



# Student Wellbeing and Engagement Policy

## PURPOSE

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

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

Langwarrin 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 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.

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1. School profile
2. School values, philosophy and vision
3. Engagement strategies
4. Identifying students in need of support
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## POLICY

### 1. School profile

Langwarrin Primary School was established in 1890 and is located approximately 40 kilometres south-east of Melbourne. We have approximately 675 students enrolled from Prep to Year 6 and 51 staff. This includes: 3 principal class, 35 teachers and 10 educational support staff, 1 psychologist, 1 chaplain and 1 reading intervention teacher

Great School, Great Community, Great Future

all committed to our motto to "Great School, Great Community, Great Future". We maintain a strong partnership with our community and enjoy a high level of parent participation on School Council, as classroom helpers, in student mentoring, modelling of citizenship and in fundraising. This partnership also has a positive impact on student social skills. Langwarrin Primary School offers its' students a safe, nurturing and stimulating learning environment.

Langwarrin Primary School is committed to achieving our vision "To create an engaging learning community where all learners maximize their potential". We are focused on continuous improvement and we have a focus on Literacy, Numeracy, Science and Positive Psychology through our THRIVE Network. Our 2018 SFO was 0.4491 and our SFOE was 0.4321. We have a small number of Koorie and Out of Home Care students and approximately a quarter of students are equity funded.

Our reputation for high academic achievement in Mathematics and English and the provision of unique, quality programs in all other curriculum areas continues with an integrated approach to learning. Our programs cater for the individual needs of all students, in both thinking and learning styles. This includes a variety of support and extension programs, within and beyond regular classroom settings and within the school farm. An emphasis upon critical and analytic thinking strategies and a strong commitment to the development and integration of Information and Communication Technologies across the curriculum enables us to provide exciting learning opportunities.

### **School values, philosophy and vision**

Langwarrin 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, responsibility and resilience at every opportunity.

Our *Statement of Values and School Philosophy* is available online on the school webpage, in our Staff Manual and in our Parent Information Book.

## **2. Engagement strategies**

Langwarrin Primary School has developed a range of strategies to promote engagement, positive behaviour and respectful relationships for all students in our school. 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

- high and consistent expectations of all staff, students and parents and 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
- 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 Langwarrin 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 Langwarrin 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
- our school's *Statement of Values and School Philosophy* are incorporated into our curriculum and promoted to students, staff and parents so that they are shared and celebrated as the foundation of our school community
- carefully planned transition programs to support students moving into different stages of their schooling
- 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 Junior School Council and other forums. Students are also encouraged to speak with their teachers, Assistant Principals and Principal whenever they have any questions or concerns.
- create opportunities for cross—age connections amongst students through school plays, athletics, music programs and peer support programs
- All students are welcome to self-refer to the School Psychologist, School Chaplain, Assistant Principals and Principal if they would like to discuss a particular issue or feel as though they may need support of any kind. We are proud to have an 'open door' policy where students and staff are partners in learning
- we engage in school wide positive behaviour support with our staff and students, which includes programs such as:
  - THRIVE
- programs, incursions and excursions developed to address issue specific behaviour (i.e. anger management programs)
- opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)
- buddy programs, peers support programs

#### Targeted

- connect all Koorie students with a Koorie Support Teacher
- all 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
- wellbeing 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

Langwarrin 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 the student and their parent/carer to talk about how best to help the student engage with school
- developing an Individual Learning Plan and/or a Behaviour Support Plan
- considering if any environmental changes need to be made, 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 Orange Door

Where necessary the school will support the student's family to engage by:

- being responsive and sensitive to changes in the student's circumstances and health and wellbeing
- collaborating, where appropriate and with the support of the student and their family, with any external allied health professionals, services or agencies that are supporting the student
- monitoring individual student attendance and developing an Attendance Improvement Plans in collaboration with the student and their family
- running regular Student Support Group meetings for all students:
  - with a disability
  - in Out of Home Care
  - and with other complex needs that require ongoing support and monitoring.

### **3. Identifying students in need of support**

Langwarrin 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. Langwarrin 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

#### **4. 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.

It is the right of all members of the School community to experience a safe and supportive learning and teaching environment. Staff, students and parents/ carers have a right to be treated with respect, and enjoy an environment free from bullying (including cyber bullying), harassment, violence, discrimination or intimidation (refer to our *Anti-Bullying Policy*).

