



FOOTSCRAY WEST PRIMARY SCHOOL

Student Wellbeing and Engagement Policy

PURPOSE

The purpose of this policy is to ensure that all students and members of our school community understand:

- (a) our commitment to providing a safe and supportive learning environment for students
- (b) expectations for positive student behaviour
- (c) support available to students and families
- (d) our school's policies and procedures for responding to inappropriate student behaviour.

Footscray West Primary School is committed to providing a safe, secure and stimulating learning environment for all students. We understand that students reach their full potential only when they are happy, healthy and safe, and that a positive school culture, where student participation is encouraged and valued, helps to engage students and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are closely linked.

The objective of this policy is to support our school to create and maintain a safe, supportive and inclusive school environment consistent with our school's values.

SCOPE

This policy applies to all school activities, including camps and excursions.

CONTENTS

1. School profile
2. School values, philosophy and vision
3. Wellbeing and engagement strategies
4. Identifying students in need of support
5. Student rights and responsibilities
6. Student behavioural expectations
7. Engaging with families
8. Evaluation

POLICY

1. School profile

Our School is located on the lands of the Bunurong people of the Kulin nation and we wish to acknowledge them as the Traditional Owners. Footscray West Primary School is located in a culturally and economically diverse residential area in Melbourne's Inner West. Since the mid 2000s the West Footscray demographic has changed from high migrant, working class, to a gentrified, higher income neighbourhood. We are lucky to have large grounds with many playing spaces, attractive and practical gardens and orchard areas; designated areas for art/craft, music, library and gymnasium; meeting rooms; outdoor learning areas; and a mix of refurbished heritage and more recently built learning spaces.

Footscray West Primary School's vision is to actively engage the school community to work and learn together in a supportive and inclusive environment. The school motto is 'Learning For Life' which is facilitated through the development of knowledge, skills and resilience in our students.

The following values underpin the way we work together to bring our vision to life and are facilitated through the Tribes process:

- Mutual Respect: Affirming the values and uniqueness of each person, recognising and appreciating our differences.
- Appreciations/No Put Downs: Caring for self and others, stating appreciations for unique qualities, gifts, skills and contributions and avoiding negative remarks, name calling, hurtful gestures and behaviours.
- Attentive Listening: Learning together collaboratively to achieve the best possible outcomes for all by being attentive listeners.
- Participation/ Right to Pass: Being accountable for our actions by being constructive and contributing to collaborative tasks. The right to pass gives us the right to observe quietly if not participating actively but remembering that we get out of an activity what we put into it.
- Personal Best: Actively striving towards achieving excellence.

2. School values, philosophy and vision

Footscray West Primary School's Statement of Values and School Philosophy is integral to the work that we do and is the foundation of our school community. Students, staff and members of our school community are encouraged to live and demonstrate our core values of respect, integrity and kindness at every opportunity.

Our school's vision is to empower students to reach their personal best, and fully equip them to contribute positively to society as happy, healthy young adults.

Our Statement of Values is available on our website.

3. Wellbeing and engagement strategies

Students, parents and teachers recognise and value Footscray West Primary School as a friendly and safe place to be and as a place where they can participate to achieve success and be treated as worthwhile individuals.

Our school aims to:

- Be sensitive to the individual needs of children and accepting of their family structures, their gender identity, and their cultural and socio-economic backgrounds.

- Develop caring and concerned behaviour towards others.
- Allow students to build positive self-concepts.
- Involve students in decision making.
- Ensure that procedural fairness applies to all practices and processes.

Footscray West Primary School has developed a range of strategies to promote engagement, an inclusive and safe environment, positive behaviour, and respectful relationships for all students in our school. We recognise the importance of student friendships and peer support in helping children and students feel safe and less isolated. We acknowledge that some students may need extra social, emotional or educational support at school, and that the needs of students will change over time as they grow and learn.

A summary of the universal (whole of school), targeted (year group specific) and individual engagement strategies used by our school is included below:

Universal strategies:

a) The Tribes Process

The Tribes Process underpins every aspect of school life at Footscray West Primary School. Since its implementation, its impact on the student behaviour has produced positive outcomes. All staff implement the approach, teaching the skills on a regular basis and reviewing the program's effectiveness each year. Parents are informed of the program through the newsletter and via the weekly Pupil of the Week Awards. The program remains one of our strongest assets and is supported by our community.

