Student Engagement and Wellbeing Policy

2011
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Introduction

The Student Engagement and Wellbeing Policy and Program 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 spirit.

The Student Engagement Policy includes:

- The Aims and Key Foundations of the Policy,
- The School Profile Statement,
- Nar Nar Goon Primary School’s Purpose, Mission and Values Statements,
- Whole School Prevention Statement,
- Rights and Responsibilities,
- Shared Expectations,
- School Actions and Consequences.
- Student Attendance Policy.

Aims of The Student Engagement and Wellbeing Policy

Through the implementation of the Student Engagement Policy Nar Nar Goon Primary School aims to:

1. Create a positive school culture where students feel accepted and they are treated in a fair and respectful way
2. Build a safe and supportive school environment
3. Develop positive relationships between all members of the school community
4. Provide a range of positive experiences and skills that will support students to develop their learning, social and personal skills
5. Encourage student participation in decision making and in community activities
6. Provide opportunities for parental involvement and participation
7. Continually develop and implement a variety of approaches to support student engagement
8. Respond appropriately to individual students requiring additional assistance and support
Section 1: School Profile Statement

School Location

Nar Nar Goon Primary School is located in the rural town of Nar Nar Goon. It is approximately five kilometres from its nearest major town centre, Pakenham, and is surrounded by mostly farming activity. The school is adjacent to the town's sporting and leisure facilities. These include sporting ovals, tennis and netball courts, and a BMX bike track and community hall. The school has been located on its present site for over 70 years and continues to be an important part of its community.

Enrolments

As of March 2011, there were 225 children enrolled in the school. The school receives enrolments from the town and outlying areas that include Nar Nar Goon North, Maryknoll, Tynong, Tynong North and Cora Lyn. There are also a significant percentage (30%) of enrolments from the Pakenham area. A neighbourhood zoned area is in place to give the school more control over enrolments due to the limited capacity of the school to significantly cater for increased enrolments because of the small size of the school block.

The proportion of families in receipt of EMA is 30% which has remained steady over the last few years. There are no students from Non-English speaking households or indigenous students. The school population has generally a low percentage of mobility/transient families, while there are a few single parent families.

The school has approximately 3% (6 children) of children funded on the Program for Disabilities and Impairments although none of these children have severe behaviour problems.

Facilities

Nar Nar Goon Primary School underwent a major building program in 2008-2009 resulting in an almost total rebuild of school facilities building. These new facilities include 10 classrooms, 8 of which are in a single, modern building and 2 in a new portable building. The new classroom building also includes a modern art room and a well-resourced library central to all classrooms. The Administration building includes staff and general office facilities as well as a canteen and multi purpose building. Both buildings are built around an attractive courtyard area / basketball court. Adjacent to this area is a small oval and a variety of playground areas. The new buildings have greatly improved the facilities and also the general aesthetics of the school.

Educational Organisation

Nar Nar Goon Primary School provides an educational program based around a classroom structure that includes both single and composite grades. As well, specialist programs are provided in Art, Physical Education, Science, Music and Reading Recovery.

The staff profile includes a blend of experienced and graduate teachers made up of a Principal, Leading Teacher, and a range of Experienced, Advanced, and Graduate Teachers. Education Support staff include an Office Manager, five Integration Aides and support in the Library and Administration areas. The school teaching and learning program is based on VELS and delivered
using a variety of approaches. All classrooms are well equipped and provide a positive environment for effective teaching and learning to take place. Student behaviour is very good. There have been no expulsions from the school in recent times and there hasn’t been a school suspension for a number of years. The Attitudes to School Survey is generally positive. The Government School Performance Summary 2009 placed the school at the ‘Higher’ level when comparing with other schools.

Parent and Community Involvement

Nar Nar Goon Primary School has a high level of parental support and involvement. This includes parent membership on a variety of school groups including School Council and committees, Fundraising groups and Parents and Friends Association (PAFA). There is also a high level of parental involvement in classroom activities, excursions and camps, and in general support throughout school activities.

Statistical Information

<table>
<thead>
<tr>
<th>Description</th>
<th>Value</th>
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</thead>
<tbody>
<tr>
<td>Total Enrolments</td>
<td>225</td>
</tr>
<tr>
<td>Male Enrolments</td>
<td>109</td>
</tr>
<tr>
<td>Female Enrolments</td>
<td>116</td>
</tr>
<tr>
<td>Number of Students supported by the Program for Students with Disabilities</td>
<td>6</td>
</tr>
<tr>
<td>Percentage of Students with English as a Second Language</td>
<td>0%</td>
</tr>
<tr>
<td>Percentage of Migrant/Refugee families</td>
<td>0%</td>
</tr>
<tr>
<td>Percentage of Aboriginal and Torres Strait Islander students</td>
<td>0%</td>
</tr>
<tr>
<td>Percentage of Families in receipt of EMA</td>
<td>30%</td>
</tr>
</tbody>
</table>
Purpose and Mission Statement

The school’s Purpose and Mission are:

**Purpose**

- To equip the school with the best human and physical resources possible to maximise the opportunities for children to achieve excellence.

**Mission**

- **For our students** - To provide the opportunity for all students to achieve their full educational and personal potential,

- **For our staff** - To provide opportunities for staff development through ongoing professional growth in a supportive, harmonious and challenging environment,

- **For our community** - To provide an environment for learning that reflects and supports our community’s goals and values.

**School Values**

The School’s Values are:

1. *Respect*
   - Show concern and kindness to others and yourself
2. *Responsibility*
   - You are responsible for your behaviour
3. *Honesty*
   - Always tell the truth
4. *Persistence*
   - Give things your best effort and keep trying.
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 responds sensitively to the ideas, thoughts and needs of others without dismissing or degrading them. Differences are acknowledged, and all members of the school are able to accept both praise and criticism,

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.

The effectiveness of the values is reinforced by the following skills and attitudes:

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.

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.
Section 2: 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 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 Engagement Policy and 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,

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 the year to discuss and review the school behaviour codes which are then prominently displayed in all classrooms,
- Implementation of the ‘You Can Do It’ and ‘Healthy Relationships’ programs across the school,
- Implementation of school wide prevention programs such as ‘Help-a-buddy’, ‘Special Friends’ and ‘Pastoral Groups’ 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.
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.
Section 3: 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,
- Rules are developed to ensure student safety whilst they are at school,
- There are programs in place that promote emotional security,
- Students should be treated equally and able to participate in all school activities,

**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.

**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 others in the school.

**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 other people with respect,
  • Support colleagues,
  • Support the school’s policies and programs.
Student Representative Council

The school has an SRC which meets on a monthly basis. The SRC provide suggestions in relation to school facilities and student wellbeing, as well as being the school’s organising group to raise funds for a range of charities and other causes. The SRC is coordinated by a staff member under the leadership of a Year 6 student. The group consists of representatives of all grades.

In 2011, as a part of the new School Strategic Plan, we will be organising student support focus groups in Years 3-6 to specifically discuss a range of student wellbeing and engagement issues.

Key Legislation

Student engagement and wellbeing is supported by legislation in relation to:

- Equal Opportunity Act 1995 (Vic)
- Racial Discrimination Act 1975 (Cth)
- Sex Discrimination Act 1984 (Cth)
- Human Rights and Equal Opportunity Commission Act 1986 (Cth)
- Disability Discrimination Act 1992 (Cth)
- Age Discrimination Act 2004 (Cth)
- Racial and Religious Tolerance Act 2001 (Vic)
- Charter of Human Rights and Responsibilities Act 2006 (Vic)
- Disability Standards for Education 2005.
**Section 4: Shared Expectations**

Effective schools share high expectations for the whole-school community. Our shared expectations have been developed to be clear and specific, positive and focussed on positive social behaviours, supported by procedures and programs to ensure success, consistent and fair and reasonable.

**Students**

**Behaviour**
- Follow the school rules at all times,
- Always try to show the school values,
- Be responsible for the choices you make.

**Attendance**
- Aim for 100% attendance,
- Always arrive at school on time,
- When the music plays stop playing and go to your classroom.

**Participation**
- Have a go at all activities and try your best,
- Attend school events.

**Resources**
- Look after the equipment that is provided,
- Use information and communication technology in an appropriate and safe manner,
- Share with others.

**Relationships**
- Be polite and show kindness,
- Respect that others may have different opinions,
- Always be open to making new friends.

**Physical Environment**
- Look after the yard and keep it clean,
- Keep the playground safe and tell the teacher if it is not,
- Be environmentally friendly – don't waste water or damage buildings.

