



SUPPORTING STUDENT ENGAGEMENT POLICY

“At all times, behaviour that assists learning, social harmony and the expression of culturally appropriate values should be taught, practised, reinforced and embedded.”

(Behaviour Education, Play is the Way, Volume 1)



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AIMS AND PHILOSOPHIES OF SUPPORTING STUDENT BEHAVIOUR

Southern Grove Primary School aims to:

- Create a positive environment within the school and classroom so that staff and students can work together effectively
- Create a caring school environment where the rights and responsibilities of the individual are recognised and respected
- Establish a clear code of behaviour and utilise whole school approaches that support and reinforce this; and
- Establish a culture so that conflicts can be resolved in a positive manner

SOUTHERN GROVE PS CODE OF BEHAVIOUR

The behaviour of all school staff, students, parents, and the wider community is guided by their conduct and actions relating to our four school values of:

- BE KIND
- BE CARING
- BE BRAVE
- BE POLITE

ROLES AND RESPONSIBILITIES OF STAFF

The Executive team have agreed to:

- Support teachers with behaviour development and management;
- Ensure consistency in the implementation and maintenance of behaviour expectations throughout the school;
- When required, facilitate parent / teacher /student conferencing;
- When required, design and assist with programs for individual children with behaviour issues;
- Provide relief teachers with guidelines pertaining to behaviour expectations and procedures;
- Communicate behaviour expectations and processes within the school community;
- Assist in liaising with external agencies as required;
- Delegate a teacher to be accountable for responding appropriately for inappropriate student behaviour when the executive team is absent from school; and
- Maintain data on Compass – Behaviour (Stage 5 classroom and Stage 4 playground).





Teachers have agreed to:

- Ensure consistency in the implementation and maintenance of the Supporting Student Engagement policy
- Develop and maintain a positive and orderly learning environment
- Display and discuss:
 1. Play is the Way posters
 2. Expected Behaviour Matrix (see Appendix 6); and
- Document misbehaviour and correctional strategies through personal records and Compass (Stage 4 classroom level)
- Develop documented engagement plans in consultation with the Deputy Principal when a student's behaviour is considered to be at a level that is beyond the scope of the school's Supporting Student Engagement policy.
- Contribute to a review of the Supporting Student Engagement policy as required by school executive; and
- Include executive team where appropriate, in discussions with parents regarding student behaviour management.
- Provide information relative to class for relief teachers

Southern Grove Primary School aims for consistency in the application of the Supporting Student Engagement policy. It will, however, be responsive to the needs of each child and some flexibility for the nature of each specific circumstance must be considered.





RIGHTS AND RESPONSIBILITIES OF THE SCHOOL COMMUNITY

<p><u>Students have the RIGHT to:</u> Learn in a purposeful and supportive environment Work and play in a safe, secure, friendly, and clean environment. Be treated with respect, courtesy, and honesty. Start each day/session fresh once a consequence has been completed.</p>	<p><u>Students have the RESPONSIBILITY to:</u> Ensure that their behaviour is not disruptive to the learning of others. Ensure that the school environment is kept neat, tidy, and secure. Ensure that they are punctual, polite, prepared and display a positive manner. Behave in a way that protects the safety and wellbeing of others.</p>
<p><u>Staff have the RIGHT to:</u> Be treated with respect, courtesy, and honesty. Teach in a safe, secure, and clean environment. Teach in a positive and orderly environment.</p>	<p><u>Staff have the RESPONSIBILITY to:</u> Model respectful, courteous, and honest behaviour. Ensure that the school environment is kept neat, tidy, and secure. Establish positive relationships with students, staff, parents, and community members. Present high-quality teaching always. Report student progress to parents. Provide safe, secure, and engaging learning environments.</p>
<p><u>Parents have the RIGHT to:</u> Be informed of course and curriculum material, behaviour management procedures and decisions affecting their child's health and welfare. Be informed of their child's progress. Have access to a meaningful and adequate education for their child. Be heard in an appropriate forum on matters related to the rights of their child's education.</p>	<p><u>Parents have the RESPONSIBILITY to:</u> Ensure that their child attends school. Ensure that the physical and emotional condition of their child is at an optimum for effective learning. Ensure that their child is provided with appropriate materials to make effective use of the learning environment. Support the school in providing a meaningful and adequate education for their children. Model respectful, courteous and honest behaviour while at school.</p>





SUPPORTING POSITIVE STUDENT BEHAVIOUR THROUGH LANGUAGE

Southern Grove Primary School has adopted Play is the Way as the program for teaching behaviour education. To support consistency within the school, staff are expected to use the below language features of the program to assist in developing positive behaviour amongst students:

- The five key concepts that underpin Play is the Way
- The four-step process when questioning a student about behaviour
- Using the six self-mastery questions as a guide to the types of questions to ask when questioning a student
- Restorative justice questioning (See Appendix 5).

SUPPORTING POSITIVE STUDENT BEHAVIOUR THROUGH THE SCHOOL ENVIRONMENT

It is recognised that the school environment plays a role in supporting positive student behaviour. As a school community the following are ways we support this through our school environment:

- Embracing the Play is the Way program
- Establishing positive relationships and a sense of student connection to the school; and
- Outdoor learning environment that promotes positive behaviour

SUPPORTING POSITIVE STUDENT BEHAVIOUR THROUGH WHOLE SCHOOL STRATEGIES

Southern Grove Primary School acknowledges that recognising and reinforcing positive behaviour is an effective way of supporting student behaviour. The school also acknowledges that positive relationships within the school and a sense of connection to the school assist in promoting positive student behaviour. Whole school strategies that are used at Southern Grove Primary School to promote positive student behaviour are outlined below.

