



NARRANDERA EAST INFANTS SCHOOL SCHOOL BEHAVIOUR SUPPORT AND MANAGEMENT PLAN 2025



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Acknowledgement of Country

We would like to Acknowledge the Traditional Custodians of the land, The people of the Wiradjuri nation.

We pay our respects to the Ancestors, Elders past and present, the future generations and to all other Aboriginal and Torres Strait Islander people. We Acknowledge that Aboriginal and Torres Strait Islander people will always hold a spiritual belonging and connection with this country and remain the Traditional Owners and first peoples of this land.



Overview

At Narrandera East Infants School, our aim is for students, staff and parents to have high expectations of student achievement and to focus on the wellbeing of all students. We identify, implement and evaluate evidence based strategies so that every student can succeed and thrive both academically and socially. Principles of positive behaviour support, trauma informed practice, inclusive practice, and social emotional learning underpin our daily practice. This strong focus has been identified through consultation with the local Aboriginal Educational Consultative Group (AECG) and our school community. Our school's behaviour strategy focuses on the three core values as School wide expectations and rules: Be a Learner, Be Safe, Be Respectful

Through every member of our school community promoting and modelling these core values, we aim to create a safe, positive, and supportive learning environment. Our goal is to inspire every child to participate positively in the school community and beyond. It is also to increase students' sense of belonging, value students' opinions and perspectives, encourage interest in learning, and promote social and emotional skills.

Partnership with parents and carers

Narrandera East Infants School actively partners with parents and carers in establishing expectations for engagement in developing and implementing student behaviour management and anti bullying strategies by:

- inviting student, parent/carer and staff feedback through formal and informal means, such as adapted small school Tell Them From Me surveys, consulting with the P & C and local AECG.
- acting on concerns raised through the complaints procedures to regularly review school systems, data and practices.

As a school we organise regular reviews of students learning and individual education plans / behaviour management plans. Expectations of behaviour are advertised regularly in the school newsletter and website. The school regularly organises 'Family Connection Days', in order to build collaborative relationships with families and communities to create a shared understanding of how to support student learning, safety and wellbeing.

Contacting Parents and Guardians

Maintaining contact with parents and guardians is an essential step in supporting student learning and positive behaviour. Parents deserve to be kept informed of any concerns relating to their child's progress at school, including any negative behaviour and measures the school has had to put in place to support a positive outcome for all students. Contact prior to a student

going home is essential. It is also an expectation of NEIS teaching staff to make direct positive contact with parents for each student in their class at least once a term.

Behaviour Code For Students

NSW public schools are committed to providing safe, supportive and responsive learning environments for everyone. We teach and model the behaviours we value in our students. The following link outlines information for students and carers. It is displayed throughout our school so staff can refer to the Behaviour code for students expectations when required. It is also promoted through the school newsletter.

[Behaviour code for students](#)

Student Welfare And Behaviour

Whole School Behaviour Management Process

The purpose of whole school behaviour management processes is to create consistency across all classrooms K-6 and clear communication to students about whole school processes to all students. This involves a coordinated approach to behaviour management includes:

1. Consistent expectations: Whole school behaviour management processes ensure that all classrooms K-6 have consistent behaviour management processes. This means students understand behaviour management processes regardless of which classroom they are in. Consistent expectations and processes help students feel secure and supported, which can promote positive behaviour.
2. Consistent consequences: Whole school behaviour management processes ensure that consequences for inappropriate behaviour are consistent across classrooms K-2. This helps to ensure that all students are treated fairly and that inappropriate behaviour is addressed consistently.
3. Collaboration: Whole school behaviour management processes involve collaboration between all members of the school community, including staff, students, parents and carers. This collaboration helps to ensure that behaviour management processes are effective and that everyone is working towards the same goals. The whole school behaviour management process is outlined on the following page, including an additional process utilised in alignment with students' individual learning plans and targeted intervention strategies. This process is utilised in conjunction with the classroom behaviour visuals.

Our system is structured around empowering students with self regulation strategies. Students learn to recognise and take responsibility for their actions through Zones of Regulation and a

restorative practice model. Staff ensure they operate within Department of Education policy guidelines to maintain consistent and fair implementation.