**Curriculum**
- Work hard and always challenge yourself,
- Listen carefully during instruction time.

**Support**
- Seek help if you need it,
- Help others if, and when, you can.

**Partnerships**
- Contribute to group activities,
- Enjoy opportunities to work and play with others,
- Work cooperatively with teachers and other adults.

**Communication**
- Listen to others,
- Use appropriate language at all times,
- Take turns when talking.
Teachers and School Staff

Behavior
- Focus on students as the core business of school organization and decision making,
- Display a positive attitude to all, including visitors to the school,
- Maintain fairness when dealing with people and situations,
- Take time to listen and respect confidentiality at all times.
- Model appropriate and positive behaviour, especially in front of children.

Attendance
- Ensure punctuality at all times,
- Attend extra-curricular school activities on a regular basis.

Participation
- Take an interest in creating and managing all facets of school organisation,
- Read minutes and other key documents in order to take part in decision making process.

Resources
- Provide a range of resources to engage students,
- Keep up to date with information and communications technology,
- Always be open to using new ideas and resources in the classroom,
- Keep own and shared resources organised and accessible to others.

Relationships
- Listen to students and value their contributions,
- Ensure non-judgemental attitude to situations,
- Show understanding and caring to individuals and situations,
- Make an effort to get to know students interests and likes.

Physical Environment
- Encourage students input and participation in improving the class environment,
- Respect school facilities,
- Lead and support students in caring for the physical environment,
- Keep classroom displays up-to-date and relevant.

Curriculum
- Create an engaging and interesting teaching and learning program using practical activities where possible,
- Make sure every student has an equal opportunity to participate in discussions and activities,
- Whenever possible, ensure activities cater for different learning styles,
- Keep up-to-date with trends in curriculum development and educational thinking.

Support
- Understand the needs of students and plan to accommodate these needs,
- Provide support and advice to all members of the school community when required.

Partnerships
- Listen to parents insights into their children’s learning,
- Encourage involvement of parents and the community in school activities,
- Encourage and participate in positive team work.

Communication
- Use a variety of formal and informal ways to enhance communication between school and home,
- Seek feedback on a variety of issues and react proactively to negative responses,
- Maintain an ‘open door policy’.
Principal

Behaviour
- Provide leadership to all staff, students and parents,
- Focus on students as the core business of school organization and decision making,
- Display a positive attitude to all, including visitors to the school,
- Behave in an honest and open manner maintaining integrity at all times,
- Maintain fairness when dealing with people and situations.

Attendance
- Maintain a consistent attendance at school,
- Ensure accessibility to students, parents and staff,
- Ensure attendance at school events,

Participation
- Encourage the participation of parents in their child's education by encouraging and providing opportunities for parental involvement in a variety of contexts including school council,
- Encourage staff to be involved in the decision making processes of the school.

Resources
- Provide staff and students with the resources and equipment to assist them in the process of teaching and learning,
- Ensure that resources, facilities and organizational processes are managed effectively.

Relationships
- Ensure a leading role in developing and maintaining positive relations between all members of the school community,
- Create a positive image of the school through effective relationships with people outside the school community.

Physical Environment
- Support the development of an appropriately resourced, safe and attractive physical environment that is supports teaching and learning,
- Encourage parent, staff and student involvement in the development of the school environment,
- Respond proactively to concerns, incidents and general safety issues.

Curriculum
- Ensure the curriculum of the school takes into account the needs of specific children where practicable,
- Support the development of a comprehensive curriculum,
- Plan strategically for continuous improvement.

Support
- Provide a high level of support to all members of the school community,
- Show empathy at all times,
- Provide support and advice when required.

Communication
- Maintain a variety of formal and informal avenues for communication,
- Seek feedback on a variety of issues and react proactively to negative responses,
Parents

**Behaviour**
- Model appropriate behaviours when attending student based school functions,
- Maintain fairness when dealing with people and situations.

**Attendance**
- Ensure consistent and regular attendance of children,
- Ensure children arrive at school on time.

**Participation**
- Consider involvement in some aspect of school community,
- Provide fair feedback to the school where appropriate.

**Resources**
- Contribute to supply of adequate resources by payment of annual school fees.

**Relationships**
- Build good relationships with teachers to achieve best outcome for their child,
- Treat all members of the school community fairly and with respect.

**Physical Environment**
- Contribute to ongoing maintenance of facilities by attending working bees when able,
- Model care and respect of the school facilities.

**Curriculum**
- Be aware of curriculum being offered to enable support of children's learning,
- Encourage children to participate in all aspects of the curriculum.

**Support**
- Support staff by reinforcing school rules and values,
- Show empathy to others.

**Partnerships**
- Work together with teachers to support child’s learning

**Communication**
- Keep open communication with school staff,
- Ensure communication is undertaken in an appropriate manner.
Section 5: Behaviour Management
School Actions and Consequences

Introduction

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.

This section includes information on:

- School Rules and Behaviour Codes,
- Guidelines for dealing with Negative Behaviour,
- Behaviour Management Strategies,
- Strategies for Enhancing Self Esteem and Self Concept,
- Strategies for developing Resilience in children,
- Special Programs,
- Procedures for Dealing with Bullying.
Classroom Behaviour Codes

**Introduction**

At the beginning of each school year classroom and specialist teachers are required to clearly define their classroom rules, review the values and rules of the school, and create a *Classroom Behaviour Code*. 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 both appropriate and inappropriate behaviours. The code is 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 a classroom code children and teachers need to work together to discuss consequences for both appropriate and inappropriate behaviour.

**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.**

N.B. The format for a Classroom Behaviour Plan is in the Appendices.

**Example of Classroom Code**

<table>
<thead>
<tr>
<th>1/2M Classroom Behaviour Code 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Respect</strong></td>
</tr>
<tr>
<td>Only one person talks at a time</td>
</tr>
<tr>
<td>Look at the person when they are talking</td>
</tr>
<tr>
<td>Look after other people’s belongings</td>
</tr>
<tr>
<td><strong>Honesty</strong></td>
</tr>
<tr>
<td>Always tell the truth</td>
</tr>
<tr>
<td><strong>Responsibility</strong></td>
</tr>
<tr>
<td>Look after your own belongings</td>
</tr>
<tr>
<td>Look after the class equipment</td>
</tr>
<tr>
<td><strong>Persistence</strong></td>
</tr>
<tr>
<td>Always try your best and don’t give up</td>
</tr>
</tbody>
</table>

**Strategies**

The following guidelines will be used in developing Classroom Codes:

- The codes are to be written in a clear, positive manner and be aligned to the school wide values and rules. Where possible negative words like *don’t* should be avoided,
- Rules and expectations are to be written within the code,
- Rules need to be few in number and address the important issues,
- Rules must be enforceable and enforced with certainty and fairness,
- When the rules are being decided upon a discussion of consequences of breaking these rules needs to be held,
- Consequences for both appropriate and inappropriate behaviour need to be stated,
- Classroom codes are displayed clearly in the classroom.

A copy of the codes is sent to the office and given to specialist staff and integration aides.
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.

Strategies

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

1. **STEP 1**
   - Teacher issues a WARNING to child to stop behaviour,

2. **STEP 2**
   - If the child does not stop or continues at a later time, the CHILD is to WRITE THEIR NAME on the BOARD,

3. **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,

4. **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),
   - 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.
Dealing with Negative Classroom Behaviour during Specialist Lessons

Introduction

During specialist lessons children behaving inappropriately will be given time out in the classroom or on a time out seat for PE lessons.

Strategies

If negative behaviour continues the child will be removed from the lesson. In this instance the child will be sent back to the grade teacher for the remainder of the lesson.

The consequence of this will be:

- Children in Grades 3 to 6 will miss out on sport,
- Children in Grades Prep to 2 will miss out on choosing time.

The Specialist teacher involved is to follow up with the child during lunchtime or recess, with a withdrawal activity relevant to the situation and child.

Children’s names and their negative behaviour will be written in the Behaviour Book. Repeat offenders will be noted. 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.

Parents will be notified if the removal of children from specialist lessons develops into a pattern of behaviour.

Continuous Negative Behaviour in Specialist Lessons can lead to an **IN SCHOOL SUSPENSION**
Playground Behaviour Code

Introduction

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:

- Playing in a way that does not harm others or themselves,
- Playing the games in the appropriate places,
- Not tolerating put downs of any sort,
- The importance of cooperating with others and respecting each other’s feelings,
- Playing fairly and safely.