BUZZ Books

Students are awarded a stamp the first time they achieve their personal best goal.

Personal Best Milestone Awards

Students are awarded a certificate or badge in recognition of the effort they have made to achieve their personal best goals.

Student Leadership

Students in Year 6 can nominate and be selected by their peers to be a student minister or team captain.





Play is the Way

Southern Grove Primary School has embraced the Play is the Way program as one of the means to support behaviour education and social and emotional learning. This program is led by an action group that facilitates the implementation across the school. Play is the Way engages students' emotions and calls for mastery and control of those emotions to achieve success. By being challenged, the games develop self-motivation and perseverance. The Play is the Way philosophy revolves around five key concepts and the six questions of self-mastery.

Learning Programs

Southern Grove Primary School will seek to include several items as part of its learning programs to support behaviour development. This includes, but isn't limited to, the following:

- Play is the Way
- Bullying (including cyber bullying)
- Resilience and self esteem
- Chaplain-run social/emotional programs
- Protective behaviours





PROCESS FOR STUDENT MISBEHAVIOUR WITHIN THE CLASSROOM

PRE-STAGE ONE: POSITIVE ENVIRONMENT

Staff establish a positive and orderly learning environment, utilise effective classroom management strategies and set and explain clear behaviour standards based on the Southern Grove Primary Code.

It is at the discretion of the teacher to determine the point in time in the classroom when they deem the behaviour past using classroom management strategies and becoming a disruption to the student learning and/ or that of other students. At this point teachers must follow the guidelines below:

Behaviours	Responses	Consequences (Stages refer to the Green Slip)
Level 1 (managed within the classroom)		
Refusal to listen to and follow staff instructions Work avoidance / off task behaviours i.e. fidgeting, wandering around classroom Talking over others / calling out Chair swinging Lying	Low key strategies - proximity - minimal verbal - circulation - students name - pause - the look - deal with the problem not the student (i.e. remove pencil that is tapping) - private dialogue - square off etc.	Stage 1: Verbal reminder of expected behaviour Stage 2: Ask 'Can you be your own boss, or do you need me to be your boss? Sit student on a chair to observe other students demonstrating expected behaviour Stage 3: Thinking time in the 'Regulation Station' in class, followed by discussion with teacher Stage 4: Send responsible student to office with green slip for exec to come and support teacher
Level 2 (managed within the classroom)		
Persistent level 1 behaviours Indirect swearing Graffiti Back chatting	Decision / implied decision – ' <i>student name</i> ' you have a decision to make, stop state the behaviour or provide the logical consequence	Stage 5: Send responsible student to office with green slip for exec to remove student and discuss the inappropriate behaviour and action to be taken. Teacher to record stage 3 as Behaviour Incident and Stage 4 as DOE-Behaviour of Concern on Compass. Stage 4 – parents must be contacted by teacher. Exec will record on Compass if accelerates to Stage 5.
Level 3 (managed by classroom teacher with support from Exec team)		
Persistent level 1 or 2 behaviours Leaving the classroom without permission Use of mobile phones without authorisation Vandalism/wilful property damage Offensive/ aggressive language Stealing Directed swearing at student Threatening behaviour e.g. making a gang, to bring a weapon, to be violent	Decision / implied decision – ' <i>student name</i> ' you have a decision to make, stop state the behaviour or provide the logical consequence	These behaviours proceed straight to Stage 4 – Stage 4: Send responsible student to office with green slip for exec to remove student and discuss the inappropriate behaviour and action to be taken. Teacher to record as a DOE-Behaviour of Concern on Compass and contact parent. Exec will record on Compass if accelerates to Stage 5.
Major: All consequences remain the decision of Administration at the time		
Physically fighting Spitting at another person Possession of illegal substance Bullying/harassment Possession of weapons Racist remarks/ gestures Verbal abuse Directed swearing at staff or visitors to the school Physical abuse (Malicious) Leaving school grounds without permission Severe Vandalism or wilful property damage	Referral form (green slip) sent immediately to office. Administration collect student. For emergency behaviours, (red card) "Urgent Assistance Required" sent to office.	These behaviours proceed straight to Stage 5 Stage 5: Send responsible student to office with green slip for exec to remove student Exec to record DOE-Behaviour of Concern on Compass and contact parent. If student is suspended Exec will complete an Online Incident Notification if required.

*If a student has received 3 Stage green slips in a 5-day period the stage is accelerated to Stage 5. Note this on the green slip and send the slip to the office.





MINOR MISBEHAVIOURS

- Levels refer to the type of behaviour.
- Stages are referring to the step on our green slips.

STAGE ONE: RULE REMINDER

The student is given a verbal warning and reminded of the expected behaviour, and they are their own boss.

STAGE TWO: STEP UP REMINDER

Student is asked by teacher if they need the teacher to be the boss of them and is moved to a seat where they can observe the expected behaviour of other children.

STAGE THREE: THINKING TIME

Student is asked to move to the 'Regulation Station' in the classroom. This time is both an opportunity for the student to reflect on their behaviour and the impact on others, and/or to employ Zones of Regulation strategies to de-escalate their behaviour.

STAGE FOUR: TEACHER DISCUSSION

Teacher sends responsible student with a green slip for assistance from exec team. Exec team will take the class so the teacher and student can go to the wet area to discuss the situation and reset.

STAGE FIVE: REFERRED TO EXEC TEAM

Send responsible student to office with green slip for exec to come to the class and remove student to discuss the inappropriate behaviour and action to be taken.

At stages four and five a behaviour incident slip must be sent to the office with a responsible student for assistance (see Appendix 3).

