Caledonian Primary

Wellbeing 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) our fundamental evidence based framework for behaviour support
(c) expectations for positive student behaviour
(d) support available to students and families
(e) our school's policies and procedures for responding to inappropriate student behaviour.

Caledonian PS 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.

Engagement strategies

Caledonian 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 whole of school approach and individual engagement strategies used by our school are included below:

Whole School Strategies

● high and consistent expectations of all staff, students and parents/carers

● prioritise 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

Discipline procedures are based on procedural fairness and corporal punishment is not permitted.

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- 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

- teachers at Caledonian Primary School use an instructional framework to ensure an explicit, common and shared model of instruction to ensure that evidenced-based, high yield teaching practices are incorporated into all lessons

- teachers at Caledonian Primary School adopt 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

- carefully planned transition programs to support students moving into different stages of their schooling.

- positive behaviour and student achievement is acknowledged in the classroom, and formally in school assemblies and communication to parents

- monitor student attendance and implement attendance improvement strategies at a whole-school, cohort and individual level

- students have the opportunity to contribute to and provide feedback on decisions about school operations through the Tribal Council and other forums. Students are also encouraged to speak with their teachers, Assistant Principal and Principal whenever they have any questions or concerns.

- create opportunities for cross age connections amongst students through school plays, athletics, music, school concert, buddy reading programs

- All students are welcome to self-refer to the Student Wellbeing Coordinator, Assistant Principal 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

- We engage in School Wide Positive Behaviour support with our staff and students, which includes programs such as Respectful Relationships

- programs, incursions and excursions developed to address issue specific behaviour.

- opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)

- buddy programs.

- we have Respectful Relationships learning resource, which supports schools and early childhood settings to promote and model respect, positive attitudes and behaviours.

- School Breakfast Clubs provide a warm and welcoming space for students when they arrive at school. Volunteers and staff help set up the Breakfast Club space and provide students with a variety of healthy, Victorian grown or manufactured breakfast foods.

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- measures are in place to empower our school community to identify, report and address inappropriate and harmful behaviours such as racism, homophobia and other forms of discrimination or harassment.

SCHOOL WIDE POSITIVE BEHAVIOUR SUPPORT (SWPBS)

At Caledonian PS our wellbeing and behaviour philosophy is grounded in School Wide Positive Behaviour Support. School Wide Positive Behaviour Support (SWPBS) is a broad range of systemic and individualised strategies for achieving important social and learning outcomes in schools, whilst preventing opportunities for problem behaviour. The key attributes of SWPBS include preventive activities, data-based decision making, and a supportive problem solving orientation.

A safe and orderly school environment is important to learning. Disruptive classroom behaviour is known to interfere with learning and is a cause of stress and concern for students, teachers and families.

Most children start school with the social skills they need for success. They have learned these socially valued behaviours from their parents, families, carers, early childhood learning experiences and their social networks. Children learn behaviours very quickly, but often they also learn "misrules" or behavioural challenges.

Across a large proportion of schools, examples of behavioural errors include:
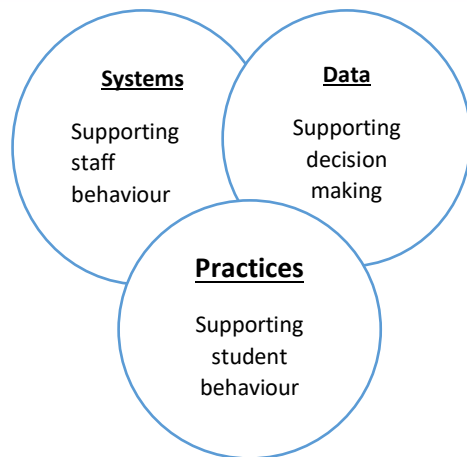
- a student swearing when they get something wrong
- raising their voice to get teacher attention
- crying to avoid doing work
- threatening or embarrassing others in order to get certain things, such as social attention from their peers, or to be included in games.

At Caledonian Primary School, SWPBS is referred to as School Wide Positive Behaviours. This language is used throughout all levels of our school community and serves as a framework for students, staff and community members.

Why are School Wide Positive Behaviours an important part of Caledonian Primary School.