These discussions will provide the introduction to the development of the school’s Playground Behaviour Code for the year.

Example of Playground Behaviour code

<table>
<thead>
<tr>
<th>Playground Behaviour Code 2011</th>
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</thead>
<tbody>
<tr>
<td>1. Don’t annoy other people by interfering or spoiling their fun,</td>
</tr>
<tr>
<td>2. Share the equipment and use it properly,</td>
</tr>
<tr>
<td>3. NO bullying, teasing or put downs,</td>
</tr>
<tr>
<td>4. Make the right choices – control your own behaviour,</td>
</tr>
<tr>
<td>5. Use your common sense to solve problems calmly, fairly and sensibly.</td>
</tr>
</tbody>
</table>

Strategies

The following strategies are to be used in developing the Playground Behaviour Code:

- During Weeks 1 and 2 of Term 1, there will be a whole school assembly where all children will be given the opportunity to discuss the school values with the aim of developing a Playground Behaviour Code for the year,
- The code will cover safe and positive play in the playground, emphasizing the need for each child to respect the rights of other children,
- The code will be clearly written and sent home to parents early in the new year,
- As with classroom codes the children need to have a clear understanding of the consequences for their behaviour, and they need to know these will be applied with consistency and certainty,
- Students need to clearly understand that if a student refuses a reasonable request from a teacher it will be followed up and consequences implemented.
Dealing with Negative Playground Behaviour

Introduction

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.

Strategies

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,
- Limited access to playground equipment and 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 done 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.

This behaviour will usually result in immediate time-out in the office and the use of a PINK FORM. Continued Serious Playground Behaviour can lead to an IN SCHOOL SUSPENSION.
**Pink Form**

The consequences of serious misbehaviour in the playground involve the child being given a **PINK FORM**. The pink form details the behaviour(s) of the child. It also details the time the child was withdrawn from the playground.

- Year Prep - 2 children - 15-30 minutes
- Years 3- 6 children - 20-40 minutes

The child is given the form to take home to their parents after their behaviour and consequences have been discussed. The form is returned to the specific teacher on the next school day signed by the parent. The withdrawal will take place on the day of the incident unless the offence occurs at the end of the lunch time break. In this instance this will take place the following day.

Instances of negative behaviour will be noted in the Behaviour book for follow-up and as a record of individual and whole school behaviour in the yard.

Repeat offenders will be identified and can be placed on an individual behaviour management plan. Individual management plans may involve the child:

- Being restricted to certain play areas,
- Having restricted times on the playground,
- Being visited by each member of staff while on yard duty,
- Having a behaviour card that requires the signature of yard duty teachers during recess and lunchtime.

A Management Plan requires a clear idea of the behaviour being modified, and for the child and all members of staff to be aware of the procedures in the plan so that consistency can be maintained.

**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.
Dealing with Negative Behaviour (Verbal)

Introduction

Verbal Abuse and/or Failure to Obey the Directions of a Staff Member can occur at school. These two concerns are usually secondary behaviours – behaviour that occurs after an initial incident or conflict. Staff members are prone to face this behaviour as they start to investigate an incident.

In situations where there this is secondary behaviour, it will be dealt with separately to the initial incident.

Strategies

This includes use of inappropriate language, threatening behaviour or yelling/screaming directed at a staff member.

The process involved in dealing with this situation will be:

- The child’s name will be placed in the behaviour book with the description of abuse clearly recorded,
- The Principal shall be informed of the incident,
- The child will be withdrawn from the classroom/playground for an appropriate length of time,
- The child’s parents will be notified by phone regarding the incident, and arrangements will be made to discuss the incident with them and the Principal/teacher,
- From this meeting a Communication Book will be started with expectations of behaviour clearly noted,
- The child will be warned that a repeat incident will result in School Suspension for a period of 1 day,
- A letter will be sent home detailing the concern and reminding the child of the consequence of a repeat incident,
- A time may also be needed for the child and teacher to ‘rebuild and/or repair’ their relationship. This should occur in an atmosphere of respect and calm. The child will also be expected to apologise to the teacher concerned.
Behaviour Management: Flow Chart

**Student Misbehaviour**

**Step 1 ~ Warning**
Warning is given to child to stop the behaviour.
Consequence outlined for next occurrence of misbehaviour

**Step 2 ~ Name on Board**
Child is to write their name on the board
Consequence outlined for next occurrence of misbehaviour

**Step 3 ~ Withdrawal in the Classroom**
Student is moved to internal time-out or alternative seat in classroom for 5 minutes
The teacher will then negotiate with the child regarding their return to normal proceedings.

**Step 3 ~ Withdrawal to another room**
Student is sent to another room for up to 20 minutes.
The teacher has a discussion with student before re-entry into classroom.

**Step 4 ~ 1 Day ‘In School Suspension’**
If negative behaviour continues the student’s parents will be contacted and the student will be given an In School Suspension in the Principal’s Office on the next school day.
The classroom teacher will provide work.

**If behaviour continues to be negative in the classroom the student will be given a 3 day In School Suspension.**

**Step 5 ~ 3 Day ‘In School Suspension’**
Parent contacted and informed of suspension.
A meeting will be held for re-entry to the classroom. The meeting will include classroom teacher, specialist (if required), parents (if possible) and Principal.

**General Guidelines**
- Deliberate Violent behaviour ~ fighting, kicking, hitting, spitting, throwing objects and swearing ~ students can be fast tracked through the system to step 4.
- Restorative discussions need to occur every time a student is removed from the class before a re-entry can take place.
- Continued student misbehaviour will require the development and implementation of a student behaviour management plan. It will need to be developed between the teacher, Principal and parents.
**Behaviour Management Strategies**

Promoting Positive Behaviours through a Staged Response

**Introduction**

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

- Behaviour Book,
- Communication books,
- Mentoring and/or Supervision,
- 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**

**Behaviour Book**

This book is located in the staff room. Teachers record any inappropriate behaviour in the yard or classroom that they feel needs to be monitored. The student welfare coordinator will review this behaviour book and follow up any repeat offenders. In conjunction with the behaviour book, a weekly sheet will be displayed on the board in the staff room where teachers write children they feel need to be monitored.

**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,
- Constant observation and recording of the behaviour of children displaying negative attitudes in the yard. In this case the book is signed by yard duty teachers enabling behaviour to be regularly checked and observed

A Communication Book 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.
Mentoring and/or Supervision

Students displaying consistent negative behaviour will be assigned a mentor. This will usually be the Principal or Student Welfare coordinator. The role of the mentor is to maintain close contact with the student, to discuss his/her behaviour and offer strategies for improvement. The mentor will generally use the Communication Book to keep informed of the student’s behaviour and to maintain contact with parents. While the mentor has a proactive role in developing improved behaviour, they are also a key person in observing behaviour and discussing and implementing consequences if this is negative.

Restricted Playground Areas or Withdrawal from Playground

Restricting areas in which student’s 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.

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.
## SUSPENSION PROCEDURES

### Suspension being considered
- Student support group convened to inform the student and their parent that a suspension is being considered
- Student support group should develop a range of strategies to support the student and parent to address the area of concern and avoid suspension where possible

### SUSPENSION

**Immediate Suspension**
Can only be used where there are grounds for suspension normally and where the health and safety of staff and other students are at risk.

- Give immediate verbal notification to the student and parents.
- Provide supervision on school premises until the student can be collected or until the end of the school day.
- Schedule a student support group within 48 hours of suspension and:
  - Provide students and parents with a Notice of Suspension
  - Develop a student return to school plan and a behaviour management plan where appropriate.
  - Provide school council president with the Notice of Suspension

**Suspension following student support group.**

- Convene student support group to explain to the student and parent / carers:
  - The reasons for the suspension
  - The school days on which the suspension will occur
  - Where it will occur
  - Provide contact details for additional support services
  - Develop a student absence learning plan

If the suspension is for five days or more provide details of the post-suspension student support group meeting.