The Tribes Agreements encourage learning, respect, responsibility and resilience.

All students, staff, parents and visitors	
Mutual Respect	<p>As members of the Footscray West PS community we agree that our interactions will be conducted in a friendly, open and sincere manner.</p> <p>We respect the experience and knowledge of others, particularly those with special skills and expertise.</p> <p>We respect others and their cultures, accept diversity and adopt behaviours that include others.</p> <p>Everyone has a right to be treated with care and compassion, free from harassment and discrimination.</p> <p>We aim to work cooperatively and to resolve conflict peacefully.</p> <p>All students have the right to a safe and friendly learning environment.</p> <p>Students will be encouraged to achieve their personal best in all areas and respect the achievements of others.</p> <p>Each student should strive to develop co-operative interpersonal skills and a sense of social responsibility.</p> <p>We acknowledge that difficulties and disappointments are a normal part of life and by managing these wisely we can build greater resilience and achieve better relationships with others and outcomes for all.</p>

Attentive Listening	Footscray West Primary acknowledges that at the heart of positive social interactions is the ability to listen with our ears, hearts and minds. Each student is responsible for valuing the contribution of others by making eye contact with the speaker, seeking to understand the content and perspective of others and being open to new suggestions and ways of thinking.
Appreciations / No Put Downs	We will acknowledge the contributions of others and encourage each other's talents, interests and ambitions. We will always speak kindly to others and consider other people's feelings.
Personal Best	We understand that effort and achievement are intrinsically linked. We encourage all to approach challenges with a growth mindset, applying sustained effort over time.
Participation / Right to Pass	Everyone will work towards providing a safe and respectful learning environment. Students differ in their readiness and ability to contribute to learning and social activities. We have the right to pass on certain activities until we feel comfortable, but know that the more we participate, the more we gain. When electing to pass, we will remain in the group without having to be a verbal participant. Students will be encouraged to reflect on their performance and behaviour, to recognise their strengths, and areas for improvement.

b) Promoting Positive Behaviour

The whole school approach to student behaviour through the Tribes Process places a strong emphasis on relationships and positive reinforcement to encourage and support appropriate behaviours. There is a whole school approach to ensure that students are engaged learners. The principles of restorative practices are employed so that:

- Students are encouraged and supported to become responsible for their own actions.
- Students and teachers know and accept their responsibility for meeting the Footscray West Primary School Agreements.
- Consequences of breaching these expectations are clear to all. (See Student Behavioural Expectations).

c) Staged (Restorative) Response for Inappropriate Behaviour

	Classroom	Playground
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Incidental	<ul style="list-style-type: none"> ● Discussion with students about behaviour using the common language of the Tribes Agreements. ● Encourage the student to think about and define concepts such as responsibility. ● Encourage the student to think about the impact of their behaviour on others and not only themselves. Discussion with the student regarding appropriate strategies to handle the situation. ● Discussion with the student regarding logical consequences for the action. ● Explicit teaching of appropriate behaviour. ● Recognition of factors that may be influencing behaviour (family circumstances, learning difficulties, medical, etc.). ● Specialist classes – as above plus - student moved to work more closely with teacher. Feedback to classroom teacher. 	<p><i>As per classroom response plus...</i></p> <ul style="list-style-type: none"> ● Walk with yard duty teacher who will 'hand over' the student to the next staff member on duty with information regarding incident/issue.
Regular	<ul style="list-style-type: none"> ● Move to another classroom. ● Involvement of Team Leader. ● Involvement of parent, if appropriate. ● Specialist classes – as above plus feedback to classroom teacher, warnings then time out for recurring incidents. Discussion after time out using Tribes language. 	<p><i>As per classroom response plus...</i></p> <ul style="list-style-type: none"> ● Forfeit right to use equipment/play in a certain area. ● Forfeit right to play with particular students for a period of time. ● Conference with other students involved. ● Opportunity to reflect on behaviour and calm down with Principal Class or a Leading Teacher staff member.

