

NARRE WARREN NORTH PRIMARY SCHOOL

Student Wellbeing and Engagement Policy



NARRE WARREN NORTH
PRIMARY SCHOOL

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, where student participation is encouraged and valued, 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.

SCOPE

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

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POLICY

1. School profile

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 values, philosophy and vision

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. Wellbeing and engagement strategies

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 and that embraces and celebrates diversity and empowers all students to participate and feel valued
- welcome all parents/carers and are responsive to them as partners in learning
- 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
- 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
- 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
- incorporate Respectful Relationships and Protective Behaviours content into weekly SEL lessons each term in all year levels
- provide students the opportunity to contribute to and provide feedback on decisions about school operations through the Junior School Council and other forums including year group meetings and Peer Support Groups. Students are also encouraged to speak with their teachers, Year Level Coordinator, Assistant Principal and Principal whenever they have any questions or concerns.
- encourage all students to self-refer to the Student Wellbeing Leader, School Chaplain, Classroom Teacher, Assistant Principal and Principal if they would like to discuss a particular issue or feel as though they may need support of any kind. We are proud to have an 'open door' policy where students and staff are partners in learning
- programs, incursions and excursions developed to address issue specific needs or behaviour
- provide opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)
- implement buddy programs, peers support programs
- ensure measures are in place to empower our school community to identify, report and address inappropriate and harmful behaviours such as racism, homophobia and other forms of discrimination or harassment.

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, Staff Opinion Survey, English and Math Online Testing and NAPLAN, Fountas and Pinnell, PAT, Cars and Stars, etc.
- attendance and achievement of disability
- 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, Specialist Captains, Sports Captains, Maintenance Managers, Flag monitors, Junior School Council, ICT Representatives, Library monitors, individual class monitors, buddies
- Physical Education programs: Swimming, Athletics, Interschool Sports competitions, Cross Country, Perceptual Motor Program, Swimming 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, Play is the Way, Mindfulness and Growth Mindset

Targeted

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

- employing a Mental Health and Wellbeing Leader, who monitors the health and wellbeing of students across the school, and acts as a point of contact for students who may need additional support
- employing a Disability Inclusion Leader to support all students across the three tiers in accessing education at their required level
- Koorie students are supported to engage fully in their education, in a positive learning environment that understands and appreciates the strength of Aboriginal and Torres Strait Islander culture – refer to our school policies for further information
- our English as a second language students are supported through our Tutor program, and all cultural and linguistically diverse students are supported to feel safe and included in our school
- we support learning and wellbeing outcomes of students from refugee background through establishing IEP's
- we provide a positive and respectful learning environment for our students who identify as LGBTIQ+ and follow the Department's policy on [LGBTIQ Student Support](#)
- all students in Out of Home Care are supported in accordance with the Department's policy on [Supporting Students in Out-of-Home Care](#) including being appointed a Learning Mentor, having an Individual Learning Plan and a Student Support Group (SSG) and being referred to Student Support Services for an Educational Needs Assessment
- students with a disability are supported to be able to engage fully in their learning and school activities in accordance with the Department's policy on [Students with Disability](#), such as through reasonable adjustments to support access to learning programs, consultation with families and where required, student support groups and individual education plans

- wellbeing and health staff will undertake health promotion and social skills development in response to needs identified by student wellbeing data, classroom teachers or other school staff each year
- staff will apply a trauma-informed approach to working with students who have experienced trauma
- students enrolled under the Department’s international student program are supported in accordance with our legal obligations and Department policy and guidelines at: [International Student Program](#)

Individual

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

- referring the student to:
 - school-based wellbeing supports
 - Student Support Services
 - Appropriate external supports such as council based youth and family services, other allied health professionals, headspace, child and adolescent mental health services or ChildFirst
 - Re-engagement programs such as Navigator

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
- collaboratively writing Individual Education or Behaviour Support Plans for student learning
- monitoring individual student attendance and developing an Attendance Improvement Plans in collaboration with the student and their family
- engaging with our regional Koorie Education Support Officers
- running regular Student Support Group meetings for all students:
 - with a disability
 - in Out of Home Care
 - with other complex needs that require ongoing support and monitoring.

