen to others.
Communication	<ul style="list-style-type: none"> • To speak without interruption and be given the opportunity to contribute ideas/opinions to discussions. • Communicate with people in a respectful manner. Eg. no swearing, shouting etc. 	<ul style="list-style-type: none"> • To listen attentively and take turns. • Acknowledge and accept differences in opinions. • Communicate with people in a friendly way.
Physical Environment	<ul style="list-style-type: none"> • To be provided with a safe and accessible place to store personal property and equipment. • To have a clean, organised and attractive classroom and playground. 	<ul style="list-style-type: none"> • To take care of own and others' property and equipment. • To assist in maintaining a clean and tidy working, learning and playing environment.

Child Safe Standards

The Victorian Registration and Qualifications Authority (VRQA) as regulator for all Victorian schools has responsibility for ensuring compliance with the Child Safe Standards in schools. The Standards are:

Standard 1: Strategies to embed an organisational culture of child safety, including through effective leadership arrangements

Standard 2: A child safe policy or statement of commitment to child safety

Standard 3: A code of conduct that establishes clear expectations for appropriate behaviour with children

Standard 4: Screening, supervision, training and other human resources practices that reduce the risk of child abuse by new and existing personnel

Standard 5: Processes for responding to and reporting suspected child abuse

Standard 6: Strategies to identify and reduce or remove risks of child abuse

Standard 7: Strategies to promote the participation and empowerment of children

<https://www.education.vic.gov.au/school/principals/spag/safety/Pages/childsafestandards.aspx>

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).

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 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 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.

Bullying and Harassment

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.

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

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

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.

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 'not quite right'. At home this would be a parent or carer, at school a teacher.

The effects of harassment or bullying can 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 witnessed the incident and advise them to report it to an appropriate person. However, if a friend is harassing another person, students should 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

If a student is being harassed or bullied he or she should tell the person to stop what they are doing and discuss the matter with a teacher/coordinator that they feel comfortable with.

Student concerns are taken seriously. All complaints are treated confidentially.

This information is to be read in conjunction with the school's Cyberbullying Policy and Anti-Bullying and Harassment Policy.

6. Shared Expectations

Narre Warren North Primary School has shared expectations for the principal, teachers, school staff, students and parents/carers. These shared expectations take into consideration behaviour, attendance, participation, resources, relationship building, the physical environment, curriculum, provision of support and partnerships.

Narre Warren North's shared expectations aim to be consistent, fair and positive, supported by procedures and programs to ensure success. They are linked to appropriate actions and consequences.

Expectations of students include:

- Treat peers, teachers, school support staff and members of the school community with respect and acceptance.
- Be punctual and regularly attend school.
- Be an active and enthusiastic participant.
- Be a responsible and organised learner.
- Ask for assistance and support when necessary.
- Be responsible and take care of school resources.
- Offer support and assistance to peers, teachers, school support staff and members of the school community.

Expectations of teachers include:

- Listen to students and value their contribution.
- Make sure every student has equal opportunity to participate in an accepting and caring environment.
- Understand the individual needs of students and accommodate those needs.
- Provide a wide range of resources to engage students.
- Ask for student input into the curriculum and class environment.
- Be approachable and confidential when listening to parent concerns regarding their child.
- Build positive relationships/connections with members of the school community.

Expectations of the principal include:

- Provide leadership and clear expectations to students, teachers, school support staff and members of the school community.
- Ensure staff and students have the resources and equipment to assist them in the process of teaching and learning.
- Ensure the curriculum of the school takes into account the individual needs of students.
- Encourage and value parents' participation in school activities.

Expectations of student wellbeing and support staff include:

- Accessible and available support at any time of the school day.
- Maintain trust and confidentiality.
- Show understanding and a caring attitude.

Expectations of parents/carers include:

- Ensure their children are punctual and attend school regularly.
- Communicate clearly with the school about the needs of their children.
- Develop a partnership between home and school.
- Promote positive educational and social outcomes for their children.
- Be a positive advocate for our school.

7. Student behavioural expectations

Narre Warren North Primary School has high expectations of behaviour based on our school values respect, responsibility, resilience, persistence and honesty. The emphasis is on preventative measures and engaging students in all aspects of school. A focus on rewarding positive behaviour is equally as important as not condoning inappropriate behaviour.