- Provide student, parent and the school council president with students Notice of Suspension prior to the day on which the suspension occurs.
- Provide the student and parents with a copy of the information brochure *Procedures for Suspension.*

Schedule a post-suspension student support group if the suspension is for 5 days.
## NOTICE OF STUDENT SUSPENSION

<table>
<thead>
<tr>
<th>School Information</th>
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<tbody>
<tr>
<td><strong>School Name:</strong> Nar Nar Goon Primary School</td>
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<tr>
<td><strong>School Number:</strong> 2248</td>
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<table>
<thead>
<tr>
<th>Student Contact Information</th>
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</thead>
<tbody>
<tr>
<td><strong>Name:</strong></td>
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<td><strong>Address:</strong></td>
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<tr>
<th>Parent / Carer details</th>
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<tbody>
<tr>
<td><strong>Name:</strong></td>
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<td><strong>Address:</strong></td>
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<tr>
<th>Suspension Details</th>
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<tbody>
<tr>
<td><strong>Current Suspension</strong></td>
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<tr>
<td><strong>From</strong></td>
</tr>
<tr>
<td><strong>Previous suspensions in this school year</strong></td>
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<tr>
<td><strong>From</strong></td>
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<td><strong>From</strong></td>
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| **Previous suspensions in previous school years** |
| **From** | **to** |
| **From** | **to** |
| **From** | **to** |

### Reason for suspension

Under ministerial Order 184, this student was suspended for (please circle)
- Threatening or endangering the health, safety or wellbeing of others
- Committing an act of violence against another person or property or being knowingly involved in the theft of property
- Possessing, using or assisting another person to use prohibited drugs or substances
- Failing to comply with a reasonable and clearly communicated instruction of a principal, teacher or other staff member.
- Consistently behaving in a manner that interferes with the wellbeing, safety or educational opportunities of any other student.
- Consistently engaging in behaviour that vilifies, defames, degrades or humiliates another person.

### Circumstances leading to suspension

<table>
<thead>
<tr>
<th>Principal’s Name</th>
<th><strong>Signature:</strong></th>
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<tbody>
<tr>
<td><strong>Date:</strong></td>
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*A copy of this form must be kept by the school, provided to the parent and also a copy sent to the school council president.*
# SUSPENSION SUPPORT GROUP MEETING

**Date/s of student support groups:**

<table>
<thead>
<tr>
<th>Date/s of student support groups</th>
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</table>

**Attendees:**

<table>
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<th>Attendees</th>
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</table>

**Strategies discussed:**

<table>
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<tr>
<th>Strategies discussed</th>
</tr>
</thead>
</table>

**Supports (school based or external) provided to the student:**

<table>
<thead>
<tr>
<th>Supports (school based or external) provided to the student</th>
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</table>

**Date of post-suspension student support group (if suspension is for more than five days):**

<table>
<thead>
<tr>
<th>Date of post-suspension student support group (if suspension is for more than five days)</th>
</tr>
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</table>

**Additional information (if required)**

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<th>Additional information (if required)</th>
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**Principal Signature:**

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**Parent Signature**

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<th>Parent Signature</th>
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Strategies for Enhancing Self Esteem and Self Concept

Introduction

As a part of the school’s Staged Response to behaviour management Nar Nar Goon Primary School places a high priority on the development of each child’s self-esteem and self-concept. This provides a program of formal and informal strategies, in and outside the classroom, which nurtures the development of each child’s learning, social, and personal growth. Nar Nar Goon Primary School strives to build self-esteem. We believe high self-esteem in students is vital for a successful, co-operative learning environment.

Strategies

We aim to nurture self-esteem by:

- Having student wellbeing as a major focus of school planning and organizational arrangements,
- Appointing a Student Wellbeing Coordinator,
- Implementing a wellbeing and discipline program that is not punitive but builds self-esteem and resilience both in the classroom and playground, and through positive praise and encouragement,
- Implementing a Values program throughout the school concentrating on weekly and term themes,
- Implementing programs such as “Bullybusters” to increase children and teacher skills in dealing with conflict.
- Implementing classroom programs on self-esteem, conflict resolution and anger management specifically at the beginning of each school year, with regular follow up lessons to be timetabled throughout the year.
- Planning for staff to attend professional development programs dealing with ways of managing difficult behaviour.
- Recognition of appropriate behaviours in the following ways: -.

Individual classroom incentives:

- House points,
- Verbal praise,
- Personal positive feedback,
- Stickers,
- Raffle tickets,
- Certificates,
- Games,
- Free time earned by appropriate behaviours,

Whole school incentives:

- E4 effort,
- Special days,
- ‘You Can Do It’ awards,
- ‘Help-a-buddy’ raffle,
- Merit awards,
- Organization of games at lunch time,
- ‘Aussie of the Month’,
Strategies for Building Resilience in Children

‘Resilience is the fine art of being able to bungy jump through life. The pitfalls are still there but it is as if you have an elasticized rope around your middle that helps you to bounce back from hard times.’

Andrew Fuller

Introduction

Resilience is the term used today to describe the protective factors that children who are mentally healthy have. Resilient children have a positive sense of self and their place in the world. They are children who can stand up for themselves and bounce back when facing a difficult, hurtful or disappointing situation. Resilient children feel safe enough to make mistakes and try again. They are also children who are predominantly happy and joyful, interested in and curious about the world, and generally hopeful and positive about the future.

In today’s climate of growing rates of relationship breakdown, depression, substance abuse, violence and the general stresses in living in a fast changing world, the focus is shifting to the need to raise resilient children. These are children who will have the skills to be happy and successful regardless of the ever-changing context of their life.

While parents are at the centre of building resilience in their children, schools have a major role in helping to support this task. Schools provide a safe and positive environment in which children have the opportunity to experience a range of social, personal and learning experiences. Within these experiences should be the opportunity to build the skills and attitudes that nurture healthy and resilient children.

Strategies

Building Positive Relationships

- Staff members at Nar Nar Goon Primary School aim to build a positive relationship with all children both in their own grades and areas, as well as across the school. All teachers take responsibility for all children,
- Our Special friends program specifically targets those children with special needs in this area by allocating a specific staff member to them to build a ‘one on one’ relationship. This can simply involve making daily contact in a positive manner,

Promoting Belonging

- We develop a sense of belonging and school identity by attachment to Year and Area levels, membership of specific sporting teams, house groups and pastoral groups, and a focus on caring for self, other children and the school environment,
- We have a range of ongoing rituals that children can easily identify with, look forward to, and enhance attachment to the school. These include:
  - Annual sporting and school events,
  - Camps,
  - Pastoral groups,
  - Leadership opportunities for senior children,
Weekly and Yearly awards.

- The school promotes a positive relationship with home and sees this as fundamentally important in supporting the child’s connectedness to school. Parents are encouraged to become involved in a range of school activities, including membership on decision-making groups such as School Council.

Developing Self Esteem and Optimism

Positive self-esteem is an essential ingredient for resilience. Every child needs to have his or her special talent, ability or gift that is recognized and given opportunity to develop, Nar Nar Goon Primary School’s Vision and Values statement clearly identifies the child as being at the centre of school operations. All groups within the school, including staff, School Council, PAFA, and fundraising are focused on providing support and opportunities for children.

- The school has a positive and effective program in this area that consists of a number of strategies. (see Enhancing Self Esteem and Self Concept),
- The school Values Program has a significant focus on developing self esteem through its weekly theme related topics,
- Nar Nar Goon Primary School encourages all children to produce their best effort in whatever they are undertaking. While we encourage healthy competitiveness, we are focused towards encouraging children’s involvement in a range of experiences,
- The REACH program ‘Heroes’ is used, especially in senior school, to identify the process that life challenges can present children. This type of language is used with children to identify challenges and to overcome those challenges.

Building Social Skills

- Nar Nar Goon Primary School’s School Values program has a strong social skills program based on the 4 values of the school:
  1. Respect,
  2. Responsibility,
  3. Honesty,
  4. Persistence.
- Children are reminded constantly of these values in their classrooms and as a whole school. Awards are distributed weekly based on the previous week’s topic,
- Teachers encourage children to discuss their experiences in the playground, especially those ones that have created a negative response. There is much discussion about feelings and responses and about understanding other people. There is also time spent on discussing conflict resolution strategies, caring about others, sharing equipment and admitting when a mistake is made,
- Children are encouraged to admit to mistakes and say ‘sorry’ if they hurt another person,
- Whenever possible children are encouraged to learn about positive role models. Positive role models can be identified through the media, in the local community and within children’s own families. Older children are always expected to set a positive example for the younger children in the school.

Having Consistent Rules and Boundaries

- Nar Nar Goon Primary School has clear school, playground, and classroom rules (see Classroom and Playground Codes of Behaviour) that are discussed regularly with the children. At the beginning of the year all children discuss and revise the ‘Codes of Behaviour’.
Special Programs

At Nar Nar Goon Primary School special programs are implemented to help build social skills, self-discipline and respect for others.

