



# 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, where student participation is encouraged and valued, helps to engage students and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are closely linked.

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

## **SCOPE**

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

## **CONTENTS**

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

## **POLICY**

### **1. School profile**

Langwarrin Primary School was established in 1890 and is located approximately 40 kilometres south-east of Melbourne. We have approximately 650 students enrolled from Prep to Year 6 and 60 staff. This includes: 3 principal class, 2 learning specialists, 39 teachers and 14 educational support staff, 1 psychologist, and 1 chaplain 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. Langwarrin Primary School's SFOE band value is Medium. We also have a small number of Koorie and Out of Home Care students.

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.

## **2. 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 school's vision is to create an engaging learning community where all learners maximise their potential.

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

## **3. Wellbeing and engagement strategies**

Langwarrin 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

- 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 and that embraces and celebrates diversity and empowers all students to participate and feel valued
- welcoming all parents/carers and being responsive to them as partners in learning
- analysing and being responsive to a range of school data such as attendance, Attitudes to School Survey, parent survey data, student management data and school level assessment data
- 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 and Respectful Relationships
- programs, incursions and excursions developed to address issue specific needs or behaviour (i.e., anger management programs)
- opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)
- buddy programs, peers support programs
- measures are in place to empower our school community to identify, report and address inappropriate and harmful behaviours such as racism, homophobia and other forms of discrimination or harassment.

### Targeted

- each year group has a Level Leader, a senior teacher responsible for their year, who monitor the health and wellbeing of students in their year, and act as a point of contact for students who may need additional support
- Koorie students are supported to engage fully in their education, in a positive learning environment that understands and appreciates the strength of Aboriginal and Torres Strait Islander culture
- our English as a second language students are supported through our EAL program, and all cultural and linguistically diverse students are supported to feel safe and included in our school
- we support learning and wellbeing outcomes of students from refugee background
- we provide a positive and respectful learning environment for our students who identify as LGBTIQ+ and follow the Department's policy on [LGBTIQ Student Support \[insert any specific measures at your school to support LGBTIQ+ students\]](#)
- all students in Out of Home Care are supported in accordance with the Department's policy on [Supporting Students in Out-of-Home Care](#) including being appointed a Learning Mentor, having an Individual Learning Plan and a Student Support Group (SSG) and being referred to Student Support Services for an Educational Needs Assessment

- students with a disability are supported to be able to engage fully in their learning and school activities in accordance with the Department's policy on [Students with Disability](#), such as through reasonable adjustments to support access to learning programs, consultation with families and where required, student support groups and individual education plans
- wellbeing and health staff will undertake health promotion and social skills development in response to needs identified by student wellbeing data, classroom teachers or other school staff each year
- staff will apply a trauma-informed approach to working with students who have experienced trauma
- students enrolled under the Department's international student program are supported in accordance with our legal obligations and Department policy and guidelines at: [International Student Program](#)

### Individual

Langwarrin Primary School 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 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
  - Re-engagement programs such as Navigator

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

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

## **4. 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

## **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**

Behavioural expectations of students are grounded in our school's *Statement of Values and School Philosophy*. The school's Student THRIVE Behaviours matrix gives examples of expected behaviours linked to our school values (Appendix 1).

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

When a student acts in breach of the behaviour standards of our school community, Langwarrin Primary School will institute a staged response, consistent with the Department's policies on behaviour, discipline and student wellbeing and engagement. The Langwarrin Primary School Consequence Continuum outlines a staged response to breaches of our behaviour standards on a

day-to-day basis (Appendices 2-3), while the Langwarrin Primary School Behaviour Stages Process (Appendix 4) 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.

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
- restorative practices
- detentions
- behaviour support and intervention meetings
- suspension
- expulsion

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

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

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

The Principal of Langwarrin 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**

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 Communication with School Staff policy.
- providing parent volunteer opportunities so that families can contribute to school activities

- involving families with homework and other curriculum-related activities
- involving families in school decision making
- coordinating resources and services from the community for families
- including families in Student Support Groups, and developing individual plans for students.