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 help identify students in need of support and enhance student wellbeing. Narre Warren North

Primary 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, detention and suspension data
- engagement with families
- self-referrals or referrals from peers
- Student Wellbeing Check in Tool

Supporting Student Needs at Narre Warren North Primary School

I have a concern about a student in my class. What do I do next?

	Academic Concerns	Developmental Concerns	Wellbeing Concerns (Family issues, Trauma, Mood changes)	Behavioural Concerns	Safety Concerns (Mandatory Reporting)
What are my concerns?	<p>A student has not made progress in the last reporting period.</p> <p>A student is more than 12 months behind standard.</p> <p>My data indicates that a student is not progressing as expected.</p> <p>Raise concerns with family. Are they able to support student at home?</p>	<p>A student shows significant delay in their speech/vision/hearing/auditory/gross and fine motor skill/processing.</p> <p>A student is consistently exhibiting social skills which are not developmentally appropriate.</p> <p>Conversation with family to share concerns and gather additional information.</p>	<p>A student is going through a significant change in their family life.</p> <p>A student's mood has changed in the classroom for a prolonged period.</p> <p>I am aware that a student in my class has experienced trauma.</p>	<p>A student's behaviour in the classroom has changed dramatically.</p> <p>A student is consistently having issues in the playground.</p> <p>A student's behaviour is impacting the other students in the class.</p> <p>A major behaviour requires immediate support.</p>	<p>I have concerns about the safety of a student outside of school.</p> <p>A student has disclosed something to me.</p>
Who can help me? What actions can I take?	<p>Bring to the attention of PLC Literacy/Numeracy Leader as required. (Erin Harman & Shelley Wylie)</p> <p>Present data and strategies used at PLC. Discuss. Trial suggested strategies.</p> <p>Complete further targeted assessments to identify gaps in learning.</p> <p>Develop IEP with targeted goals and strategies. Add to COMPASS.</p> <p>If no progress speak to Assistant Principal for further screening. (Kbit, CELF, SPAT)</p>	<p>Check COMPASS for additional information, such as frequency, location, time, involvement of other students.</p> <p>Discuss with team and past teachers.</p> <p>Speak to Inclusion Leader. (Shelley Wylie)</p>	<p>Bring to the attention of the Mental Health and Wellbeing Leader or the Inclusion Leader. (Robert Tjallingii & Shelley Wylie)</p> <p>Speak to sub-School Leader and Wellbeing Coordinator.</p> <p>Develop Targeted Plan, seek input from student and family.</p> <p>Arrange check in with leadership, specialists, ES staff or school chaplain.</p>	<p>Bring to the attention of the Mental Health and Wellbeing Leader or the Inclusion Leader. (Robert Tjallingii & Shelley Wylie)</p> <p>Leadership will contact Emergency Management is considered appropriate.</p> <p>Develop Positive Behaviour Support Plan/Safety Plan as appropriate. Add to COMPASS. Seek feedback from family.</p> <p>Arrange check in with leadership, specialists, ES staff or school chaplain.</p>	<p>Follow Child Safe Standards Speak with Child Safe Officers Ty Hoggins/Betty Tjallingii</p> <p>Complete PROTECT proforma</p> <p>Make Mandatory Report or seek support from leadership to make report. (Erin Harman & Shelley Wylie)</p> <p>Record as Confidential Record on COMPASS.</p>
What are the next steps?	<p>Complete referral paperwork for SSSO team.</p> <p>Inclusion leader tables for following SSSO liaison meeting.</p> <p>If deemed appropriate referral, Inclusion leader contacts family, consent and referral paperwork sent home for follow-up.</p>	<p>Raise concerns with family.</p> <p>Suggest follow up with GP and referral to specialists – paediatrician, psychologist, optometrist, audiologist.</p> <p>Develop targeted teaching to support the student to experience success. Monitor and keep family updated.</p>	<p>Raise concerns with family.</p> <p>Student to be added to the small support groups.</p> <p>Supply and have returned, the required documentation to be actioned by the Inclusion Leader</p> <p>Refer to SSSO or Emergency Management if appropriate for immediate support.</p>	<p>Record all incidents on COMPASS.</p> <p>Follow BSP/Safety Plan</p> <p>Alert other staff of student needs and developed plan. (Specialists, team members, leadership)</p> <p>Monitor, adjust plan as required.</p> <p>Keep family informed.</p>	<p>Raise concerns with family if appropriate. See PROTECT 4 Critical Actions <u>Flowchart</u></p> <p>Monitor Progress and continue to report concerns.</p> <p>Continue to check in with student as appropriate.</p>

5. Student 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.

Students have the right to:

- participate fully in their education
- feel safe, secure and happy at school
- learn in an environment free from bullying, harassment, violence, racism, discrimination or intimidation
- express their ideas, feelings and concerns.

