



STUDENT WELLBEING AND ENGAGEMENT POLICY



Help for non-English speakers

If you need help to understand the information in this policy please contact Yarra Glen Primary School at:

ph: (03) 9730 1254 or email: yarra.glen.ps@education.vic.gov.au

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.

Yarra Glen 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

Yarra Glen Primary School was established in 1868 and is located in the Yarra Valley. We have approximately 200 students enrolled from Foundation to Grade 6 and 25 school staff members including a wellbeing coordinator.

Our school grounds are spacious and we are surrounded by a supportive community. Most students that attend our school live locally and tend to walk or ride their bike to school. Yarra Glen Primary School has developed close ties to the local community, and enjoys support from our local shops and community services.

The school operates on a philosophy of respect and the value of being a lifelong learner. We are proud of our inclusive school community.

We strive to provide a nurturing and challenging environment that empowers students to reach their personal best, both academically and socially.

2. School values, philosophy and vision

Yarra Glen Primary takes great pride in providing a nurturing and supportive environment where every student is a quality learner. Our students are recognised for their strengths. We have high academic expectations for all students and we always strive to be our personal best.

Our PERRI values reflect our culture in which Persistence, Encouragement, Resilience, Respect and Inclusiveness form the foundation of who we are. Teamwork, accountability and acceptance combine to together with our PERRI Values to provide an engaging and supportive learning experience for all students. This is school values are supported by our Restorative Practices and Respectful Relationships program.

Yarra Glen 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
- establishing predictable, fair and democratic classrooms and school environments
- creating a culture that is inclusive, engaging and supportive and that embraces and celebrates diversity and empowers all students to participate and feel valued, feeling that they have a voice in their school experience
- welcoming all parents/carers and being responsive to them as partners in learning
- providing physical environments conducive to positive behaviours and effective engagement in learning
- analysing and being responsive to a range of school data such as attendance, Attitudes to School Survey, Student wellbeing surveys (AtoSS and Pivot), parent survey data, student management data and school level assessment data
- teachers at Yarra Glen Primary School use the GROR 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 Yarra Glen 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
- relief teachers are provided with a CRT folder to support student wellbeing and understanding
- 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, including the Quality Beginning Program (start of the year) and GIVENS
- positive behaviour and student achievement is acknowledged in the classroom, and formally in school assemblies and communication to parents, including the introduction of Captain Kindness for positive playground behaviour

- 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 Student Representative Council and other forums including house meetings. This includes student participation in decision making, such as the development of classroom and whole school expectations. Students are also encouraged to speak with their teachers, Year Level Coordinator, Learning Specialist and Principal whenever they have any questions or concerns.
- create opportunities for cross-age connections amongst students through school plays, athletics, music programs, peer support programs, and student run lunch/recess clubs
- all students are welcome to self-refer to the Student Wellbeing Coordinator, School Chaplain, Year Group Leaders, Learning Specialist 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
- all students can access student counselling if required
- we engage in school wide positive behaviour support with our staff and students, which includes programs such as:
 - Respectful Relationships
 - Restorative Practices
 - Bully Zero
 - Safe Schools
 - Zones of Regulation (see below)
 - Emotional intelligence
 - Growth Mindset
 - Bucket Filling (3 positive comments to 1 correction)
- 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 (Better Buddy), peer 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.

Zones of Regulation

When discussing and managing challenging student behaviour staff will make reference to the Zones of Regulation framework. The framework teaches students scaffolded skills toward developing metacognitive pathway to build awareness of their feelings/internal state and utilise a variety of tools and strategies for regulation, prosocial skills, self-care, and overall wellness. The Zones of Regulation provides a common language and compassionate framework to support positive mental health and skill development for all, while serving as an inclusion strategy for neurodiverse learners, those who have experienced trauma, and/or have specific needs in terms of social, emotional, and behavioural development.

