



Nar Nar Goon Primary School

STUDENT ENGAGEMENT, WELFARE AND MANAGEMENT POLICY

*****This policy is to be read in conjunction with the NNG PS Child Safe Policy.*****

PURPOSE

The Student Engagement, Welfare and Management Policy forms a major part of Nar Nar Goon Primary School's vision for the care, and personal, social and educational growth of its students. The policy provides a consistent approach across the school whilst recognising that children have different needs.

Nar Nar Goon Primary School acknowledges the importance of developing strong relationships between all members of the school community. It strives to establish collaboration between teachers, parents and students in order to most effectively address any concerns and to develop a positive school environment.

GOALS

- Create a positive school culture where students feel accepted and they are treated in a fair and respectful way regardless of their differences (physical, behavioural or intellectual), gender, race or cultural background.
- Support every child's right to feel safe and supported at school, including:
 - In the classroom and the playground,
 - When involved in broader learning situations such as digital learning environments,
 - When travelling to, and from, school, including bus travel,
- Encourage student participation in decision making and in community activities
- Provide a fair and consistent range of consequences and behaviour management strategies for those children who display negative behaviour,
- Respond appropriately to individual students requiring additional assistance and support

IMPLEMENTATION

School Values

Our values are based on our desire to nurture an environment based on:

- The development of positive relationships between all members of the school and wider community, and,
- The pursuit of excellence with an emphasis on persistence in effort and achieving personal best.

Respect

Each person abides by the NNG PS Golden Rule to "*treat others as you would like to be treated*", responding sensitively to the ideas, thoughts and needs of others without dismissing or degrading them. Gender, race, cultural and any differences are acknowledged and accepted without bias.

Responsibility

Each person tries hard to complete the tasks that have been accepted or assigned to the best of their ability. We are all accountable for our behaviour.

Honesty

Each person carries out his or her responsibilities carefully and honestly. Staff, parents and students share their ideas openly, in a climate of trust.

Persistence

Each person is to approach tasks willingly and with the determination to succeed. It does matter that a task is completed once it is begun.

Excellence

Each person strives to achieve their personal best taking pride in their environment and their school.

The effectiveness of the values is reinforced by the following skills and attitudes that are continually discussed with our students:

Respect

- Always use manners.
- Look at people when they are talking, pay attention to what they are saying.
- Help people when you can.
- Take care of property, equipment and the environment.
- Smile and say hello.
- Be a positive role model.
- Be kind to people and include them in activities if you can.
- Don't talk behind a person's back or spread rumours.
- Accept all members of the school community regardless of their gender, race or cultural and differences.

Responsibility

- Look after other people.
- Give things your best effort and always finish a task.
- Look after your things and those of other people.
- Keep our environment tidy and clean.
- Own up to your mistakes.
- Make right choices.
- Listen to others but make up your own mind.

Honesty

- Tell the truth.
- Be responsible for your choices and how you behave.
- Play by the rules.
- Do your own work.
- Keep a promise and your word.

Persistence

- Give things your best effort.
- Work tough, things aren't always easy or enjoyable.
- Have a go and try new things.
- Practise to get better.

Excellence

- Strive for your personal best in all that you do.
- Focus on the quality of your work rather than on the quantity.
- Value and take pride in yourself, your work and your belongings.
- Challenge yourself in all areas.
- Set goals and work towards them.
- Be the best person that you can be.

Whole School Prevention Statement

Nar Nar Goon Primary School aims to provide a safe and happy environment that supports our students to attend school and participate in class and enjoy learning.

This aim is based upon the following principles:

- Students have the right to work and play without interference,
- Students have the right to feel safe at school including when participating in digital learning environments,
- Students should attend school on a regular basis and be punctual at all times,
- Students should be encouraged to be polite, courteous and well mannered,
- Students should be encouraged to take pride in themselves and their school,
- The Principal and Staff have an obligation to support each student and to implement the Student Management Policy and related programs.