School Values

The School Values (Persistence, Respect, Responsibility and Honesty) were developed as part of our whole school review in 2006. The values are simple, yet cover a wide range of skills and attitudes that we aim to develop in the children. The values are continually discussed and real life examples are used to demonstrate a point made where possible. Each week a new value is chosen to focus on. This value is presented at Monday assembly and reinforced throughout the week in the grade and playground. Each grade has a set of posters that outline the meaning of each value and gives examples of the way each value can be demonstrated. These examples are developed with the whole school at the beginning of the year.

Buddies

Early each year we allocate a grade 6 buddy for each prep child. The aim of this program is to provide another person / friend for the prep child to play and work with. We have one classroom session each week when we work together on a variety of different activities.

Assembly Awards

At Monday assembly one child from each grade is presented with an award in recognition of their effort in the previous week. This is called the ‘E for Effort’ and is much regarded by children of all year levels. Presenting a special award to one child from each grade based on the weekly value also reinforces the weekly value. Teachers also present a number of other awards to their children. These can be based on their performance in curriculum areas, their attitude and effort, or their actions in support of other children.

Special Friends

While the staff take on the responsibility of a whole school approach to student management and wellbeing, our Special Friends program involves pastoral care for individual children. Staff members are responsible for the encouragement and care of individual children who we feel are in need of extra support and guidance. The program is revised on a regular basis as the needs of children change.

Happy Houses

Happy Houses is a program run on a monthly basis that aims to bring children of all age groups together in groups based on the House team that they are a member of. The activities for each group are organized and run by Year 6 children under the supervision of a teacher. They are usually simple game activities aimed at being fun and involving all children. The Happy House program is another strategy whereby children get to know other children in the school.
Bullying

Definition

Bullying is when someone, or a group of people, who have more power at the time deliberately upset, or hurt another person, their property or reputation on more than one occasion.

Types of Bullying

Physical Bullying
- This includes hitting, tripping, and pushing or damaging property,

Verbal Bullying
- This includes name calling, insults, racist or sexual remarks or verbal abuse,

Indirect Bullying
- This is carried on behind someone’s back and includes spreading rumours, playing nasty jokes, mimicking, encouraging others to exclude, cyber bullying (email, SMS, etc.)

Cyberbullying
- Cyberbullying occurs when the internet, email or mobile phones are used to deliberately and repeatedly engage in hostile behaviour to harm someone. It is sometimes used as an extension of other forms of bullying and can result in the child or teen experiencing social, psychological and academic difficulties.
- 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.

What Bullying is Not

Many distressing behaviours are not examples of bullying, even though they are unpleasant and might require adult assistance. These include:

Mutual Conflict
- Arguments or disagreements where both sides want to work out the problem,

Social Rejection or Dislike
- Unless it causes repeated attempts to exclude or create dislike amongst others,

Single-episode acts
- Single episodes of nastiness or physical aggression. If a person is verbally abused on one occasion they are not being bullied.
Procedures for Dealing with a Bullying Incident

**METHOD OF SHARED CONCERN**

Stage 1: The First Meeting:

**Preliminary Work:** Gather as much information about the incident prior to the meeting.

**Timing:** Do not forewarn students of the meeting but inform their class teacher. Interview students consecutively, commencing with the leader, ensuring there is little or no time available for students to talk to each other.

**Solutions:** Don't bargain. Say "I was thinking more about something that you could do yourself."

**Outcome:** The outcome for the bullying students to suggest how they can change their behaviour in some small way. The interviews finishes with each student agreeing to try to achieve their suggestion for the following week.

Stage 2: Follow Up Meeting

This is to establish how well each student has achieved the aim agreed in the first meeting. **If the bullying hasn't stopped** all together, continue to work with the student in the same way. **If it has stopped,** congratulate the students and continue in the same way.

Tell the student that the next stage is a group meeting, and set a date for this.

Stage 3: Group Meeting

1. Ask students to repeat some positive statement that they can say to the bullied student when he/she enters the group,
2. Arrange seating so that the bullied student sits next to the teacher,
3. Remind the students how successful they have been with improving the situation,
4. Also ask the students what they can do if someone starts bullying again,
5. This is to help them formulate a back-up plan,
6. Arrange to meet in approximately one week to review the situation.

**IF PERSISTENT BULLYING OCCURS**

- Parental involvement.
- Personalised behaviour modification plan
- Change of class to split bullying
- Intensive, individual counselling
DEALING WITH THE VICTIM.

Supporting the victim of bullying is a fundamental aspect of any bullying policy and program.

Strategies used include

1. **Provide immediate protection**
   - To provide immediate protection the victim could be offered a job/function. e.g. sports monitor. This can be a positive time out and be used as a temporary measure only.

2. **Provide an interest group.**
   - For children who are isolated and friendless on the playground, a supervised area at lunchtime to build an interest parallel with others in the group. eg. gardening, chess, art/craft. The school may wish to enlist the help of parents.

3. **Buddy system.**
   - Selection of the buddy is of prime importance. It is best to pick an older student who can be both companion and observer. The victim would benefit if the buddy has similar interests and is someone who has kudos among their peers.

4. **Social skills training**
   - A social skills program complemented by a self-esteem program positively supporting the victim.

   Key areas covered in this program are:-
   - Awareness of own feelings, emotions and those of other people
   - How to be positive about oneself without boasting
   - How to work co-operatively with other people
   - How to make and maintain friendships
   - How to deal with conflict
   - How to stand up for yourself

5. **Assertiveness training.**
   The victim is to be given support in being assertive. Strategies to be taught are:
   - Positive ignoring,
   - Strong body language, saying "NO" like it is meant,
   - Asking an adult for support,
   - "Broken Record" - repeating the statement several times in a similar tone "No I don't lend my bike.",
   - Fogging - "maybe", "so", "could be" (do not provide the bully with any bait.),
   - Positive self-talk and creative visualisation (make a positive picture in the mind while telling him/herself "I'm OK, I can handle this.",

One good way of assertive training is through role-playing a variety of situations to model the above strategies.
DEALING WITH THE BULLY

The aim of this program is to teach the bully positive ways to get what he/she wants without bullying.

1. **Social skills training.**
   Focus on:-
   - Awareness of one's feelings and the feelings of other people,
   - How to feel positive about oneself, without asserting control and power over other people,
   - How to work and co-operate with other people,
   - How to use positive body language how to establish and maintain friendships in a positive manner,
   - How to distinguish between aggressive and assertive behaviour.

2. **Drama**

   Drama is a positive way of approaching the problem of bullying for both victim and bully. Students being active, co-operative and participatory make drama a positive tool.

3. **Picture cue cards.** (refer "Behaviour Recovery" Bill Rogers)

   The teacher, with the bullying student isolates certain behaviours that are not acceptable (eg name calling, kicking, pushing, threatening.) This behaviour is drawn on a card that is shown to the child when they start exhibiting this behaviour.

4. **Anger management**

   A starting point for dealing with a bully is using anger diaries and relaxation activities. Working through methods of letting go tension that builds in an appropriate manner.

5. **Positive Self-Talk**

   Inner self-talk determines and guides behaviour. It is the role of the teacher to challenge and offer the bully positive self-statements so that the bully's behaviour can begin to reflect a new state of consciousness. This is to empower the bully to instigate change in his won behaviour rather than it being imposed upon him by another.
CYBERBULLYING

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.

Cyberbullying is more likely to occur at home due to restrictions placed on the use of computers and mobile phones at school. Nevertheless 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.

Strategies to Support the Teaching of Cybersafety

The school takes on the responsibility to include cybersafety as a part of the curriculum program. When discussing the safe use of the internet discussions with children are based on emphasising:

- That the internet is generally a **public forum** and it is important to guard personal privacy by not posting information or photos that you wouldn’t want everyone to see,
- **Only share** your login and password details with your parents or another trusted adult,
- **Check with your parents** if you decide to give out personal information or communicate with someone you don’t know in real life,
- **Tell a trusted adult** if someone is sending you unkind or bullying messages,
- **Don’t respond** to the sender of these messages and block the person who is behaving badly. Report them to your Internet Service Provider,
- **Stand up and speak out** if you see or know about cyberbullying happening to a friend, it’s important to support them and report the bullying,
- **Be considerate** and treat others as they would like to be treated. Don’t forward on messages or photos that may hurt or upset someone,

Helpful Resources

- Cybersmart Online Helpline [www.cybersmart.gov.au](http://www.cybersmart.gov.au)
  - This is a great website for a range of resources and advice on cybersafety
- Kids Helpline 1800 55 1800
Section 6  Staged Response Checklist

Stage 1  Prevention and Early Intervention

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.

