



# NAROOMA PUBLIC SCHOOL

## Student Welfare and Wellbeing Policy

2018 -2021

### INTRODUCTION

The Narooma Public School Student Welfare and Wellbeing Policy is guided by the *NSW Department of Education The Wellbeing Framework for Schools (2015)*

The Wellbeing Framework for schools.

There is growing evidence to support that wellbeing can enhance a student's engagement and success in learning. This is recognised in the School Excellence Framework as part of the core business of schools.

The main areas of the framework for student wellbeing to be achieved are to connect, succeed and thrive.

These goals will be achieved when students:

- are actively connected to their learning, have positive and respectful relationships and experience a sense of belonging to their school and community.
- are respected, valued, encouraged, supported and empowered to succeed.
- will grow and flourish, do well and prosper.

### **Behaviour, discipline and character education**

- Every school will implement a comprehensive and inclusive strategy to create an environment with clearly defined behavioural expectations.
- All members of the school community should consistently implement the agreed strategy to create a positive teaching and learning environment.
- The school recognises the importance of developing and shaping the character of the individual and maximises opportunities for personal growth.
- Students have responsibility to be active learners who exercise self-regulation appropriate to their age and level of understanding.
- Parents and caregivers play an important role in working with the school to develop their child's understandings, skills and character.
- Teaching and learning is not disrupted by unacceptable behaviour in the classroom, on the playground and in activities for which the school is responsible.

*All students in NSW government schools are expected to:*

- Attend every school day, unless they are legally excused, and be in class on time and prepared to learn.
- Maintain a neat appearance, including adhering to the requirements of the school's uniform or dress code policy.
- Behave safely, respectfully and responsibly, including when travelling to and from school.
- Show respect at all times for teachers, other school staff and helpers, including following class rules, speaking courteously and co-operating with instructions and learning activities.
- Treat one another with dignity and respect.
- Care for property belonging to themselves, the school and others.
- **Behaviour that infringes on the safety of others, such as harassment, bullying and illegal or anti-social behaviour of any kind, will not be tolerated.**

## The core rules

At Narooma Public School, core rules for expected student behaviour have been developed to establish consistent expectations in all government schools in support of these aims.

These rules are based on our core values of integrity, excellence, respect, responsibility, cooperation, participation, care, fairness and democracy.

The critical role of parents and care-givers is recognised as the primary influence on each child's character and behaviour and as essential partners in supporting the core rules and the successful education of their children.

The Department is committed to supporting principals and school staff in the implementation of these rules through statewide policies and programs, together with regional support staff, professional learning and alternative provisions, in order to promote the highest standards of behaviour and learning in our schools.

This policy has been developed in consultation with students, staff and community. Student welfare encompasses everything that we do to meet the needs and interests of children. Through our Student Welfare and Wellbeing Policy we aim to guide our students towards self-management, both individually and collectively, within the class, school and community so that they will be able to take their place as responsible members of society.

## **Beliefs**

At Narooma Public School we believe that everyone:

- Acts respectfully, responsibly and safely
- Accepts consequences for their own actions;
- Has ownership of the learning process;
- Has the right to be safe, valued and happy;
- Has equal rights and responsibilities in work and play;
- Has a right to be supported to achieve their potential; and
- Should support each other in a respectful and co-operative manner.

## **Rationale**

- Parents and families have the prime responsibility for the welfare of their children.
- The general community shares the responsibility for the welfare of children.
- Schools, as part of the general community, have a vital role in student welfare.
- Student welfare is essential to education and is a responsibility of all members of staff.
- There is a need for the school to develop, implement and evaluate its Student Welfare and Wellbeing Program.
- It is the responsibility of the Department of Education and Communities and other agencies to support the school in this task.

## **Aims**

Narooma Public School aims to:

- Cater for the personal, social and educational needs of all students;
- Provide a safe, caring and nurturing learning environment; and
- Foster and develop an awareness of each individual's rights and responsibilities in a social context.