Nar Nar Goon Primary School aims to provide an environment in which the learning, wellbeing, engagement and care of each student can be maximised by:

- Establishing consultation and a positive relationship between the school, parents and students,
- Providing positive reinforcement to improve self-esteem and confidence,
- Acknowledging and valuing positive behaviour and performance,
- Encouraging students to accept responsibility for their actions,
- Following a whole school approach to student management and wellbeing and demonstrating consistency and fairness in applying discipline,
- Developing individual management plans where learning and/or behaviour needs become apparent,
- Providing adequate supervision in the school grounds,
- Adhering to the NNGPS Child Safe Standards policy document.

Implementing Preventative and Early Intervention Strategies

Nar Nar Goon Primary School implements a variety of programs and strategies that aim at building on student learning and social and personal skills. The implementation of these programs together with the importance of creating a positive school culture is seen as the foundation for the promotion of positive behaviour and school engagement.

Programs and strategies include:

- Whole school assemblies at the start of each term to discuss and review the school behaviour codes which are then prominently displayed in all classrooms,
- Implementation of the 'Play Is The Way' program across the school,
- Implementation (first week of new school year) of the 'Bright Beginnings' program within each classroom, to re-establish class and school wide expectations,
- Implementation of CYBERSAFETY programs and strategies to support appropriate use of digital learning resources and environments, such as E-Smart,

- Implementation of school wide prevention programs such as 'Play is the Way', 'E for Excellence', 'Great Mate' and 'School Values program' to support and reinforce positive behaviour,
- The establishment of consistent school-wide processes and programs for early intervention including collaboration with Student Support Services,
- Identification of students at risk and strategies developed to support these students and their families,
- Respectful Relationships Program,
- Student Representative Council (SRC) and Student Leadership Programs.

Targeted Responses to Individual Students

Nar Nar Goon has developed a range of strategies and processes that identify and target individual students who need additional support in developing positive social behaviours and school engagement. These strategies are supported by a strong emphasis on a team approach to helping children through developing a positive relationship between students, teachers and parents.

Programs and strategies include:

- All staff taking on responsibility for the wellbeing of all students,
- Detailed and up-to-date information is collected for each child,
- There is an 'open-door' policy to communication between home and school. This culture supports the school's knowledge of children's personal circumstances and is significant in planning for individuals in need,
- The establishment of a range of support mechanisms including communication books, student support group structures, referral to outside agencies, targeted teaching of behaviour strategies for individual students.

Linking to the Local Community

Nar Nar Goon Primary School is a member of the Cardinia Network of Schools and collaborates with schools in this network to provide a range of support services to respond to the needs of our students and families. The school has appointed a Student Services Coordinator whose role includes supporting the identification of students in need and liaising with Student Support Services to provide support and future actions.

Nar Nar Goon Primary School is also a significant part of the local community that includes kindergarten, local sporting groups, local traders, recreation reserve committee and scouting group. These organisations provide a range of activities and support for our students.

Rights and Responsibilities

Every member of the school community has a right to fully participate in an educational environment that is safe, supportive and inclusive. Everyone deserves to be treated with respect and dignity.

Within any community it is recognised that all members have rights and responsibilities. These rights and responsibilities form an integral part of maintaining and nurturing a safe and effective learning and social environment.

A **right** is something that belongs to you and cannot be taken away by someone else.

A **responsibility** is something you should do without being told. Some things you do for others and some for yourself.

Student Rights

Students have the right to:

A safe school (both physically and emotionally)

- Students should work and play in safe and secure playgrounds and classrooms, including when using digital learning environments,
- Rules are developed to ensure student safety whilst they are at school,
- There are programs in place that promote emotional security including Play Is The Way, Cyber Safety and access to a school Psychologist and locally employed School Counsellor,
- Students should be treated equally and able to participate in all school activities, regardless of gender, race or cultural and other differences.

Learning

- School will provide a learning environment that encourages and promotes success,
- Learning should take place without distraction,
- All students have the right to express themselves as individuals.

Be respected and cared for

- Students should not tease, annoy or hurt other student's feelings.

Student Responsibilities

Students have the responsibility to:

Respect others' rights to learn

- Students work quietly, complete their work and do not interrupt the work of others,
- Treat others with respect by following the golden rule "Treat others as you would like to be treated."
- Maintaining respectful relationships with all members of the school community.

Participate co-operatively in class and to complete work to the best of their ability

- Students give their best effort in the work they do in the classroom,

Take care of their own, others and school property

- Look after school property and keep the playground and classroom neat and tidy.