Behaviour Management Plans / Risk Assessments

Upon induction, staff are informed of students operating on a Behaviour Management Plan and associated Risk Assessment. They are also given PL in how to record incidents and report in SchoolBytes and / or WHS platforms. Staff are expected to follow the students' plans at all times and post incident and debrief, plans are to be adjusted and re-communicated accordingly. This is the responsibility of the classroom teacher.

This plan is for: |



I am: Smiling Quiet Not hungry Tracking the speaker Listening and following instructions Playing safely Happy	When: Something is hard The room is too noisy Someone yells at me I get hungry I am frowning I am fidgeting	When: I lose a game I don't get my own way I am frustrated I yell I clench my fists	When: I throw things I destroy things I mess up the classroom I swear I hurt myself I hurt other people
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Name of student:		Year: Kindergarten	School: Narrandera East Infants School	Date: 16/05/2024	
Behaviour Identification	Context	Assess Behaviour	Elimination or Control Measures	Who	When
What behaviours cause the most concern? Risk of injury to self from: No awareness of danger: Throwing projectiles, self harm behaviours, absconding	What is the purpose of the behaviour? What can trigger the behaviour? When and where is the behaviour likely to occur? Other contributing factors? Stress Anxiety Response can lead to student putting himself in danger by going out of bounds, Attempting to open gates and climbing fences, running onto roads, refusing to follow instructions to come inside (or outside), throwing projectiles, kicking objects, screaming for extended periods of time. Most Likely to occur in transitions, or in class time when he becomes heightened through perceived learning challenges or other unknown triggers.	Moderate	Environmental restraints: *ensure perimeter fence is locked at 9:00am and reopened at 3:00pm • Safe buildings- limit access to unsafe areas • Isolate potential risk items and remove potential projectiles where possible *Use of visuals, social stories	CRT Principal Co-Educators	Term 2 2024

Risk of injury to other students from: Kicking hitting Screaming Uprturning furniture Throwing Projectiles Limited supervision due to them attending to student	Avoidance / Frustration Stress Anxiety Response can potentially lead to student putting others in danger of physical and psychological harm. Danger due to his physical aggression includes if student lashes out by hitting, kicking, punching, biting, throwing bark chips in faces, if a projectile hits them or furniture falls on them. Psychological harm may also come about through his aggressive language and body language.	Moderate	Environmental restraints: • Establish class / school playground behaviour expectations * Employment of SLSO to assist with supervision when Blaze refuses to follow instructions * Focus on structure, routine and predictability *Use of visuals, social stories *Allow time and repeat any upcoming changes to routine • Isolate potential risk items and remove potential projectiles where possible * Limit student's use of technology, he must use a laptop in a highly supervised space away from other students' in hallway *If a teacher decides, student must participate or be present at structured play at lunchtime. If he does this to the satisfaction of the co-educators, he can have free play at recess, if not he must remain supervised. (next step is play seperately at different times) *Student may require relocation to sensory room during meltdown to maximise safety of others.	CTs Principal SLSO Following any incident involving violent behaviour the Principal must be notified, and student will be accountable as per the school's welfare and discipline policy. Any student's injured must present to first aid and parents notified immediately. Staff members must call the WHS incident report hotline 1800811523	All Employees trained in incident response • Management of Actual or Perceived Aggression Recovery. Risk Assessment Communicated to all staff in staff meetings and email.
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

Behaviour Expectations and Behaviour Matrix

The purpose of a school behaviour matrix is to create a positive, productive learning environment by clearly outlining the school's expectations for behaviour across all school settings. The purpose of a behaviour matrix is to:

1. Provide clarity and consistency: The behaviour matrix outlines clear expectations for behaviour in different areas of the school, which ensures students understand what is expected of them in each setting.
2. Promote a positive school culture: By outlining positive behaviours and reinforcing them with positive consequences, the behaviour matrix helps to promote a positive school culture that values respect, responsibility,

and collaboration.