Students have the responsibility to:

- participate fully in their educational program
- display positive behaviours that demonstrate respect for themselves, their peers, their teachers and members of the school community
- respect the right of others to learn.

Students who may have a complaint or concern about something that has happened at school are encouraged to speak to their parents or carers and approach a trusted teacher or a member of the school leadership team. Further information about raising a complaint or concern is available in our Complaints 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 and management

Behavioural expectations of students are grounded in our school's Statement of Values/Student code of conduct.

Violence, bullying, and other offensive and harmful behaviours such as racism, harassment and discrimination will not be tolerated and will be managed in accordance with this policy. Bullying will be managed in accordance with our Bullying Prevention Policy.

When a student acts in breach of the behaviour standards of our school community, Narre Warren North Primary School will institute a staged response, consistent with the Department's policies on behaviour, discipline and student wellbeing and engagement. Where appropriate, parents will be informed about the inappropriate behaviour and the disciplinary action taken by teachers and other school staff.

Our school considers, explores and implement positive and non-punitive interventions to support student behaviour before considering disciplinary measures such as detention, withdrawal of privileges or withdrawal from class.

Disciplinary measures may be used as part of a staged response to inappropriate behaviour in combination with other engagement and support strategies to ensure that factors that may have contributed to the student's behaviour are identified and addressed. Disciplinary measures at our school will be applied fairly and consistently. Students will always be provided with an opportunity to be heard.

Disciplinary measures that may be applied include:

- warning a student that their behaviour is inappropriate
- teacher controlled consequences such as moving a student in a classroom or other reasonable and proportionate responses to misbehaviour
- withdrawal of privileges
- restorative practices
- referral to Leadership Team
- behaviour support and intervention meetings
- suspension
- expulsion

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

- <https://www2.education.vic.gov.au/pal/suspensions/policy>
- <https://www2.education.vic.gov.au/pal/expulsions/policy>
- <https://www2.education.vic.gov.au/pal/restraint-seclusion/policy>

In line with Ministerial Order 1125, no student aged 8 or younger will be expelled without the approval of the Secretary of the Department of Education and Training.

The Principal of Narre Warren North Primary School is responsible for ensuring all suspensions and expulsions are recorded on CASES21.















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

The 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.

NARRE WARREN NORTH PRIMARY SCHOOL



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>	<p> Being in buildings without permission</p> <p> Being outside without a hat and not under cover (Sept to April)</p> <p> Climbing fences, trees, buildings</p> <p> Eating in the wrong area, food wrappers outside, littering</p> <p> Excluding others from play in an unkind manner</p> <p> Gun or weapon play</p> <p> Not returning to class in a timely manner</p> <p> Playing in mud</p> <p> Playing in the wrong playground or in an out of bounds area within the school grounds</p> <p> Playing inappropriately on the playground eg going up the slide.</p> <p> Taking shoes off outside</p> <p> Trading personal items</p> <p> Running on the deck</p> <p> Sharing food</p>	<p>Reminder to do the right thing</p> <p>Student redirected to an alternative location</p> <p>Teacher talks to student about the behaviour</p> <p>Directed to the right area</p> <p>Picking up rubbish</p>























Moderate

Behaviours that disrupt an activity or interfere with play.

Usually limited to a single student or a few students acting together.

Not following a teacher's instruction to redirect a minor misbehaviour.

More than one consequence may be applied.