If a student reaches Stage 4 in the playground or Stage 5 in the classroom they cannot be awarded with a personal best stamp for that day.

If a student is displaying extreme physical or aggressive behaviour, remove other students from the area and call the office for support either by phone or send a responsible student with a red card. DO NOT LEAVE THE CLASS WITH NO ADULT SUPERVISION.





PROCESS FOR STUDENT MISBEHAVIOUR WITHIN THE PLAYGROUND

Staff are to carry their TICK bags and always wear an orange vest (with the exception of special needs assistants) and hat during TICK.

MINOR MISBEHAVIOURS

PRE - STAGE ONE

Staff display a sense of *'withitness'* and actively move around allocated TICK areas, initiating and modelling positive interactions with students to support building relationships and developing a positive school culture.

STAGE ONE: RULE REMINDER

The student is reminded of the expected behaviour.

STAGE TWO: 5 MINUTE WALK

The expected behaviour is communicated to the student and the student is to spend 5 minutes with the TICK teacher. At the end of the 5 mins the teacher is to remind the student of the right thing to do.

STAGE THREE: REGULATION STATION

The student is sent to the 'Regulation station' for the remainder of break. This area is outside the office for years 1-6 and on the metal bench in ECE. At the end of the break the TICK staff member will engage in a reflective conversation with the student relating to the displayed behaviour and send them to class.

STAGE FOUR: REFERRED TO OFFICE

The student is sent to the administration office with a green referral form and a member of the school executive team will address the behaviour. At this level parents will be notified by the Deputy Principal if required.

MAJOR STUDENT MISBEHAVIOUR ACTIVITIES

Behaviours such as those listed below will immediately begin at Stage 5 of the classroom management process or Stage 4 of the playground process. For severe behaviour relating to the playground, a severe behaviour form is to accompany the student when they come to the office. The Deputy Principal will discuss the incident with the student and witnesses if necessary, parents will be informed and a suitable consequence for the behaviour will be enforced. All incidences of major misbehaviour will be recorded within the Compass system by the Deputy Principal.

Vandalism/ wilful property damage	Racist remarks/ gestures
Physically fighting	Possession of weapons
Leaving school grounds without permission	Verbal abuse
Possession of illegal substance	Physical abuse
Bullying/harassment	Use of mobile phones without authorization
Persistent & consistent failure to follow staff instructions	Offensive/ aggressive language
	Stealing
	Directed swearing at staff





Referral to the office may result in the following actions:

BEHAVIOUR Plan

Students may be supported to address their behaviours using restorative processes. This may include the completion of a Values based behaviour contract.

WITHDRAWAL FROM CLASS OR PLAYGROUND

Students are withdrawn from class/playground for a period of time as determined by the executive team. During this time the student is supported to reflect on their behaviour and determine actions to improve their behaviour choices within the classroom or playground. For a planned withdrawal (e.g. withdrawal the next school day) the class teacher is to provide work for the student at a level that can be completed independently.

For an impromptu withdrawal (e.g. immediately after an incident that occurred during break time) the Deputy Principal will provide work for the student. At the conclusion of the withdrawal time, the student is escorted back to the classroom and undertakes actions in line with the re-entry guidelines.

SUSPENSION

Major behaviour incidents may result in the suspension of a student for a period determined by the Principal(s) and in accordance with Department of Education behaviour policy and guidelines. An Individual Behaviour Plan will be developed and implemented to support the student's behaviour, in consultation with the parent/guardian, upon their return. A suspension results in loss of Good Standing for students in years 1-6.

RE-ENTRY GUIDELINES

After a student has undertaken a suspension, it is important that restorative justice practices are used to support their re-entry into the classroom. The re-entry guidelines to be used are as follows:

- A. The student is to demonstrate that they are back in the green zone and ready to learn (i.e. calm state).
- B. The student will re-enter the class at a designated natural break (e.g. just prior to lunch/afternoon tea etc).
- C. Restorative justice practices are to be used to support the student's re-entry:
 - Guidance for the process will come from the school exec team
 - The focus is on the student making amends for their actions
 - The role of the teacher is to support the student making amends and welcoming them back into the class.
- D. Deputy to conduct a check on the student/ class after re-entry (e.g. 15 minutes later).

The Deputy Principal will communicate any of the above actions to parents/caregivers and will record the behaviour on Integris.

Please note: If the presence of weapons is found on site it will be treated as follows:

Unattended weapon- Weapon removed to a safe location/ cordoned off (if safe to do so) and the police are notified.

Weapon in the possession of someone- Follow the school's emergency management plan (e.g. lockdown).

COMMUNICATING WITH PARENTS RELATING TO STUDENT BEHAVIOUR

Class teachers are to use their professional judgement as to when they communicate behaviour issues (positive and negative) to parents. Teachers are required to inform parents if a child reaches Stage 4 of the behaviour process. This notification can be via a phone call or email.





The executive team will inform parents each time a student reaches Stage 5 of the classroom process and Stage 4 of the playground level. A phone call or generic letter will be used for this (see Appendix 4).

The bullying flyer (Appendix 6) will be communicated to the school community at the start of the year.

GOOD STANDING POLICY

Southern Grove Primary School's Good Standing Policy is underpinned by the State Government, 'Let's Take a Stand Together' Action Plan and our Supporting Student Engagement policy.

The Good Standing Policy has been established to provide the opportunity for all students to participate in the diverse range of educational activities provided by our school.

All students at Southern Grove Primary School will begin the year with Good Standing status. This recognises the efforts of individual students who consistently embrace our four core values and encourages our students to take ownership of their behaviour and make changes to their behaviour if necessary. To maintain this status, students must always comply with school rules.