## **Outcomes**

Narooma Public School will contribute to the development of students by providing opportunities for them to:

- Gain the satisfaction associated with challenge and achievement;
- Acquire enthusiasm for learning;
- Acquire skills in communication and interpersonal relationships;
- Enhance confidence and self esteem;
- Acquire a sense of cultural identity and acceptance of others;
- Contribute positively to the school community;
- Learn self motivation and self direction; and
- Learn perseverance in the pursuit of excellence.

## **School Responsibilities**

The following responsibilities exist for the safety and well-being of children within the care of the staff and the community. These responsibilities are prominently displayed in all learning areas and are frequently reviewed and reinforced in classrooms by teachers.

### ***Be Responsible***

Attend school each day.

Listen carefully, ask if you don't understand and do your best.

Be responsible for your learning.

Be co-operative and work together.

Keep noise at an appropriate level.

Use a growth mindset.

Speak to a teacher when you have a problem.

### ***Be Respectful***

Take care of buildings, furniture, grounds and equipment (sports, music, science etc.)

Return equipment to its correct place.

Put rubbish in bins.

Respect all animals that inhabit or visit the school environment.

Be polite, show good manners, greet people courteously and be a good listener.

Wear your correct uniform with pride.

Respect the rights of others.

Represent your school responsibly on excursions.

When representing your school, perform to the best of your ability and play fairly, showing a good sporting attitude.

## ***Be Safe***——

Observe all school rules.

Wear your hat when outside.

Walk on concrete areas.

Play safely with others.

Keep your hands and feet to yourself.

Use and share all equipment in a safe manner.

Play by the rules of the game.

Play in the correct areas.

Follow teacher's instructions.

Speak to a teacher if you have a problem.

Only be in rooms when a teacher is there.

Walk to lines when the bell rings at the end of breaks.

Wait quietly in lines.

## **Guidelines for the Playground**

**"We are Respectful, Responsible and Safe"** *See the PBL matrix for specific playground guidelines.*

The safety and well-being of Narooma Public School students is of paramount importance to us. The following safety regulations have been adopted in conjunction with our School Responsibilities and they encompass areas of general safety and playground safety.

### Safety Regulations

WALK AROUND BUILDINGS and from place to place. Walk on concrete areas, verandahs and walkways.

- Students are to play in a safe manner.
- Students are to walk their bikes and scooters in the school grounds Bikes and scooters are to be put into the rack near the Administration building.
- Students are only to be in rooms before school, at recess and lunchtime if a teacher is present.
- Only safe containers are to be brought to school.
- Chewing gum, bubble gum, toy guns, expensive toys, mobile phones and iPods and electronic games are not permitted at school.
- If a mobile phone or other electronic device is brought to school, it is to be kept in the office and the child collects it at the end of the day.
- Students are only to bring any items to school which are safe for everyone and school property
- Medicines and an accompanying parent note must be taken to the school office. Health Care Plans are required for any child with an ongoing medical issue. Personal asthma

puffers may be carried with the approval of the Principal.

- Students are not to leave the school playground during school time without permission of the Principal.
- If a child is late to school, a parent is required to sign them in at the office.

### **Specific Guidelines to the Areas (A school hat is to be worn in all outside areas.)**

#### **AREA 1**

- All children are to play safely in the designated area. See map for playground areas and boundaries
- K/1/2 fixed equipment outside Resource Room for K-2 children only.
- Shade cloth area for all students without a hat.
- Handball games only in this area.
- Walking on all concrete areas.
- Ask duty teacher permission to retrieve balls that go out of bounds.

#### **AREA 2**

- All children are to play safely in the designated area. See map for playground areas and boundaries.
- Ask duty teacher permission to retrieve balls that go out of bounds.
- Fixed equipment for 3-6 children. Children wait until teacher on duty before playing on equipment.
- Hall COLA area is for handball and children without a hat.