<table>
<thead>
<tr>
<th>Suggested strategies</th>
<th>School actions</th>
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</table>
| Define and teach school-wide expectations for all. | • School Values are reviewed each year with all children and discussed regularly throughout the year,  
• Values/Behaviour Codes distributed to parents in February,  
• School Values and Behaviour Codes are displayed throughout the school,  
• Value of the Week discussed in each classroom,  
• Weekly awards, including value of the week, presented at Monday morning school assembly, |
| Establish relevant school-wide prevention programs. | • School Values,  
• ‘You Can Do It’ Program,  
• Healthy Relationships Program, |
| Establish consistent school-wide processes to identify students at risk of disengagement from learning. | • Children are identified and strategies developed discussed at weekly staff meetings,  
• Those children needing referral are identified and the school Support Services coordinator notified,  
The school’s ‘Special Friends’ program identifies and links a teacher to a child in need,  
• Program Support Groups are implemented for children where appropriate,  
• Teachers, in consultation with parents, develop ‘Individual Learning Plans’ for children identified as needing extra support,  
• The school’s mid year review allows staff to review plans and strategies developed to support children,  
• Behaviour Management Plans are developed for children whose behaviour is identified as requiring management, |
| Establish consistent school-wide processes and programs for early intervention. | |

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Nar Nar Goon Primary School  Student Engagement Policy (March 2011)  Page 41
Stage 2: Intervention: A Targeted Response for 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.

<table>
<thead>
<tr>
<th>Stage 2: Intervention: a targeted response for individual students</th>
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<tbody>
<tr>
<td><strong>Suggested strategies</strong></td>
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<td>Establish an understanding of the life circumstances of the child/young person and how they feel.</td>
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<tr>
<td>Establish data collection strategies.</td>
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<tr>
<td>Develop the plan for improvement based on data and review regularly.</td>
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<td>Explicitly teach and/or build replacement behaviors.</td>
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<tr>
<td>Determine strategies for the monitoring and measurement of student progress</td>
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<tr>
<td>Establish inclusive and consistent classroom strategies</td>
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<tr>
<td>Establish out-of-class support strategies</td>
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<tr>
<td>Establish a student support group</td>
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</table>
### Individual Learning Plan

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<th>Student name:</th>
<th>Date of birth:</th>
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<th>Year level:</th>
<th>Date:</th>
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#### Review of progress should be based on collection and analysis of data
- formal classroom and broader assessment data such as appropriate observation notes from classroom teacher/s
- feedback from the student
- feedback from the parents/carers

All decisions regarding student learning should be based on a range of data sources. Individual Learning Plans aim to personalize the teaching and learning program, support improvement in identified areas and should be monitored and revised regularly.

#### Learning improvement goals -
**Priority areas for improvement.**
Consider:
- engagement
- attendance
- behaviour

#### Learning outcomes
List relevant learning outcomes linked to the learning improvement goals. Consider:
- engagement
- attendance
- behaviour

#### School and classroom strategies revised pedagogy
Consider:
- revised pedagogy
- classroom learning interventions
- small group/individual support
- behaviour expectations

#### Parents/carers – expectations/support
Identify in partnership:
- expectations of parents/carers
- level of support that can be provided by parents/carers
- how the school can support parents/carers

#### Processes for collection of data
Identify:
- data collection methods
- how progress will be measured

#### Timeline for review and revision of plan
Individual Learning Plans should be measured and modified regularly.

#### Student’s comments:

#### Classroom teacher’s comments:

#### Parent’s carer’s comments:
Section 7: Student Attendance Policy

Purpose:

All Victorian children are required at a government or registered non-government school unless they falling into an exempt category. Regular and consistent student attendance is vital for success at school, both academically and socially.

Goals

- To promote regular and punctual student attendance, each school day.
- To provide guidelines and procedures to monitor student attendance.
- To provide strategies when attendance is a concern.

Implementation

- Attendance rolls are to be accurately filled in, twice daily, by the teacher responsible for the class,
- Students arriving after 9:05 are marked as late and when arriving after 9:15am are required to fill in the “late book” at the office,
- Parents collecting students before the end of the day are to fill in the “early leavers” book,
- Student absences are to be explained preferably by a parental note. Verbal explanations or phone calls are also acceptable,
- Absence notes are sent to the office every Friday. The notes will be archived for future reference if required,
- Class teachers are to make contact with parents when a student has been absent without explanation for a period of three days. Further contact is to be made by the class teacher when 5 un-approved absences are reached,
- All contact with parents should be noted in the child’s file,
- All unapproved absences of 5 or more days or patterns of student’s absence will be communicated to the Principal and Student Wellbeing coordinator,
- A letter reminding the family of their legal obligations will be sent home by the Principal. If the matter continues it is a requirement that Regional office must be informed,
- Regular items concerning attendance will be published in the newsletter,
- All absences will be recorded on CASES on a weekly basis,
- Attendance frequency will be included on the June and December reports,
- Absence proformas will be regularly circulated in the newsletter,
- Aggregated student attendance data is reported to DEECD and the wider community in the annual report,
- Students taking extended absences from school for family holidays etc. must have a Student Absences Learning Plan to support their education whilst they are away. This will be developed in consultation with the child’s parents,
- Where a student has had excessive absences an Attendance Improvement Plan will need to be developed in consultation with the child’s parents,
- Where a student has had an extended period of absence a Return to School Plan will need to be implemented.
Evaluation

- Term and Year attendance rates will be analysed and discussed,
- Student Attendance Procedures will be regularly monitored for their effectiveness.

Monitoring of Student Attendance

Daily Monitoring

- If a child is away a note needs to be produced on the first day of return,
- If there isn’t a note produced the student is give an absence slip to take home with as much filled out by the teacher as is possible. Reason for attendance and parent signature blanks should be highlighted,
- If a child is absent for three days the classroom teacher makes a phone call on the third day. Record of the phone call is made in the teacher diary. If the parent cannot be contacted the details are clarified and recorded in the diary,
- Notes still need to be followed up and the code recorded on the roll.

Monthly Monitoring

- NarNar Goon Primary School aims for 95% attendance,
- Absence data will be printed out each month and given to the Principal,
- The Principal will highlight attendance data for each grade that is below 95% (school aim) and *0% (not acceptable). This data will be handed to classroom teacher every month,
- Classroom teachers, in consultation with the Principal, will decide which students need to be followed up with a school letter,
- Any student under the 80% attendance rate for the month excluding:- prolonged illness, holidays with family or other extenuating circumstances should be listed for follow-up,
- Attendance data will be kept in a folder on staff server under ‘ATTENDANCE 2009’ teachers will be required to keep a record of all attendance notes sent home,
- Classroom teachers are to follow up signed acknowledgements of the school letters sent home and record these,
- If a child falls under the 80% benchmarks again a second letter is sent home,
- An ‘Attendance Improvement Plan’ will then need to be developed to provide strategies to improve attendance,
- If for a third month the student falls under the 80% benchmark the Principal is to be notified and the region will be contacted. A letter from the Region will then be sent to the family,
- A second letter from the Region will be sent if needed after the second and third month of high absenteeism.
Nar Nar Goon Primary School Attendance Flow Chart

Student

Student attends school

Record as present on roll

School

Student does not attend school

Mark as absent on roll

Note returned – record in roll

Parent

Note not returned

Send white absence note home

Student absent for 3 days

Teacher to make contact with family

Record parent contact in dairy
Student Attendance Flow Chart

**Student**

- Student attendance Under 80%

**School**

- Monthly absence data given to teachers
  - Teacher records reason on attendance database

**Parent**

- School letter sent home. Record on database

---

**Student**

- Student attendance under 80% for second month
  - Attendance improvement plan developed

**School**

- Monthly absence highlights below 80% attendance for 2nd month
  - Classroom teacher to notify the Principal

**Parent**

- 2nd school letter sent home. Record on database

---

**Student**

- Student attendance under 80% for third month

**School**

- Regional office notified on continued absence and attendance improvement plan

**Parent**

- Regional letter sent to family. Record on database
## Attendance Improvement Plan

<table>
<thead>
<tr>
<th>Student Name:</th>
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<tr>
<td>Year Level:</td>
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</table>

The work that I have missed and need to complete:

Insert a copy of student’s timetable here:

Goals to improve my attendance so that I achieve a ........ % attendance rate.