Positive behaviour and achievements are fostered through the following:

- I Can awards, Principal awards, achievement awards presented at school and level assemblies.
- Written and verbal praise/feedback.
- Selections of class monitors.
- Leadership opportunities, e.g. School Captains, House Captains, Junior School Council, Library/ICT/Flag monitors, etc.
- House Points system.
- Positive contact with parents from teacher e.g. notes, emails, verbal, phone calls, Sentral
- Academic Awards
- Interschool sportsmanship awards
- Attendance Awards
- Participation in Bonus Play

Student engagement, regular attendance and positive behaviours will be supported through relationship based whole-school classroom practices, including targeted and individualised support when required. Whole school practices include:

- Establishing predictable, fair and democratic classrooms and school environments
- Ensuring student participation in the development of classroom and whole school expectations
- Providing personalised learning programs where appropriate for individual students
- Consistently acknowledging all students
- Empowering students by creating multiple opportunities to take responsibility and be involved in decision –making
- Providing physical environments conducive to positive behaviours and effective engagement in learning

Inappropriate behaviours, including irregular attendance, will be supported 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
- Scaffolding the student's learning program
- Implementing daily 'Check in's' and 'Ready to Learn' activities
- Implementing 'Restorative Practices' and Circle Time
- Involving and supporting the parent/carer
- Convening student support group meetings
- Developing individualised learning, behaviour or attendance plans
- Involving community support agencies
- Contact with the Regional Office





















Suspension and expulsion are measures of last resort and may only be used in particular situations consistent with Department policy, available at:
































<http://www.education.vic.gov.au/school/principals/spag/participation/pages/engagement.aspx>

















Corporal punishment is prohibited in our school and will not be used in any circumstance.






Then following **Behaviour Management Matrix** was compiled by the students with input from parents and teachers and has been put in place at our school for misbehaviours.

BEHAVIOUR MANAGEMENT MATRIX

	DEFINITION	EXAMPLES	CONSEQUENCE
Minor	<p>Infrequent behaviours that are against school rules.</p> <p>They are containable behaviours that have low to medium impact on others.</p> <p>Not likely to involve student distress and reflects simple forms of non-compliance.</p> <p>A minor misbehaviour is similar to a 'Reminder' in the classroom.</p>	<ul style="list-style-type: none">  Being in the corridor or classroom without permission  Being outside without a hat and not under cover (Sept to April)  Climbing fences  Climbing trees  Excluding others from play in an unkind manner  Gun or weapon play  Holding sticks/ Using sticks dangerously  Making faces  Not going to line when the music starts  Playing in mud  Playing in the wrong playground or in an out of bounds area within the school grounds  Pushing in; not waiting your turn  Taking shoes off outside  Trading  Playing inappropriately on the playground eg going up the slide.  Using equipment unsafely towards others  Sharing food  Eating in the wrong area  Food wrappers outside  Littering 	<p>Reminder to do the right thing</p> <p>Student redirected to an alternative location</p> <p>Teachers talks to student about the behaviour</p> <p>Directed to the right area</p> <p>Picking up rubbish</p>

<p>Moderate</p>	<p>Behaviours that disrupt an activity or interfere with play.</p> <p>Usually limited to a single student or a few students acting together.</p> <p>Not following a teacher's instruction to redirect a minor misbehaviour.</p> <p>More than one consequence may be applied.</p>	<ul style="list-style-type: none">  Chinese burns  Damaging trees/plants on purpose/digging holes  Deliberately not following the agreed rules of a game/poor sportsmanship  Purposeful destruction of another students work  Grabbing someone's clothes/hair  Inappropriate body movements  Not following teachers' instructions straight away including running away, back chatting and speaking rudely to the teacher  Pinching  Play fighting  Provoking others  Pushing/tripping on purpose  Slapping  Spitting  Spreading rumours (not ongoing)  Squirting water at people  Stalking; following someone/chasing (harassment);spying  Tackling  Taking someone's property without permission  Talking behind someone's back  Teasing (not ongoing)  Throwing sand or objects  Touching/poking someone to annoy them  Tricking and lying on purpose  Yelling/screaming at someone 	<p>Time out of the game</p> <p>Pick up rubbish</p> <p>Walk with a teacher</p> <p>Time Out seat (up to 10 minutes)</p> <p>Verbal and written apology</p> <p>Restorative conversation held with the teacher</p> <p>Restrict play area and equipment</p> <p>Restrict play</p>
<p>Major</p>	<p>Behaviours that disrupt others' play.</p> <p>It may involve danger and risk to others and property.</p> <p>There may be multiple students involved or an</p>	<ul style="list-style-type: none">  Being rude/lying to teachers  Bringing an object that can be used as a weapon to school  Damaging school or someone else's property  Disrespectful jokes or comments (roasting, racism, sexist remarks)  Gang mentality  Inappropriate body movements directed at or involving another student  Involved bystander 	<p>Stay inside/lose play</p> <p>Walk with a teacher for the remainder of play</p> <p>Written apology</p> <p>Rethink form (writing an explanation)</p> <p>Banned from game</p> <p>Restricted play space</p> <p>Community service,</p>