-  Damaging trees/plants on purpose/digging holes
-  Deliberately not following the agreed rules of a game/poor sportsmanship
-  Deliberately drawing on self or others
-  Inappropriate physical contact without intent to hurt
-  Leaning over/throwing objects over the high wall on deck
-  Making unnecessary sounds or noises that cause distraction to others and their learning
-  Not following teachers' instructions straight away including running away
-  Play fighting
-  Provoking others
-  Physical violence that may require first aid
-  Purposeful destruction of another students work
-  Repeatedly not returning to class in a timely manner.
-  Spreading rumours (not ongoing)
-  Stalking; following someone/chasing (harassment);spying
-  Taking someone's property without permission
-  Talking behind someone's back
-  Teasing (not ongoing)
-  Throwing or playing with balls inside without permission.
-  Touching/poking someone to annoy them
-  Tricking and lying on purpose
-  Using sticks dangerously
-  Yelling/screaming at someone

Time out of the game

Pick up rubbish

Walk with a teacher

Time Out seat (up to 10 minutes)



























Verbal and/or written apology




Restorative conversation held with the teacher

Restrict play area and equipment

Restrict play

Missing Bonus Play

Major	<p>Behaviours that disrupts others' play.</p> <p>It may involve danger and risk to others and property.</p> <p>There may be multiple students involved or an 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">  Being rude/lying to teachers including back chatting  Bringing an object that can be used as a weapon to school  Cutting someone else's hair or clothing on purpose.  Damaging school or someone else's property  Discussing inappropriate topics with others.  Disrespectful jokes or comments (roasting, racism, sexist remarks)  Gang mentality  Inappropriate body movements directed at or involving another student  Involved bystander/instigator  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, calling people a snitch  Pushing or tripping, grabbing hair or slapping with the intent to hurt  Scratching/biting/hitting/kicking deliberately  Stealing  Swearing/bad language/inappropriate hand gestures or drawings 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 resulting in injury  Verbally threatening someone  Wrestling 	<p>Stay inside/lose play</p> <p>Walk with a teacher for the remainder of play</p> <p>Verbal and written apology</p> <p>Banned from game</p> <p>Restricted play space</p> <p>Missing Bonus Play</p> <p>Community service, 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- phone call not email</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>
SEVERE	<p>Behaviours that disrupts 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  Deliberately hurting others  Touching someone inappropriately  Showing private parts to others 	<p>Contact office for support from Principal or Assistant Principal</p> <p>Suspension (as per DET guidelines)</p>

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

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 it 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 Compass by the teacher that dealt with the incident and if Major or Severe, will result in missed Bonus Play.

If multiple Moderate behaviour incidents occur, missing out on Bonus Play will be at the discretion of the classroom teacher.

Classroom teacher, Principal and Assistant Principal to be informed.

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.

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

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</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</p>

	<p><i>choices, either choose X (to comply with the agreed request) or Y” (complete the work in your own time)-Artificial consequence.</i></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 ‘last say’, <i>Let them and detach and defer</i> to the consequence continuum 	<p>“You need to be quiet and do your work”, which may set up a platform for oppositional behaviour from the student.</p> <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</p>

		<p>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 Class</p>	<p>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>	<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 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, supported by our Communicating with School Staff policy.
- 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, including attendance and absence data
- SOCS

Narre Warren North Primary School will also regularly monitor available data dashboards to ensure any wellbeing or engagement issues are acted upon in a timely manner and any intervention occurs as soon as possible.

COMMUNICATION

This policy will be communicated to our school community in the following ways:

- Available publicly on our school's website
- Included in staff induction processes
- Included as annual reference in school newsletter
- Made available in hard copy from school administration upon request

Our school will also ensure it follows the mandatory parent/carer notification requirements with respect to suspensions and expulsions outlined in the Department's policies at:

- [Suspension process](#)
- [Expulsions - Decision](#)

FURTHER INFORMATION AND RESOURCES

The following Department of Education and Training policies are relevant to this Student Engagement and Wellbeing Policy:

- [Attendance](#)
- [Student Engagement](#)
- [Child Safe Standards](#)

- [Supporting Students in Out-of-Home Care](#)
- [Students with Disability](#)
- [LGBTIQ Student Support](#)
- [Behaviour - Students](#)
- [Suspensions](#)
- [Expulsions](#)
- [Restraint and Seclusion](#)

The following school policies are also relevant to this Student Wellbeing and Engagement Policy:

- Child Safety Policy
- Bullying Prevention Policy
- Inclusion and Diversity Policy
- Statement of Values and School Philosophy
- Digital Learning
- Yard Duty and Supervision

POLICY REVIEW AND APPROVAL

Policy last reviewed	14 th November 2023
Consultation	Mentioned in newsletter: 27 th January 2023 School Council:
Approved by	Principal
Next scheduled review date	2025