



Glengarry Primary School

STUDENT WELLBEING & ENGAGEMENT POLICY

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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.

Glengarry 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.

CONTENTS

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



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POLICY

1. School profile

Glengarry Primary School is a rural school of approximately 170-180 students, located only a short drive from Traralgon in Gippsland, Victoria. Our full-time equivalent staff is 14.2, comprising of 2 principal class, 8.7 teaching staff and 3.5 education support staff. The school is situated in the middle of the community orientated township of Glengarry and was established in 1888. Our student population is drawn primarily from the township of Glengarry and its surrounding towns.

Members of the Glengarry Primary School community enjoy a rural atmosphere, where building positive relationships with students and their families is highly valued by all. The school has established a close relationship with many local organisations which positively impacts the sense of connectedness our students feel towards their school and community.

Glengarry Primary School has a strong focus on developing the whole child through social emotional programs and through the explicit teaching and development of our school values Community, Acceptance, Resilience and Empathy. The school aims to develop resilience and critical thinking in students.

At Glengarry Primary School, we believe that all children can learn, make progress and become independent learners who can face the challenges of the future. Through our CARE Values (Community, Acceptance, Resilience and Empathy), we foster a growth mindset in all members of the school community and develop resilient, resourceful and reflective learners who work and play together. These values also form the expected behaviours of all members of our school community.

Students at Glengarry learn specialist programs in Kitchen Garden and Content Language in Learning – where students learn Indonesian through Visual Arts and Physical Education is also highly valued by our students.



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2. School values, philosophy and vision

Our Mission: Partners in Success

Our Vision

The school's vision statement is under review in 2019.

At Glengarry Primary School, we believe that all children can learn, make progress and become independent learners who can face the challenges of the future. We foster a growth mindset in all members of the school community and develop resilient, resourceful and reflective learners who work and play together. We believe that every member of the school community is a leader and as such, provide genuine leadership and skill development opportunities.

Our school has a strong sense of community and highly values building positive relationships with children and their families. Our highly skilled and enthusiastic staff provides an engaging learning program for all students. The shared ownership and responsibility for outstanding learning is the result of regular whole school and team planning. Staff are conscious of any barriers to learning and strive to address these through open discussions with families and the utilization of outside support services. We provide a safe and welcoming environment in which communication and collaboration is valued to ensure outstanding learning for all children.

Both children and staff reflect on their individual progress through regular self-assessment and constructive feedback from children and adults in the school community. A whole school commitment to the use of ongoing feedback, within a safe and supportive environment, ensures optimum progress and the ability to plan what to do next.

At Glengarry Primary School, we ensure all students leave us as lifelong independent learners by encouraging them to believe that everyone can learn and grow.

Our Values

Our core values are Community Acceptance Resilience Empathy - CARE.

At Glengarry Primary School, we see Community as a reciprocal partnership between the students and the people who support and nurture them.

Acceptance is understanding that everyone is different and has the right to be valued, safe, respected, and part of the whole school community.



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Resilience is moving beyond challenges and being prepared to persevere, make mistakes, learn from them and then move on.

At Glengarry Primary School, our community demonstrates Empathy by understanding, respecting and valuing the ideas and situations of others.

Statement of commitment to child safe standards

Glengarry Primary School is committed to the safety and wellbeing of all children and young people. This commitment will be the primary focus of our decision-making processes, and in the care of our students. Glengarry Primary School has zero tolerance for child abuse.

Glengarry Primary School is committed to providing a child safe environment where children and young people *are* safe, *feel* safe, and where their voices are heard regarding decisions which affect their lives. Particular attention will be paid to the cultural safety of Aboriginal children and children from culturally and/or linguistically diverse backgrounds, as well as the safety of children with a disability.

Every person involved in Glengarry Primary School has a responsibility to understand the important and specific role he/she plays individually and collectively to ensure that the wellbeing and safety of all children and young people is at the forefront of all they do and every decision they make.