SEVERE	<p>individual student.</p> <p>Ongoing occurrences of moderate behaviours by the same student or group becomes a major misdemeanour.</p> <p>More than one consequence may be applied.</p>	<ul style="list-style-type: none">  Kicking/punching that may require First Aid  Leaving the school grounds  Non compliance that requires support of Leadership  Ongoing name calling; making fun of people  Pushing or tripping, grabbing hair or slapping with the intent to hurt  Scratching/biting/hitting/kicking deliberately  Stealing  Swearing/bad language/inappropriate hand gestures that are rude  Tackling with the intent to hurt  Throwing sand or objects, e.g. sticks, rocks; and at someone with the intent to hurt  Verbally threatening someone  Wrestling 	<p>e.g. doing jobs at playtimes over a period of time</p> <p>Time Out seat for the remainder of play (plus additional play times)</p> <p>Restorative chat</p> <p>Repair/replace damage (may include reimbursement to the school)</p> <p>Parents contacted</p> <p>Sent home</p> <p>Multiple occurrences of major behaviour to be referred to Leadership</p> <p>PLEASE NOTE: ALL INCIDENTS OF MAJOR BEHAVIOUR WILL NEED TO BE DISCUSSED WITHIN THE CONTEXT OF THE INCIDENT AND ACCORDINGLY THE PRINCIPAL AND ASSISTANT PRINCIPAL WILL MAKE THE FINAL DECISION REGARDING CONSEQUENCES AND REQUIRED FOLLOW UP</p>
	<p>Behaviours that disrupt the wellbeing of others in a severe manner.</p> <p>It may involve danger and risk.</p>	<ul style="list-style-type: none">  Planned physical violence  Physical violence resulting in another person requiring medical assistance  Punching or choking someone with intent  Deliberately hurting others 	<p>Contact office for support from Principal or Assistant Principal</p> <p>Suspension (as per DET guidelines)</p> <p>Immediate removal to</p>

	There may be multiple students involved or an individual student.	 Touching someone inappropriately	office
		 Showing private parts to others	Parents contacted and meeting held
		 Pulling down pants of others	Removal from school
	Ongoing occurrences of major behaviours by the same student or group.	 Using an object/weapon to threaten	Restorative conversation with all victims
		 Bullying someone on a regular basis	Behaviour Support Plan implemented Community service-e.g. doing jobs at playtimes over a period of time

Primary versus secondary behaviours will be dealt with separately.

Depending on the severity of the behaviour, the investigation of a misbehaviour will be dealt with in the students' own time, not learning time, e.g. if an incident occurs at the end of recess, it will be dealt with at lunchtime. **If it occurs during the second half of lunch to will be dealt with the following day in the student's own time.**

Consequences for incidents of Minor, Moderate and Major misbehaviours to be handled by the teacher dealing with the incident in consultation with Leadership. Some major incidences may require Leadership support.

Consequences for incidents of Severe misbehaviours to be handled by Principal / Assistant Principal and communicated back to the classroom teacher.

All incidents of moderate, major and severe category to be entered into Sentral by the teacher that dealt with the incident. Classroom teacher, Principal and Assistant Principal to be notified.

Teachers should discuss, in an appropriate manner, the unacceptable behaviour with the student/s. Any rules broken should be clearly understood by the student/s involved and the reason for their consequence.

There may be student voice in the decision of the most appropriate consequence to the behaviour.

Parents will be informed if their child is a repeat offender or commits a major, severe or repeated moderate misbehaviour. Individual consequences will be implemented/negotiated between child, parent, teacher, Assistant Principal and/or Principal.

Classroom Behaviour Management

The school's classroom behaviour management process is consistent across the school. All classrooms and specialist areas have displayed the following posters. Individual grades discuss and form the class rules and 'What they look like' and the positive consequences. The negative consequences are consistent across the school. These are explained in the table below.