## **8. Evaluation**

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:

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

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

## **COMMUNICATIONS**

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

- Available publicly on our school's website
- Included in staff induction processes
- Included in our staff manual
- Discussed at staff briefings/meetings as required
- Included as annual reference in school newsletter
- Made available in hard copy from school administration upon request

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

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

## **FURTHER INFORMATION AND RESOURCES**

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

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

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

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

### **POLICY REVIEW AND APPROVAL**

<b>Policy last reviewed</b>	May 2022
<b>Approved by</b>	Principal
<b>Next scheduled review date</b>	May 2024
<b>Is it compulsory for all Victorian government schools to have a policy addressing this issue?</b>	Yes, a school policy addressing this issue is required by the Minimum Standards for school registration (including the Child Safe Standards) and by Regulation 23 of the Education and Training Reform Regulations 2017.
<b>Does this policy have to be approved by School Council?</b>	No
<b>Is school community consultation required for this policy?</b>	Regulation 23 of the Education and Training Reform Regulations 2017 states that principals should develop the school's Student Engagement policy in consultation with the wider school community including school leaders, teachers, students and parents. School council should therefore be consulted and its views should be taken into account when you adopt this policy. Specifically there are sections in the template that are marked in yellow which need to be tailored to your school community.
<b>What is the basis of this policy?</b>	<ul style="list-style-type: none"> <li>● Reg 23, Education and Training Reform Regulations 2017 (Vic)</li> <li>● Minimum Standards for school registration (including the Child Safe Standards)</li> <li>● The Department's Policy and Advisory Library: <u>Student Engagement</u></li> <li>● Common law duty of care</li> </ul>
<b>Mandatory review cycle</b>	2 years



#### **Help for non-English speakers**

If you need help to understand the information in this policy please contact the school on 9789 7346.



Appendix 1.



# Student THRIVE Behaviours

**T**  
TRY  
your best

I will be on time and ready to have a go  
I will try new things and try multiple times  
I will have a growth mindset and learn from my mistakes  
I will accept feedback and grow from it  
I will respect the learning of others  
I will enter the classroom quietly  
I will look at the flow of the day and organise my work space  
I will put my bag away correctly

**H**  
Be  
HEALTHY

I will bring a full water bottle to class  
I will keep the classroom and school environment tidy  
I will look after equipment  
I will organise my workspace & be responsible for my belongings  
I will be well rested and ready to learn  
I will practise good hygiene  
I will clean out my locker/tub & school bag  
I will remove my hat and coat when entering the classroom

**R**  
RELATE  
well

I will treat others how I want to be treated  
I will respect individual & cultural differences  
I will include others and look for opportunities to make new friends  
I will use appropriate and positive language  
I will listen without interrupting  
I will respect and respond to instructions given  
I will use problem solving strategies to resolve issues

**I**  
Get  
INVOLVED

I will be an active member of the class  
I will work co-operatively with others  
I will know and use my character strengths  
I will set goals and work towards them

**V**  
Live your  
VALUES

I will contribute to a safe and positive learning environment  
I will be trustworthy and honest  
I will take responsibility for my actions and decisions  
I will use manners  
I will uphold the school values  
I will always wear the correct uniform  
I will look after all corridor displays  
I will use ICT equipment appropriately and follow the ICT agreement

**E**  
ENJOY  
positive emotions

I will notice and be grateful for the good things in my day  
I will practise resilience skills to manage my emotions  
I will take action to make LPS a positive and happy environment  
I will acknowledge and celebrate my achievements  
I will acknowledge and celebrate the achievements of others

## Appendix 2.

### CONSEQUENCES CONTINUUM - TEACHER GUIDE

LPS EXPECTATIONS	1	2	3	4	5	6	7
<b>ROUTINES</b> <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>	<b>Verbal Reminder</b>  Questions to ask Are you ok? Did something happen at home? Did something happen at recess? Have you had an argument with your friend?  Use incident book or emotions chart  Redirect the student to what the task/ action expected.  Brain Break card can be used	<b>Verbal Warning</b>  Remind students of the choice and consequence of their behaviour.  Praise and acknowledge students showing requested behaviour (so students knows what should be exhibited).  Timer is used until student is on task and or behaviour changes.	<b>Quick chat</b>  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.	<b>Removal from activity</b>  Removal from the activity.  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.  Time to be made up at lunchtime.	<b>Removal from group</b>  Teacher to give Behaviour Reflection chart with displayed behaviour shown.  Student sits in neighbour 's room for 10 minutes timeout to reflect on behaviour by completing reflection sheet. If not completed to be done at make up time from stage 4.  Time to be made up in their time.	<b>Removal from classroom to Buddy Grade till next session (recess/ lunchtime)</b>  Students will take work to complete and no IT to be used.  NOTE: Removal from specialist will result staying in Buddy Grade for the remainder of the day.  Principal Class to be notified to chat to student.	<b>Removal from classroom to Buddy Grade for the remainder of the day.</b>  Student will complete set work. No IT to be used to complete work.  Self-reflection sheet to be completed and discussed with Principal Class and sent home for parent to sign.  Parents to be contacted and stage reviewed.
<b>RESPECT</b> <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>							
<b>RESILIENCE</b> <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>							
<b>RESPONSIBILITY</b> <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>							
<b>RELATIONSHIPS</b> <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>							