Enactment of school philosophy:

In all documents, in all practice by students and teachers, in work with the School Council and the community, in all teaching and learning programs, in all school initiatives, in all internal and external interactions, in all organisational structures and practices the vision of the school will sit at the centre and there will be expectations about all work aligning with the school vision. Regular evaluation processes will be in place to measure performance in all areas of the school with respect to the implementation of the vision and values of the school.

The programs of, and teaching at, Glengarry Primary School will support and promote the principles and practice of Australian democracy, including a commitment to:

- (a) elected government; and
- (b) the rule of law; and
- (c) equal rights for all before the law; and
- (d) freedom of religion; and
- (e) freedom of speech and association; and
- (f) the values of openness and tolerance.



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3. Engagement strategies

Glengarry 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.

The School works collaboratively with students and parents/ carers to establish fair and respectful behaviour policies and practices, based on the school's values, expected social competencies and positive peer relationships. There are also intervention strategies in place to address inappropriate behaviours which can negatively impact on the learning environment of the self and others.

A summary of the universal (whole of school), targeted (year group specific) and individual engagement strategies used by our school are outlined in Appendix A and B. These strategies are regularly reviewed and monitored by our Wellbeing team.

Broader, school wide practices are outlined 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 and engagement
- creating a culture that is inclusive, engaging and supportive
- welcoming all parents/carers and being responsive to them as partners in success
- 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 Glengarry Primary School use the 'Workshop Model' and the Gradual Release of Responsibility instructional framework to ensure an explicit, common and shared model of instruction, ensuring that evidenced-based, high impact teaching strategies are incorporated into all lessons
- teachers at Glengarry 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



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- our school's Statement of Values 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 including class meetings and the senior Leadership program. Students are also encouraged to give open and honest feedback to their teachers, Assistant Principal and Principal whenever they have any questions or concerns.
- create opportunities for cross—age connections amongst students through school plays, athletics, music programs and other co-curricular activities.
- All students are welcome to self-refer to the Student Wellbeing Leader, Assistant Principal and Principal if they would like to discuss a particular issue or feel as though they may need support of any kind. We are proud to have an 'open door' policy where students and staff are partners in success.
- we engage in school wide positive behaviour support strategies with our staff and students, which includes programs such as:
 - Respectful Relationships
 - Bully Zero
 - Explicit teaching of our school values and expectations
- programs, incursions and excursions developed to address issue specific behaviour
- opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)
- buddy programs for all Prep students



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Targeted

- connect all Koorie students with a Koorie Engagement Support Officer and have an Individual Education Plan that will be reviewed termly by all parties
- 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 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

Individual

- Student Support Groups, see: <http://www.education.vic.gov.au/school/principals/spag/participation/pages/supportgroups.aspx>
- Individual Learning Plan and Behaviour Support Plan
- Program for Students with Disabilities
- referral to Student Wellbeing Leader and Student Support Services
- referral to ChildFirst, Headspace
- Navigator
- Lookout
-

Glengarry 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 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 ChildFirst
 - Re-engagement programs such as Navigator



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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
 - Koorie
 - and with other complex needs that require ongoing support and monitoring.

4. Identifying students in need of support

Glengarry Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Wellbeing team plays a significant role in developing and implementing strategies help identify students in need of support and enhance student wellbeing and engagement.

Glengarry 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
- consultation with the Department of Education and Training Student Support Services



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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 expected behaviours matrix 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, 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.

6. Student behavioural expectations

Behavioural expectations of students, staff and families are grounded in our school's Statement of Values. Student bullying behaviour will be responded to consistently with Glengarry Primary School's Bullying prevention policy.

When a student acts in breach of the behaviour standards of our school community, Glengarry Primary School will institute a staged response, consistent with the Department's Student Engagement and Inclusion Guidelines. At Glengarry Primary School, breaches of behaviour have been classified as Minor or Major (Appendix C).

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 in line with the Minor Behaviours Flowchart (Appendix D) and the Major Behaviours Flowchart (Appendix E). Our Process for Playground Minor and Major Behaviours is detailed in Appendix F.



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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.