Ongoing	<ul style="list-style-type: none"> ● Involvement of Principal (Prin) and/or Assistant Principal (AP). ● Withdrawal from class. ● Behaviour Support Plan through the Child Safe and Wellbeing Team ● Behaviour contract. ● Communication book between home and school. ● Recording of behaviours and communication via the Compass Chronicles. ● Student Support Group (SSG) Meeting – involving staff and families to support the students. ● Specialist classes – Liaise with classroom teacher to reinforce consequences of behaviour. 	<i>As per classroom response plus...</i> <ul style="list-style-type: none"> ● Forfeit the right to recess or lunch for a period of time. ● Forfeit the right to participate in school sport/excursion/camp. ● Opportunity to reflect on their behaviour with the Principal Class and have a follow up discussion with staff member who sent them there.
Serious	<ul style="list-style-type: none"> ● Monitoring of behaviour by Prin/AP. ● Regular discussion with parents. ● Counselling through School Support Service Officers (SSSO). ● Relevant outside agencies involved. 	<i>As per classroom response plus...</i> <ul style="list-style-type: none"> ● Regular time out from recess/lunch periods.
Severe	<ul style="list-style-type: none"> ● In-school suspension. ● Suspension – following DET procedures. ● Post suspension Student Support Group (SSG) meetings. ● Expulsion – following DET procedures. 	<i>As per classroom response</i>

*If a student's behaviour is such that they are putting the health, safety and wellbeing of themselves, staff or other students at risk the Principal may suspend the student immediately.

At Footscray West Primary School, we utilise the Behaviour Management Flow-Chart graphics with students (see Appendix 1 and 2). These are displayed in the classrooms and students are made aware of the steps.

At Footscray West Primary School we value:

- Maintaining high and consistent expectations of all staff, students and parents/carers.
- Prioritising positive relationships between staff and students, recognising the fundamental role this plays in building and sustaining student wellbeing.
- Creating a culture that is inclusive, engaging and supportive and that embraces and celebrates diversity and empowers all students to participate and feel valued
- Welcoming all parents/carers and being responsive to them as partners in learning.
- Analysing and being responsive to a range of school data such as attendance, Attitudes to School Survey, parent survey data, student management data and school level assessment data

- Consistent instructional frameworks to ensure an explicit, common and shared model of instruction to ensure that evidenced-based, high yield teaching practices are incorporated into all lessons.
- Utilising a broad range of teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and needs of our students and follow the standards set by the Victorian Institute of Teaching.
- Our school's Statement of Values and School Philosophy are incorporated into our curriculum and promoted to students, staff and parents so that they are shared and celebrated as the foundation of our school community
- Carefully planned transition programs to support students moving into different stages of their schooling.
- Acknowledgement of positive behaviour and student achievement in the classroom, and formally in school assemblies and through communication to parents.
- Monitoring student attendance and implementation of attendance improvement strategies at a whole-school, cohort and individual level.
- Students having the opportunity to contribute to and provide feedback on decisions about school operations through the Junior School Council, Environment Team and Captains Program. Students are also encouraged to speak with their teachers, Assistant Principals, Principal or members of the Child Safety and Wellbeing Team whenever they have any questions or concerns.
- Creating opportunities for cross-age connections amongst students through whole-school activities and celebrations such as sporting days, Science and Book Week activities and Buddies.
- The opportunity for all students to self-refer to the Child Safety and Wellbeing Team, School Nurse, Assistant Principals and Principal if they would like to discuss a particular issue or feel as though they may need support of any kind. We are proud to have an 'open door' policy where students and staff are partners in learning
- School wide positive behaviour support with our staff and students, which includes programs such as:
 - Respectful Relationships
 - Child Safe
 - eSmart
 - Opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)
 - Buddy program
 - programs, incursions and excursions developed to address issue specific needs or behaviour (i.e. anger management programs)
 - opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)
 - Empowering our school community to identify, report and address inappropriate and harmful behaviours such as racism, homophobia and other forms of discrimination or harassment.