#### **AREA 3**

- All children are to play safely in the designated area. See map for playground areas and boundaries.
- Ask duty teacher permission to retrieve balls that go out of bounds.
- All children are to wear hats in this area.

#### **LIBRARY**

- Library open Monday-Wednesday, 2nd lunch. Thursday-Friday, all lunch.

#### **TOILETS**

- Use designated toilet facilities in a safe and responsible way.
- Respect other's privacy.

#### **ADDITIONAL ACTIVITIES**

A variety of additional activities are offered during lunchtimes and recess to offer further social support and skill building. These are facilitated by our music teacher, duty teachers and SLSOs.

They could include:

- **Music - band, choir, dance, piano, guitar, indigenous dance etc**
- **Gardening**
- **Computing**
- **Robotics**
- **Sport - athletics, rugby league, AFL, cricket, rugby union, soccer, netball, etc**

## **Guidelines for the Classroom**

### ***We are Respectful, Responsible and Safe***

At the beginning of the year teachers establish class expectations that recognise the school expectations. These expectations for respectful, responsible and safe behaviour are to be discussed and negotiated with the students in a positive way. The expectations are to be displayed in the classroom and consistently followed.

## **Homework**

Homework provides an opportunity for children to consolidate what has been learnt at school and to develop sound work habits. Homework also informs parents about what is being taught at school and the standards being achieved by their children. Homework will be set by teachers based on their expectations and year/ability level.

## **Child Protection Program**

The Child Protection Program is taught across all stages at Narooma Public School. As part of the program the students are taught ways to protect themselves from abuse.

## **SCHOOL ROUTINES**

### **Bell Times**

<b>8.40am</b>	School day commences. Children leave bags at class lines and may play in Area 1. Breakfast Club is open at 8:30am each school morning
<b>9.10am</b>	Monday and Friday K-6 morning assembly in Area 1. (Kindergarten to join in Week 4, Term 1.)
<b>11.10-11.20am</b>	<b>Lunch eating time.</b> Children sit with their class and teacher to eat their lunch. <b>11.20-11.40</b> <b>1<sup>st</sup> Lunch break</b> Children play in designated areas. Sports equipment borrowing each day. If children have food wrappers, they sit in designated areas until the wrapper is disposed of. This strategy is to reduce the litter in the school playground and promote a clean school environment.
<b>11.40-12.00pm</b>	<b>2<sup>nd</sup> lunch break</b> – procedure as for 1 <sup>st</sup> lunch break
<b>12.00-1.30pm</b>	<b>return to class</b>
<b>1.30-1.50pm</b>	<b>Afternoon recess break</b> Children play in designated areas.
<b>1.50pm</b>	<b>return to class</b>
<b>2.50pm</b>	Pack up bell and move to afternoon lines.
<b>2.55pm</b>	Dismissal bell.

### **Class Dismissal**

At 2:50pm there are 2 areas where students line up for afternoon dismissal:

Teachers are to accompany their class to bus lines on the netball/basketball court or Hall COLA area. A buddy system to share these duties is recommended.

Teachers are to assist with walking the bus lines to the bus embarkation points at 2.55pm.

\*Bus Lines on Grass area adjacent to the Basketball/Netball court. (Area 2)

\*Children who are collected, walk, ride a bike or go to after school care- line up in the Hall COLA area. Teachers escort students to the various exit gates.

Parents collect children from the Hall COLA.

### **Supervision Before and After School**

Supervision of the playground commences at 8.40am. The designated playing area is Area 1 where a teacher is on duty. Children who arrive at school before 8.40 am are to sit under the shade cloth in Area 1.

### **Wet Weather**

In wet weather 2 short bells indicate all teachers and children are to remain in (or return to) their classrooms for recess and lunch breaks.



**\*Everyone stays inside for the whole break regardless of weather changes i.e. the decision will not be reversed.**

\*All teachers have a buddy to share the wet-weather duty to ensure everyone has a break.