### Appendix 3.

#### CONSEQUENCES CONTINUUM – SPECIALIST TEACHER GUIDE

LPS EXPECTATIONS	1	2	3	4	5
<b>ROUTINES</b> <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>	<b>Verbal Reminder</b>  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.	<b>Verbal Warning</b>  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.	<b>Quick chat</b>  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.	<b>Removal from activity</b>  Removal from the activity (for a given time).  Time to be made up at lunchtime.	<b>Removal from group</b>  Removal from specialist grade to the office. Teacher to call office first.  Time to be made up in their time.
<b>RESPECT</b> <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>					
<b>RESILIENCE</b> <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>					
<b>RESPONSIBILITY</b> <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>					
<b>RELATIONSHIPS</b> <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>					

## Appendix 4.



### Langwarrin Primary School Behaviour Expectations Process – Teacher Guide



	Title	Behaviours	Interventions/Rewards
	<b>Above and Beyond the Call of Duty</b>	<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>	<p>Twice a term students at these levels will partake in a fun, no cost activity.</p> <p><u>Stage</u> students will complete work in other classrooms under supervision.</p> <p>Students who are above and beyond the call of duty will be awarded a certificate at week 5 and the end of term assembly.</p>
	<b>Model Citizen</b>	<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>	
<b>Stage 1 1 Week</b>	<b>Low Level Behaviours</b>	<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>	<ul style="list-style-type: none"> <li>Quiet reminder/whisper in the ear</li> <li>Whole class reminder</li> <li>Discussion with classroom or specialist teacher</li> <li>Play under shade sails</li> </ul>
<b>Stage 2 2 Weeks</b>	<b>Repeated Low Level Behaviours</b>	<ul style="list-style-type: none"> <li>Repeatedly calling out/talking</li> <li>Repeatedly not following instructions</li> <li>Repeatedly showing disrespect</li> </ul>	<ul style="list-style-type: none"> <li>Contact parent (with evidence of repeated behaviour – data collection)</li> <li>Meeting with parents to set up behaviour plan</li> <li>Complete problem/solution diagram</li> <li>Discussion with teacher at each playtime</li> </ul>
<b>Stage 3 3 Weeks</b>	<b>Refusal</b>	<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>	<ul style="list-style-type: none"> <li>Behaviour plan developed /revised with parents</li> <li>3 weeks of weekly meetings/phone contact</li> <li>Prin Class to be involved in initial meeting</li> <li>May be required to give written apology/community service</li> <li>May have limited play areas/removed from class or yard</li> <li>Will miss special activity</li> <li>May be suspended from school</li> </ul>
<b>Stage 4 4 Weeks</b>	<b>Oppositional (completely defiant)</b>	<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</li> <li>Repeatedly refused to complete tasks</li> <li>Not complying with a prin class request</li> <li>Striking above the shoulders or groin</li> </ul>	<ul style="list-style-type: none"> <li>Behaviour plan developed or Behaviour plan revised with parents</li> <li>4 weeks of contact phone/meeting with parents</li> <li>Prin Class and teacher to conduct meeting with parents and teacher</li> <li>May be required to give written apology/community service</li> <li>May have limited play areas/ removed from class or yard</li> <li>Will miss 4 weeks of extra activities, sport, excursions and camps</li> <li>May be suspended from school</li> </ul>

#### Specialist Classes

If students reach the stages in a specialist class, the specialist teacher needs to contact the parent and develop a behaviour plan specific to their class.  
If these behaviours are happening across several classes then these teachers need to develop the plan together and meet with the parent.