Obey the school and classroom rules

- Follow the school rules, and the playground and classroom codes at all times.

Make school a happy and safe place to be.

- Students should be thoughtful and courteous to all members of the school community.

Parents' Rights

Parents have the right to:

- Be shown courtesy,
- Be kept informed and to receive feedback in regard to their children,
- Expect that children will be provided with an appropriate curriculum,
- Communicate with teachers in an atmosphere of mutual respect and trust,
- Have access to the Principal and teachers at a mutually arranged time,
- Have their opinions and thoughts given due hearing by the Principal and teachers.

Parents' Responsibilities

Parents have the responsibility to:

- Send their children to school punctually in a clean, rested, and healthy state,
- Encourage a positive attitude to school by their children,
- Support staff and the school policies,
- Communicate in an atmosphere of mutual respect with all members of the school community,
- Discuss any concerns, worries or opinions in an appropriate and courteous manner,
- Be involved with their children's education.

Teachers' Rights

Teachers have the right to:

- Teach without interference,
- Be shown courtesy,
- Communicate with parents in an atmosphere of mutual respect and trust,
- Feel secure as a member of a team,
- Receive professional support and to seek and receive assistance or advice if necessary,
- Have students whose attendance is both punctual and regular.

Teachers' Responsibilities

Teachers have the responsibility to:

- Provide appropriate learning experiences within an interesting and stimulating atmosphere,
- Provide a safe learning environment,
- Provide feedback to children and parents,
- Treat all members of the school community with respect,
- Support colleagues,
- Support the school's policies and programs,
- Adhere to the NNGPS Child Safe Code of Conduct and Policy document.

Behaviour Management Strategies

Nar Nar Goon Primary School has developed a range of procedures to deal with student's behaviour across a variety of contexts, as well as programs and strategies to support the learning and personal and social development of its students.

Procedures to deal with *negative behaviour* have been developed in consultation with the parent community and are revised on a consistent basis. Expectations and consequences are revised with students regularly and aimed at students taking responsibility for their actions.

The school has a strong student wellbeing focus and this is mirrored in the variety of programs and strategies that are used to provide children with the knowledge, skills and attitudes to develop their confidence and self esteem.

Nar Nar Goon Primary School aims to promote positive behaviours through a staged approach to behaviour management. The school has developed a number of strategies to deal with negative behaviour. These strategies include

- SENTRAL software program documenting all behaviour incidents of concern,
- School shared Googledocs,
- Communication Books,
- Mentoring and/or Supervision or Behaviour Management Plans,
- Restricting Playground Areas or Withdrawal from the Playground,
- Suspension.

The overall aim of the school's Behaviour Management strategies is to support children displaying isolated or continual negative behaviour. The school aims to assist these children to control their behaviour and to develop strategies to modify their negative behaviour.

Strategies

SENTRAL:

Teachers continually record any inappropriate behaviour in the yard or classroom that they feel needs to be monitored on SENTRAL. The student wellbeing team and Principal are notified via SENTRAL and/or staff members and follow up any repeat offenders.

A daily bulletin is posted on Sentral for all staff to read at the beginning of every day where children they feel need to be monitored for behavioural, personal or social reasons will be mentioned. Staff are also responsible for logging any information on to SENTRAL.

PLC meetings are also used to discuss and monitor welfare/behaviour issues in cohorts and individual strategies to be implemented to address behaviours of concern.

RECORD KEEPING:

Teachers track student behaviours and wellbeing through Googledocs, PLC minutes and Seesaw.

Communication Books

As well as being a key component of the Behaviour Management plan the Communication Book can be used for:

- Empowering children who are being bullied by acting as a direct means of communication between the child, parent and teacher,
- Recording of the behaviour of children displaying negative attitudes in the classroom,
- Recording of the behaviour of children displaying negative attitudes in the playground. In this case the book is signed by yard duty teachers enabling behaviour to be regularly checked and observed.

A Communication Book and/or Behaviour Management Plan will be developed and used in consultation with parents. The book will include:

- A written and clear direction for improved behaviour and strategies to support this,
- Daily and weekly written comments by staff, students and parents,

- A clear timeline for the use of the book.

