Bell Park North Primary School

Student Wellbeing and Engagement Policy

Help for non-English speakers

If you need help to understand the information in this policy please contact the front office 5278 3548

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.

Bell Park North 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 and management
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POLICY

1. School profile

Bell Park North Primary School is a well-established, culturally diverse school in the Geelong suburb of Bell Park, offering Foundation to Year 6. Our teaching and learning approach is evidence-informed and aligned with the directions of the Department of Education. All staff respond to the individual needs of each student, drawing on research-backed, multi-disciplinary practices and current educational and technological developments.

Our dedicated teachers and support staff implement a consistent whole-school instructional model built on high expectations. Students work with their teachers to set personal learning goals and strategies, helping them become self-regulated, knowledgeable and independent learners.

We maintain a strong focus on English and Mathematics through the Victorian Curriculum and daily explicit teaching of these core areas, supported by targeted literacy and numeracy intervention. Specialist classes offered at the school include The Arts, LOTE, Digital Technologies/STEM and Physical Education.

Our multicultural community is one of our greatest strengths. Our Community Hub supports families with food supplies, English language classes, a playgroup and citizenship support, helping every family feel connected and welcome. We also have a strong First Nations population, supported by a dedicated Marrung education leader who works to strengthen cultural connection, engagement and learning outcomes for our Aboriginal students.

Our wellbeing programs, including Be You, Resilience, Rights and Respectful Relationships, Healthy Achievement, Peer Support and SEAL, help students develop resilience, emotional health and teamwork skills.

2. School values, philosophy and vision

Bell Park North 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, "Together We Achieve" to support the social, emotional and academic learning of all students in our care.

Values which form the basis of our actions are:

Friendship
Respect
Integrity
Equality
Never Give Up
Do Your Best
Safety

Our Statement of Values is available online at:
https://www.bpnps.vic.edu.au/index.php/vision-and-values/

3. Wellbeing and engagement strategies

Bell Park North 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

Our whole of school strategies to promote positive behaviour and inclusion are:

- maintaining high and consistent expectations of all staff, students and parents and 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 and 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 using Victorian Teaching and Learning Model 2.0 (VTLM 20.) instructional framework to ensure an explicit, common and shared model of instruction ensures that evidenced-based, high yield teaching practices are incorporated into all lessons
- teachers adopting 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
- incorporating our school's Statement of Values and School Philosophy into our curriculum and promoting it to students, staff and parents so that they are shared and celebrated as the foundation of our school community
- carefully planning transition programs to support students moving into different stages of their schooling
- acknowledging positive behaviour and student achievement in the classroom (using our school points system), and formally in school assemblies and communication to parents
- monitoring student attendance and implementing attendance improvement strategies at a whole-school, cohort and individual level
- providing students the opportunity to contribute to and provide feedback on decisions about school operations through the Student Representative Council and peer support groups. Students are also encouraged to speak with their teachers, year level coordinator, assistant principal and principal whenever they have any questions or concerns.
- creating opportunities for cross—age connections amongst students through school concert athletics, music programs and peer support programs
- welcoming all students to self-refer to the school social worker, disability and inclusion 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
- engaging in school wide positive behaviour support with our staff and students, which includes programs such as:
    - Respectful Relationships
    - Resilience Project
    - Zones of Regulation
    - Safe Schools
- developing programs, incursions and excursions to address issue specific needs or behaviour (i.e. anger management programs)

- creating opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)
- encouraging buddy programs, peers support programs
- putting measures 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.

Targeted

Our targeted strategies to address particular groups of students or concerns in certain age groups or friendship circles include:

- employing a social worker to run small group wellbeing programs such as Seasons and Friendship groups
- appointing a dedicated Marrung Leader to support Koorie students to engage fully in their education, in a positive learning environment that understands and appreciates the strength of Aboriginal and Torres Strait Islander culture
- supporting our English as a second language students through our English as an Additional Language (EAL) program, and supporting all cultural and linguistically diverse (CALD) students to feel safe and included in our school
- supporting learning and wellbeing outcomes of students from refugee background
- providing a positive and respectful learning environment for our students who identify as LGBTIQA+ and following the Department of Education (the department) policy on LGBTIQA+ Student Support [insert any specific measures at your school to support LGBTIQA+ students]
- supporting all students in Out of Home Care 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
- supporting students with a disability 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
- ensuring wellbeing and health 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 applying a trauma-informed approach to working with students who have experienced trauma
- supporting students enrolled under the department's international student program in accordance with our legal obligations and department policy and guidelines at: International Student Program

Individual

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

- Student Support Groups
- Individual Education Plans

- Behaviour - Students
- Behaviour Support Plans
- Student Support Services

as well as to other department programs and services such as:

- Program for Students with Disabilities
- Mental health and wellbeing toolkit
- headspace
- Navigator
- LOOKOUT

Bell Park North 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 students and their parents/carers to talk about how best to help the students engage with school
- developing an Individual Learning Plan and/or a Behaviour Support Plan
- 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, child and adolescent mental health services or The Orange Door
    - 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 Attendance Improvement Plans 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 other complex needs that require ongoing support and monitoring.