1. 

2. 

3. 

People I will go to when I need help:

Their locations:

If I am absent for any reason my parent / carer will contact the school on the first day of my absence:

School phone: 59425 311

If the school does not receive a message then my teacher will contact my home to see what has happened.

Parent / Carer phone:

### School Term Dates

<table>
<thead>
<tr>
<th>School Free Days:</th>
<th>School will be closed to students on:</th>
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# Student Absence Learning Plan

<table>
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<tr>
<th>Student Name:</th>
<th>Date:</th>
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<tr>
<td>Year Level:</td>
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</table>

**Reason for absence:**

**Date of commencement of absence:** | **Date of return to school:**

**Description of the educational program:**

**Activities for student to undertake while away from school:**

**Outcomes for the student to achieve:**

**Resources that the students may find useful:**

**Agree role of parents / carers in supporting the absence learning program:**

**Contact details for the student to stay in touch:**

**School contact person:**

**Signature of parent / carer:**

**School phone number: 59 425 311**

**Signature of principal:**
Appendix  1.

School Values Program

Aims

- To make the students aware of specific social skills.
- To improve the general tone of the school.
- To introduce a consistent whole school expectation of social interaction.

How the Program Operates

Our school has four general values. They are:

- Respect
- Responsibility
- Honesty
- Persistence

Each value is discussed throughout the year using a variety of weekly topics.

The school newsletter publishes the topics with a brief discussion of the need for the topic and some ideas the children might like to try. The weekly topic is mentioned at Monday morning assembly and when awards are given to children who have demonstrated that social skill during the proceeding week.

Teachers are asked to brainstorm the meaning of each topic for the week. Appropriate activities are chosen for the class to cover the topic each week. There is no set time or activity for the week. Teachers have the opportunity to develop the weekly topics appropriate to the needs of the children in their class. The only requirement is that each topic is given some consideration. At the end of the week teachers may choose a child who has been demonstrating appropriate “topic” behaviour for an award presented at assembly.

Teachers are always encouraged to discuss previous topics when appropriate and to discuss with children how they might improve their behaviour by applying the skills learnt.

The success of the Values Program is based on:

- Raising the awareness of social issues for all children,
- Introducing a common shared language for discussing social issues,
- Encouraging children to think about and define a range of social and personal concepts,
- Giving children skills to cope with difficult social situations,
- Enabling children to understand that others may also be feeling upset about particular situations and that they are not isolated,
- Letting children know that their problems are being taken seriously,
- Being consistently applied throughout the school and is a great way to discuss problems with teachers, students and parents,
- All parents and teachers knowing what topics have been covered and what the expectations are for all.
School Values Program Weekly Topics

Term 1
Week 1 Classroom rules and behaviour codes
Week 2 Classroom rules and behaviour codes
Week 3 Respect
Week 4 Showing Kindness
Week 5 Responsibility
Week 6 Self Discipline
Week 7 Persistence
Week 8 Trying Hard
Week 9 Honesty
Week 10 Making the Right Choices

Term 2
Week 1 Respect
Week 2 Fairness
Week 3 Responsibility
Week 4 Consideration
Week 5 Persistence
Week 6 Determination
Week 7 Honesty
Week 8 Owning up to Mistakes
Week 9 Tolerance
Week 10 Excellence

Term 3
Week 1 School Rules
Week 2 Responsibility
Week 3 Being Assertive
Week 4 Persistence
Week 5 Tolerance
Week 6 Honesty
Week 7 Courage
Week 8 Respect
Week 9 Courtesy
Week 10 Trustworthiness

Term 4
Week 1 School Rules
Week 2 Responsibility
Week 3 Determination
Week 4 Persistence
Week 5 Enthusiasm
Week 6 Honesty
Week 7 Tact
Week 8 Respect
Week 9 Patience
Week 10 Excellence
Week 11 Celebration
Appendix 2.

Anti Bullying Policy

Purpose:

Nar Nar Goon Primary School students have the right to a safe and caring environment which promotes learning, personal growth and positive self-esteem. The school is committed to providing this type of environment and each student has the responsibility to ensure that it occurs.

Goal:

To provide an atmosphere free from bullying.

Introduction

Being bullied or harassed means that someone is subjected to behaviour which is hurtful, threatening or frightening. 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 the legal right to protection from harassment under the Commonwealth Sex Discrimination Act and the Victorian Equal Opportunity Act.

Bullying can take the following forms:

- **Physical bullying** includes fighting, pushing, shoving, gestures or invasion of personal space.
- **Visual bullying** including name calling, offensive language, putting people down behind their backs, picking on people because of their race, gender or creed.
- **Victimisation** including stand over tactics, picking on others, threats to "get" people, repeated exclusion.
- **Sexual bullying** including touching or brushing against one in a sexual manner, sexually oriented jokes, drawings of, or writing about someone's body, using rude names or commenting about someone's morals, unwanted invitations of sexual nature, asking questions about someone's private life.
- **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. 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 the online community.
**Racial discrimination** including name calling based on a person's race or culture.

**Implementation:**

- At the beginning of each year the policy definition on bullying and harassment is explained to all students,
- At the beginning of each year the policy definition on bullying and harassment will be explained and discussed at a staff meeting,
- The policy is to be published in the Prep enrolment package. The staff handbook will contain the bullying and harassment policy,
- Parents will be informed about the policy through the parent newsletter,
- Continuous promotion of school based programs that provide a safe and caring environment will take place. For example: the School's Values Program - a weekly program taken within the classroom that deals with the issues of personal and social responsibility, relationships and self confidence,
- Incidences of bullying are to be dealt with in accordance with the procedures set out in the Student Welfare and Management program,

**Evaluation:**

- Review of incidence of bullying recorded in the behaviour book.
- Number of children on behaviour plans within the school.
Appendix 3.

Classroom Behaviour Code Example

**Grade 5/6C Classroom Behaviour Code**

We will think before we act.

In our classroom we will show **RESPECT** by;
- Listening to each other, thinking about what is said and having eye contact with the person speaking.
- Giving each other a say without fear of being put down
- Helping and supporting each other
- Using our manners
- Looking after ourselves, each other and their belongings.

In our classroom we will show **PERSISTENCE** by;
- Trying our best
- Not giving up
- Asking for help if we need it

In our classroom we will show **RESPONSIBILITY** by;
- Treating each other well
- Returning borrowed things unbroken
- Being organised
- Making good choices – owning our own behaviour
- Controlling ourselves in all of our classes

In our classroom we will show **HONESTY** by;
- Always telling the truth
- Owning up to our mistakes
- Doing our own work.
Appendix 4.

**Student Uniform Policy**

**PURPOSE**
- The school uniform policy reinforces in students a pride in their own appearance and a sense of school identity in the community.

**GOALS**
- To foster a sense of pride and belonging within and outside the school community,
- To ensure student safety, security and ease of identification,
- To create a sense of equality amongst students,
- To support the school’s Sun Smart Policy.

**IMPLEMENTATION**
- The wearing of our school uniform is compulsory,
- A copy of the School Uniform Policy and uniform price list from Beleeza in Pakenham will be included in information booklets and the school website,
- Non wearing of school uniform will result in:
  a) A verbal reminder to the student, and, if necessary,
  b) Written communication with parents.
- A note from a parent is required if students are unable to wear school uniform,
- Hats must be worn in 1st and 4th terms in the playground and during PE/Sport sessions. Students without hats will need to play in shaded areas,
- Good quality second hand uniforms are to be made available for purchase or to be loaned where applicable.

**Exemption**
- Parents seeking exemptions to the School Uniform Policy due to religious beliefs, ethnic or cultural background, student disability, health conditions or economic hardship must apply in writing to the Principal in accordance with DEECD Student Dress Code Guidelines (Section 4.8 Student Code).

**EVALUATION**
- The Management Team will monitor the wearing of the school uniform throughout the year. Strategies used to evaluate the success of this policy will include:
  a) Number of students wearing school uniform on a regular basis,
  b) Random surveys of students,
  c) Amount of contact necessary with parents for students not wearing school uniform.
School Uniform Description

- The school uniform colours are light blue and dark blue,
- All school tops must cover the shoulders,
- All footwear worn at school should be fully enclosed covering the toes and heels and should be appropriate for all school activities,
- Students will be encouraged to wear runners for Physical Education and sporting activities,
- No thongs, open toed shoes or steel capped boots can be worn,
- All items of clothing should be clearly labeled with the owner’s name,
- School uniform with the school logo can be purchased from Beleeza in Pakenham,
- School uniform does not need to have the school logo printed on them.