\*If it rains while children are outside on the playground 2 bells will ring for all students and teachers to return to classrooms. If you are on duty during this time please send a message to AP student Welfare or the office to declare wet weather.

## **WET WEATHER at HOME TIME**

### **\* In the event of wet weather at home time:**

Walkers, bike riders and children being collected by parents will move with their teacher to the hall COLA area.

- All children who catch buses are to be walked to the buses by a teacher just before the 2:55pm bell. Please do not send classes to the buses unescorted. A Buddy system to share these afternoon duties is recommended.

\*Children who catch Buses 6 & 7 (late buses) wait at the hall COLA.

\*Teachers who are listed as a reserve are to assist the teacher on bus duty.

## **DAILY ORGANISATION**

### **Assembly Policy**

Monday and Friday, 9.10am: Whole School Assemblies in class lines in Area 1 assembly area. Rostered teacher leads the assembly.

**Monday** assembly for special announcements, presentations, "acknowledgement" card draw/merit winners, concluding with the National Anthem. Acknowledgement of Country precedes special announcements and flag raising of Australian and Aboriginal flag by the school captains.

**Friday** assembly for special announcements, presentations eg sporting representation. Acknowledgement of Country precedes special announcements and flag raising of Australian and Aboriginal flag by the school captains.

Tuesday, Wednesday and Thursday at 9:10am students line up outside their classroom or an area designated by their class teacher.

### **School Assemblies**

School Assemblies are held 1:50 p.m-2:50 p.m. every Thursday in the school hall. Alternative weeks are take for Infant and Primary assemblies. Primary assemblies alternate between an assembly and a parliament structure.

Whole School and Primary assemblies are led by the school captains who then hand over the program to the host class. Parliament is led by the Ministers.

Throughout the year each class has the opportunity, in turn, to host the assembly and share an item.

Citizenship, Achievement and Gold Lighthouse awards are presented.

The School Assembly begins with an Acknowledgement of Country by an Indigenous student.

### **Excursions**

Excursions are a means of supporting and enriching classroom studies. All excursions are to have an educational focus as set out in DEC policy. Parents and caregivers will receive separate notices/permission notes for excursions detailing purpose, times and travel arrangements. The highest standards of student behaviour and conduct are expected at all times on excursions. Excursion expectations are clearly detailed on the Student Permission note signed by parents/carers when enrolling their child.

### **Excursion Expectations**

Excursions are a privilege and the school reserves the right to exclude any student whose behaviour may constitute a risk to themselves or others.

At the discretion of class teachers a warning letter will be sent home to parents/caregivers before major excursions, especially overnight excursions in Stage 2 and 3. This letter outlines the expectations to parents/caregivers. If a child will be excluded from a major excursion if they have 3 letters home (detention/red letters or combination of both) in the timeframe announced in the expectation letter.

### **School Representation**

To represent Narooma Public School a student must display good a sporting attitude as well as good citizenship, i.e. playground/classroom behaviour, conduct and co-operation. A student who doesn't meet these criteria may be ineligible to represent the school. The student will be warned that their actions have placed their representative selection in jeopardy. The class teacher must record playground or classroom incidents through Sentral Wellbeing.

If the student continues to transgress, a letter will be sent home to the parents/carers informing them of the situation. Further transgressions (to be recorded on Sentral Wellbeing) will result in the student being unable to participate in the identified activity. A letter is then sent home to parents/carers. Only for extreme transgressions should a student be disqualified from representation without following the above procedures. Parents will be notified immediately of this decision.

### **School Captains**

Each year school captains are elected from the Year 5 student body by the following process:

1. Early in Term 4, Year 5 teachers discuss the expectations and explain the process of becoming a school captain with all Year 5 students.
2. Year 5 students complete a School Captain Nomination Form. This must be signed by the student's class teacher and one other teacher. These signatures verify that the student would be capable of becoming a responsible school captain.
3. From the above nominations, all the names are collated on a ballot sheet. All Year 5

students are eligible to vote in the nomination process, selecting 5 boys and 5 girls.