NARRE WARREN NORTH Primary School		
BE RESPECTFUL	OUR CLASS RULES <i>Respect Safety Responsibility Integrity Optimism</i>	WHAT OUR RULES 'LOOK' LIKE <i>Respect Safety Responsibility Integrity Optimism</i>
BE SAFE		
BE RESPONSIBLE		
POSITIVE CONSEQUENCES <i>Respect Safety Responsibility Integrity Optimism</i>	NEGATIVE CONSEQUENCES <i>Respect Safety Responsibility Integrity Optimism</i>	How We Leave Our Classroom <i>Respect Safety Responsibility Integrity Optimism</i>
	REMINDER (ONE ONLY)	Stop Think: Am I walking slowly? Am I behaving safely?
	REMOVAL FROM ACTIVITY 'MOVED TO HELP YOU DO YOUR WORK'	How We Enter Our Classroom <i>Respect Safety Responsibility Integrity Optimism</i>
	REMOVAL FROM GROUP 'MOVED AGAIN TO HELP YOU DO YOUR WORK'	Stop Think: Am I walking slowly? Am I behaving safely?
	REMOVAL FROM CLASS	
	CALM DOWN SPACE	
	OFFICE CALLED	

Classroom Behaviour Management steps

STEPS (Least restrictive/more stimulating to most restrictive /less stimulating)	Goals/strategies to consider when implementing	Example scenarios
Reminder (one only)	<p><i>Student disturbing the class (work to identify the function/s of the student's behaviour).</i></p> <ul style="list-style-type: none"> If mild manipulative behaviour presented – the goal is <i>planned detachment</i> from the behaviour. If more severe disruption/intimidation-<i>clear/brief communication of consequence</i> using the signage. Students to be discouraged from starting to <i>bargain</i> for another chance. If the student attempts to bargain, provide the predetermined script of “<i>You have two choices, either choose X (to comply with the agreed request) or Y ” (complete the work in your own time)-Artificial consequence.</i> 	<p>A student is constantly disrupting their peers (perhaps the function is to avoid completing their work).The <i>naturally occurring</i> consequence of the student's behaviour is the disruption to the other students learning. A reminder is given by asking the student, “What should you be doing right now?” This is not as potentially confrontational as “You need to be quiet and do your work”, which may set up a platform for oppositional behaviour from the student.</p>

	<ul style="list-style-type: none"> • <i>Ask rather than tell</i> the student what is required. • If the student persists in arguing and 'needs' to have the '<i>last say</i>', <i>Let them and detach and defer</i> to the consequence continuum 	<p><u>Examples</u></p> <p>This is a reminder that you are:</p> <p>To be quiet in Read to Self</p> <p>Not call out on the floor.</p> <p>As you are calling out on the floor, you need to raise your hand</p> <p>It is not 'This is your reminder' (with no explanation)</p> <p>Links to be made to the school's Golden Rules</p>
<p>Removal from Activity (Moved to help you do your work)</p>	<p>Move to environment within the classroom that is a little further away from original work position.</p> <p><i>NOTE: Where appropriate, utilise responses to specific forms of resistance identified in Reminder (one only) section above</i></p>	<p>(Student) "What should you be doing right now?" (Student) you are 'showing' me that you need to move to be able to do your work. Please move to..."</p> <p>e.g. from table to another</p> <p>If the child refuses, the teacher is to use a timer and the child stays in with the teacher for the amount of time it took for him/her to follow the teacher's request.</p> <p>Walking with a teacher is NOT to be a consequence for classroom misbehaviour.</p> <p>If the teacher has yard duty the time is to be made up the following play/lunch time with that teacher.</p>
<p>Removal from Group (Moved again to help you do your work)</p>	<p>Move to environment within the classroom that is a further away from previous work position.</p> <p><i>NOTE: Where appropriate, utilise responses to specific forms of resistance identified in Reminder (one only) section above</i></p>	<p>Reinforce (Student) "What should you be doing right now?" (Student) you are 'showing' me that you need to move to be able to do your work. Please move to..."</p> <p>E.g. from table to alcove, shared space, corner.</p>