A student's Good Standing status will be withdrawn following consultation between the exec team and the class teacher for the following reasons:

- In or out of school suspension
- Bullying (including proven cyberbullying)
- Any other serious breach of our school values
- Constant misbehaviour (once a student receives 3 x Stage 5 green slips within a 4-week period they will lose their Good standing)

Please refer to the Good Standing policy for more information.

PROVIDING INDIVIDUAL STUDENT BEHAVIOUR SUPPORT

INDIVIDUAL SUPPORT

Individual behaviour plans will be developed for any student requiring behaviour supports outside of the scope of the whole school Supporting Student Engagement policy. Risk management plans will be developed for any student whose behaviour poses a potential risk to themselves, others, or school property. Risk management plans are developed by a member of the Administration team, in consultation with the student's classroom teacher and parent/guardian.

The following supports are available when developing individual documented plans:

- a) School administration
- b) School of Special Education Needs: Behaviour (SSEN: B)
- c) School Psychologist
- d) Other external agencies

NOTE: Plans involving the engagement of external agencies will be managed by a Deputy Principal

It is important that staff implement the plan in its entirety and with consistency when dealing with the student.





TIER 2 SUPPORT

Students identified as being Tier 2 behaviour students through the school's SAER processes and are not responding to individual engagement plans will require additional support. A Behaviour Functional Analysis model is to be used to identify the functions of the behaviour and to develop a behaviour support plan. This process will be led by a member of the school administration team in conjunction with the class teacher and /or school psychologist. The behaviour support plan will outline a range of strategies in supporting the student to modify their behaviour. A proforma can be found in Appendix 11.

USE OF MOBILE PHONES & ELECTRONIC DEVICES

Mobile phones, smart watches and other electronic devices are increasingly prevalent in schools and modern society.

Students are not permitted to have or use mobile phones, smart watches or other personal electronic devices whilst on school grounds or at school sanctioned events. If a student comes to school with a one of these devices, they are to hand it in at the school office at the start of the school day and collect it at the end of the day. Students found in breach of the above statement will be sanctioned in line with the major misbehaviour procedures as documented previously in this policy.

Staff are not to use their mobile phones other than at break times.

STUDENT BEHAVIOUR RECORDING AND DATA

Class teachers are required to maintain records of student behaviour using a recording system that is suitable to them. Any student reaching Stage 4 of the classroom behaviour process is to be recorded by their class teacher within Integris (Behaviour Module).

The Deputy Principals will collect and review the daily playground referral forms. Part of this process will involve speaking to students involved in playground incidents and recording on Integris if deemed necessary.

School behaviour data will be examined on a regular basis throughout the school year which will include assessing the effectiveness of whole school behaviour support.

VIOLENCE, BULLYING, HARASSMENT AND SELF-HARM PREVENTION

Bullying as defined by the Department of Education is when an individual or group misuses power to target another individual or group to intentionally threaten or harm them on more than one occasion. This may involve verbal, physical, relational, and psychological forms of bullying. Teasing or fighting between peers is not necessarily bullying.

Southern Grove Primary School is a Bully Free Zone. Bullying of any type is not tolerated. A parent information brochure on bullying is sent home at the beginning of the year. Parents are asked to read through the pamphlet with their children and to discuss what children should do if they are being bullied. It is important for children to understand that they must tell an adult if they have been bullied or if they see someone else being bullied. All reported instances of bullying will be acted on by school staff.

Bullying can take many forms such as:





Physical

- This includes repetitive low level hitting, kicking, pinching, pushing, tripping, “ganging up”, unwanted physical or sexual touching, and damage to personal property. High levels of physical assault may be classified as violence.

Verbal

- This involves the repeated use of words to hurt or humiliate another individual or group. Verbal bullying includes using put-downs, insulting language, name-calling, swearing, nasty notes and homophobic, racist or sexist comments.

Psychological

- This includes repeated stalking, threats or implied threats, unwanted email or text messaging, abusive websites, threatening gestures, manipulation, emotional black-mail, and threats to an individual’s reputation and sense of safety.

Cyber

- This involves the use of information and communication technologies such as e-mail, text messages, instant messaging and websites to engage in the bullying of other individuals or groups. This technology provides an alternative means for verbal, relational and psychological forms of bullying.

Bystander

- Bullying also involves children who may not be directly involved in the bullying nor are they directly bullied, who are referred to as “bystanders”. A bystander is someone who sees the bullying or knows that it is happening to someone else. Bystanders are encouraged to report incidents of bullying to school staff.

Strategies we will use to deal with bullying -

At SGPS we will target anti bullying strategies by:

- Ensuring that students know about the school’s Supporting Student Engagement Policy and Anti Bullying Procedures;
- Maintaining caring and supportive relationships with students;
- Openly talking about bullying – what it is, how it affects us and what we can do about it;
- Development of self and emotional competency through Play is the Way;
- Teach students the skills which will build self-esteem and empower them to take responsibility for themselves; and
- Give students the opportunity to practise these skills.