The ZONES of Regulation®

			
BLUE ZONE	GREEN ZONE	YELLOW ZONE	RED ZONE
Sad Sick Tired Bored Moving Slowly	Happy Calm Feeling Okay Focused Ready to Learn	Frustrated Worried Silly/Wiggly Excited Loss of Some Control	Mad/Angry Mean Terrified Yelling/Hitting Out of Control

<https://www.zonesofregulation.com/free-downloadable-handouts.html>

Targeted

- each year group has a Year Group Leader/Coordinator, 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
- 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](#) and guided by Disability Inclusion Support, 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](#)
- students who have been identified through data as requiring additional support will be included in programs such as tutoring and targeted learning support
- high achieving students will be included in the Extension Learning Program

Individual

Yarra Glen 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 student and their parent/carer to talk about how best to help the student engage with school
- developing an Individual Learning Plan to create a personalised learning program
- developing a Behaviour Support Plan that may include behaviour contracts/monitoring, negotiated expectations based on the School Values
- 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, Kids Helpline, headspace, child and adolescent mental health services or ChildFirst

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

- being responsive and sensitive to changes in the student's circumstances and health and wellbeing
- collaborating, where appropriate and with the support of the student and their family, with any external allied health professionals, services or agencies that are supporting the student
- monitoring individual student attendance and developing 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
 - with other complex needs that require ongoing support and monitoring.

3. Identifying students in need of support

Yarra Glen 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. Yarra Glen 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 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.

YGPS Shared Expectations

	Students	Parents/Carers	Principals/Teachers & Staff
Engagement (participation in the classroom and other school activities)	<p>Demonstrate preparedness to engage in and take full advantage of the school program</p> <ul style="list-style-type: none"> effort to do their very best self-discipline to ensure a cooperative learning environment and model the school values team work 	<ul style="list-style-type: none"> Promote positive outcomes by valuing the importance of education and liaising with the school on their child's progress/needs Support their child in their preparedness for the school day and in the provision of a supportive home environment Monitor their child's school involvement and progress and communicate with the school when necessary Are informed and supportive of school programs and actively participate in school events/parent groups 	<ul style="list-style-type: none"> The school will comply with its duty of care obligations and have a responsibility to provide an educational environment that can effectively engage all students The school will provide appropriate, relevant and challenging curriculum that gives students the opportunity to have input into their learning and experience success
Attendance	<p>All students are expected to:</p> <ul style="list-style-type: none"> attend and be punctual for all classes every day that the school is open to students be prepared to participate fully in lessons bring a note from their parents/carers explaining an absence/lateness 	<p>Parents/Carers are expected to:</p> <ul style="list-style-type: none"> ensure that enrolment details are correct ensure their child attends regularly advise the school as soon as possible when a child is absent account for all student absences keep family holidays within scheduled school holidays Support their child's learning during absences and work with the school to reintegrate students after prolonged absences 	<p>In accordance with DET procedures the school will:</p> <ul style="list-style-type: none"> Proactively promote regular attendance mark rolls accurately each lesson and follow up on absences Identify trends via data analysis Report attendance data in the school's Annual Report Support students whose attendance is problematic by developing 'Return to School' plans and working with families to implement individual strategies
Behaviour	<p>Students are expected to:</p> <ul style="list-style-type: none"> take responsibility for their learning and have high expectations that they can learn take responsibility for their behaviour and its impact on others model the schools core values comply with the schools Behavioural Policy and work with teachers and parents in developing strategies to improve outcomes 	<p>Parents/Carers are expected to:</p> <ul style="list-style-type: none"> have high expectations of their child's behaviour and an understanding of the schools behavioural expectations Communicate with the school in regards to their child's circumstances Cooperate with the school by assisting in the development and enforcement of strategies to address individual needs 	<p>The school will deliver an inclusive and comprehensive curriculum which promotes positive behaviours and emphasises the well being of every child focusing on pro-social behaviours in curriculum content</p> <p>The school will employ whole school and classroom practices to establish a climate in which appropriate behaviour is the norm for all students and focus on the implementation of preventative and early intervention strategies to deal with attendance and behavioural issues</p> <p>The school will consistently apply its Behavioural Policy through a shared collegiate understanding and only exclude students in extreme circumstances.</p> <p>The school recognises that for some students additional support may be needed in the form of staged responses and is committed to working with families to reintegrate students after exclusion.</p>

5. Student behavioural expectations and management

Behavioural expectations of students are grounded in our school's Statement of Values and Student code of conduct, as below.