		<p>If the child refuses, the teacher is to use a timer and the child stays in with the teacher for the amount of time it took for him/her to follow the teacher's request.</p> <p>Walking with a teacher is NOT to be a consequence for classroom misbehaviour.</p> <p>If the teacher has yard duty the time is to be made up the following play/lunch time with that teacher.</p>
Removal from Class	To remove the student to a predetermined buddy room (still with the expectation of work completion) Ideally the buddy room should be of a much younger or older student group in order to reduce the student being stimulated by attention from peer group.	<p>Buddy grade to calm down</p> <p>Length of time –</p> <p>P-2: 10 mins</p> <p>3-6: 15 minutes</p> <p>If calm the child returns to his/her own grade. If not, the child is to remain in the buddy grade for a further 10/15 minutes.</p> <p>If the child is calm and returns to his/her own grade, the process continues. If a misbehaviour occurs again in the same session the office can be called.</p> <p>The office is called if students refuse to go to the Buddy grade. The office staff will take the child to the Buddy grade.</p> <p>If the child still refuses, Leadership will ask the child to come to the office. Non compliance will result in parents being called to calm them down.</p> <p>If the child is able to complete the work in terms of emotional regulation this can be done in the buddy grade. If not, the work is to be made up at home. The</p>

		<p>teacher is to follow this up with parents.</p> <p>Removal from class is to be recorded on Sentral.</p> <p>Parents to be informed via phone.</p> <p>Children who are removed from class in a fortnight are not eligible for Friday Bonus Play.</p>
Office Called	<p>This environment should be almost devoid of any stimulation for the student. Little or no communication should take place following the initial communication between staff member (e.g. Principal/Assistant Principal) and the student.</p> <p>The student should be made clear as to why the office was called and what will happen next.</p>	<p>If the child returns to class and again exhibits the misbehaviour the office is called.</p> <p>If a child is out of instructional control the office can be called without following the above steps. This child may or may not go to the office.</p>

Restorative Practices

At Narre Warren North Primary School the principles of Restorative Practices are implemented in all classrooms.

Restorative Practices focus on building positive relationships and developing social and emotional competencies in young people. It focuses on repairing harm and making things right. The process gives voice to the person harmed and allows an opportunity for his/her needs to be met. It also gives voice to the person who caused the harm and allows him/her to understand the affect his/her behaviour has had on others and gives him/her an opportunity to make amends to those harmed.

A restorative approach to conflict or wrongdoing involves asking four key questions:

- Who has been affected by what has happened?
- What can be done to make things better for all concerned?
- How can we ensure that everyone involved gets a chance to tell their side of the story and hear everyone else's perspective?
- What can be learned so something like this can be avoided in the future?

Classrooms help implement these practices by:

- Participating in Circle Time
- Using Circles to solve problems between students
- Using the language of Restorative Practice
- Following Behaviour Management procedures, the school values and the 5 Golden Rules

Yard Duty teachers also use the Restorative Practices language when dealing with issues in the yard.

8. Engaging with families

Narre Warren North Primary School values the input of parents and carers, and we will strive to support families to engage in their child's learning and build their capacity as active learners. We aim to be partners in learning with parents and carers in our school community.

We work hard to create successful partnerships with parents and carers by:

- ensuring that all parents have access to our school policies and procedures, available on our school website
- maintaining an open, respectful line of communication between parents and staff
- providing parent volunteer opportunities so that families can contribute to school activities
- involving families with homework and other curriculum-related activities
- involving families in school decision making
- coordinating resources and services from the community for families
- including families in Student Support Groups, and developing individual plans for students.

9. Evaluation

Narre Warren North Primary School will collect data each year to understand the frequency and types of wellbeing issues that are experienced by our students so that we can measure the success or otherwise of our school based strategies and identify emerging trends or needs.

Sources of data that will be assessed on an annual basis include:

- student survey data
- incidents data
- school reports
- parent survey
- case management
- CASES21
- SOCS

The Student Wellbeing and Engagement Policy and Guidelines is to be read in conjunction with the school's policies as listed below and DET policies and procedures.

Student Behaviour Management Policy (Appendix 1), AntiBullying Policy, Child Safe Policy, Code of Conduct, Cyberbullying Policy, Duty of Care Policy, Inclusion and Diversity Policy, Equal Opportunity Policy, First Aid Policy, Incident Management Policy, Mandatory Reporting Policy and Parent Complaint Policy.