Responsibilities of staff:

- To deal with all reported and observed incidences of bullying;
- Be observant of signs of stress or suspected incidents of bullying;
- Apply restorative practices when dealing with conflicts (see Appendix 5); and
- To report incidences of bullying to parents, exec and other staff as necessary

Responsibility of Students:

- To not bully others;
- To tell an adult if they are being bullied;
- To use suggested strategies if they are bullied;
- To tell an adult if they see someone else being bullied; and
- To help someone who is bullied





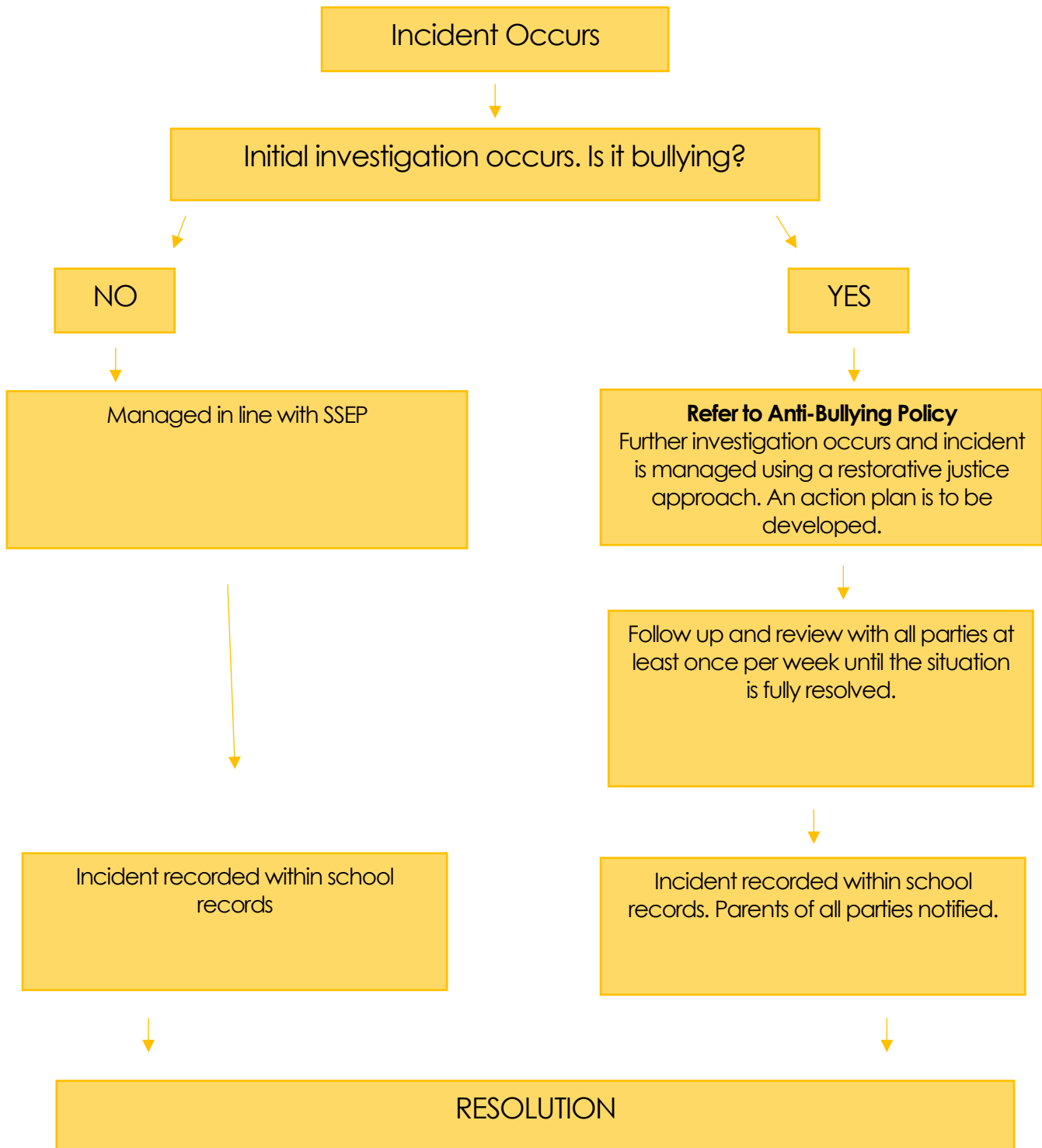
Responsibilities of Parents:

- To watch for signs that their child may be being bullied;
- To instruct their children to tell an adult if they are being bullied; and
- To ensure their children know and practise strategies outlined in the Southern Grove Primary School's Bullying Flyer to help them if they are bullied
- To speak to the class teacher if their child is being bullied, or they suspect it is happening





OVERVIEW OF HOW THE SCHOOL MANAGES BULLYING INCIDENTS





PROFORMAS AND APPENDIXES

The following pages contain a number of proformas and appendixes to assist with implementing the Southern Grove Primary School Behaviour Management in Schools Policy. These proformas include:

- Appendix 1: Guidelines for Suspension, Withdrawal and Isolation;
- Appendix 2: Southern Grove PS Guidelines for Playground Management and Supervision;
- Appendix 3: Southern Grove PS Student Referral Form;
- Appendix 4: Generic Letter from Administration (reaching Stage 5 of classroom BMIS);
- Appendix 5: Restorative Questioning & PITW Questions;
- Appendix 6: Bullying flyer (Separate Publisher Document)
- Appendix 7: School Response to Student Suicidal Behaviour & Non- Suicidal Self Injury
- Appendix 8: Expected Behaviour Matrix
- Appendix 9: School Values Posters
- Appendix 10: Individual Engagement Plan Template
- Appendix 11: Tier 2 Support Plan
- Appendix 12: Step by Step Visual

APPENDIX 1: GUIDELINES FOR SUSPENSION, WITHDRAWAL & ISOLATION

The Principal or Deputy Principals may authorise the withdrawal/ isolation of a student from any classes based on a breach of expected behaviours. This may include a student reaching Stage 5 (classroom) and Stage 4 (playground) of the school behaviour system. Other options may include break times and restricting/ prohibiting participation in school activities. Any ongoing withdrawal will be done in consultation with class teachers and in accordance with DoE policies and the School Education Regulations 2000.