4. Identifying students in need of support

Bell Park North 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. Bell Park North 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
- Student Support Groups and Individual Education Plans

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 and School Philosophy 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 are grounded in our school's Statement of Values and School Philosophy and supported by our Matrix of Expected Behaviours and Management of Behaviours flowchart (Appendix 1).

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

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

Our school considers, explores and implement 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.

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 year level coordinator
- 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:

- Suspensions Policy
- Expulsions Policy
- Restraint and 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.

The principal of Bell Park North 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

Bell Park North Primary School values the input of parents and carers, and we 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/carers have access to our school policies and procedures, available on our school website
- maintaining an open, respectful line of communication between parents/carers and staff, supported by our Communicating with School Staff Policy.
- providing parent/carer 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
- hosting a Community Hub
- including families in Student Support Groups, and developing individual plans for students.

8. Evaluation

Bell Park North Primary School collects 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 are assessed on an annual basis include:

- student survey data
- incidents data
- school reports
- parent survey
- case management
- CASES21, including attendance and absence data
- Student Online Case System (SOCS)

Bell Park North Primary School also regularly monitors 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 is 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 policies and resources are relevant to this Student Wellbeing and Engagement Policy:

- Attendance
- Behaviour - Students

- Child Safe Standards
- Expulsions
- Koorie Education
- LGBTIQA+ Student Support
- Restraint and Seclusion
- Student Engagement
- Students with Disability
- Supporting Students in Out-of-Home Care
- Suspensions

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

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

POLICY REVIEW AND APPROVAL

Policy last reviewed	6/10/2026
Consultation	School Community October via Compass School Council 20/10/2026
Approved by	Principal
Next scheduled review date	October 2028

APPENDIX 1

BELL PARK NORTH PRIMARY SCHOOL
MATRIX OF EXPECTED BEHAVIOURS

	LEARNING SPACES	OUTSIDE	BATHROOM	OFFICE	ASSEMBLY	CANTEEN	ONLINE	ALWAYS
ACT SAFELY AT ALL TIMES	• We move around calmly and quietly. • We use materials and equipment responsibly.	• We walk in the slow zones. • We use balls on the basketball court and the oval. • We use equipment safely.	• We lock the door in the cubicles. • We use water wisely and responsibly.	• We walk calmly and quietly.	• We only enter the Gym with supervision. • We enter and exit calmly and quietly.	• We line up safely and calmly at the canteen. • We use safe hands and feet.	• We keep our passwords to ourselves. • We only talk to people we know. • We stay in the app our teacher tells us to.	• We care for others and ourselves. • We care for our school property. • We use our manners. • We are inclusive. • We seek help when needed. • We listen and follow instructions. • We walk quietly. • We are on time. • We take our hats off inside. • We wear hats everyday between September and May outside or when the UV is 3 or above. • We keep our hands to ourselves. • We wear the correct school uniform.
RESPECT YOURSELF AND OTHERS	• We make choices we are proud of. • We accept we are all different. • We wait for our turn to talk. • We use our 'inside' voices. • We ask to use other people's things.	• We share sports equipment. • We use kind words.	• We respect the privacy of others. • We wash our hands. • We dry our hands.	• We are quiet in the office. • We wait patiently for a staff member to assist.	• We stand and sing the National Anthem appropriately. • We have eyes on the speaker.	• We wait for our turn. • We ask for food politely. • We use our manners when speaking with Canteen or Breakfast Club staff.	• We talk kindly to everyone. • We seek permission before posting information about others.	
BE RESPONSIBLE FOR YOUR OWN ACTIONS	• We follow the routines of the classroom we are in. • We sit safely. • We put our things away when we are finished. • We take responsibility for our choices. • We contribute to group tasks. • We share class materials.	• We put rubbish in the bin. • We use Pause Plan Proceed. • We eat in designated areas. • We line up when the music starts or the bell goes.	• We flush the toilet. • We wash our hands. • We report inappropriate behaviour or damage. • We remember to use the toilet at recess and lunch breaks.	• We sit and wait patiently. • We knock and wait.	• We sit quietly and listen respectfully during assembly.	• We only buy food for ourselves. • We eat our own food.	• We use our devices as a learning tool. • We tell an adult if we feel uncomfortable. • We tell an adult if we see inappropriate content.	
ALWAYS BE HONEST	• We tell the truth, even when it is difficult. • We are honest with ourselves and others.	• We tell the truth.	• We only go to the toilet when we need to.	• We tell the truth. 		• We use our own money.	• We only post about our learning.	
ALWAYS TRY YOUR HARDEST TO ACHIEVE YOUR PERSONAL BEST	• We follow the LIFT and SC. • We reflect and celebrate our learning. • We stay focused on the task. • We have a Growth Mindset. • We understand mistakes are part of learning.	• We play fairly. • We do our best. • We don't give up.					• We use trustworthy websites for information.	
CARE FOR OTHERS	• We celebrate our classmates' achievements. • We look out for our peers. • We consider other's needs.	• We look after each other. • We help others in need.	• We wait patiently and quietly for our partner to finish in the bathroom • We leave the bathroom when we have finished.	• We are respectful of each other when we are sick. • We only take one person to the office when we are hurt.	• We celebrate our classmates achievements.		• We talk and act kindly to everyone. • We ask permission to use other people's devices.	
RESPECT AND UNDERSTAND WE ARE ALL DIFFERENT	• We can share and listen to others. • We accept others for who they are. • We can show empathy.	• We include everyone.		• We respect everyone's abilities.			• We support others of different abilities.	
ZERO TOLERANCE TOWARDS BULLYING	• We speak up when experiencing or noticing behaviour that is not appropriate.	• We are upstanders. • We get along with everyone.		• We encourage others to do their best			• We report unkind behaviour to a trusted adult.	
PAUSE PLAN PROCEED	• We use this strategy before we act.			• We use this strategy when we are overwhelmed.			• THINK before you post: Is it: True Helpful Inspiring Necessary Kind	