Uniform Choices

- Navy blue school windcheater,
- Navy blue polar fleece jacket,
- Navy blue shorts,
- Navy blue pants – denim jeans are not acceptable,
- Navy blue and white check school dress,
- Navy blue T shirt, Polar or Skivvy top,
- Light blue T shirt, Polar or Skivvy top,
- Hat (Terms 1 and 4)
  - Wide brimmed, bucket shaped or legionnaire hat,
  - Hats must predominantly cover the face, neck and ears,
  - Baseball caps are not a part of the uniform policy.

Year 6 Uniform
- Year 6 students are able to wear the special Year 6 jacket but this is not compulsory
### Notice of Expulsion

#### School information

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<tr>
<th>School name</th>
<th>School number</th>
<th>School phone number</th>
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<th>Contact person name and number</th>
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#### Student contact information

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<th>Name</th>
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#### Parent/carer details

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#### Expulsion details

Commencement of date of expulsion

#### Reason for expulsion

Under Ministerial Order 184, this student was expelled for:

- threatening or endangering the health, safety or wellbeing of others
- committing an act of significant violence against a person or property or being knowingly involved in the theft of property
- possessing, using or assisting another person to use prohibited drugs or substances
- failing to comply with a reasonable and clearly communicated instruction of a principal, teacher or otherstaff member
- consistently behaving in a manner that interferes with the wellbeing, safety or educationalopportunities of any other student
- consistently engaging in behaviour that vilifies, defames, degrades or humiliates another person
### Explanation of the circumstances leading to expulsion

<table>
<thead>
<tr>
<th>Outcomes of the student support groups</th>
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<tr>
<td>Date/s of student support groups for this year (attach minutes of all previous meetings)</td>
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<tr>
<td>Date of final student support group</td>
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<td>Attendees</td>
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<tr>
<td>Transition arrangements, including details of receiving school, registered training organisation or employer</td>
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<tr>
<td>Details of any transition supports provided</td>
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<tr>
<td>Additional information (if required)</td>
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### Checklist:

Each of these boxes must be ticked and the Notice of Expulsion endorsed by the principal before the student can be expelled. Refer to Element 4 of Effective Schools are Engaging Schools for more information.

- [ ] All relevant information is attached.
- [ ] A copy of the Notice of Expulsion has been provided to the student, their parents/carers and the school council president.
- [ ] The student and their parents/carers have been provided with a copy of the information brochure *Procedures for Expulsion*.

**Principal’s name:**

**Principal’s signature:**

**Date:**
Expulsion Report

This expulsion report must be completed by the principal and forwarded, with a copy of the Notice of Expulsion, to the regional director within 24 hours of the commencement of the expulsion.

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<tbody>
<tr>
<td>School name</td>
</tr>
<tr>
<td>School number</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
</tr>
<tr>
<td>Year Level</td>
</tr>
<tr>
<td>Date of birth</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expulsion details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commencement date of expulsion</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Background information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please provide a brief history of the student’s time at school</td>
</tr>
<tr>
<td>What, if any, representations have been made by the parents/carers?</td>
</tr>
<tr>
<td>Summary of prior or intervention strategies implemented</td>
</tr>
<tr>
<td>Further considerations in support of expulsion</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Further action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outline transition arrangement and any further action required</td>
</tr>
<tr>
<td>Outline changes or strategies made to the school or classroom environment to prevent a repeat of similar circumstances</td>
</tr>
</tbody>
</table>

Principal’s name:                                                  Principal’s signature:  
Date:
## Expulsion Appeal

This Expulsion Appeal proforma should be filled out by students or parents/carers wishing to appeal an expulsion from a Victorian government school. A copy of this expulsion appeal must be provided to the principal within 10 days of the start of the expulsion via mail, fax or email. It is advisable that you contact the school to confirm they received the expulsion appeal and you should keep a copy of the expulsion appeal for your records.

If you need assistance in filling out this expulsion appeal you can seek help from a friend or family member. For additional support you may wish to contact Parents Victoria on 9380 2158 or 1800 032 023 (rural callers only) or visit their website at [www.parentsvictoria.asn.au](http://www.parentsvictoria.asn.au)

<table>
<thead>
<tr>
<th>School information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary school name (must be completed even if student is at secondary school)</td>
</tr>
<tr>
<td>Secondary school name</td>
</tr>
<tr>
<td>Current school principal name</td>
</tr>
</tbody>
</table>

### Student details

| Name: |
| Date of birth: |
| Year level: |

### Expulsion details

<table>
<thead>
<tr>
<th>Start date of expulsion</th>
</tr>
</thead>
</table>

### Background information

Please provide a brief history of the student’s time at school

| Has more than one student support group been held for the student? | Yes / No (please circle one) |
| Have you participated in more than one student support group in the past year? | Yes / No (please circle one) |
| What was the outcome of the final student support group (for example student will be enrolled in another school, student will begin full time employment etc) |

| Has the school provided you with a written notice of expulsion? | Yes / No (please circle one) |
| Has the school provided you with a copy of the information brochure Procedures for Expulsion? | Yes / No (please circle one) |
### Reason for expulsion

Please provide a brief explanation of the reason for expulsion.

### Reason for appeal

Please choose the most appropriate statement and provide additional details if required:

- Process (as outlined in the information brochure Procedures for Expulsion) was not followed by the school
- Grounds on which the student was expelled were unfair
- Other (please provide detailed explanation below).

### Comments

This form was completed by:

Name: 

Relationship to student: 

Signature:  

Date: 
### Expulsion Review Panel Report

This report must be completed, signed by all three panel members, and forwarded to the regional director within 24 hours of the conclusion of the meeting. Copies of the notice of expulsion, the expulsion report and the expulsion appeal must be attached to this report.

<table>
<thead>
<tr>
<th>Student details</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
<td>Date of birth</td>
</tr>
<tr>
<td>Year Level</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>School details</th>
<th></th>
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<tbody>
<tr>
<td>School</td>
<td></td>
</tr>
<tr>
<td>Principal</td>
<td></td>
</tr>
<tr>
<td>Date of Expulsion</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Panel details</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Panel member 1 (name and position)</td>
<td></td>
</tr>
<tr>
<td>Panel member 2 (name and position)</td>
<td></td>
</tr>
<tr>
<td>Panel member 3 (name and position)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Background information</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Grounds for expulsion</td>
<td></td>
</tr>
<tr>
<td>Grounds for appeal</td>
<td></td>
</tr>
<tr>
<td>Range of strategies followed by the school, consistent with a staged response, to meet the social, emotional and educational needs of the student</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Were all appropriate procedures followed by the school?</th>
<th>Yes / No</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Other considerations (if appropriate)</th>
</tr>
</thead>
</table>

**Panel recommendation**

<table>
<thead>
<tr>
<th>Was the panel decision unanimous</th>
<th>Yes / No</th>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Is the expulsion upheld</th>
<th>Yes / No</th>
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</thead>
</table>

If not, please provide details

<table>
<thead>
<tr>
<th>Panel member 1</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Signature:</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Panel member 2</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Signature:</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Panel member 3</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Signature:</td>
<td></td>
</tr>
</tbody>
</table>
Appendix 9.

Resources

Key Legislation

- Equal Opportunity Act 1995 (Vic)
- Racial Discrimination Act 1975 (Cth)
- Sex Discrimination Act 1984 (Cth)
- Human Rights and Equal Opportunity Commission Act 1986 (Cth)
- Disability Discrimination Act 1992 (Cth)
- Age Discrimination Act 2004 (Cth)
- Racial and Religious Tolerance Act 2001 (Vic)
- Charter of Human Rights and Responsibilities Act 2006 (Vic)
- Disability Standards for Education 2005.

Useful Websites

**Cybersafety**

- Cybersmart Online Helpline  
  www.cybersmart.gov.au
- Cybersmart Website  
  www.cybersmart.gov.au
  - This is a great website for a range of resources and advice on cybersafety
- Kids Helpline  
  1800 55 1800
- Cybersafety Solutions  
- The Alannah and Madeline Foundation  
  http://www.amf.org.au/eSmart/

**Student Wellbeing**

- Student Health and Wellbeing  
- Bullying  