STUDENT CODE OF CONDUCT

(Whole School Rules)

All students need to be aware and understand these rules.

- **Hands, feet and objects to myself.**
- **One person speaking at a time.**
- **Do the right thing in the right place.**
- **Do what I am asked the first time.**
- **Move quietly and safely around our classroom and school buildings.**

Following on from this is the Whole School Behaviour Management Flow Chart.

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, Yarra Glen Primary School will institute a staged response, consistent with the Department's policies on behaviour, discipline and student wellbeing and engagement. 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 will follow a Tiered Approach (see Appendix 1).

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, 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 Yarra Glen 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.

Whole School Action Behaviour Response

When responding to inappropriate behaviour the Leadership and Wellbeing Team will take into consideration:

- The educational needs of the student e.g. Behaviour Support Plans and Safety Plans
- Any disability of the student
- If reasonable adjustments or interventions have been made for the child
- The age of the student
- The residential and social circumstances of the student
- Previous incidences of challenging behaviour and the support/disciplinary measures employed to respond to these.

Inappropriate behaviours, including irregular attendance, will first be supported through re-engagement and wellbeing strategies as detailed in Section 3, including:

- Understanding the student's background and needs
- Engaging in "Restorative Practices" conversations
- Ensuring a clear understanding of expectations by both students and teachers
- Providing consistent school and classroom environments
- Scaffolding the student's learning program

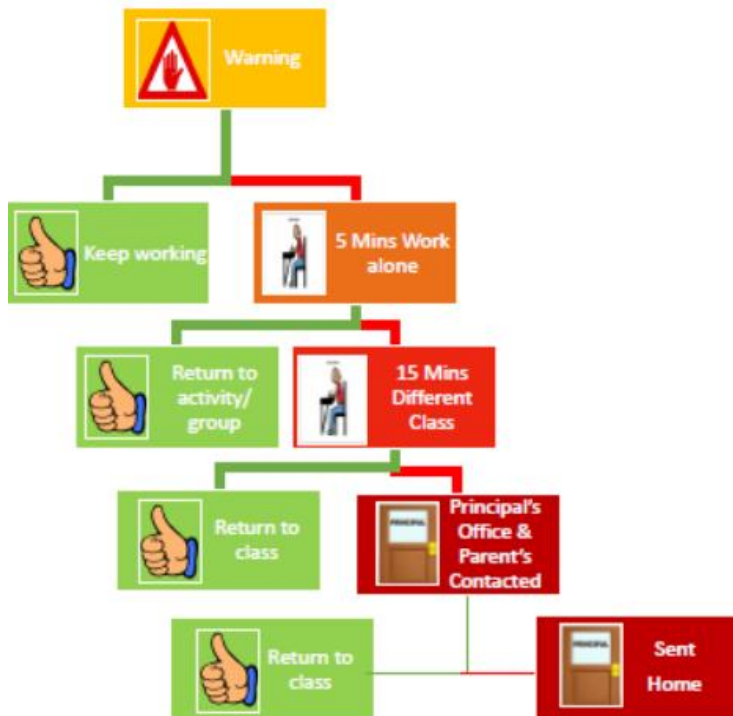
Broader strategies for inappropriate behaviours will include:

- Parental contact
- Involving and supporting the parent/carer
- Involving the Principal, class teacher and guidance officer where appropriate
- Mentoring and /or counselling
- Convening student support group meetings
- Developing individualised learning, behaviour or attendance plans
- Providing broader educational programs (work experience, camps)
- Involving community support agencies
- Contact with the Regional Office