BELL PARK NORTH PRIMARY SCHOOL
BEHAVIOUR MANAGEMENT PROCEDURE – STAFF VERSION

OBSERVE UNEXPECTED BEHAVIOURS
Is it Minor or Major?

PROMPT – NON-VERBAL
- Move towards the student (proximity)
- Give eye contact
- Provide a visual cue
- Hand gesture

RE-DIRECT - VERBAL
- State the expected behaviour from the Matrix of Expected Behaviours

Eg: 'At BPNPS we show RESPECT by waiting for our turn to talk'.

- If the student fails to respond appropriately, enter on COMPASS as an Academic Observation Chronical.

RETEACH
- State and demonstrate the expected behaviour

Eg: 'show me how to enter and exit quietly'.

- Provide immediate feedback.

PROVIDE CHOICE
- Provide two alternatives – the preferred behaviour and a less desirable choice (logical consequence)

Eg: 'if you refuse to do your work, you will spend some of your playtime inside'.

- Pause after providing the choice; if the student chooses desired behaviour, provide positive feedback immediately and document on COMPASS as an Academic Chronical.

CONSEQUENCE AND CONVERSATION
- If student does not choose the desired behaviour apply the consequence as stated.
- At an appropriate time describe the problem behaviour – relate it to the Matrix and why it is important.
- Practice behaviour and provide feedback.
- If student enters the Time Out space, they need to complete a reflection sheet aligned to the school values and an agreement.
- A phone call to parents needs to be made.
- Document on COMPASS as a Behaviour Chronical.

If student is still non-compliant, follow major procedure

MINOR BEHAVIOURS

Disrespect

Physical
- Pushing in the line
- Invading others personal space
- Play fighting

Verbal
- Name calling
- Teasing
- Swearing (non-targeted or confrontational)
- Answering/talking back
- Argumentative
- Lying or cheating

Psychological
- Excluding others

Cyberbullying
- Encouraging inappropriate behaviour online

Out of Bounds
- Entering out of bounds areas - behind shelter shed, behind the sheds, behind water tanks, end of buildings, garden beds, back of oval, retaining walls, staff carpark

Truancy
- Taking too long to return to class

Property Misuse
- Swinging on chairs
- Taking property without permission
- Low level reversable damage
- littering

Learning
- Calling out or interrupting
- Not listening when others are talking
- Unnecessary movement in the classroom
- Avoiding/not completing tasks or participating within a group

Non-Compliance
- Failure to follow instructions
- Avoidance of an activity
- Failure to wear hat outside (Sept-May/UV above 3)

MINOR BEHAVIOUR CONSEQUENCES
- Relocation to another classroom
- Following Yard Duty Teacher
- Agreements
- Time Out (lunchtime detention) with Reflection
- Refer to www.PBISworld.com
- If a student is continually refusing to follow teacher instruction, then a phone call home needs to be made and a possible parent meeting organised.