Restricted Playground Areas or Withdrawal from Playground

Restricting areas in which students play is a strategy to allow students to be removed from the general playground and allocated a specific play area. In this way they can be more closely supervised and observed by yard duty teachers.

It is generally used when a student displays a consistent negative pattern in their behaviour. This restriction will usually occur over a period of one day to a week. The student's behaviour is monitored closely during this time.

Withdrawal from the playground occurs when a serious situation occurs or in response to a pattern of continual negative behaviour.

Withdrawal will initially occur for a limited time and generally take place in the general office. When students return to the playground their behaviour will be observed and discussed with them.

If a negative pattern continues withdrawal time can continue.

When withdrawal occurs parents will be notified and their child's behaviour discussed.

Suspension

Suspension, while a part of this program, is seen as a strategy to be used following the use of other management strategies or where a child has displayed dangerous or threatening behaviour in isolated incident. Suspensions can be both 'In School' and 'Out of School'.

Suspension is used when:

- A serious breach of school rules results in staff and/or students being threatened,
- Continual behaviour problems/concerns warrant the child being excluded from school for set amount of time. This will usually only occur after the other strategies in the Behaviour Management process have been implemented.

Classroom Behaviour Codes

Introduction

At the beginning of each school year classroom and specialist teachers are required to clearly review and discuss the classroom behaviour code, review the values and rules of the school, and create a list of *Classroom Expectations* which is to be consistent across the cohort. This gives teachers a planned approach for behaviour in the classroom and clearly defines how the classroom is to function in the coming year.

The code covers consequences for inappropriate behaviours and expectations for appropriate behaviours. The code and expectations are clearly written and sent home to parents early in the new year. It is to be reviewed by the class and teacher at the commencement of each term, or more regularly if needed.

While developing classroom expectations children and teachers need to work together to discuss consequences for both appropriate and inappropriate behaviour. The expectations need to be consistent across a year level.

Students need to be aware that the behaviour codes will be applied with certainty and that behaviour is a matter of the student's choice.

Example of Classroom Expectations

1/2M Classroom Expectations

1. **We follow the Golden Rule; Treat others as you would like them to treat you.**
2. **We use our manners.**
3. **We are able to ask friends and teachers for help when we need it.**
4. **We learn from our mistakes.**
5. **We keep our hands and feet to ourselves.**
6. **We raise our hand and wait our turn to speak.**
7. **We line up sensibly and quietly.**
8. **We sit legs crossed, hands in lap and eyes on the speaker.**
9. **We are friendly and inclusive to everyone.**
10. **We respect our own and others equipment, use it appropriately and return it.**
11. **We work quietly so others can concentrate.**
12. **We are honest.**

Dealing with Negative Classroom Behaviour

It is important that the *Classroom Behaviour Code* is clearly understood by all children and regularly discussed throughout the year. While the school encourages and reinforces positive behaviour through a range of strategies, we are also aware of the need to have a range of consequences for negative behaviour. This type of behaviour can include:

- disobeying a staff member
- disobeying parent helpers,
- distracting other children,
- constantly calling out and annoying other children,
- wilful damage to property,
- threatening or abusive behaviour.

Consequences

The following process is implemented when a child displays negative classroom behaviour: (home and specialist classrooms)

STEP 1

- A **WARNING** will be given to the student to stop behaviour;
'Are you making a strong or weak choice?'

STEP 2

- The **Student** If the child does not stop or continues at a later time, the **CHILD is to WRITE THEIR NAME on the BOARD**, (*Teacher to use discretion here and may elect to write students name on the board if it will be less disruptive to the class*),
'Are you inviting me to be your boss? Do you need me to be your boss?'

STEP 3

- If the child does not stop or continues at a later time, the **CHILD must sit in a QUIET AREA in the CLASSROOM. The teacher will then negotiate with the child regarding their return to normal proceedings**,
'Xxxx you are clearly not in control of yourself at the moment and your actions are telling me that I need to be your boss. Please move to and think about how you are going to make stronger choices when you return to the group'.