Targeted strategies:

- Each sub-school group has a Child Safety and Wellbeing Team member responsible for their year, who monitors and reports on the health and wellbeing of students in their year, and acts as a point of contact for students who may need additional support.

- Koorie students are supported to engage fully in their education, in a positive learning environment that understands and appreciates the strength of Aboriginal and Torres Strait Islander culture.
- Our English as a second language students are supported through targeted classroom-based teaching, and all cultural and linguistically diverse students are supported to feel safe and included in our school.
- We support learning and wellbeing outcomes of students from refugee background through a personalised approach for each child's experience.
- We provide a positive and respectful learning environment for our students who identify as LGBTIQ+ and follow the Department's policy on [LGBTIQ Student Support](#)
- All students in Out of Home Care are supported in accordance with the Department's policy on [Supporting Students in Out-of-Home Care](#) including being appointed a Learning Mentor, having an Individual Learning Plan and a Student Support Group (SSG) and being referred to Student Support Services for an Educational Needs Assessment
- Students with a disability are supported to be able to engage fully in their learning and school activities in accordance with the Department's policy on [Students with Disability](#), such as through reasonable adjustments to support access to learning programs, consultation with families and where required, student support groups and individual education plans
- All staff undertake health promotion and social skills development in response to needs identified by student wellbeing data, classroom teachers or other school staff each year.
- Staff will apply a trauma-informed approach to working with students who have experienced trauma.
- Students enrolled under the Department's international student program are supported in accordance with our legal obligations and Department policy and guidelines at: [International Student Program](#)

Individual strategies:

Footscray West Primary School implements a range of strategies that support and promote individual engagement. These include:

- Building constructive relationships with all students, including those at risk or students who are vulnerable due to complex individual circumstances.
- Meeting with students and their parent/carer to talk about how best to help the student engage with school.
- Developing an Individual Learning Plan and/or a Behaviour Support Plan.
- Considering if any environmental changes need to be made, such as the classroom set up.
- Referring the student to:
 - School-based wellbeing supports
 - Student Support Services
 - Appropriate external supports such as council based youth and family services, other allied health professionals, Headspace, child and adolescent mental health services or ChildFirst
 - Re-engagement programs such as Navigator
- Where necessary the school will support the student's family to engage by:
 - Being responsive and sensitive to changes in the student's circumstances and health and wellbeing.

- Collaborating, where appropriate and with the support of the student and their family, with any external allied health professionals, services or agencies that are supporting the student.
- Monitoring individual student attendance and developing an Attendance Improvement Plan in collaboration with the student and their family.
- Engaging with our regional Koorie Engagement Support Officers.
- Running regular Student Support Group meetings for all students:
 - with a disability
 - in Out of Home Care
 - with Koori backgrounds
 - and with other complex needs that require ongoing support and monitoring.

4. Identifying students in need of support

Footscray West Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. All staff play a significant role in developing and implementing strategies to help identify students in need of support and enhance student wellbeing. Footscray West Primary School will utilise the following information and tools to identify students in need of extra emotional, social or educational support:

- Personal, health and learning information gathered upon enrolment and while the student is enrolled
- Attendance records
- Academic performance
- Observations by school staff such as changes in engagement, behaviour, self-care, social connectedness and motivation
- Attendance, detention and suspension data
- Engagement with families
- Self-referrals or referrals from peers

5. Student rights and responsibilities

All members of our school community have a right to experience a safe and supportive school environment. We expect that all students, staff, parents and carers treat each other with respect and dignity. Our school's Statement of Values highlights the rights and responsibilities of members of our community.

Students have the right to:

- participate fully in their education
- feel safe, secure and happy at school
- learn in an environment free from bullying, harassment, violence, racism, discrimination or intimidation
- express their ideas, feelings and concerns.

Students have the responsibility to:

- participate fully in their educational program
- display positive behaviours that demonstrate respect for themselves, their peers, their teachers and members of the school community
- respect the right of others to learn.

Students who may have a complaint or concern about something that has happened at school are encouraged to speak to their parents or carers and approach a trusted teacher or a member of the school leadership team. Further information about raising a complaint or concern is available in our Complaints Policy.