4. Year 5 teachers complete the counting of the above votes.
5. The successful 5 boys and 5 girls are invited to present a short speech to a Whole School Assembly. The speech will outline the reason why the nominee thinks he/she should be elected as school captain.
6. Students from Years 2-5 and all staff, including support staff, are eligible to vote for 2 girls and 2 boys on the prepared ballot paper.
7. Captains are presented to the school at the next morning assembly by the Principal.
8. Captains receive their badges at an Induction Ceremony in Term 1.

### **House Captains**

House Captains are elected from the Year 6 student body early in Term 1 at house meetings. Each sporting house has one boy captain and vice-captain and one girl captain and vice-captain. House Captains/Vice-Captains receive their badges at the Induction Ceremony of School Captains.

### **Student Representative Council (SRC)**

The SRC comprises of 1 representative from each Year 2 – Year 6 class, elected for a year. The four school captains also attend SRC meetings, which are held fortnightly at 1:00pm with a supervising teacher.

The SRC is able to organise events which can be social and/or fundraising. Also the SRC representatives look for activities (with their class) to make school a happy place for all students. The money raised by the SRC is for nominated charities and special school programs. Each SRC member receives a badge at a Whole School Assembly in Term 1 at a Whole School Assembly.

### **Parliament**

In 2018 we are trialling a School Parliament. The School Captains were given dual roles as Prime Minister/Deputy Prime Minister/Treasurer/Speaker. 10 Ministers were elected in different key areas, by the Year 6 students. This process will be reviewed in Term 4, 2018.

### **Classroom Referral and the Learning Support Team**

The Learning Support Team consisting of the LAST, school counsellor, principal, executive staff meet every 2<sup>nd</sup> Wednesday at 3:00pm in the Resource Room. Student referrals from classroom teachers will need to follow the flow chart in the appendix of this policy *"What Do I Do If I Have a Concern about a Child?"*

### **Learning Support Plans**

Learning support plans are put in place, for groups or individuals, after consultation with staff and the Learning Assistance Support Teacher. These plans are developed to improve specific learning concerns for students.

### **School Counsellor**

The School Counsellor works with students, parents/carers and teachers in a variety of ways, including counselling support, assessment of students' learning and behaviour, identifying and addressing disabilities that impact on students' learning and liaising with other agencies to enhance student well-being.

## **LAST**

The Learning Assistance Support Teacher (LAST) provides support to classroom teachers with assessment, resources and individual programs. The LAST also implements the Fast ForWord program, provides withdrawal of small groups to provide extra support to classroom teachers. The LAST liaises with outside agencies and parents/carers and also provides in-service training to staff on Literacy issues.

## **Sick Bay**

From the Classroom: The teacher rings the office if a student in their class needs to visit sick bay.

From the Playground: Children hurt or injured in the playground should, where possible, report any injury to the teacher on duty before going to sick bay. If needed, the duty teacher gives the child a sick bay card to take to the office.

When in sick bay, the student's condition is assessed and treated appropriately. The decision is made as to whether the student can return to class, if parents/carers need to be called, or if the school needs to seek outside emergency care for the student (in consultation with the Principal). All students who report to sick bay have their name, class, injury and subsequent treatment recorded in the sick bay register and on Sentral.

Parents/carers of students who have reported being hit on the head are advised verbally and in writing to watch their child for signs of concussion and to seek medical attention for their child if necessary.

## **Road Safety, Bus Safety and Bike Safety**

All aspects of road safety are delivered as a planned program in the PDHPE KLA. Students will develop understandings and knowledge of safe travel as a pedestrian, by bus, bike and car.