SWPBS provides students with the tools and mindset to sustain their own learning growth through a clear framework of self-efficacy. Combined with a rigorous academic program, this learning framework enables learners to deeply apply their skills, knowledge, and social-emotional awareness to the world around them. At CPS, we understand that problem behaviour manifests itself to serve a purpose for the student, and can often be related to the fight, flight, freeze and fawn response.

The fastest way to turn problem behaviour around is by explicitly telling students what behaviour is expected, modelling this behaviour, and teaching students acceptable and appropriate ways to interact with their community.

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Systems

Supporting staff behaviour

Data

Supporting decision making

Practices

Supporting student behaviour

Positive student behaviours are most effectively developed and supported through relationship-based whole-school and classroom practices, with clearly communicated behavioural expectations.

In the classroom, quality planning and instruction that is tailored to the needs of the students can further prevent and reduce challenging behaviour.

Some students exhibit challenging behaviour, which requires additional support and interventions to address this behaviour and to develop positive behaviours.

Understanding student behaviours

Through data tracking of student behaviours, schools are able to use evidence based approaches to address misbehaviour and identify patterns in students.

All behaviours are a form of communication.

In most primary-aged children challenging behaviour can be linked to the student exhibiting a loss of control due to the fight, flight, freeze and fawn response. This is often caused by the student feeling;

- isolated (eg: left out of a game)
- threatened (eg: hitting another child because they felt targeted)
- overstimulated (eg: too many rules in a game cause confusion)
- unfairly treated (eg: by the teacher or a group of peers)
- physiologically unwell (eg: hungry, tired, injured, sleep deprived).

In rare circumstances, children from trauma-related backgrounds will exhibit challenging behaviours without reason. This requires intensive and immediate action and support from the school.

There are many potential influences on student behaviour, and many factors that can lead to behaviour that is challenging for schools to deal with.

These include:

- biophysical factors, such as medical conditions or disabilities

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- psychological factors, including emotional trauma or lack of social skills
- behavioural/social factors, including where a student's problem behaviour has been learned through reinforcement, consequences or adaptation to social practices. For example, a student with a learning difficulty repeatedly misbehaves knowing that he/she will be removed from the class and this will avoid his/her learning difficulty being exposed.
- historical community factors, including for Koorie students whose family member/s had difficult, sometimes traumatic, experiences of school and government agencies
- cultural factors, for example Koorie community 'Sorry Business'
- student group dynamics, such as bullying and teasing, cliques or student apathy or hostility.
- environmental factors, for example the level of classroom noise and classroom seating arrangements as well as heating and lighting
- classroom organisation issues, such as inconsistent routines, inadequate materials or obliviousness to   cultural differences
- teacher behaviour, for example boring or disorganised lessons, over-reaction to misbehaviour or over-reliance on punishment and lessons being either too easy or too challenging to access

In many cases, there is no single "cause" of challenging behaviour, but it is the result of several factors operating in combination.

When seeking to understand challenging behaviour, it is important to understand the role of behavioural triggers. A crucial element of any response to a student's challenging behaviours is identifying the triggers for that particular student.

The Three Tiered Framework of School Wide Positive Behaviour Support (SWPBS)

SWPBS uses a tiered intervention framework which is:

Tier 1 (75% - 85% of students)- prevention of problem behaviours through good classroom practice and the building of relational trust between staff and students.

Universal actions for all students, including:

- clear and explicit signage of expected behaviours
- school wide recognition of positively behaving students, through both intrinsic and extrinsic rewards/ incentives
- explicit school-wide social-emotional skills program

Tier 2 (10% – 20% of students)- identifies and provides targeted supports for individual students at risk for developing challenging behaviour.

Targeted actions for groups of students, including:

- social skills groups
- targeted check-ins with trusted adults, such as Welfare Officer or Principal
- classroom behaviour interventions, such as seating arrangements, modified learning tasks

Tier 3 (< 5% of students)

- provides individualised and intensive interventions for students with significant support needs.
- Individualised actions for individual high-risk students, including:
- intensive counselling and check-ins with trusted adults, such as Psychologist or Principal
- daily communication with family, sharing collective responsibility for negative behaviours
- positive reinforcement of proximity for desired behaviours - clear consequences and follow through for unacceptable behaviours

GUIDELINES & IMPLEMENTATION

The following Matrix outlines which behaviours are acceptable and expected at Caledonian Primary School.