Behaviour flowchart for students



Behaviour flow chart



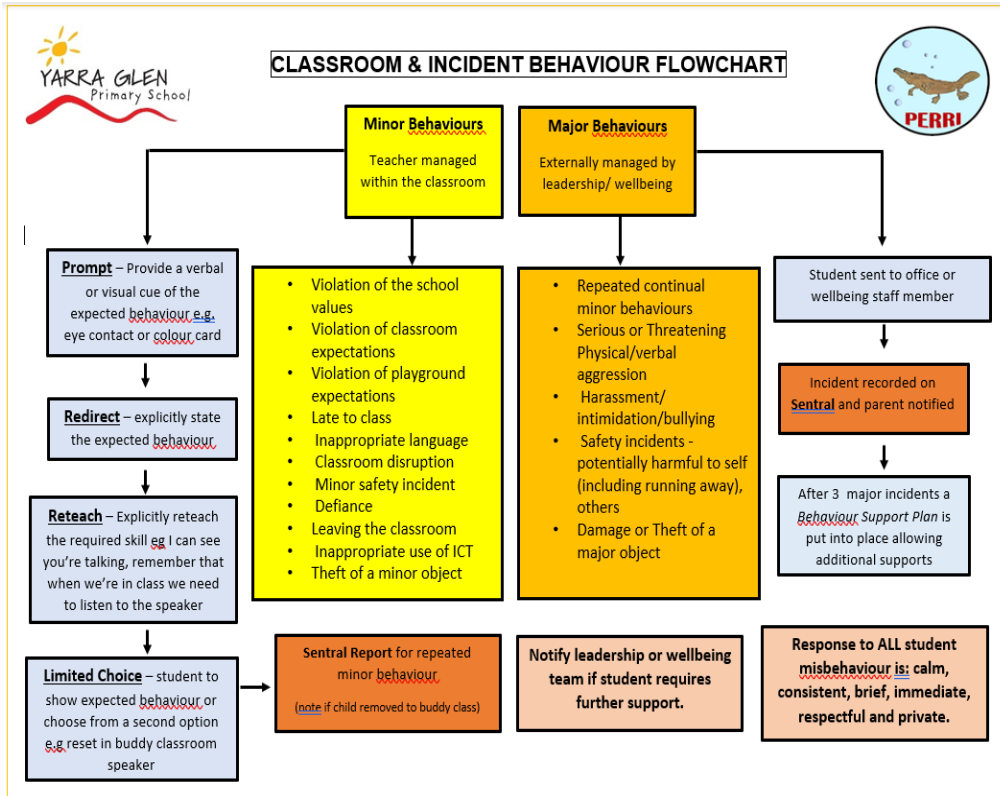
Describe what this (thumbs up/good choices) means to you and your class/student