6. Student behavioural expectations and management

Behavioural expectations of students, staff and families are grounded in our school’s Statement of Values and Student code of conduct.

Violence, bullying, and other offensive and harmful behaviours such as racism, harassment and discrimination will not be tolerated and will be managed in accordance with this policy. Bullying will be managed in accordance with our Bullying Prevention Policy.

When a student acts in breach of the behaviour standards of our school community, Footscray West Primary School will institute a staged response, consistent with the Department’s policies on behaviour, discipline and student wellbeing and engagement. Where appropriate, parents will be informed about the inappropriate behaviour and the disciplinary action taken by teachers and other school staff.

Our school considers, explores and implements positive and non-punitive interventions to support student behaviour before considering disciplinary measures such as detention, withdrawal of privileges or withdrawal from class.

Disciplinary measures may be used as part of a staged response to inappropriate behaviour in combination with other engagement and support strategies to ensure that factors that may have contributed to the student’s behaviour are identified and addressed. Disciplinary measures at our school will be applied fairly and consistently. Students will always be provided with an opportunity to be heard.

Staged (Restorative) Response for Inappropriate Behaviour

	Classroom	Playground
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Regular	<ul style="list-style-type: none"> ● Move to another classroom. ● Involvement of Team Leader. ● Involvement of parent, if appropriate. ● Specialist classes – as above plus feedback to classroom teacher, warnings then time out for recurring incidents. Discussion after time out using Tribes language. 	<p><i>As per classroom response plus...</i></p> <ul style="list-style-type: none"> ● Forfeit right to use equipment/play in a certain area. ● Forfeit right to play with particular students for a period of time. ● Conference with other students involved. ● Opportunity to reflect on behaviour and calm down with Principal Class or a Leading Teacher staff member.

Ongoing	<ul style="list-style-type: none"> ● Involvement of Principal (Prin) and/or Assistant Principal (AP). ● Withdrawal from class. ● Behaviour Support Plan. ● Behaviour contract. ● Communication book between home and school. ● Recording of behaviours and communication via the Compass Chronicles. ● Student Support Group (SSG) Meeting – involving staff and families to support the students. ● Specialist classes – Liaise with classroom teacher to reinforce consequences of behaviour. 	<p><i>As per classroom response plus...</i></p> <ul style="list-style-type: none"> ● Forfeit the right to recess or lunch for a period of time. ● Forfeit the right to participate in school sport/excursion/camp. ● Opportunity to reflect on their behaviour with the Principal Class and have a follow up discussion with staff member who sent them there.
Serious	<ul style="list-style-type: none"> ● Monitoring of behaviour by Prin/AP. ● Regular discussion with parents. ● Counselling through School Support Service Officers (SSSO). ● Relevant outside agencies involved. 	<p><i>As per classroom response plus...</i></p> <ul style="list-style-type: none"> ● Regular time out from recess/lunch periods.
Severe	<ul style="list-style-type: none"> ● In-school suspension. ● Suspension – following DET procedures. ● Post suspension Student Support Group (SSG) meetings. ● Expulsion – following DET procedures. 	<p><i>As per classroom response</i></p>

*If a student's behaviour is such that they are putting the health, safety and wellbeing of themselves, staff or other students at risk the Principal may suspend the student immediately.

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Disciplinary measures that may be applied include:

- Warning a student that their behaviour is inappropriate

- Teacher controlled consequences such as moving a student in a classroom or other reasonable and proportionate responses to misbehaviour
- Withdrawal of privileges
- Referral to the Child Safety and Wellbeing Team
- Restorative practices
- Detentions
- Behaviour support and intervention meetings
- Suspension
- Expulsion

Suspension, expulsion and restrictive interventions are measures of last resort and may only be used in situations consistent with Department policy, available at:

- <https://www2.education.vic.gov.au/pal/suspensions/policy>
- <https://www2.education.vic.gov.au/pal/expulsions/policy>
- <https://www2.education.vic.gov.au/pal/restraint-seclusion/policy>

In line with Ministerial Order 1125, no student aged 8 or younger will be expelled without the approval of the Secretary of the Department of Education and Training.