Details of a student's unacceptable behaviour will be documented and entered in the school's SIS behaviour module. Classroom teachers are responsible for ensuring that pupils in withdrawal/ isolation are provided with an adequate amount of work. Work is to be from the pupil's normal learning program at a level that the pupil can carry out without explanation or assistance from the supervising deputy.

Students in extended withdrawal/ isolation are under the general supervision of a deputy. Supervising deputies are responsible for ensuring that students in isolation/ extended withdrawal are safe and remain isolated from peers. Supervising deputies will interact with isolated students with polite detachment. Their interaction should be restricted to granting the pupil permission to leave the room for toileting purposes and to directing them to an alternative work area in the event of the deputy being absent.

Administration will notify parents/guardians of isolation and request a meeting to discuss the matter with the Deputy Principal/Principal (if appropriate).

The withdrawal/ isolation of a student from any class or classes of instruction cannot be more than ten consecutive school days. Students who are absent from school during their period of isolation will complete the requirements of isolation on their return to school.

Suspension and exclusion will occur under the guidelines of the DoE Behaviour Management Policy (updated 4 January 2016) and the School Education Regulations 2000.

Protective isolation is a strategy that may be used for a student after extensive consultation with relevant stakeholders in the Department of Education. Approval to use this must be obtained prior to inclusion in a student behaviour plan.



APPENDIX 2: SOUTHERN GROVE PS GUIDELINES FOR PLAYGROUND MANAGEMENT & SUPERVISION

Defined playground areas are designated around the school grounds.

These areas are:

- Tennis courts, Sandpit and Flagpole
- Flagpole, TB3 and TB4 alcoves, top half Grovies Lane (scooters)
- Oval and cricket nets
- Nature Play, verandahs, bottom half Grovies Lane (scooters)
- Funky Monkey bars and verandahs outside staffroom, TB2 and TB3
- Oval

Specific guidelines to assist TICK staff with playground management and supervision are:

- All ECE students may move and play within the ECE play area and designated grassed area
- All kicking/ large ball games are to be played on the school oval yr 1-6 /grassed area ECE
- Students are not to play or stay around TB5
- Students are not to play in the undercover area
- Students must be sitting down when eating.
- Staff are to monitor the cleanliness of the eating areas whilst students eat.
- It is important that you are diligent and actively engaging with the students during TICK

Areas, which are out of bounds to all children at playtime, include:

- The front of the school
- The area behind TB4 and TB5 (except for ECE)
- The area behind the undercover area and canteen.
- The bike racks

BEFORE SCHOOL: All children arriving at school before 8:15am must go to the library

SIRENS: When the music plays to end playtime or resetting, children are to line up quietly outside classrooms. The end of the music means students line up outside classrooms and wait **sensibly** for their class teacher. Teachers **must** be at their classroom by the time the music ends.





APPENDIX 3: SOUTHERN GROVE PRIMARY SCHOOL STUDENT REFERRAL FORM

STUDENT REFERRAL FORM



Behaviour Support Request

(all fields must be completed when sending to the office with a responsible student)

Student:	ELE/LE:	Year:	
Date:	Time:	Requesting teacher:	
Classroom	Playground	Specialist	Support

Time	Stage	✓	Behaviour details
	Stage 1: Verbal reminder of expected behaviour		
	Stage 2: Ask 'Can you be your own boss, or do you need me to be your boss?'		
	Stage 3: Thinking time in the 'Regulation Station' in class, followed by discussion with teacher		
	Stage 4: Send responsible student to office with green slip for exec to come and support teacher. (Do not send the dysregulated student)		
	Stage 5: Send responsible student to office with green slip for exec to remove student and discuss the inappropriate behaviour and action to be taken.		

Entered into Compass by Exec – Yes/ No





APPENDIX 4: GENERIC LETTER FROM ADMINISTRATION (REACHING STAGE 5 OF CLASSROOM BMIS)

To be put on letterhead and a hard copy sent home with student and a copy emailed to parents

Dear Name,

I am writing to advise you of a behaviour issue that relates to your child, **Name**.

In line with the school's behaviour management system for dealing with misbehaviour, your child reached stage five (fifth warning) today and was sent to the office. They spent time in the office and the issue relating to their behaviour was discussed, including what would be deemed acceptable behaviour relevant to the situation.

The behaviour concerned was interrupting the learning of other students, swinging on their chair and not following the teacher's instructions. (change to reflect behaviour demonstrated)

If you wish to discuss this issue further, please do not hesitate to contact me at the school.

Yours sincerely,

Name

Deputy Principal

12th February 2016



APPENDIX 5: RESTORATIVE QUESTIONING

Restorative Questions 1 (For the child who has done wrong)

- What happened?
- What were you thinking of at the time?
- What have you thought about since?
- Who has been affected by what you have done? In what way?
- What do you think you need to do to make things right?

Restorative Questions 2 (For the child who has been hurt.)

- What did you think when you realised what had happened?
- What impact has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

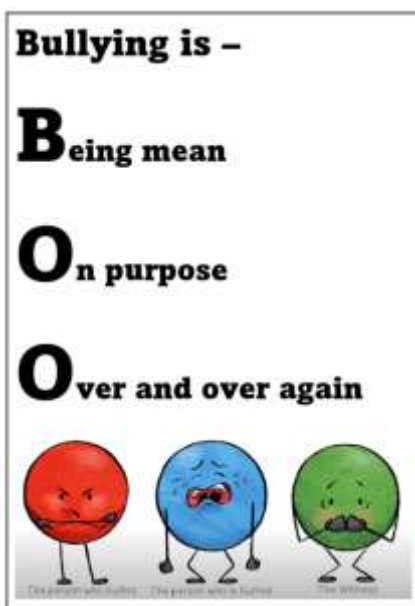
From Real Justice program

PITW Six questions to self-mastery

1. Is that the right thing or wrong thing to do?
2. Are you making a strong decision or a weak decision?
3. Are your feelings in charge of your actions or is your thinking in charge?
4. Are you running away from the problem or are you dealing with it?
5. Are you being your own boss or are you asking me to be your boss?
6. Am I trying to help you or hurt you?