e.g. approved calm down strategies, following school values

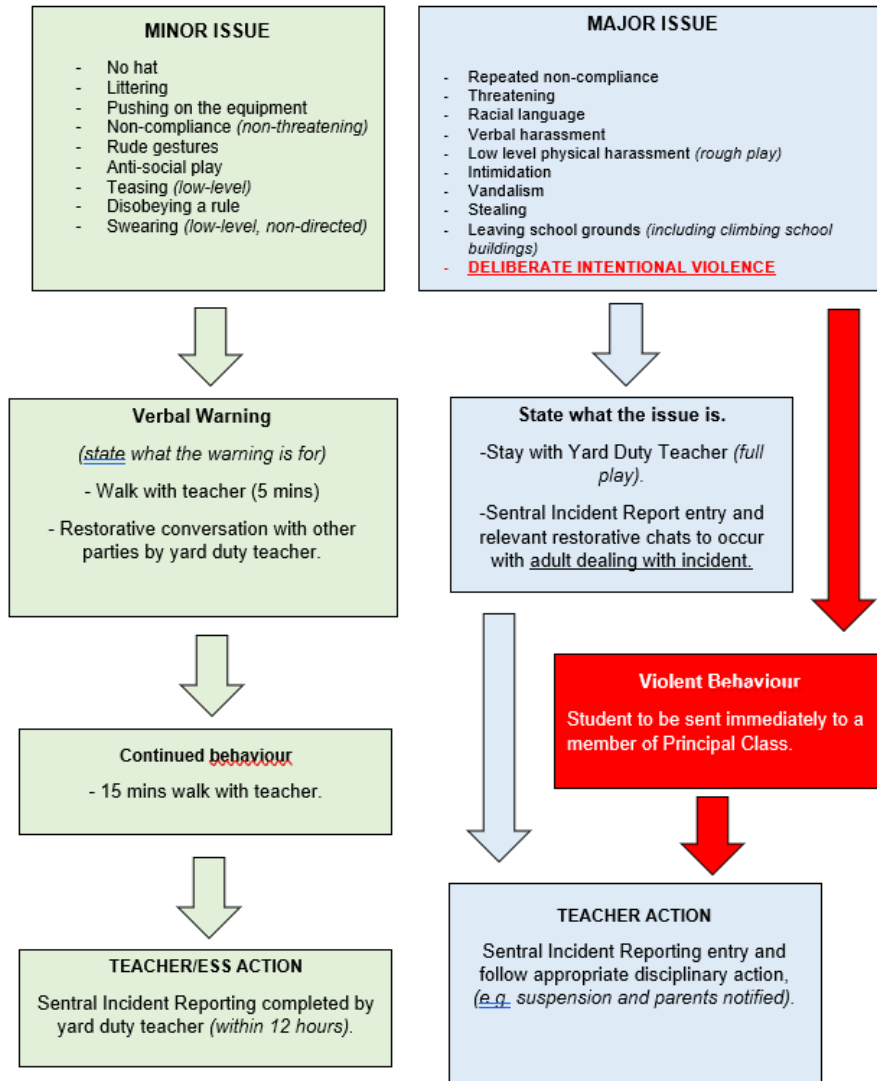
Note: Severe clause – in the event of a severe incident, a student can go immediately to the office.

Repair and Rebuild: This important step needs to occur at a suitable time for both teacher and student for any incident that exceeds step two.

Procedures to follow when faced with inappropriate behaviours



PLAYGROUND BEHAVIOUR MANAGEMENT FLOWCHART



Commented [JH1]: Update with new chart including consistent minor/major behaviour language in both charts

Note: Responses below will take into consideration the Tiered Model of Schoolwide Discipline Strategies. The focus on building student engagement and wellbeing is detailed in **Section 3**, however when faced with inappropriate behaviours a structured approach is taken. Consideration will be given to the severity of inappropriate behaviour - see **Appendix 2**.

Restorative Practice Approach

At YGPS we manage student conflict through a Restorative Practice Approach. Education in schools is largely about relationships, which can often develop into conflicts, which require resolution, forgiveness and healing. Restorative practices help students learn from their mistakes and reconcile and resolve problems with others. These are lifelong skills necessary for success in all relationships.

An important component of restorative practices is the focus on restoring relationships after harm has been done.

Principles of Restorative Practice

- Avoid scolding, shaming or lecturing e.g. *3 positives before 1 correction*
- Foster an awareness in the student of how others have been affected
- Involve the student actively
- Accept ambiguity
- Separate the deed from the doer – we can disapprove of the behaviour and still recognise the child's worth
- Conflict and wrongdoing is an opportunity for learning

Affective Questions

Affective Question	Focus Area
1. What happened? 2. How did it happen? 3. How did you act in this situation? 4. Who do you think was affected? 5. How were you affected? 6. What needs to happen to make things right? 7. If you find yourself in the same situation again how could you behave differently?	Focus on the specific incident or behaviour without blaming Draw out who was affected and how they were affected Direct questions toward problem solving what needs to happen to 'make things right'.