3. Foster student accountability: The behaviour matrix fosters student accountability helping students to take ownership of their behaviour and make positive choices.

Behaviour theme	Minor level Managed by teacher	Major level Managed by executive in reflection room	Extreme level Managed by executive promptly	Crisis management Managed by principal and/or principal delegate promptly
Disruption 	<i>Low level disruption</i> <ul style="list-style-type: none">Disruption that interrupts learning/wellbeing with low level behaviours:<ul style="list-style-type: none">calling outout of seatmaking annoying sounds,	<i>Repeated, ongoing disruption/interrupting learning</i> <ul style="list-style-type: none">Repeated/ ongoing disruption that interrupts learning/wellbeing with low level behaviours (see minor description of behaviours).	<i>Major disruption causing removal of others</i> <ul style="list-style-type: none">Disruption that causes other students' removal from the classroom/playground and which seriously interferes with the safety and wellbeing of others.	<i>Lock down/ lock out procedures</i> <ul style="list-style-type: none">Disruption or behaviour that leads to the enacting of lock down procedures and/or escalated behaviour plans.
Non-Compliance 	<i>Disobedience dishonesty, disrespect</i> <ul style="list-style-type: none">Not following staff directionsBackchattingCheating in a game to gain the advantage.Being untruthful about your actions or words.	<i>Persistent disobedience, dishonesty, disrespect</i> <ul style="list-style-type: none">Speaking/acting in a disrespectful manner to staff e.g. rude, ignoring manner.Repeated instances of task refusal, cheating or being untruthful.	<i>Aggressive disobedience, dishonesty, disrespect</i> <ul style="list-style-type: none">Speaking/acting in an aggressive/ confrontational manner to staff. e.g. spitting, pushing, swearing. Refusing directions/leaving classroom to avoid conversation.Possession of illegal substances (but not used).	<i>Use of illegal substances, use/ possession of weapons</i> <ul style="list-style-type: none">Use of illegal substances such as alcohol, vapes, cigarettes.Use/possession of weapons (or objects to imitate weapons) to cause actual harm or with intention to cause harm.
Unkindness 	<i>Inappropriate language/ actions</i> <ul style="list-style-type: none">Name calling, put-downsSwearing (not at a person) or inappropriate language.Refusing to play with or be in a group with someone.Using one-off words and actions with the intention of hurting or isolating others.	<i>Abusive language and behaviour</i> <ul style="list-style-type: none">Using bad language or name calling to incite anger or sadness intentionally.Using words and actions that harass, threaten, isolate, or intimidate others.	<i>Bullying and harassment</i> <ul style="list-style-type: none">Repeated and harmful actions targeting an individual e.g. deliberate use of power through racist comments, physical proximity, gestures, isolation, drawings/pictures, rumour spreading.	
Inappropriate use of property 	<i>Property misuse</i> <ul style="list-style-type: none">Defacing property with small, removable graffiti.Taking (and returning) small/low value items of property.Inappropriate use of property that doesn't damage (swinging on chairs/tables, banging doors, rough computer usage).	<i>Graffiti, Property misuse and destruction and use of phones</i> <ul style="list-style-type: none">Defacing property with difficult-to-remove graffiti.Inappropriate use causing significant damage to smaller items of student/school propertyInappropriate use of toilets.Use of phone in class.	<i>Theft, significant vandalism, and use of property to cause harm</i> <ul style="list-style-type: none">Defacing property with graffiti that targets an individual or which seriously interferes with the safety and wellbeing of others.Taking items from school without permission.Use of phone to record an event with intent to cause harm.	<i>Significant damage to property and use of property that causes distress</i> <ul style="list-style-type: none">Causing significant damage to costly student/ school property e.g. computers, windows, chairs, doors.Sharing video footage with the intent to cause harm.
Class refusal 	<i>Absconding with independent return</i> <ul style="list-style-type: none">Late to class following the bell, without valid reason (within first 10 mins of lesson).	<i>Absconding within sight, repeatedly late to class</i> <ul style="list-style-type: none">Repeatedly leaving without permission, being late (after 10 mins) without excuse.Roaming outside classrooms in sight/with an adult but not compliant.	<i>Absconding out of sight, causing disruption to others</i> <ul style="list-style-type: none">Leaving class/being out of class without permission and not in sight of an adult.Disrupting the learning of others or encouraging others to leave their classroom.	<i>Absconding outside of school-aggressive behaviour</i> <ul style="list-style-type: none">Leaving school grounds and cannot be persuaded to return.Behaving in an aggressive, unsafe, or defiant manner when asked to return.
Violence 	<i>Physical contact/ accidental rough play</i> <ul style="list-style-type: none">Shoulder barging/rough play.Patting/tapping another student without permission.Being overly affectionate towards another student without permissionIntentionally throwing things.	<i>Physical aggression that results in no/ minimal harm</i> <ul style="list-style-type: none">Student impulsively lashing out (as retaliation or without thinking) that results in minimal or no harm.Throwing things aggressively or in a targeted manner.	<i>Causing actual physical harm that also impacts wellbeing</i> <ul style="list-style-type: none">Premeditated or hostile fighting or coercing others to fight (pushing, hitting, kicking, tripping, punching, pulling hair, scratching, throwing objects,) that results in injury, or which seriously interferes with safety and wellbeing of others.	<i>All-in brawl/ extreme violence</i> <ul style="list-style-type: none">Multiple students involved in deliberate/ hostile fighting that results in injury or which seriously interferes with the safety and wellbeing of others.