The Principal of Footscray West Primary School is responsible for ensuring all suspensions and expulsions are recorded on CASES21.

Corporal punishment is prohibited by law and will not be used in any circumstance at our school.

7. Engaging with families

Footscray West Primary School values the input of parents and carers, and we will strive to support families to engage in their child's learning and build their capacity as active learners. We aim to be partners in learning with parents and carers in our school community.

We work hard to create successful partnerships with parents and carers by:

- ensuring that all parents have access to our school policies and procedures, available on our school website
- maintaining an open, respectful line of communication between parents and staff, supported by our Communicating with School Staff policy.
- providing parent volunteer opportunities so that families can contribute to school activities
- involving families with homework and other curriculum-related activities
- involving families in school decision making
- coordinating resources and services from the community for families
- including families in Student Support Groups, and developing individual plans for students.

8. Evaluation

Footscray West Primary School will collect data each year to understand the frequency and types of wellbeing issues that are experienced by our students so that we can measure the success or otherwise of our school based strategies and identify emerging trends or needs.

Sources of data that will be assessed on an annual basis include:

- student survey data
- incidents data

- school reports
- parent survey
- case management
- CASES21, including attendance and absence data
- SOCS

Footscray West Primary School will also regularly monitor available data dashboards to ensure any wellbeing or engagement issues are acted upon in a timely manner and any intervention occurs as soon as possible.

COMMUNICATION

This policy will be communicated to our school community in the following ways:

- Available publicly on our school's website
- Included in staff induction processes
- Made available in hard copy from school administration upon request

Our school will also ensure it follows the mandatory parent/carer notification requirements with respect to suspensions and expulsions outlined in the Department's policies at:

- [Suspension process](#)
- [Expulsions - Decision](#)

FURTHER INFORMATION AND RESOURCES

The following Department of Education and Training policies are relevant to this Student Engagement and Wellbeing Policy:

- [Attendance](#)
- [Student Engagement](#)
- [Child Safe Standards](#)
- [Supporting Students in Out-of-Home Care](#)
- [Students with Disability](#)
- [LGBTIQ Student Support](#)
- [Behaviour - Students](#)
- [Suspensions](#)
- [Expulsions](#)
- [Restraint and Seclusion](#)

The following school policies are also relevant to this Student Wellbeing and Engagement Policy:

- Child Safety and Wellbeing Policy
- Bullying Prevention Policy
- Inclusion and Diversity Policy
- Statement of Values and School Philosophy

POLICY REVIEW AND APPROVAL

Approval date:	August 2022
VRQA policy:	Yes
DET mandated policy:	Yes
School Council input:	Required
Consultation:	ComPol Subcommittee of FWPS School Council, July 2022
Next scheduled review date (review cycle):	August 2024 (2 years)