STEP 4

- If the child does not stop or continues at a later time, the **CHILD is sent to ANOTHER ROOM for up to 20 minutes. (example P-2 five minutes, 3-6 fifteen minutes)**,
'I have given you opportunities to be your own boss and take control of your actions. You have continued to make weak choices so I am going to have to ask you to leave the classroom'.
- The class teacher must inform the teacher in the other room about what is happening and the time the child is to be withdrawn. If the child refuses to leave the Principal shall be informed,
- The child is to sit in a quiet area of the classroom away from other children,
- The class teacher will arrange for the child to return to the classroom at the appropriate time.

STEP 5

- Should a child continue with negative classroom behaviour upon returning to their classroom, they will be sent to the Principal. The classroom teacher will need to inform the principal of the behaviours. At this point, the child's parents will be contacted to inform them of their child's behaviour.

*Instances where children are removed from the classroom (or specialist lesson) **will be recorded on Sentral by the teacher whose class they are in at the time of the incident.**

**Strategies that can be used to change a pattern of poor behaviour include withdrawal from the playground or another school activity, a Behaviour Management Plan, and/or Communication Book.

***A pattern of repeating behaviour (3 or more withdrawals to the Principal's Office) may result in the student receiving an in-school suspension and the development of a behaviour management plan.

Dealing with Cybersafety Issues

Introduction

Cyberbullying can include harassment or behaviour that threatens, humiliates or intimidates someone, such as sending abusive texts or emails, excluding others from online chats or communication or posting unkind messages or inappropriate images on social networking sites.

While Cyberbullying is more likely to occur at home due to restrictions placed on the use of digital resources at school, the school has a responsibility to discuss issues related to cybersafety. These include:

- Guidelines for the appropriate and safe use of equipment,
- Online Safety and strategies to prevent online problems occurring,
- Directions and advice for when inappropriate incidents occur.

While at school students will only gain access to the Internet via the DET Selected Cache Sites. This cache contains thousands of Internet sites selected by teachers for their educational content. As well, every effort will be made to supervise student access to the Internet.

Consequences

Inappropriate use of the school's digital resources and environments will result in the following:

1. FIRST OCCURRENCE:
 - Verbal warning issued to student and parents notified of inappropriate use
2. SECOND OCCURRENCE:
 - Written notice issued to student and parents are to sign notice and return it to school
 - One week suspension from using any digital resources
3. THIRD OCCURRENCE:
 - Written notice issued to student and parents are to sign notice and return it to school
 - Interview with parents
 - One month suspension from using any digital resources

Please Note: Should a deliberate or particularly offensive act occur steps 1 and 2 may be bypassed.

Inappropriate Use of Social Networking Sites

The inappropriate use of social networking sites such as Facebook, Instagram, Snapchat, Tik Tok, Twitter etc. is most likely to occur in student's own time but will possibly impact on the safety and security of students in the school.

If the school becomes aware of an inappropriate incident involving a social networking site **while at school or at home** the following steps will occur:

1. FIRST OCCURRENCE:
 - Verbal warning issued to student and parents notified of inappropriate use
2. SECOND OCCURRENCE:
 - Written notice issued to student and parents are to sign notice and return it to school
 - Interview with parents
 - One month suspension from using any digital resources
3. THIRD OCCURRENCE:
 - Police Contacted

Please Note the following

- Most social networking sites require its users to be at least 13 years of age,
- Social Networking sites generally have policies about unacceptable content including false profiles,
- Where inappropriate information or abuse occurs users can report this to the website administrator,
- Parents can contact the police if they think their child is being abused or bullied online.

Playground Behaviour Code

At the beginning of the year, and at the start of every term, grade teachers will discuss with their children what playing safely means. This discussion will include how the Play Is the Way values translate into playground behaviour (as written in Bright Beginnings).

Dealing with Negative Playground Behaviour

The school's aim is for children to enjoy their time in the playground. They should be able to play in a positive and safe manner free from injury, bullying or exclusion. As a major part of our School Values, children are encouraged to take responsibility for their actions, and to treat other people with respect.

When rules are ignored or behaviour is negative the school has developed a range of consequences.