For younger children the questions are simplified. For example:

1. What happened?
2. Who or what was hurt?
3. How can we fix it?

Think Sheets - Detention or escalated/repeated behaviour

When a student is withdrawn for making a poor choice, they are to complete a reflective 'Think Sheet'. **Major behaviour issues** are to be signed by the Classroom Teacher, Principal and Parent. Please refer to Foundation, Years 1-2 and Years 3-6 Think Sheet. Refer to **Appendix 3 & 4**. *Staff or teachers on yard duty are to record and follow-up the incident and use the Restorative Practice approach.*

6. Engaging with families

Yarra Glen 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

Yarra Glen 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

Yarra Glen 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.

COMMUNICATION

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

- Available publicly on our school's website
- Included in staff induction processes, including the staff handbook
- Included in transition and enrolment packs
- Included as annual reference link 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:

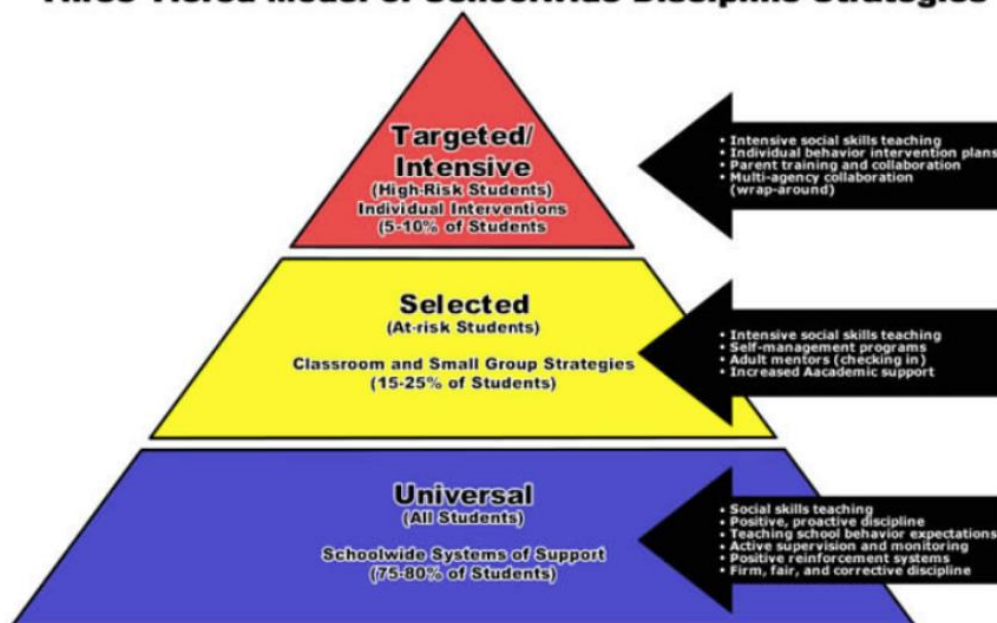
- Child Safety Policy
- Bullying Prevention Policy
- Inclusion and Diversity Policy
- Statement of Values and School Philosophy

POLICY REVIEW AND APPROVAL

Policy last reviewed	13/5/2022
Consultation	Staff meeting 11/5/2022 School Council meeting 18/5/2022
Approved by	Principal
Next scheduled review date	1/3/2024 (The recommended minimum review cycle for this policy is 1 to 2 years)

APPENDIX 1

Three-Tiered Model of Schoolwide Discipline Strategies




APPENDIX 2 – INAPPROPRIATE BEHAVIOURS RATING & CONSEQUENCES

Note: If reasonable adjustments or steps have been taken and a student does not follow instructions which impacts the health, safety and operations of the school, the parent/guardian will be asked to pick their child up. This applies to all school activities, including camps and excursions.