Teachers also have the right to be informed, within Privacy requirements, about matters relating to students that may impact on the teaching and learning for that student. Students have a responsibility to contribute positively to the educational experience for themselves and other students, to participate fully in the school's educational program, and to ensure that their behaviours demonstrate respect for themselves, their peers, their teachers and all other members of the school community.

Parents/ carers have a responsibility to take an active interest in their child's educational progress, model and reinforce positive behaviours and ensure their child's regular attendance. They have a responsibility to support the school in maintaining a safe and respectful learning environment for all students, and engage in regular and constructive communication with school staff regarding their child's learning.

Teachers have a responsibility to demonstrate the standards set by the Victorian Institute of Teaching. That is, to know how students learn and how to teach them effectively, know the content they teach, know their students, plan and assess for effective learning, create and maintain safe and challenging learning environments, and use a range of strategies to engage students in effective learning. Teachers also have a responsibility to fairly, reasonably and consistently implement the Student Engagement Policy.

All members of Langwarrin Primary School's community have an obligation to ensure school property is appropriately used and maintained.

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.

#### **5. Student behavioural expectations**

Behavioural expectations of students, staff and families are grounded in our school's *Statement of Values*. The *Langwarrin Primary School Expectations Matrix* give examples of expected behaviours linked to our school values and how unacceptable behaviours will be followed up (Appendix 1). Student bullying behaviour will be responded to consistently with Langwarrin Primary School's *Anti-Bullying Policy*.

When a student acts in breach of the behaviour standards of our school community, Langwarrin Primary School will institute a staged response, consistent with the Department's Student Engagement and Inclusion Guidelines. The *Langwarrin Primary School Consequence Continuum* outlines a staged response to breaches of our behaviour standards on a day-to-day basis (Appendices 2-5), while the *Langwarrin Primary School Behaviour Stages Process* (Appendix 6) details a staged response to regular breaches of behaviour standards. Where appropriate, parents will be informed about the inappropriate behaviour and the disciplinary action taken by teachers and other school staff.

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, such as use of technology
- referral to the Principal class
- restorative practices
- detentions
- behaviour review meetings
- suspension
- expulsion

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

<http://www.education.vic.gov.au/school/principals/spag/participation/pages/engagement.aspx>

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

## **6. Engaging with families**

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

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

- ensuring that all parents have access to our school policies and procedures, available on our school website
- maintaining an open, respectful line of communication between parents and staff, supported by our Communicating with School Staff policy.

- providing parent volunteer opportunities so that families can contribute to school activities
- involving families with homework and other curriculum-related activities
- involving families in school decision making
- coordinating resources and services from the community for families
- including families in Student Support Groups, and developing individual plans for students.

## **7. Evaluation**

Langwarrin 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, but are not limited to:

- Attitudes to School Student Survey
- incidents data
- school reports
- parent survey data
- case management work
- CASES21 and SOCS
- Sentral

## **FURTHER INFORMATION AND RESOURCES**

- *Anti-Bullying Policy*
- *Child Safe Standards*
- *Child Protection and Safety Policy*
- *Code of Conduct*
- *Duty of Care Policy*
- *Inclusion and Diversity Policy*
- *Mandatory Reporting Policy*
- *Statement of Values and School Philosophy*

## **REVIEW CYCLE**

This policy will be reviewed as part of the school's two-year review cycle.

This policy was last updated on 1<sup>st</sup> May 2019 and is scheduled for review in May 2021.