## **Crossing Safety**

The school has a children's crossing on both Montague Street and Bluewater Drive. Both crossings are flagged as children's crossings and Bluewater Drive has flashing lights indicating it is a 40 kph area at certain school hours. Students and parents are encouraged to use these designated crossings when going to and from school by foot.

## **Sun Safe Policy**

### Rationale

Constant and excessive exposure to the sun and in particular ultraviolet rays, is considered by medical experts to be a major health issue for our society. The school community believes that children must be made aware of sun protection procedures.

### Aims

- To develop an awareness of the need to wear hats when outside.
- To increase an awareness of the dangers associated with exposure to the sun.

### Implementation

All students will be encouraged to wear a school hat during all outdoor activities, regardless of the season. Any child who does not have a hat will be asked to play under the shade cloth in Area 1 or

the Hall COLA (Area 2). Regular reminders of this policy are reinforced in the school newsletter and through PBL lessons.

### **Breakfast Program**

A free breakfast is available each school morning to any students wishing to avail themselves of the program. The breakfast is served in the SACC room from 8.40am-9:00am. The program is funded by community donations.

### **Performances**

Narooma Public School encourages performances by visiting artists. The performing artists are required to have approval from DEC and the performances must have relevance to curriculum areas.

A school performance coordinator is appointed each year and is responsible for booking performances, timetabling classes, arrangements for non-attenders, finalising numbers and organising payment.

### **Anti-Racism**

Each year an Anti-Racism Contact Officer (ARCO) is elected. Complaints from students, staff, and parents/carers are forwarded to the ARCO who follows procedures outlined by department and school policies to resolve the issue.

## **PRACTICES TO RECOGNISE AND REINFORCE STUDENT ACHIEVEMENT**

### **Weekly Awards Policy**

#### Rationale

Practices that recognise and reinforce student achievement are an essential part of good discipline and essential learning. The achievements of children deserve recognition through praise, encouragement, approval and the presentation of awards.

#### Aims

- To promote self-esteem of all students.
- To reward and recognise exemplary behaviour, academic achievement and outstanding citizenship in ALL KLA's and school activities.
- To enhance student motivation within a positive school climate.
- To provide teachers with opportunities to recognise desirable attitudes and behaviours.

Narooma Public School will **also** provide the following opportunities for recognition and reinforcement of student achievement:

- Parent/teacher interviews to report on achievement.
- Verbal recognition and commendation at assemblies – individual, group and class.
- Display of work at stage assemblies.
- Annual awards at Presentation Night.
- Recognition through weekly newsletter (online).
- Photos and videos displayed on NPS Facebook site.
- Buddy classes.
- Student Representative Council.

- Recognition through weekly Narooma newspaper.
- Equity programs.
- K-6 playground areas.
- Parent involvement – classrooms, excursions etc.
- Overnight excursions for Stage 2 and Stage 3 children.
- Local excursions K-6.
- Australia-wide and local competitions.
- Gifted and Talented activities – for example: Writer’s Roadshow, Academic Challenge, Chess challenge-ELC activities, Visual Arts, Robotics.
- Leadership camp-ELC activity.
- Representative sport.
- Assemblies conducted by students.
- Class gardens.
- NAIDOC Week.
- Public Speaking
- Writers Roadshow.
- School band and choir
- Opportunities for Leadership roles in Year 6; School and house captains, Ministers, additional responsibilities.

### **AWARD SYSTEM**

#### **The award system is designed to:**

- To promote the self-esteem of all students.
- To reward and recognise exemplary behaviour, academic achievement and outstanding citizenship in all K.L.A’s and school activities.
- To enhance student motivation within a positive school climate
- To provide teachers with opportunities to recognise desirable attitudes and behaviours.
- To provide students with the opportunity and motivation to work towards a Gold Lighthouse award, banner or trophy.

#### **Acknowledgement cards**

“Fast and Frequent” cards for behaviour in the playground that shows “Responsible, Respectful and Safe” behaviour. Children place cards in boxes at office. At Monday’s morning assembly, 3 cards (1 per stage) drawn out for a Merit Award.