Guidelines for Staff in Implementing the Behaviour Matrix

- Decide if the behaviour is Minor, Major, Extreme or Crisis
- Determine the nature of the incident and the most appropriate person to follow up on the incident.
 - If the incident involves a Minor Behaviour it should be dealt with at classroom teacher level and no incident recorded in SchoolBytes unless it is recurring.
 - If the incident involves a Major Incident it should be dealt with at Principal / executive level. The teacher should make a SchoolBytes entry with "Referral to Principal" and the issue should be discussed with the Principal in person.
- All staff responding to behaviour issues at NEIS should follow procedural fairness processes (see link below) and implement the principles of Restorative Practice.

Minor Behaviours

Minor behaviours are behaviours that do not harm others, they do not significantly disrupt learning of others and they can be managed within the classroom or playground. For example constantly talking out of turn, choosing not to participate, not following rules in an activity.

Major Behaviours

Major behaviours are behaviours that risk the health and safety of self or others, or minor behaviours that have persisted despite teacher intervention (three minor behaviours similar in nature in any given 5 school day period).

The focus of all behaviour processes in place at NEIS is to promote positive relationships that support student learning. Whilst consequences are an important part of addressing negative behaviours, they must be met with restorative intervention that will minimise the re-occurrence of negative behaviours. Consultation with Executive based on the needs of each individual student can support the teacher to determine the consequences appropriate in each situation.

Classroom Climate

Students work within the same rules and expectations in every classroom and with every teacher. Consistent language and directions from teachers allows for student success. The expectations are:



Behaviour Consequences

NOTE: Staff must be updated on and FOLLOW students' individual Behavioural Response Plans as they may have a different pathway than this outlined below.

Step 1- Students begin every session in the green 'Learning Time' zone. Redirect or address any negative behaviours.

Step 2- After a student is redirected and the behaviour doesn't change, they move into the yellow 'Warning' zone. Zones Of Regulation language is used to remind the student of their behaviour / feeling, which coloured zone they are in, and what tools they can use to help them get back to the green zone.

Step 3- If the behaviour still persists despite the warning they move into 'Taking Time' , where they are to immediately start a 5 minute timeout in the Engine Room . They will go to the designated area to complete the 'Taking Time' sheet (see below), using the explicit examples provided by the teacher. If as a result, the student hasn't completed their learning, they must complete it at the next break. Before the student is released a restorative practice conversation must be had with the teacher. Ensuring the student is aware of why they were removed from class and why that behaviour is unacceptable. Behaviours to be logged in Schoolbytes by classroom staff and a notification sent home.