Inappropriate behaviours with rating				
Major behaviour ←			→ Minor behaviour	
10 / 9	8 / 7	6 / 5	4 / 3	2 / 1
<ul style="list-style-type: none"> - Aggressive physical action with intention to hurt another. - Highly inflammatory verbal abuse directed towards other students or staff. - Highly disruptive behaviour or failure to follow reasonable instructions in all class situations. - Interaction with _____ or _____ that is of a verbally or physically intimidatory manner. 	<ul style="list-style-type: none"> - Aggressive physical action (continuous pushing /shoving/intentional blocking passage or close proximity in order to intimidate) - Verbal abuse of an inflammatory nature directed towards students or staff. - Disruptive behaviour or failure to follow reasonable instruction in all class situations. - Interaction with _____ or _____ that can be construed as deliberately provocative. 	<ul style="list-style-type: none"> - Imposing him/herself physically where his/her presence has directly interfered with another student or staff member. - Verbally inflammatory comments that may or may not be directed towards other students or staff. - Disruptive behaviour that impedes the normal running of class activities or general play in the playground. - Interaction with _____ or _____ that is not positive in nature. 	<ul style="list-style-type: none"> - Negative attitudes towards other students and staff that inhibit the running of normal class operations. - Horse play and general uncooperative or lack of application to educational and social tasks expected in usual class and school activities. - Annoying incidents involving _____ or _____ 	<ul style="list-style-type: none"> - Slightly disruptive behaviours that require teacher intervention - Proximity to _____ and _____ when asked to avoid their presence completely
Response/consequences for inappropriate behaviours:				
Major behaviour ←			→ Minor behaviour	
10 / 9	8 / 7	6 / 5	4 / 3	2 / 1
<ul style="list-style-type: none"> - Immediate suspension with return to school meeting (Internal or External) Principal's Discretion 	<ul style="list-style-type: none"> - Possible suspension (Internal or External) depending on the response _____ has in respect to owning and positively considering the observations of the school personal. - Immediate in-house suspension with a return to classroom meeting. - Exclusion from certain classes and play areas in the school grounds with consideration given to behaviour demonstrated. These will be either under direct teacher supervision or unsupervised, but curtailed to particular areas. 	<ul style="list-style-type: none"> - Possible in-house suspension with a return to classroom meeting. - Exclusion from certain classes and play areas in the school grounds with consideration given to behaviour demonstrated. These could be either under direct teacher supervision, but most likely unsupervised, but curtailed to particular areas. 	<ul style="list-style-type: none"> - Time spent with teacher and students who are the recipients to explore the nature and impact of the behaviour. Resolutions to be sought with appropriate apologies with the possibility of minor consequences (eg: 10-15 minutes spent inside etc.) 	<ul style="list-style-type: none"> - Reminders from the teacher and possibly peers for redirection of attention in some circumstances - Possible apologies and moving straight along


APPENDIX 3

FOUNDATION / Year 1 & 2 THINK SHEET




Student's name: _____ Class: _____ Date: _____


What did you do?



I bullied someone





I hurt someone





I didn't follow instructions


How did you feel?



Sad



Scared



Mad or Angry



Shamed


Frustrated


Disappointed



Shrugs



Guilty





Was another person involved? Yes No


How did that person feel?



Sad



Scared



Mad or Angry



Shamed



Frustrated


Disappointed


Shrugs


Guilty



 **What I could have done instead:**
(Teacher/Student)

Incident (Teacher): _____


Teacher Name: _____ Parent Name: _____

Teacher Signature: _____ Parent Signature: _____ (Think Sheet to be returned)

Principal Signature: _____

ENTERED ONTO SENTRAL YES NO

APPENDIX 4

YEARS 3-6 THINK SHEET		
Student's name: _____	Class: _____	Date: _____
(T/S) What happened?		
(T/S) What were you thinking at the time?		
(T/S) What impact has this incident had on you and others?		
(T/S) What have you thought of since?		
(T/S) What has been the hardest thing for you?		
(T/S) What do you think you need to do to make things right?		
Incident (T): _____		
Teacher Name: _____ Parent Name: _____		
Teacher Signature: _____ Parent Signature: _____ (Think Sheet to be returned)		
Principal Signature: _____		
ENTERED ONTO SENTRAL YES <input type="checkbox"/> NO <input type="checkbox"/>		