APPENDIX 6- BULLYING FLYER

See <https://bullyingnoway.gov.au/>





APPENDIX 7: SCHOOL RESPONSE TO STUDENT

All staff members

Nominated person/Student Services/Administration

Nominated person/Student Services/Administration

Consultation with relevant staff

Nominated staff member/s contact details

Title	Role	T:

Direct disclosure
Student discloses suicidal behaviour and/or NSSI to staff member

Indirect disclosure
Third party informs a staff member of concern regarding student suicidal behaviour and/or NSSI

Keep the student safe
If disclosure indicates imminent risk inform principal (or nominee) immediately.
Principal (or nominee) to contact parent/guardian and if necessary contact emergency services (000) and follow emergency management procedures.

Where there is an existing Risk Management Plan (RMP) in place follow actions as outlined
OR
Inform nominated staff member ASAP (same day as disclosure where possible).

Nominated staff member

- Gathers further information from student and/or others as necessary; contact is discreet and confidential
- Consult with appropriate staff to determine actions to be taken; this may include discussion with a colleague as well as a professional with specialist knowledge in mental health (see resource list).

Contact Home (check system for any contact restrictions)

Call parent/guardian and notify of concern. Emphasise to parent/guardian the importance of a supportive response to their child's disclosure.

- If available, offer risk assessment by staff member trained in suicide risk assessment (if not already completed).
- Should a trained staff member not be available and the concern, following consultation, is deemed to require additional intervention it is recommended that student is taken for external assessment (e.g. Acute Response Team (ART), Hospital Emergency Department, Doctor or other mental health service).
- Recommend ongoing monitoring of the student and provide emergency response numbers to parent.
- Should parent/guardian not be contactable attempt to contact other emergency contacts available on school system.
- If it is not possible to make contact with a suitable adult, consult to determine further action (see resource list).

Concern About Contacting Home

Consult with Principal (or nominee) to determine actions which may include:

- Consultation with appropriate personnel (see resource list) for advice and to determine actions to be taken
- Consultation and/or referral to the Department for Child Protection and Family Support if there is reason to believe that notifying the parent/guardian would put the student at risk
- Actions based on advice received through consultation.

Where Risk Assessment Completed at School

- Discuss limits of confidentiality with student.
- Provide student with emergency contact numbers and support within and external to school.
- Parent/guardian to be notified following assessment and recommendations discussed which may include:
 - ongoing monitoring of student
 - providing emergency response numbers
 - linking student with appropriate services (through referral)
 - consultation with the ART and/or
 - recommending student be taken to local hospital for further assessment.
- When student is taken for further assessment, that agency should be contacted and provided with relevant information. Where possible, this information should be documented and provided in writing. Consent should be obtained from the parent/guardian if appropriate.

If parent/guardian dismisses concerns and indicates they will not follow-up on recommendations

- Reiterate concerns and need for ongoing monitoring of student.
- Provide appropriate emergency response numbers.
- Consult with Principal (or nominee). Actions may include:
 - Consulting with appropriate personnel for advice (see contacts page three)
 - Principal (or nominee) contacting parent/guardian directly to reiterate school's concerns and recommendations for follow-up
 - Send a formal letter to parent/guardian, documenting concerns and recommendations for follow up; including information on support services and emergency response numbers.
 - depending on nature of case informing parent/guardian that Department for Child Protection and Family Support will be advised.

Risk Management Planning and Return to School

- School to consider the need for a return to school meeting (e.g. following release from hospital). The meeting should include relevant school staff, parent/guardian, external support agencies and student (as appropriate).
- Nominated staff member, in consultation with relevant staff (school staff, parent/guardian, other agencies, student) to develop a risk management plan (RMP) or review existing RMP.
- Inform or update teachers so they manage the safety of the student when they return to class.
- Distribute RMP to all staff teaching the student, administration and student services/support staff.

In All Cases

- Update Principal of actions taken and outcome as required.
- Follow up with, and offer support to, any students and staff that may have been impacted by disclosure/incident.
- School to be aware of potential impact of social media use and monitor this where possible.
- Where student is already a client of an external service provider, inform the provider of the disclosure/incident. Obtain consent from parent/guardian if this is not already in place.
- Continue to liaise with parent/guardian and check that agreed actions have occurred.
- Check the school's documentation processes are followed and consider whether an Online Incident Notification needs to be lodged.
- Consider self-care and determine whether an opportunity to debrief with a colleague or accessing professional support is needed.