# Appendix 1.

## Langwarrin Primary School Expectations Matrix

 Langwarrin	Arrival	Departure	Corridors	Outside Play	Toilets	Monitors	Assembly
<b>R e s p e c t</b>	<ul style="list-style-type: none"> <li>I will use appropriate and positive language</li> <li>I will remove my hat and coat when entering the classroom</li> <li>I will follow all of the teachers directions the first time</li> </ul>	<ul style="list-style-type: none"> <li>I will use appropriate and positive language</li> <li>I will listen to the end of day announcements</li> <li>I will wait quietly for the teacher to dismiss me</li> </ul>	<ul style="list-style-type: none"> <li>I will walk quietly and not disrupt any other learning environment and learners</li> <li>I will look after all corridor displays</li> <li>I will use all ICT equipment appropriately</li> </ul>	<ul style="list-style-type: none"> <li>I will follow the rules of the game</li> <li>I will follow the teacher instructions the first time</li> <li>I will use appropriate and positive language</li> <li>I will take turns and look after the play equipment</li> </ul>	<ul style="list-style-type: none"> <li>I will respect the privacy of others</li> <li>I will get in and out as quickly as possible</li> <li>I will keep the toilets clean and tidy</li> <li>I will use a quiet voice whilst in the toilets</li> </ul>	<ul style="list-style-type: none"> <li>I will wait and talk to staff politely</li> <li>I will wait quietly</li> <li>I will use my manners eg please, thank you, excuse me</li> </ul>	<ul style="list-style-type: none"> <li>I will walk quietly to the assembly area</li> <li>I will be an active listener</li> <li>I will stand still during the Pledge and National Anthem</li> </ul>
<b>R e s p o n s i b i l e</b>	<ul style="list-style-type: none"> <li>I will enter the classroom quietly</li> <li>I will look at the flow of the day and organise my work space</li> <li>I will put my bag away correctly</li> </ul>	<ul style="list-style-type: none"> <li>I will tidy my work space</li> <li>I will follow all teachers directions when moving around the school</li> <li>I will pack my bag with my belongings eg notices, reading book, homework</li> </ul>	<ul style="list-style-type: none"> <li>I will report any problems to a teacher</li> <li>I will follow the ICT user agreement at all times</li> <li>I will keep the corridor tidy eg pushing the chairs in</li> </ul>	<ul style="list-style-type: none"> <li>I will report any problems, accidents and injuries to a teacher</li> <li>I will share the space with other students</li> <li>I will be a positive role model and team player</li> <li>I will do my yard duty on the correct day</li> </ul>	<ul style="list-style-type: none"> <li>I will flush the toilet</li> <li>I will clean up after myself</li> <li>I will only lock the door when I am using the toilet</li> </ul>	<ul style="list-style-type: none"> <li>I will do my job quickly and reliably</li> <li>I will not disturb other learning environments and learners</li> <li>I will always complete my duties when required</li> </ul>	<ul style="list-style-type: none"> <li>I will sit still during assembly</li> <li>I will keep my hands and feet to myself</li> <li>I will be prepared for assemblies, eg arriving to school on time, have my presentations ready</li> </ul>
<b>R e s i l i e n c e</b>	<ul style="list-style-type: none"> <li>I will arrive at school on time</li> <li>I will show that I can learn from my mistakes</li> </ul>	<ul style="list-style-type: none"> <li>I will go directly home after leaving the classroom at the end of the day</li> <li>I will persist and complete my home activities each night</li> <li>I will show that I can learn from my mistakes</li> </ul>	<ul style="list-style-type: none"> <li>I will walk at a safe pace</li> <li>I will keep my hands, feet and objects to myself</li> <li>I will remain calm when faced with challenges using ICT</li> </ul>	<ul style="list-style-type: none"> <li>I will keep my hands, feet and objects to myself</li> <li>I will show that I can learn from my mistakes</li> <li>I will show that I can manage my own emotions</li> <li>I will use the wheel of choice to problem solve</li> </ul>	<ul style="list-style-type: none"> <li>I will wash my hands</li> <li>I will report graffiti, damage or disturbances to a teacher</li> <li>I will use the toilet at the correct times eg recess, lunchtime</li> </ul>	<ul style="list-style-type: none"> <li>I will wait patiently while sitting or standing in one place</li> <li>I will show that I can learn from my mistakes</li> <li>I will continue to fulfil my role as required</li> </ul>	<ul style="list-style-type: none"> <li>I will demonstrate active listening throughout the entire assembly</li> <li>I will manage my own emotions</li> <li>I will show that I can learn from my mistakes</li> </ul>

Appendix 2.

CONSEQUENCES CONTINUUM	
STUDENT NAMES	
1	Verbal Reminder
2	Verbal Warning.
3	Quick chat.
4	Removal from activity
5	Removal from group. Sit in neighbour room for 10 minutes timeout to reflect on behaviour. Time to be made up at lunchtime.
6	Removal from classroom to Buddy Grade fill next session (recess/ lunchtime)
7	Removal from classroom to Buddy Grade for the remainder of the day.