Step 4- If the student refuses to complete the orange 'Taking Time' step, they move to the red 'Reflection Time' zone, and are accompanied to the Principal's office. These behaviours are considered Major and are managed by Executive staff who will decide next steps in line with suspension and expulsion procedures.

Other Major behaviours may occur where the student goes from green to red zones very quickly. These are managed at a step 4 level.

Scan 'Reflection Space' document and attach to incident report in SchoolBytes. Phone contact must be made with parents before the end of the day to discuss incident and to schedule a follow up meeting. Further interviews of other students / staff may be required

An appropriate consequence and plan for follow-up is implemented. This may include the student attending structured play, regular check-ins with trusted staff, regular use of the sensory room, de-escalation strategies identified and practised, improved communication and consistency between school and home, a partial attendance application or referral to the School Counsellor. All of the new strategies discussed will be updated in the student's plans and communicated to all staff.

 Reflection Space



WHOLE SCHOOL BEHAVIOUR MANAGEMENT PROCESS CHART

Step 1

Learning time

Students are ready to learn.



Step 2

Warning time

Student given explicit instruction including consequences if instruction is not followed.



Step 3

Taking time

If poor behaviour continues student is moved to 5 minutes at timeout table or away from other students in the playground and restorative conversation to follow. Teacher to log incident in SchoolBytes before the end of the day.



Step 4

Reflection Time

Any timeout requiring more than 5 minutes or a behaviour that is deemed major will involve executive. Behaviour to be recorded in SchoolBytes and executive to contact parents before the end of the day.









Learning Time

Warning Time

Taking Time

Losing Time

Taking Time Sheet

What I did 			What I should have done   
Student:	Teacher:	Date:	

Reflection Space

Past - What Happened? (Incident Report in SchoolBytes)

Present- How do you / they feel?

Future- What can you/we change/do to stop this happening again?

Teacher:

Student:

Date:

Response to Serious Behaviours of Concern

If the behaviour is considered extreme or reaches crisis management level, then a suspension formal caution letter may be sent home as outlined in the Department of Education's (DOE) Suspension and Expulsion Policy.

The NSW Department of Education Student Behaviour and Suspension and Expulsion policies and procedures apply to all NSW public Schools. Responses to all behaviours of concern apply to Narrandera East Infants School students that occur include:

- at school
- on the way to and from school
- on school-endorsed activities that are offsite
- outside school hours and off school premises where there is a clear and close connection between the school and students conduct
- when using social media, mobiles and/or other technology involving another student or staff member.

Reporting and recording behaviours of concern

Staff will comply with reporting and responding processes outlined in the:

- Student Behaviour and Suspension and Expulsion policies and Procedures

<https://education.nsw.gov.au/policy-library/policies/pd-2006-0316>

- Incident Notification and Response policy and procedures

<https://education.nsw.gov.au/policy-library/policies/staff-only/pd-2013-0454-05>

- Esafety commissioner (cyberbullying reported by students/parents/carers) <https://www.esafety.gov.au/>

- esafety guide (reporting links for most sites, games and apps)

<https://www.esafety.gov.au/key-topics/esafety-guide>

Serious behaviour concerns will be discussed with the Director of Educational Leadership, Principal and Learning and Wellbeing team including the school counsellor where necessary.

Links to DoE policies and documents

[Student behaviour](#)

<https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/behaviour-support-toolkit>

Whole School Approach across the Care Continuum

☰ Whole School Approach across the Care Continuum

This interactive document demonstrates how Narrandera East Infants School is delivering whole school approaches across the care continuum. The document provides clarity and consistency of how we are using Department of Education resources to support behaviour and wellbeing in our setting. All staff are directed to this document during induction and refreshed annually.