DET Policies:

Student engagement:

<https://www.education.vic.gov.au/school/teachers/behaviour/engagement/Pages/engagement-policy.aspx>

Identifying students at risk:

<https://www.education.vic.gov.au/school/teachers/behaviour/engagement/Pages/identify-students.aspx>

Bullying:

<https://www.education.vic.gov.au/school/principals/spag/safety/pages/bullying.aspx>

Child Safety:

<https://www.education.vic.gov.au/school/teachers/health/childprotection/Pages/default.aspx>

Suspension and Expulsion:

<https://www.education.vic.gov.au/school/principals/spag/participation/pages/suspensions.aspx>

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Reviewed: 18th June 2020

Ratified by School Council:



NARRE WARREN NORTH PRIMARY SCHOOL

Student Behaviour Management Policy

RATIONALE

Narre Warren North Primary School is a community of learning that strongly supports the development of supportive relationships among students, parents and school staff. Our aim is to facilitate the social health of each child and to encourage a sense of belonging to the school community, thereby fostering the development of the resilient child.

PURPOSE OF THE POLICY

Our school will achieve this by:

- Involving parents and the community in our school proceedings.
- Encouraging supportive relationships based on mutual respect that encourages students to behave responsibly.
- Teaching and fostering social skills necessary to learn and play together.
- Developing an awareness of the consequences for choosing unacceptable behaviours.
- Implementing a curriculum that engages all students.
- Modelling our approach to student welfare on recent research and Department of Education guidelines.
- Encouraging an environment of community trust.

GUIDELINES FOR ACTION

1. Narre Warren North Primary School will promote parental and community involvement by:

- promoting a culture of open communication within the school and the community
- supporting families through parenting skills programs
- consulting parents and the community on issues that affect children's development and learning within the school

2. Supportive relationships based on mutual respect that encourages students to behave responsibly will be encouraged by:

- accepting and valuing individual differences and beliefs;
- encouraging students to listen to others and show respect for the point of view of another;
- promoting co-operative behaviours that show respect for the rights of others;
- establishing a culture of acceptance and tolerance of new students.

3. Skills necessary to learn and play together will be promoted by:
 - supporting a leadership program at grades 5 and 6 that encourages both rights and responsibilities;
 - encouraging positive peer modelling through the leadership program and Grades Prep/6 buddy program;
 - structuring enrichment programs that reward both positive efforts and behaviour;
4. An awareness of consequences for choosing unacceptable behaviours will be fostered by:
 - establishing a school hierarchy of consequences to be followed by all teachers e.g. Behaviour Management Matrix and Classroom Behaviour Protocols;
 - following the 5 Golden Rules and school values
 - publishing a list of school rules and expectations that are available on the school website.
 - encouraging children through discussion, explanation and counselling, to make decisions and choices with the understanding that unacceptable behaviour incurs consequences to self and others.
5. A curriculum that engages all students will be implemented by:
 - establishing learning environments that offer children opportunities to contribute to their classroom and school community through the development of co-operative skills and inquiry learning coupled with recognition for positive behaviours.
6. Our school policy recognizes the four levels of activity described in the 'Framework for Student Support Services in Victorian Government Schools' and will implement procedures to develop the resilient child through Primary Prevention, Early Intervention, Intervention and Postvention.
7. Our school will communicate this policy and procedures to the school community via the school newsletter, school website, Parent Information Nights, enrolment information, Prep orientation meetings, meeting with parents and as required.

IMPLEMENTATION

Corporal Punishment is prohibited in all Victorian schools. Corporal punishment must NOT be used at the School under any circumstances.

Child Safe Standard 7

Strategies designed to promote child empowerment and participation.

Narre Warren North Primary School acknowledges the rights of students to be in an environment where there is a standard of behaviour that is communicated and encouraged, relationships are healthy and respectful and where they are safe from child abuse.

Narre Warren North Primary School will implement Child Safety Standard 7 by:

- Providing children with child-appropriate and accessible information about what child abuse is, their rights to make decisions about their body and their privacy, that no one has a right to injure them, and how they can raise concerns about abuse.
- Ensuring information and processes for reporting concerns are accessible to all children, for example by having policies and procedures that are able to be accessed and understood by children with a disability.
- Ensuring information and processes for reporting concerns are culturally appropriate for Aboriginal children.
- Considering access and culturally appropriate language, photographs and artwork for Aboriginal children, children from culturally and/or linguistically diverse backgrounds and children with a disability when drafting communications materials.
- Translating organisational information (including information about children's rights, child safe policies, statements of commitment and reporting and response procedures) into relevant community languages, including relevant Aboriginal languages.
- Gathering feedback from children, for example through surveys, focus groups, story time and social media, about whether they would feel safe and taken seriously if they were to raise concerns, and implement improvements based on this feedback.
- Enabling children to express their views and make suggestions on what child safety means to them, and on child safe policies, reporting and response procedures, and acknowledge and act upon these where possible.