## CONSEQUENCES CONTINUUM - TEACHER GUIDE

LPS EXPECTATIONS	1	2	3	4	5	6	7
<p><b>ROUTINES</b></p> <ul style="list-style-type: none"> <li>Putting bags away neatly</li> <li>Tucking your chair in quietly</li> <li>Keeping locker tidy</li> <li>Entering classroom quietly</li> <li>Check flow of the day and get materials needed</li> </ul> <p><b>RESPECT</b></p> <ul style="list-style-type: none"> <li>Use our manners with 'please, thank you and excuse me'</li> <li>Quiet or whispering when working</li> <li>Putting your hand up to speak and taking turns to speak</li> <li>Use kind, positive with a gently voice</li> <li>Helping each other when help needed</li> </ul> <p><b>RESILIENCE</b></p> <ul style="list-style-type: none"> <li>Following classroom expectations</li> <li>Controlling your anger and emotions-go to a cool down place</li> <li>Move to space on your own to calm down</li> <li>Persist with challenging tasks and never give up</li> </ul> <p><b>RESPONSIBILITY</b></p> <ul style="list-style-type: none"> <li>Be punctual to line, classroom and school</li> <li>Complete all tasks to the best of your ability</li> <li>Look after your belongings</li> <li>Place all materials and equipment away where they belong</li> <li>Hand in notices and homework on due dates</li> </ul> <p><b>RELATIONSHIPS</b></p> <ul style="list-style-type: none"> <li>Accept other people's opinions and differences</li> <li>Take turns talking when working in groups</li> <li>Talking to others in a gently voice</li> </ul>	<p><b>Verbal Reminder</b></p> <p>Questions to ask</p> <p>Are you ok?</p> <p>Did something happen at home?</p> <p>Did something happen at recess?</p> <p>Have you had an argument with your friend?</p> <p>Use incident book or emotions chart</p> <p>Redirect the student to what the task/action expected.</p> <p>Brain Break card can be used</p>	<p><b>Verbal Warning</b></p> <p>Remind students of the choice and consequence of their behaviour.</p> <p>Praise and acknowledge students showing requested behaviour (so students know what should be exhibited).</p> <p>Timer is used until student is on task and/or behaviour changes.</p>	<p><b>Quick chat</b></p> <p>Teacher removes student from the current working area.</p> <p>When teacher is ready have a short chat with student regarding specific expected behaviour not being observed.</p> <p>Timer can be used to record how much time the student will owe due to distracting behaviour or off task behaviour.</p>	<p><b>Removal from activity</b></p> <p>Removal from the activity.</p> <p>Time-out to self-reflect in a less stimulating area for the remainder of the 45 minute lesson. If student exhibits the correct behaviour they can return to their work area for the next lesson.</p> <p>Time to be made up at lunchtime.</p>	<p><b>Removal from group</b></p> <p>Teacher to give Behaviour Reflection chart with displayed behaviour shown.</p> <p>Student sits in <u>neighbour's</u> room for 10 minutes</p> <p>timeout to reflect on behaviour by completing reflection sheet.</p> <p>If not completed to be done at make up time from stage 4.</p> <p>Time to be made up in their time.</p>	<p><b>Removal from Buddy Grade fill next session (recess/lunchtime)</b></p> <p>Students will take work to complete and no IT to be used.</p> <p>NOTE: Removal from specialist will result staying in Buddy Grade for the remainder of the day.</p> <p>Principal Class to be notified to chat to student.</p>	<p><b>Removal from classroom to Buddy Grade for the remainder of the day.</b></p> <p>Student will complete set work. No IT to be used to complete work.</p> <p>Self-reflection sheet to be completed and discussed with Principal Class and sent home for parent to sign.</p> <p>Parents to be contacted and stage reviewed.</p>

Appendix 4.