At the end of each term, an acknowledgement card is drawn to receive a more substantial recognition.

#### **Merit Awards**

- 5 awards may be awarded each week by all teachers in the classroom. One Citizenship Award and one Achievement Award per class awarded at the fortnightly School Assembly. A Principal’s Award is also equivalent to a Merit Award.

## **Gold Lighthouse Award**

- 5 Merit Awards traded in for Gold Lighthouse Award.
- Merit Awards signed/dated and returned by AP-Student Welfare
- Awarded at Infant/Primary School Assembly.
- Parents receive a special Invitation to Whole School Assembly.
- Name in Happenings.

## **Banner**

- 5 Gold Lighthouse Awards traded in for a Banner.
- Gold Lighthouse Awards signed/dated and returned by AP-Student Welfare
- Awarded at Infant/Primary School Assembly.
- Parents receive a special invitation to Infant/Primary School Assembly.
- Name in Happenings.

## **Trophy**

- 3 banners traded in for a trophy. Banners sighted by AP-Student Welfare.
- Awarded at Infant/Primary School Assembly.
- Parents receive a special invitation to assembly.
- Name in Happenings.

## The Awards

### Acknowledgement cards-



5cm x 5cm

with lighthouse image on one side-  
child's full name, class and teacher initial on the reverse side.

### Merit Award



Size 150x105mm

Merit Award also includes

A6

Citizenship, Achievement, Principal Award

### Gold Lighthouse Award



Size 210x150mm

5 Merit Awards = 1 Gold  
Lighthouse Award  
A5

**Gold**



**lighthouse banner**

5 Gold Lighthouse Awards = 1 Banner

**3 banners = Gold**



**Lighthouse Trophy**



## **PROCEDURES FOR DEALING WITH UNACCEPTABLE BEHAVIOUR**

### **Playground**

#### **Rationale**

As a PBL School, we believe that expected behaviour needs to be taught, learned and reinforced with positive recognition. All students have the right to a happy and safe playground where they are encouraged to take responsibility for their own actions. Children are expected to be respectful, responsible and safe in the playground. If a student chooses to neglect a responsibility or not follow the "Safe, Respectful, Responsible" behaviour expectations of our school, then he/she knows there will be a consequence for that action.

#### **Behaviour Referral Procedures**

Teachers follow a 'Continuum of Referral' that designates which behaviours are to be teacher managed, reported to executive or referred to the Principal.

#### **Teacher managed behaviour**

Being on 'duty' at Narooma Public School means actively supervising the designated area, including looking out for incidents that may need intervention before they escalate. Duty teachers will deal with a variety of minor behaviours on the playground using consequences/strategies such as: a warning, time-out, walk with teacher, sit away from other children.

Other behaviour will require more time and further intervention. If a minor behaviour is repeated or persistent so that it causes a teacher to stop their active supervision for a significant time, it should be **recorded as a MINOR incident onto Sentral Wellbeing**. This should be reported with a notification for the 'AP Student Wellbeing' as well as the 'Assistant Principal'.

The 'AP Student Wellbeing' will monitor incidents recorded and comments by teachers. Children who incur 3 'Minor' incidents in the playground for the same/similar behaviour over a period of one month shall spend time in the Reflection Room for re-teaching of expected behaviours and self-reflection.

#### **Executive Supported Behaviour - MAJOR incident is referred directly to executive staff on Sentral Wellbeing.**

Incidents that come under the 'Major incidents' categories should be logged by the duty teacher. *Duty teacher must complete Playground Incident Report on Sentral Wellbeing and add a notification to this report to the 'AP Student Wellbeing' as well as the 'Assistant Principal'.* The 'AP Student Wellbeing' will check incidents and refer students to the Reflection Room, or other appropriate follow up. If the incident requires the child or children be removed from the playground immediately they may be sent to the Reflection Room (lunch time) or Office Area (Recess). They will then return to the Reflection Room the following lunch time.