These behaviours will be displayed around the school, in a matrix which is based upon our school values of Respectful, Responsible and Resilience.

Tier One Behaviours: Encourage & Acknowledge

The following behaviours are acknowledged and encouraged by staff:

- Attentive listening
- Staying on task
- Meeting class expectations
- Good choices made in difficult situations
- Quality of learning effort
- Assisting others in the classroom/yard
- Self monitoring
- Respecting others

Suggested actions that can be taken to encourage and acknowledge a student if their behaviour has been positive:

- Personalised meaningful feedback from the teacher, can be written or verbal
- Student of the Week Awards
- Class Dojo Points
- Sending work to the Principal for acknowledgement
- Sending work to a Buddy Grade/Teacher
- Notes in student diaries
- Informing parents – phone calls, emails, letter home
- Individual Reward Charts

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Tier Two Behaviours: Ignore, Remind & Redirect

Staff should remind the student to make positive changes in an attempt to redirect their behaviours:

- Calling out during class discussions
- Consistent interrupting
- Off-task during work time
- Off-task talking
- Leaving the room, staying within the building
- Flipping, tapping and moving small objects
- Distracting others
- Yelling/screaming out to get attention
- Frustrated swearing at self (straight to remind & redirect)
- Students being the "boss" of other students

The addressing and redirection of Tier Two behaviours should be done with a calm, respectful manner by the staff member. Body language and the physical location of the teacher should be utilised to redirect these behaviours.

Tier Three Behaviours: Immediately Step-In and Stop

For the safety of the student/s involved and others, staff should immediately step-in and stop the student when the following behaviours or similar behaviours occur:

- Fighting
- Throwing equipment at others
- Destroying other's work or school property
- Comments of a sexual or racist nature
- Excessive & constant swearing
- Endangering others safety or putting themselves in danger
- Negative self-talk
- Self harm
- Ignoring direct & repeated instructions
- Kicking, punching, throwing items, spitting, biting
- Trashing a classroom
- Unsafe use of any equipment or learning tools
- Targeting or bullying of particular students
- Stealing of property

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If any of these behaviours are occurring the following steps should be taken:

- Address the child in a calm, respectful manner
- Explicitly state the desired replacement behaviour
- Seek the assistance of another staff member if required
- If safe to do so, remove the student to a buddy grade for an agreed time to reflect and redirect
- If the student is endangering others and it is unsafe to remove them, seek the assistance of another staff member and remove those affected to a safe space.

Consequences for Unacceptable Behaviour

At no time is it acceptable for a class or collective group to be held responsible and/or face the consequences for the poor behaviour of an individual student in which they were not directly involved.

If a student displays Tier Three Behaviours (other than self-harm or negative self-talk) then the student is required to fill out a Reflection Sheet with the guidance of a staff member. This Reflection Sheet is then used as the prompt to hold a discussion with the student as to why the behaviour escalated, what can be done in the future to prevent it, and to determine a suitable consequence.

For all students who complete a Reflection Sheet, a staff member will contact the parents on the day of the incident and inform them of the details.

If other students have been affected by the Tier Three behaviours of a peer, then a staff member will contact the parents of the affected students.

A restorative discussion will be held with the students and staff involved, using the SWPBS Matrix as the tool for directing the conversation.

Targeted Strategies

- all Koorie students and students in Out of Home Care will be appointed a Learning Mentor, have an Individual Learning Plan and will be referred to Student Support Services for an Educational Needs Assessment
- 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 – refer to our Caledonian Primary School Action Plan see Aboriginal Learning, Wellbeing and Safety for further information
- our English as a second language students are supported through our EAL program, and all cultural and linguistically diverse students are supported to feel safe and included in our school including through Circle Time, Buddy program, Health and Wellbeing Curriculum and a range of cultural celebrations days.
- we support learning and wellbeing outcomes of students from refugee background through regular check-ins with students and their families, providing extra support and resources when required and assisting them to engage with external support agencies, if required.