Monitor and review



APPENDIX 8: EXPECTED BEHAVIOUR MATRIX

Expected behaviour 1 – 6

	Be Kind	Be Brave	Be Caring	Use Good Manners
Classroom	<ul style="list-style-type: none"> Use kind words Consider other people Include others Share equipment Be friendly Speak respectfully to everyone 	<ul style="list-style-type: none"> Try new things Have a go even when it is hard Speak up for yourself Speak up for others Ask for help 	<ul style="list-style-type: none"> Look after equipment Reset areas to be engaging and inviting Act in a safe way Use words and actions to help people not hurt them 	<ul style="list-style-type: none"> Take turns Follow class expectations Follow instructions Listen actively Only enter a room if a teacher is there Be on time
Playground	<ul style="list-style-type: none"> Share equipment Let others play Play fair Be friendly Encourage others Keep work in progress for 2 days only 	<ul style="list-style-type: none"> Try new things Ask for help Have a go even when it is hard Speak up for others Tell a teacher if you think something is not safe Make new friends 	<ul style="list-style-type: none"> Ask others to join in Help others Wear your hat and sunscreen Return equipment to the right place Reset areas to be engaging and inviting Conserve water 	<ul style="list-style-type: none"> Use people's names Walk on concrete, run on grass Put rubbish in the bin Jump on the floats but no flipping Use the drinking taps and toilets in the nature play area
Eating	<ul style="list-style-type: none"> Let others join you 	<ul style="list-style-type: none"> Ask other people to sit with you to make new friends Try new foods in your lunchbox 	<ul style="list-style-type: none"> Put your rubbish in the bin 	<ul style="list-style-type: none"> Sit when eating Eat with your mouth closed Put your hand up when you have finished Eat your lunch food only
Toilets	<ul style="list-style-type: none"> Wait patiently 	<ul style="list-style-type: none"> Get an adult if you need help 	<ul style="list-style-type: none"> Allow privacy Use 1 squirt of soap Use 1 piece of paper towel 	<ul style="list-style-type: none"> Wash your hands Put paper towel in the bin Flush the toilet after use
Special Events	<ul style="list-style-type: none"> Be patient Use kind words 	<ul style="list-style-type: none"> Try new things 	<ul style="list-style-type: none"> Help others 	<ul style="list-style-type: none"> Be polite and show respect Follow instructions Stay with your class

Expected behaviour ELE

	Be Kind	Be Brave	Be Caring	Use Good Manners
Classroom	<ul style="list-style-type: none"> Use kind words Consider other people Include others Share equipment Be friendly Speak respectfully to everyone 	<ul style="list-style-type: none"> Try new things Have a go even when it is hard Speak up for yourself Speak up for others Ask for help 	<ul style="list-style-type: none"> Look after equipment Reset areas to be engaging and inviting Act in a safe way Use words and actions to help people not hurt them 	<ul style="list-style-type: none"> Take turns Follow class expectations Follow instructions Listen actively Only enter a room if a teacher is there Be on time
Playground	<ul style="list-style-type: none"> Share equipment Let others play Play fair Be friendly Encourage others Keep work in progress for 2 days only 	<ul style="list-style-type: none"> Try new things Ask for help Have a go even when it is hard Speak up for others Tell a teacher if you think something is not safe Make new friends 	<ul style="list-style-type: none"> Ask others to join in Help others Wear your hat and sunscreen Return equipment to the right place Reset areas to be engaging and inviting Save water 	<ul style="list-style-type: none"> Use people's names Walk on concrete, run on grass Put rubbish in the bin
Eating	<ul style="list-style-type: none"> Let others join you 	<ul style="list-style-type: none"> Ask other people to sit with you to make new friends Try new foods in your lunchbox 	<ul style="list-style-type: none"> Put your rubbish in the bin 	<ul style="list-style-type: none"> Sit when eating Eat with your mouth closed Put your hand up when you have finished Eat your lunch food only
Toilets	<ul style="list-style-type: none"> Wait patiently 	<ul style="list-style-type: none"> Get an adult if you need help 	<ul style="list-style-type: none"> Allow privacy Use 1 squirt of soap Use hand towel 	<ul style="list-style-type: none"> Wash your hands Hang hand towel up Flush the toilet after use
Special Events	<ul style="list-style-type: none"> Be patient Use kind words 	<ul style="list-style-type: none"> Try new things 	<ul style="list-style-type: none"> Help others 	<ul style="list-style-type: none"> Be polite and show respect Follow instructions Stay with your class





APPENDIX 9: VALUES POSTERS

**be
kind**

**be
caring**

**be
brave**

**be
polite**





APPENDIX 10: INDIVIDUAL ENGAGEMENT PLAN

Student:	Teacher:	Start date:	Diagnosis: Y / N
Year:	LE:	Review date:	
Intervention (please highlight all that apply)			
School Psychologist	Speech	Clinical Psychologist	SSEN:BE
School Nurse	OT	CDS	CFPS
School Chaplain	Paediatrician	CAMHS	GP
ACTION PLAN			
Student Summary			
Calm Behaviour		Problem behaviour	
What does it look like?		What does it look like?	
When is it most likely to happen?		When is it most likely to happen?	
Student Engagement Goals			
PREVENT <i>Environmental and learning adjustments to decrease the likelihood of the problem behaviour occurring.</i>	TEACH <i>Appropriate replacement behaviour.</i>	REINFORCE <i>Strategies to increase the likelihood of the student engaging.</i>	
Strategies			
Classroom		Rewards	
Considerations		Consequences	
Education Assistants		Instructions	

Review Date:			
Signed:	Parent:	Teacher:	Deputy Principal:





APPENDIX 11: TIER 2 SUPPORT PLAN

Student:	Teacher:	Start date:	Diagnosis: Y / N
Year:	LE:	Review date:	

Functional Behaviour Analysis Summary

Content for Functional Behaviour Analysis Summary		
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XX displays 'start' behaviour	XX's 'stop' behaviours are:	Social and Emotional support



Positive reinforcement	Negative consequences	Supporting strategies
Content for Positive reinforcement	If XX is not showing 'START' behaviour during class activities:	Content for Supporting strategies
	Extreme Behaviour	

Admin:	Parent:	Teacher:	Date:



APPENDIX 12: STEP BY STEP VISUAL Classroom



Playground