Consequences

Minor Playground Incidents

Strategies that can be used for minor breaches of the school rules or where a staff member believes a child needs to be given some time away from other children include:

- Walking around with the yard duty teacher,
- Time out on the time out seat (outside) for no longer than 20 minutes,
- Withdrawal from the playground (inside) for 20 minutes,
- Restricted access to playground equipment and areas including playing in designated areas

These strategies are aimed at giving children time to reflect on their behaviour and as a minor consequence for small incidents. Every effort will be made to see that follow-up of inappropriate behaviour is completed by the teacher involved.

Serious Playground Behaviour

This type of behaviour is described as:

- Wilful injury to another child,
- Disobeying a staff member,
- Leaving the school grounds,
- Wilful damage to school property or grounds.

Instances of negative behaviour will be noted on SENTRAL for follow-up and as a record of individual and whole school behaviour in the yard. Incidents will be dealt with according to the Behaviour Management Plan.

In School Suspension

An 'In School Suspension' can be used where:

1. A child displays a pattern of poor behaviour in their **classroom**, in **specialist lessons** or in the **playground**,
2. A child displays an episode of behaviour that results in an *In School Suspension* being the appropriate consequence, such as they:
 - Wilfully injure another child,
 - Disobey or abuse a staff member,
 - Leave the school grounds.

In the case of an *In School Suspension*:

- Parents will be notified in advance of the reason and arrangements for the In School Suspension which will usually be for one day,
- The child will be supervised by the Principal in the office area,
- Work will be provided by the classroom teacher.

Travelling on the School Bus Service

Introduction

Public Transport Victoria (PTV) provides free school contract bus services in rural and regional areas subject to service provision and travel eligibility policies prescribed by the Department of Education and Training (DET).

Nar Nar Goon Primary School is serviced by five bus services. They are:

- | | | |
|----------|--------------------|--------------------|
| • Bus 9 | (Cardinia Transit) | Nar Nar Goon North |
| • Bus 11 | (Cardinia Transit) | Maryknoll |
| • Bus 12 | (Cardinia Transit) | Tynong North |
| • Bus 13 | (Cardinia Transit) | Tynong |
| • Bus 14 | (Simcocks) | Cora Lyn |

Nar Nar Goon Primary School, in line with PTV requirements, has the following expectations of students who travel on Government Buses.

- Students will remain seated at all times
- Noise is to be kept to an acceptable level
- Never put any part of the body, or throw things, out of a window
- Treat the bus with respect - no vandalism
- Have respect for the rights of other passengers
- Recognise and respect the official authority of the bus driver who is in charge of everyone's safety
- If the bus is fitted with seatbelts you must wear one
- No consumption of food whilst travelling on the bus.

Procedures for waiting and boarding of buses:

1. All children will meet in the Multi-Purpose room once they are dismissed from class in the afternoon.
2. One teacher will use the Bus Roll to call childrens names.
3. Children will walk to the bus and board on teachers' direction.

- Where a child is not to go home on bus, it is the parents' responsibility to contact the school and make this known. Failure to do so will result in your child being put on the bus as normal.
- There will be at least one teacher on Bus Duty each afternoon from 3.30pm until the final bus departs.

Failure to Observe the Bus Travel Arrangements

The Principal will take the following actions after consulting with the Pakenham Secondary College Bus Coordinator if an adverse report is received from the bus driver, parents or teachers:

- First Offence – verbal warning to student
- Second Offence – Telephone call warning to parent/guardian (This will be accompanied by a written warning to the parent/guardian)
- Third Offence – one week suspension from school bus travel
- Fourth Offence – the student will not be allowed to travel on the bus for the remainder of the year

Serious offence that endangers other students, bus staff or property will result in immediate suspension.

Note:

If a student is suspended from bus travel, it does not excuse the student from attending school. The Parents of the suspended child will be responsible for arranging alternative transport to and from school.

Responsibilities of Parents/Guardians

- Parents/guardians are responsible for transporting their children to and from authorized bus stops and their safety at the bus stop while waiting for the bus.
- It is most important that parents waiting for bus passengers at a roadside bus stop should wait on the same side of the road as the bus, to prevent accidents.
- School bus travel is a privilege and not a right and consequences will follow a breach of these conditions. It is understood that bus travel is provided and accepted on these conditions.

EVALUATION

- This policy will be reviewed as a part of the School Review process which occurs annually.

This Policy was ratified by School Council – May 2021