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- 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
- 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 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
- wellbeing and health staff will 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

Individual Strategies

Students may encounter a range of difficulties needing intervention. Issues around mental health, family difficulties and breakdown, abuse and neglect may require short term or ongoing support. Caledonian Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially we will:

- clarify referral procedures
- link students/families to counselling services
- monitor and evaluate progress through regular student support group meetings, care team meetings and professional learning team meetings
- Student Support Groups
- Individual Education Plans
- Behaviour - Students
- Behaviour Support Plans
- Student Support Services
- Program for Students with Disabilities
- Mental health toolkit
- headspace
- Navigator
- LOOKOUT

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

- building constructive relationships with students at risk or students who are vulnerable due to complex individual circumstances.
- meeting with a student and their parent/carer to talk about how best to help the student engage with school.

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- considering if any environmental changes need to be made, for example changing 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, Orange Door, Child and Family Services, Centacare or ChildFirst

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 Attendance Improvement Plans in collaboration with the student and their family
- engaging with our regional Koorie Engagement Support Officers
- running regular Student Support Group(SSGs) meetings for all students:
    - with a disability
    - in Out of Home Care
    - other complex needs that require ongoing support and monitoring.

4. Identifying students in need of support

Caledonian Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Student Wellbeing Team plays a significant role in developing and implementing strategies help identify students in need of support and enhance student wellbeing. Caledonian 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
- compass-detailed documentation of wellbeing related items.

5. Student rights and responsibilities

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All members of our school community have a right to experience a safe and supportive school environment. We expect that all students, staff and parents/carers treat each other with respect and dignity.

Students have the right to:

- participate fully in their educational program
- feel safe, secure and happy at school
- learn in an environment free from bullying, harassment, violence, 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

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 behaviour will be responded to consistently with Caledonian Primary School's Bullying policy.

When a student acts in breach of the behaviour standards of our school community, Caledonian Primary School will institute a staged response, consistent with the Department's Student Engagement and Inclusion Guidelines. Where appropriate, parents will be informed about the inappropriate behaviour and the disciplinary action taken by teachers and other school staff.

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SCHOOL WIDE POSITIVE BEHAVIOUR MATRIX

Our SWPBS behavioural flow chart is 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 are applied fairly and consistently.

Disciplinary measures that may be applied include:

- warning a student that their behaviour is inappropriate
- re-teach the behaviour expectation
- 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 Team Leader
- referral to Student Support Services
- restorative practices
- reflections
- behaviour reviews
- 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 Caledonian Primary School is responsible for ensuring all suspensions and expulsions are recorded on CASES21.

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

7. Engaging with families

Caledonian 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.
- 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

Caledonian 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
- Student Online Case System (SOCS)

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
- Included as annual reference in school newsletter
- 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](#)

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- [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

Discipline Procedures

As schools have the ability to define their own set of behavioural expectations, there is no common set of behaviours that can be universally regarded as challenging (note this relates to individual school's behavioural expectations and not the grounds for suspension and expulsion which are set and common to all government schools).

Disciplinary measures should always be proportionate to the nature of the behaviour, and are best employed in combination with support measures to identify and address causes of the behaviour.

The Education Training and Reform Act (2006) prohibits the use of corporal punishment in any Victorian Government school and school discipline policies must include a statement that reflects this requirement.

As a DET school, Caledonian Primary School is bound to act within DET guidelines and Disciplinary Measures, which are detailed below.

Disciplinary Options for School Principals

In-school discipline/ Withdrawal of privileges

Discipline procedures are based on procedural fairness and corporal punishment is not permitted.

Schools can withdraw student privileges as a consequence of breaching classroom or school behavioural standards. The specific privileges that are withdrawn will vary between schools and even students at the same school, however they may include things such as losing the right to engage in a selected activity. These decisions will be made on an individual basis.

When withdrawing privileges as a disciplinary measure, schools should ensure that:

- The withdrawal is time-limited
- The reasons for and period of the withdrawal is clearly communicated to the student
- The student is made aware of the behaviour standards expected in order for the privileges to be reinstated

Withdrawal from class

If a student's behaviour significantly interferes with the rights of other students to learn or the capacity of a teacher to teach a class or where there is possibility of harm to others, that student may be temporarily removed from regular classroom activities. In more serious cases the student may be required to leave the classroom for a specified period of time.

Schools have a duty of care to ensure that students are supervised at all times, including when they are removed from a class. Withdrawal from class does not constitute formal school exclusion such as suspension (including in-school suspension) or expulsion.

Reflection

Reflection is an appropriate response for a wide range of less serious classroom and school behaviour breaches. Detention can effectively reinforce to students the importance of maintaining appropriate behaviour standards. During detention teachers may instruct a student to finish school work which has not been completed in regular classroom time as a result of the behaviour, new work or other duties. No more than half the time allocated for any recess may be used for this.