Whole School Approach across the Care Continuum

Care Continuum	Strategy / Program	Details	Audience ▼
Prevention	Child Protection Education Child protection and respectful relationships education	Teaching child protection is mandatory in all NSW schools. Child Protection is factored into PDHPE lessons.	Students K-2
Prevention	Youth Upfront Wellbeing Programs https://youthupfront.org.au/	Termly programs are delivered to students by a Wellbeing officer. Lessons include: friendships, growth mindset, social skills and anti-bullying.	Students K-2
Prevention	What works best toolkit	Teachers follow the <u>WWB</u> document to support all students.	Students K-2
Prevention	Toolkit for Schools eSafety Commissioner.	Supports school communities in maintaining safe online learning Environments.	Everyone
Prevention	School Values	Be a Learner Be Safe Be Respectful Taught explicitly through PDHPE lessons as well as through Class Dojo reward system.	Everyone
Prevention	Zones of Regulation	Explicit teaching of emotional recognition, classification, and regulation. <u>ZOR</u> program is delivered as a short component of each PDHPE lesson.	Students K-2

Prevention	Trauma Informed Practice	Ready to Learn Plans Circle Time Breathwork	Students K-2
	Berry Street Education Model – Learning and Resources Berry Str...	Consistent Predictable Routines Consistent Positive Regard Brain Breaks Mindfulness Escalation Mapping	
Prevention	Breakfast Club	Food is offered every morning to ensure hunger is not a contributing factor to dysregulation.	Students K-2
Prevention	Newsletter	Parents and carers are reminded of behaviour expectations and wellbeing programs through fortnightly newsletter inserts.	Parents / Carers
Prevention	Sensory Room	We have a designated room custom fitted into a sensory space. We have students that require extra support in regulation activities, these students have a morning program they participate in from 8:30am- 8:55am Monday-Thursday. They also use this space to co-regulate with a Co-Educator as needed throughout the school day.	Students identified as requiring support with regulation.
Prevention	Rules	Co-Created whole school classroom and playground rules	Students K-2
Prevention			
Early Intervention	Ready to Learn Plans	All students have a RTLP articulating learning and social / emotional goals.	
Early Intervention	Reflection Space	Once a student <u>displays a repetitive</u> minor behaviour they will be expected to attend the reflection space with their teacher who will guide them through the restorative practice method towards resolution.	Students K-2

Early Intervention	Referral to Learning and Support Team <ul style="list-style-type: none"> ■ Risk Ass... ■ Sample ... 	Concerns with ongoing student behaviours should be discussed with <u>Principal</u> (at NEIS the Principal is the LsT) and a meeting with parents / carers scheduled. BMP / Risk Assessment may need to be	Everyone
	<u>w</u> Copy of ...	developed with parent/carer consultation.	
Targeted Intervention	Referral to School Psychologist	<u>Following meeting with parent / carer</u> a need for ongoing support may be established. Access Request process may be started.	Everyone
Targeted Intervention	Referral to Learning Welbeing Team	<u>Department of Education supports</u> will support school in meeting the needs of the students. For observations, recommendations and support with accessing resources and PL in behavioural space.	<ul style="list-style-type: none"> ● Principal ● Teachers ● APLS ● Learning Wellbeing Officer- LWO ● Wellbeing Nurse ● Teams Around a School ● Behaviour Support Team ● DEL
Targeted Intervention	Ready to Learn Plans	Students with additional needs have more extensive plans with additional information usually including health risks, Behaviour Management Plans, Risk Assessments. Plans are regularly updated every 5 weeks or as needed.	Targeted Students K-2
Targeted Intervention	Access to GP / Paediatrician/ NDIS / External Service Providers	Support with letters of progress, attending appointments with family, accessing services , reminders etc.	Teachers Principal Parents / Carers
Targeted Intervention	Partial Attendance <ul style="list-style-type: none"> ■ Part Day ... ■ PDE For... 	Negative behaviours may be identified through escalation mapping as more probable at a particular time of day or triggered by particular activities. A PDE allows the student to experience success and positivity for shorter periods of time at school.	Principal LWO DEL

Targeted Intervention	Wrap around meeting	This meeting is for all vested parties in the student's life to meet and	<ul style="list-style-type: none"> • Principal • External
		discuss how we can collaborate to best support each other to achieve the best possible outcomes for the child.	<ul style="list-style-type: none"> • Service Providers • Teacher • Co-Educators • Parent/carer
Targeted Intervention	Mandatory Reporting ChildStory Reporter Department's child wellbeing unit NSW Department of Communities and Justice	Staff to follow mandatory reporting guidelines at all times.	All Staff

