

**Working Together
Promoting Positive Relationships**

Policy Statement

Narrabundah Early Childhood School promotes positive relationships and interactions within our school and our community. The policy and accompanying procedures outline our positive, restorative and relational response to behaviour management, along with the emphasis placed on providing the support/learning children need to develop a strong sense of self and a comprehensive social skillset to engage with the world around them.

Rationale

Narrabundah Early Childhood School has high standards for behaviour and for the conduct of all members of the school community. This policy highlights positive, respectful relationships as the basis for interactions between all in our community. Positive, respectful relationships between all members of the school community strengthen the culture of our school. Furthermore, the policy and the accompanying procedures aim to ensure all students have the right to, and receive, a quality education in a safe and supportive environment. At Narrabundah Early Childhood School we acknowledge that each person’s well-being is nurtured through experiences of community belonging, respectful relationships with others, being accepted and valued, and by being positively engaged in the learning community.

Aims:

Narrabundah Early Childhood School, through the authorisation of the School Board, considers this policy to:

- Recognise the role school community partnerships play in enhanced outcomes for children and their families;
- Provide procedures outlining the approach taken to respond to poor behaviour and or a child’s disengagement from their learning;
- Acknowledge and promote positive relationships between all school community members and including visitors to our school;
- Mandate the use of evidence based Social Emotional Learning programs that meet the needs of all learners;
- Outline our school’s ongoing commitment towards professional development for educators and the delivery of capacity building programs for parents and carers and community members;

Implementation

- Student wellbeing and student engagement are enhanced formally through the explicit delivery of social and emotional learning programs, development of Behaviour Support Plans and Personal Learning Plans, Individual Learning Plans, and informally through restorative conversations.
- The social and emotional growth of learners is strengthened by effective home school partnerships, community partnerships and programs, and through the timely sharing of learning intentions related to social and emotional learning ;
- Student behaviour is managed collaboratively by all community members and in ways that are positive, relational in nature and that reflect a restorative approach;
- Expectations for student conduct are strengthened by the development of collaboratively devised Class Learning Agreements, Yard Agreements.

Bernadette Hayes
Principal

John Norgrove
Board Chair

Related Documents

School Board Issue Date: 27/ 10/15	Review Date: 2018
Related Document: Positive Behaviour in Schools Policy, Code of Conduct for Visitors and Volunteers, Safe and Supporting Schools Policy, National Safe Schools Policy, and Response to Intervention Model RTI-, School Response Plan.	