After-school detentions are not utilized at Caledonian Primary School.

6. POLICY EVALUATION

Evaluation will be conducted every two years by the Educational Policies Subcommittee.

This policy will be reviewed in
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SWPBSS Matrix

Caledonian Primary School

SCHOOL WIDE POSITIVE BEHAVIOUR MATRIX

VALUES	INSIDE	OUTSIDE	COMMUNITY
	Classroom Multipurpose Room Corridors	Oval Playgrounds Garden	Assembly & After School Care Excursions & Camps Travelling to and from school
RESPONSIBLE	Taking pride in our learning Striving for excellence Using equipment properly Participating in all activities Being organised, on time and ready to learn	Taking pride in our school grounds Using equipment properly Participating in all activities	Taking pride in our school Using equipment properly Participating in all activities
RESPECTFUL	Allowing others to learn Wearing our school uniform with pride Looking after others with our words and actions Keeping our hands and feet to ourselves Listening attentively	Including others in our play Wearing our school uniform with pride Looking after others with our words and actions Keeping our hands and feet to ourselves	Allowing others to learn Wearing our school uniform with pride Looking after others with our words and actions Keeping our hands and feet to ourselves Listening attentively
RESILIENT	Owning what we do Expressing and managing our emotions Being good sports Showing persistence and problem solving		

SWPBSS Flowchart

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Caledonian PS Behavioural Response Framework (Currently Draft, included for review)

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The below framework is a GUIDE ONLY to support decision making process

In all instances the SWPBSS Behaviour Flow Chart should be followed initially for Minor/major Behaviours regarding immediate actions

Behaviours	Responses
Minor Level 1 Refusing to follow teachers reasonable requests Refusing to participate Disruption of learning Deliberately misusing Equipment Littering Throwing object/s at someone Minor physical/Verbal abuse Constantly annoying others Swearing Deliberately breaking or mistreating property Ongoing inappropriate school uniform	**Class teacher can notify parents of all Level 1 behaviours and should if behaviours continue** Time out/reflection during recess or lunch time. Including time out in buddy/alternative classroom, student is to walk with yard duty teacher, or sit in a designated area assigned by principal. Steps to include: 1. Prompt student verbally/nonverbally 2. Redirect student 3. Reteach expectations 4. Reflection/time out and recorded on Compass as minor behaviour
Minor Level 2 **Continuation of Level 1 Behaviours** **Refusing to accept Level 1 consequences** Bullying (continued/targeted) Deliberate swearing Absconding Throwing object/s at someone Inappropriate sexualised comments and behaviours Petty theft Violent verbal abuse. Physical violence	**Class teacher must notify parents of all Level 2 behaviours, Principal. Asst. Principal must be involved for 2nd behaviour** 1st Offence Reflection during lunch and recess 2nd Offence In School Suspension (or as negotiated with parent) Meeting with parents 3rd Offence Suspension Behaviour Support Plan developed for all 3rd offences and if any student reaches a 2 offence in more than one term. Meeting with parents are held to implement Behaviour Support Plans

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Offensive behaviour		
Major **Continuation of Level 2 Behaviours** Racism Continual verbal abuse Bullying (continued/ongoing and specifically targeted) Violent assault Aggressively throwing dangerous object/s at someone Major theft Deliberate obscene language towards students/teachers/adults Inappropriate physical contact or exposure Wilful damage to teachers' or school property Use and possession of drugs/alcohol/weapons/cigarettes/vape device Consistently/continually disrupting the learning and wellbeing of others		**Principal, Asst. Principal managed** Parents notified immediately Suspension Principal/Teacher/Parent meeting to negotiate student returning to school and possible implications for camps and excursions Behaviour support plan developed and implemented

Where behaviour support plan is actioned, individual students may require a modification within the individual plan to the above framework

Policy last reviewed	June-December 2023
Consultation	Parents and Careers

Discipline procedures are based on procedural fairness and corporal punishment is not permitted.

	School Staff
	Leadership Team
	School Council Sub Committee
	School Council
Approved by	Principal
Next scheduled review date	December 2025

Discipline procedures are based on procedural fairness and corporal punishment is not permitted.