Primary Prevention

Strategies designed to enhance the emotional and social health of students.

Narre Warren North Primary School acknowledges the rights and responsibilities of students to influence their social, emotional and institutional environment.

Narre Warren North Primary School will implement Primary Prevention procedures by:

- Convening a Student Well Being Committee to monitor school strategies.
- Incorporating concepts of personal identity, roles, expectations, responsibilities, personal values and relationships, through the school curriculum. This policy relates to the Health and Physical Education section of the Victorian Curriculum.
- Operating an effective English and Mathematics Program to enhance academic success of students.
- Fostering an effective Transition Program including Pre-school to Prep, Six to Seven and throughout the movement of classes during the student's time at Narre Warren North Primary School.
- Maintaining and enhancing the Social Competencies Program to include resources and programs related to social competencies.
- Promoting Leadership Programs to provide enrichment and encourage positive role modelling within the school.
- Utilizing positive recognition strategies to enhance both classroom and yard behaviour.

- Student Well Being Professional Development will be encouraged and supported at Narre Warren North Primary School.
- Parent/child training and interactive programs will be provided to promote a sense of community within the school.
- Adherence to the Anaphylaxis, Cyberbullying, SunSmart and DET Policies.

Early Intervention Strategies

Early Intervention is the level of care we offer to children already identified 'at risk'.

Narre Warren North Primary School will implement Early Intervention procedures by:

- Operating a Student Well Being team to offer collegiate support amongst relevant staff.
- Protective Behaviours themes:
 1. Everyone has the right to feel safe all the time.
 2. Nothing is so awful that you can't talk to someone about it.
- Student Welfare and Behaviour Management Procedures and Restorative Practices will operate at Narre Warren North Primary School.
- Circle Time in classrooms at least three times per week.
- Daily 'Check in's' in all classrooms across the school.
- Implementation of the Chaplaincy Program.

Intervention Strategies

Intervention involves a strategy of support for student in crisis.

- Classroom Management / Counselling.
Parents of children who repeatedly require behavioural counselling will be required to attend an interview where a Behaviour Modification Plan will be designed and implemented according to Department of Education guidelines.

Strategies may include:

1. Intensive counselling. This may involve the Assistant Principal / Student Well Being Co-ordinator, Chaplain and/or other agencies as befitting case management decisions. These may involve the parents, Student Well Being Leader, Principal and/or Student Well Being Committee consultation.
2. Involvement of Department Psychologist, Social Worker, Visiting Teacher or Speech Pathologist.
3. The School Focused Youth Service directory is recognized as an excellent support resource.

Case management meetings will be chaired by the Assistant Principal and may include parents/guardians, the Principal, teachers and members of the Student Well Being Committee, as deemed appropriate.

Postvention Strategies

Critical Incident / Trauma Management.

- In the event of a critical incident either at the school, community or individual level, Narre Warren North Primary School will utilize the resources of outside agencies. These may include Department of Education Psychologist, Social Worker, Emergency Management and Social Adjustment Unit personnel.
- Access to these agencies will be decided following consultation with the Assistant Principal/Principal, Well Being Leader, and parents/guardians.
- Professional Development for staff on management of grief situations, e.g. 'Seasons' training.
- C.H.I.P.S. (Christians Helping in Primary Schools) organisation.

Mandatory Reporting (refer to Mandatory Reporting Policy)

- Staff are requested to consult with the Principal/Assistant Principal on issues that may require referral as part of Mandatory Reporting to facilitate effective communication within the school.

Evaluation

The Student Welfare Committee will review strategies annually and report to School Council on student welfare issues. Evaluation sources include:

- A record of student yard and classroom behaviour will be maintained on Sentral
- School-based student surveys on bullying and social skills. Parent surveys on social competencies.
- CASES information and Annual Report data.
- Student absence information.

This policy is to be read in conjunction with our school's Student Wellbeing and Engagement Policy above and DET policy.

Ratified by School Council: 9th October 2018

Reviewed: 18th June 2020

Ratified by School Council: 14th July 2020