Child Protection

Mandatory Reporting

Narrandera East Infants School acknowledges the utmost importance of our Child Protection responsibilities. Through the maintenance of routine and compulsory training and the clear procedures outlined below, we ensure all staff are aware of procedures for ensuring the safety and wellbeing of young people. Staff are reminded that all child protection matters are confidential and are not to be discussed outside the mandatory reporting process unless otherwise directed by the Principal. The investigation of child protection concerns about abuse and neglect must be left to those with the statutory responsibility for investigation. Staff of Narrandera East Infants School are reminded not to act as investigators or counsellors beyond the scope of their training or Mandatory Reporting responsibilities.

All staff, teaching and non-teaching, at Narrandera East Infants School are governed by legislation and Department of Education Policy relating to Child Protection and Mandatory Reporting.

Staff can access the following DOE policies from the department intranet (<https://education.nsw.gov.au/policy-library>) at any time, and are expected to familiarize themselves with all policies on a regular basis:

- [Working with Children Check Policy](#)
- [Student Welfare Policy](#)

What constitutes a reportable issue?

Further information about what does and does not constitute a reportable risk to a student or young person can be found as part of the Compulsory E-Training undertaken by staff.

The following list indicates the type of situations where it is necessary for a staff member to make a report:

- Basic physical or psychological needs are not being met
- Failure to arrange for necessary medical care
- Educational Neglect- eg ongoing poor attendance
- Physical or sexual abuse or ill-treatment
- Domestic or family violence
- Psychological harm
- Pre-natal and post birth concerns

- Any concerning or out of character behaviours

NEIS Child Protection Procedures

All Staff at NEIS will maintain current child protection training as per DoE Policy. This will include attendance at any staff meeting/staff development Child Protection sessions, the completion of all required departmental e-Learning, and compliance with the Principal's request for up to date Working With Children Check information.

If a staff member at NEIS is aware of a child protection issue or has genuine belief that a child or young person is at risk of harm they must report it immediately to the Principal or, if the Principal is unavailable, the person relieving, who will then follow DoE procedure in consulting the Mandatory Reporting Guide (MRG). The staff member must document (date and description) reporting the concern for their own records.

Any staff who are required to consult the MRG must document all contact and actions taken in response to a child protection concern, including any reference numbers made when implementing the advice of the MRG.

If staff believe that the Principal has not reported the risk of harm, they are required to follow up this procedure themselves. Additionally, any subsequent or additional information that come to light must be made available to the Child Wellbeing Unit or if they are an active case- the Department of Communities and Justice.

Bullying Response

At Narrandera East Infants School bullying is not tolerated in any form, including online (or cyber) bullying by maintaining a commitment to providing a safe, inclusive and respectful learning community that promotes student wellbeing. At Narrandera East Infants School staff actively respond to student bullying Behaviour and any reports of bullying are considered serious and investigated. At NEIS we have a flow chart for actions to take in response to a report of bullying as outlined below.

[Bullying Flow Chart](#)

[Bullying Flow Chart](#)



Narrandera East Infants School
BULLYING RESPONSE FLOW CHART

Actions to take when receiving a report about student bullying.

LISTEN - first hour

- Provide a safe, quiet place to listen to student so that they can share their experience and feelings.
- As a mandatory reporter act on immediate concerns for child's safety (harm from self or others within next 24 hours). Let student know how you will address this

Day 1 - document

- Collect student examples of alleged bullying - handwritten notes/screenshots. Record details with student and check with them facts are correct.
- Record on School-bytes (school wellbeing system) and notify school executive. Staff to contact parents that the issue of concern is being investigated.

Day 2 - Collect

- Gather any additional information from other students, staff or family.
- Review any previous reports/records for students

involved.

- Clarify information with student and check their wellbeing. Use who, what, when, where and how as a guide.