MAJOR BEHAVIOURS

Disrespect with intention to harm

Physical
- Physical contact e.g hitting, kicking, tripping, pushing, scratching, spitting, pinching, sexualised touching or actions

Verbal
- Insults, swearing, intimidation, homophobic, racist or sexual remarks

Psychological
- Threatening, spreading rumours, humiliating, excluding others

Cyberbullying
- Direct verbal or indirect bullying behaviours using digital technologies

Out of Bounds

Deliberately entering out of bounds areas - behind shelter shed, behind the sheds, behind water tanks, end of buildings, garden beds, back of oval, retaining walls, staff carpark

Truancy
- Leaving classroom or school grounds without permission
- Running away from teachers

Property Damage
- Deliberate/irreversible damage of property
- Graffiti
- Possession of a weapon or illicit item

Theft
- Of school, teacher or student property

Any repeated minor behaviours

MAJOR BEHAVIOUR CONSEQUENCES
- Restorative Conference with Wellbeing and/or Leadership.
- After school detention.
- Behaviour Management Plan
- Suspension/Expulsion
- SSG Meetings
- Return to school Meeting
- Call the police

Measures taken will be at Leadership discretion

ASSESS SAFETY
- Assess safety of nearby students & staff.
- Remove other students & staff if necessary.
- Monitor the situation and provide wait time.

LEADERSHIP REFERRAL
- Refer student to office with an adult or call office for support.
- Document on COMPASS as a Behaviour Chronical – with the exception of our Tier 3 students. This is to be documented as a Wellbeing Concern.

PROVIDE LEADERSHIP RESPONSE
- Leadership determines and follows up with an appropriate consequence.
- Parent/Guardians notified, and meeting requested if necessary.
- Behaviour Monitoring Plan assigned to student for a 2-week period if necessary.
- Behaviour Support Plan written and shared with student, parents and relevant staff if necessary.

CREATING SUCCESS – PREVENTATIVE STRATEGIES

Curriculum:
- Engaging, relevant content appropriate to student level
- Appropriate teaching and learning strategies

Positive Environment:
- 5:1 positive interactions
- Morning circles
- Reward system
- Seating/group dynamics
- Opportunities to build positive peer relationships
- Organised classroom environment

Expected Behaviours:
- Explicit teaching of:
  - Matrix of Expected Behaviours
  - Non-negotiable Classroom Routines
  - Social & Emotional Skills – (SEAL, RR and TRP)
- Teach, model, practise, acknowledge & correct

BELL PARK NORTH PRIMARY SCHOOL
BEHAVIOUR MANAGEMENT PROCEDURE – STUDENT VERSION

MINOR BEHAVIOURS	MAJOR BEHAVIOURS
Disrespect *Physical* • Pushing in the line • Invading others personal space • Play fighting *Verbal* • Name calling • Teasing • Swearing (non-targeted or confrontational) • Answering/talking back • Argumentative • Lying or cheating *Psychological* • Excluding others *Cyberbullying* • Encouraging inappropriate behaviour online *Out of Bounds* • Entering out of bounds areas - behind shelter shed, behind the sheds, behind water tanks, end of buildings, garden beds, back of oval, retaining walls, staff carpark **Truancy** • Taking too long to return to class **Property Misuse** • Swinging on chairs • Taking property without permission • Low level reversable damage • Littering **Learning** • Calling out or interrupting • Not listening when others are talking • Unnecessary movement in the classroom • Avoiding/not completing tasks or participating within a group **Non-Compliance** • Failure to follow instructions • Avoidance of an activity • Failure to wear hat outside (Sept-May or UV above 3)	**Disrespect with intention to harm** *Physical* • Physical contact e.g hitting, kicking, tripping, pushing, scratching, spitting, pinching, sexualised touching or actions *Verbal* • Insults, swearing, intimidation, homophobic, racist or sexual remarks *Psychological* • Threatening, spreading rumours, humiliating, excluding others *Cyberbullying* • Direct verbal or indirect bullying behaviours using digital technologies *Out of Bounds* • Deliberately entering out of bounds areas - behind shelter shed, behind the sheds, behind water tanks, end of buildings, garden beds, back of oval, retaining walls, staff carpark **Truancy** • Leaving classroom or school grounds without permission • Running away from teachers **Property Damage** • Deliberate/irreversible damage of property • Graffiti • Possession of a weapon or illicit item **Theft** • Of school, teacher or student property **Any repeated minor behaviours**

MINOR BEHAVIOURS CONSEQUENCES	MAJOR BEHAVIOURS CONSEQUENCES
• Relocation to another classroom • Following Yard Duty Teacher • Agreements • Time Out (lunchtime detention) with Reflection • Refer to www.PBISworld.com • If a student is continually refusing to follow teacher instruction, then a phone call home needs to be made and a possible parent meeting organised.	• Restorative Conference with Wellbeing and/or Leadership. • After school detention. • Behaviour Management Plan • Suspension/Expulsion • SSG Meetings • Return to school Meeting • Call the police Measures taken will be at Leadership discretion