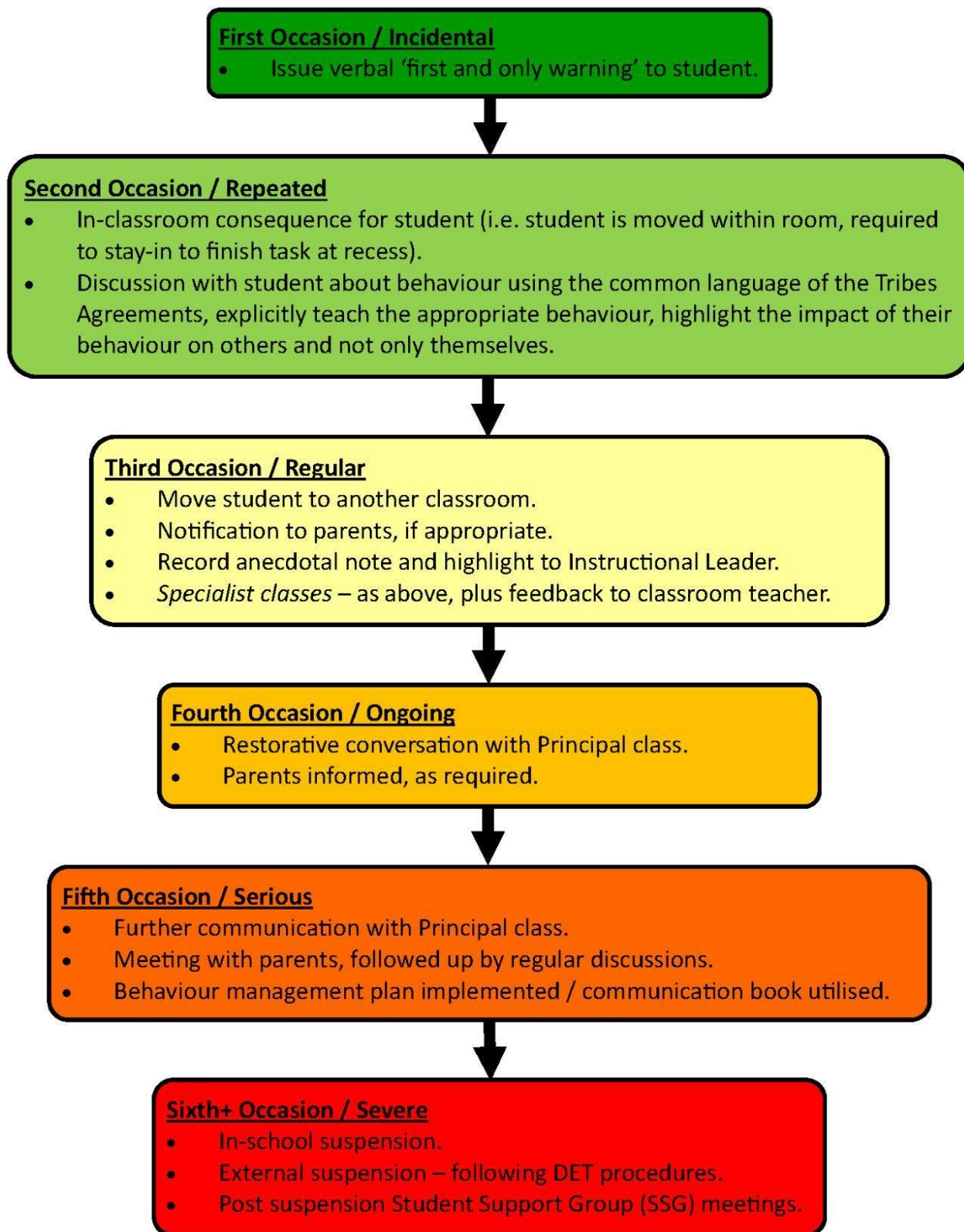


Help for non-English speakers

If you need help to understand the information in this policy please contact a member of the Footscray West Primary School Principal Team on 9687 1535 or footscray.west.ps@education.vic.gov.au



Classroom Behaviour Management Flow Chart



**All incidents at or greater than the third occasion/regular, require staff to input a Compass Chronicle entry.*



Playground Behaviour Management Flow Chart

First Occasion / Incidental

- Issue verbal 'first and only warning' to student.

Second Occasion / Repeated

- Student walks with the yard duty teacher who will 'hand over' the student to the next staff member on duty with information re: incident/issue.
- Discussion with student about behaviour using the common language of the Tribes Agreements, explicitly teach the appropriate behaviour, highlight the impact of their

Third Occasion / Regular

- Forfeit right to use equipment/play in a certain area.
- Forfeit right to play with particular students for a period of time.
- Notification to parents, if appropriate.
- Record anecdotal note and highlight to Instructional Leader & Principal class.

Fourth Occasion / Ongoing

- Restorative conversation with Principal class and following up discussion with yard duty staff member.
- Parents informed, as required.
- Forfeit the right to recess or lunch for a period of time.
- Forfeit right to participate in school sport/excursion/camp.

Fifth Occasion / Serious

- Further communication with Principal class.
- Regular time out from recess/lunch periods.
- Meeting with parents, followed up by regular discussions.
- Behaviour management plan implemented / communication book utilised.

Sixth+ Occasion / Severe

- In-school suspension.
- External suspension – following DET procedures.
- Post suspension Student Support Group (SSG) meetings.

**All incidents at or greater than the third occasion/regular, require staff to input a Compass Chronicle entry.*