<p>Day 2 or 3 - Discuss</p>	<ul style="list-style-type: none"> ● Evaluate the information collected to determine if it meets bullying behaviours and meet with the student to discuss next steps. ● If required agree to a plan of action and timeline for student, parent and school to act on. This will include student support network. Ask student what they believe will help address the situation.
<p>Day 4- Implement</p>	<ul style="list-style-type: none"> ● Document plan of action and share with all stakeholders. Record on School-bytes wellbeing system. ● Monitor and check in with student regularly. Use daily monitoring diary if required. Share updates daily with family.
<p>Day 4- Review</p>	<ul style="list-style-type: none"> ● Meet with student and family to review the situation. Discuss what has changed, worsened or improved. ● Evaluate and explore other wellbeing and safety options that can be implemented into the school.
	<ul style="list-style-type: none"> ● Keep recording on School Bytes
<p>Ongoing follow up</p>	<ul style="list-style-type: none"> ● Continue to check in with student and other staff to monitor students wellbeing until concerns have been mitigated. Staff to keep recording on SchoolBytes and keep in contact with student's family. ● Contact Learning and Support team within 48 hours if situation is not resolved. Utilise the school's network counselling service. Contact Director Educational Leadership if required.

Positive Reward

NEIS recognises the importance of living by our values of Be a Learner, Be Safe, Be Respectful. We give positive recognition for effort and behaviours that align with our values as well as academic, sporting, social or emotional success. We use the online Class Dojo platform and a merit system that aims to recognise all students frequently for their efforts and success in these areas.

Class Dojo

As students are recognised for these values, they are awarded 'points' through Class Dojo. Each child has their own 'Avatar' (little character) and their accumulated points can be seen under their avatar. For every 25 points achieved, students can choose an experience based reward. We aim to provide a wide range of experiences in order to cater for all interests, and Tuesdays at lunchtime play is when we deliver the rewards.



Every week we also have target behaviours that we are looking to see an improvement in, and these accrue double dojo points when observed. Through the use of Class Dojo we aim to build up the intrinsic motivation (warm fuzzy self pride) of the students in order to continue to strive to achieve.

Each week at assembly, the top Dojo scorer in one designated class gets an award and also gets to choose the new school bell 'song' for the following week.

We also offer whole class and whole school rewards where the combined student dojo points earn them a reward, such as an excursion, when they reach a designated amount.

Teachers and or co-educators are expected to be posting to the class story each day and to the individual student profiles each week.

Parents / carers are responsible for uploading the Class Dojo APP and keeping notifications 'on' so they do not miss a message from the teacher.

Parents / carers are expected to engage in using the APP, by replying to teacher questions about their child, commenting on posts etc. All comments on Class Dojo will be strictly monitored by the classroom teacher and the expectation is that all comments are appropriate for that platform, respectful, necessary and kind. Any behaviour in contradiction to that will result in the Principal deleting the comment, contacting the parent / carer and depending on the outcome, them potentially being blocked using the platform.

[Class Dojo Policy—Updated 23rd August 2024](#)

Merit Levels

Awards in this system are handed out for outstanding success or achievement in the three school values . Each class receives their merit and sports awards at the weekly assembly. Please make sure you keep these safe at home and return them to the classroom teachers when they accumulate 3 awards of any colour to 'trade' for the next level.

3 Red Level Merits = 1 Blue Level Merit

3 Blue Level Merits = 1 Yellow Principal's Award

3 Yellow Principal's Awards = Special Award and activity book

Merit award winners are also celebrated in each fortnight's newsletter.

All student's merit levels are transferred across if they enrol in Narrandera Public School in Year 3.

School Values Termly Awards

Each term we award three students for being the most dedicated learners, most respectful citizens and the safest students as discussed and decided by teaching staff. They receive a perpetual trophy, a smaller desktop trophy (which they keep on their desk for a term), their picture is framed and placed in the front office foyer, and they are recognised in the newsletter.



Aussie of the Month

A student is chosen each month who has demonstrated exemplary effort in all areas of schooling, consistent positive behaviour, as well as leadership prowess through the Year 2 jobs roster. They receive a special certificate, a photo in the newsletter, a framed photo on the foyer wall, a small desktop trophy and they accept the responsibility of presenting the merit certificates at assembly each week for the following month.