*Refer to the 'Guidelines for Sentral Wellbeing Reports' for further details.*

## **Principal Supported Behaviour**

- Any incident of violence (verbal, emotional or physical) towards other students or staff;
- Out of school grounds without permission.
- Criminal behaviour

## **Procedures for Reflection Room for playground incidents**– 1<sup>st</sup> and 2<sup>nd</sup> lunch, Monday to Friday.

The Reflection Room is located in a designated classroom.

Duty teacher completes a Playground Incident Report on Sentral Wellbeing and sends report to 'AP Student Wellbeing'. Teacher also sends this report to the Stage Team Leader ('Assistant Principal') and classroom teacher.

- AP (Student Welfare) puts names of students to attend Reflection on Sentral daily messages.
- Students must be prompt in attendance at the Reflection Room. Failure to turn up will incur the penalty of another attendance in the Reflection Room.
- In the Reflection Room, students will reflect on and discuss their behaviour with the Reflection Room duty teacher. They will be required to complete a written plan detailing their inappropriate behaviour and restitution needed. Children may also complete social skills activities in the Reflection Room and/or on the playground.
- Parents are notified by a letter (or email) which is sent home with the child. A tear-off slip (or written reply) needs to come back to school signed by the parent.
- Staff may bring children from the playground to the Reflection Room. If this occurs during the lunch break, the child will return the next day to complete their 1 day in the reflection room.
- 3<sup>rd</sup> offence in 1 month ⑦ child placed on a playground monitoring card that restricts playing area. This card is to be monitored by the AP Student Wellbeing and the child's teacher. Parents will be contacted in person or by phone to discuss the use of the playground card.
- Some incidents/repeated behaviours (e.g. physical violence, verbal abuse of an adult, aggressive behaviour, stealing, vandalism) will result in additional days of Reflection (2-5 Days) and/or a specific playtime plan being created for a child. Additional reflection time will be used to re-teach expected behaviour, build positive attitudes and social skills and/or work on creating a positive behaviour plan with a child.

## Classroom

As a PBL School, we believe that expected behaviour needs to be taught, learned and reinforced with positive recognition. All students have the right to a safe, caring and nurturing learning environment. Children are expected to be respectful, responsible and safe in the classroom. If a student chooses to persistently break their class rules then there will be a consequence for those actions.

Teachers will refer to the **Continuum of Referral Flow Chart** (see appendices) to assist with these decisions. If a teacher is concerned about a child's behaviour they should begin by discussing this with the child, then with their parents. Teachers may use a variety of positive incentives, behaviour management strategies and consequences to support children in learning the correct behaviour. If the particular classroom behaviour persists the student will be referred to the stage team leader ('Assistant Principal') who will send home a red letter (see appendices) notifying parents of the incidents and seeking their support to rectify the problem.

All incidents need to be recorded on Sentral Wellbeing by the class teacher and a notification sent to the 'Assistant Principal'.

The following procedure will apply when a red letter is sent home to parents/caregivers and the poor classroom behaviour continues:

- 3<sup>rd</sup> classroom incident/red letter in 1 month ⑦ parents/carers notified by letter that behaviour is of a concern, class teacher and Stage leader to meet with parents.
- 4<sup>th</sup> classroom incident/red letter in 1 month ⑦ Behaviour plan for classroom, detailing expected behaviours and setting realistic, positive goals for improved student behaviour.

## Suspension and Expulsion

Students may, at the discretion of the Principal and under the guidelines of the DEC *Suspension and Expulsion – Procedures*, be removed from the school for a period of time, or completely. The Principal must ensure that the implementation of these procedures takes into account factors such as the age, individual need, any disability and the development level of the student.

## Appendices

[Continuum of Referral](#)

[Sentral Referral Sheet](#)