CONSEQUENCES CONTINUUM - SPECIALIST

STUDENT NAMES	1 Verbal Reminder	2 Verbal Warning	3 Quick chat.	4 Removal from activity	5 Removal from group

# CONSEQUENCES CONTINUUM - SPECIALIST TEACHER GUIDE

LPS EXPECTATIONS	1	2	3	4	5
<p><b>ROUTINES</b></p> <ul style="list-style-type: none"> <li>• Putting bags away neatly</li> <li>• Tucking your chair in quietly</li> <li>• Keeping locker tidy</li> <li>• Entering classroom quietly</li> <li>• Check flow of the day and get materials needed</li> </ul> <p><b>RESPECT</b></p> <ul style="list-style-type: none"> <li>• Use our manners with 'please, thank you and excuse me'</li> <li>• Quiet or whispering when working</li> <li>• Putting your hand up to speak and taking turns to speak</li> <li>• Use kind, positive with a gentle voice</li> <li>• Helping each other when help needed</li> </ul> <p><b>RESILIENCE</b></p> <ul style="list-style-type: none"> <li>• Following classroom expectations</li> <li>• Controlling your anger and emotions-go to a cool down place</li> <li>• Move to space on your own to calm down</li> <li>• Persist with challenging tasks and never give up</li> </ul> <p><b>RESPONSIBILITY</b></p> <ul style="list-style-type: none"> <li>• Be punctual to line, classroom and school</li> <li>• Complete all tasks to the best of your ability</li> <li>• Look after your belongings</li> <li>• Place all materials and equipment away where they belong</li> <li>• Hand in notices and homework on due dates</li> </ul> <p><b>RELATIONSHIPS</b></p> <ul style="list-style-type: none"> <li>• Accept other people's opinions and differences</li> <li>• Take turns talking when working in groups</li> <li>• Talking to others in a gentle voice</li> </ul>	<p><b>Verbal Reminder</b></p> <p>Questions to ask                      Are you ok?                      Did something happen at home?                      Did something happen at recess?                      Have you had an argument with your friend?                      Redirect the student to what the task/ action expected.</p>	<p><b>Verbal Warning</b></p> <p>Remind students of the choice and consequence of their behaviour.                      Praise and acknowledge students showing requested behaviour (so students know what should be exhibited).                      Timer is used until student is on task and/or behaviour changes.</p>	<p><b>Quick chat</b></p> <p>Teacher removes student from the current working area.                      When teacher is ready have a short chat with student regarding specific expected behaviour not being observed.                      Timer can be used to record how much time the student will owe due to distracting behaviour or off task behaviour.</p>	<p><b>Removal from activity</b></p> <p>Removal from the activity (for a given time).                      Time to be made up at lunchtime.</p>	<p><b>Removal from group</b></p> <p>Removal from specialist grade to the office. Teacher to call office first.                      Time to be made up in their time.</p>

## Appendix 6.



### Langwarrin Primary School Behaviour Stages Process



	Title	Behaviours
	Above and Beyond the Call of Duty	<ul style="list-style-type: none"> <li>Consistently high effort with all aspects of schooling</li> <li>Shows initiative</li> <li>Looks out for and helps other students/parents/teachers</li> <li>Never misses yard duty and takes on jobs that other students may not like to do</li> <li>Demonstrates strong leadership skills</li> </ul>
	Model Citizen	<ul style="list-style-type: none"> <li>Follows all school rules</li> <li>Cooperative with staff &amp; students</li> <li>May help others from time to time</li> <li>Puts in their best effort in all areas of schooling</li> <li>Always wears correct uniform</li> </ul>
Stage 1 1 Week	Low Level Behaviours	<ul style="list-style-type: none"> <li>Calling out/talking/not keeping hands to self</li> <li>Not following instructions</li> <li>Showing disrespect</li> <li>Not following our school values</li> </ul>
Stage 2 2 Weeks	Repeated Low Level Behaviours	<ul style="list-style-type: none"> <li>Repeatedly calling out/talking</li> <li>Repeatedly not following instructions</li> <li>Repeatedly showing disrespect</li> <li>Repeatedly not following school values</li> </ul>
Stage 3 3 Weeks	Refusal	<ul style="list-style-type: none"> <li>Refusal to do or complete a task</li> <li>Refusal to follow instructions</li> <li>Refusal to talk to a yard teacher (running off)</li> <li>Swearing/abuse towards students or teachers</li> <li>Threatening behaviour</li> <li>Striking below the shoulders (not groin)</li> <li>Bullying behaviour</li> </ul>
Stage 4 4 Weeks	Oppositional (completely defiant)	<ul style="list-style-type: none"> <li>Repeated refusal over several days and numerous tasks</li> <li>Repeatedly refused reasonable requests</li> <li>Repeatedly refused to begin tasks / complete tasks</li> <li>Not complying with a Principal class request</li> <li>Striking above the shoulders or groin</li> </ul>