7. Engaging with families

Glengarry 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 success 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
- 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

Glengarry 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



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REVIEW CYCLE

This policy was last updated on November 25th 2019 and is scheduled for review in November 2020.



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Appendix A

Wellbeing, Engagement & Behaviour	<ul style="list-style-type: none"> • Explicit Teaching of Values, Consistent Behaviour Management Plan and Acknowledgment System • Building Positive Relationships • Respectful Relationships and explicit teaching of Rights, Resilience and Respectful Relationships (RRRR) Curriculum • GPA Progress Reports • Restorative Practices • Lunchtime Programs • Whole School (P-2 and 3-6) Attitudes to School Survey (termly) – administered as an inquiry cycle as part of Professional Learning Teams 	<ul style="list-style-type: none"> • Whole Class Meetings • Kids Matter Resources • Referral to Wellbeing Team • GPA Boot Camp • Parent Contact / Parent Contact Books • Student Support Groups • Behaviour Conduct Book • Behaviour Support Plans • Student Safety Plans • POOCH (SAFEMinds) Problem Solving Process • SAFEMinds Resources • Zones of Regulation • Functional Behaviour Assessment • Forced Choice Reinforcement Assessment • Goal Setting and Individual Acknowledgment System • Student Support Group Meetings • Lunchtime Programs • Social Stories • Outside Agency Referral 	<ul style="list-style-type: none"> • Referral to DET Student Support Services • PSD Application • General Practitioner • Child Youth Mental Health Service • Headspace • Orange Door • Paediatrician • Refer to SAFEMinds System of Care Map • Psychologist • Restitution • Flexible Learning Options & Reengagement Programs • Loss of Privileges, Suspension & Expulsion
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Attendance	<ul style="list-style-type: none"> • Whole class teaching of the importance of attendance and punctuality • Roll is marked twice daily @ 9am and 2.30pm • Daily phone calls @ 11.30am for all unexplained student absences • Attendance data wall is updated monthly and student absence data is provided to staff at the end of each month and discussed at a whole staff briefing • Classroom routines to greet and welcome students each day • Attendance Challenges occur throughout the year • Positive comments about attendance are made as part of our reporting processes • Student Absence letters for all unexplained absences are sent home each month • Phone call or parent contact made by classroom teacher after 3 consecutive days absent (even if the absence has been explained) • Family Holidays – classroom teachers discuss expectations with families and students: daily reading for 20mins, journal / diary entry with photos to share with teacher and class, any other work or learning deemed relevant based on parent request, student needs, duration of holiday etc. 	<ul style="list-style-type: none"> • Discussion with parents regarding attendance and offer of support (separate meeting, phone call) • Discussion with individual students regarding attendance and the importance of being at school • Explicit teaching of the importance of attendance and punctuality • Individual acknowledgement system and positive praise for student attendance • Individual attendance plan developed with family and student • Phone call or parent contact made after 2 consecutive days absent (even if the absence has been explained) • Individual letters sent home for students with high absence 	<ul style="list-style-type: none"> • Referral to Wellbeing team • Referral to school leadership for advice and support • Meeting with parents to discuss attendance concerns and offer support • Referral to DET Student Support Services • Referral to DET School Attendance Officer
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Appendix B

Tier 1	Tier 2	Tier 3
<ul style="list-style-type: none"> • Our school will deliver a broad and engaging curriculum. • Our teachers will adopt a range of teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and needs of our students. • Our school will develop behavioural expectations for all members of the school community in consultation with students, staff and parents/carers, and these will be taught to all students and shared with their families. • Our school will regularly acknowledge and teach school core values, in classroom settings and events such as assemblies and via communications to parents. All students will be given feedback to support progress with demonstrating and applying the school values. • All students will participate in a social and emotional learning curriculum program Respectful Relationships (RRRR). • Students will have genuine opportunities to contribute to and provide feedback on decisions and school improvements through student focus groups ranging across the school. • Glengarry Primary School uses a Restorative Approach to student behaviour management and teaches the appropriate strategies for children to deal with conflict. • Glengarry Primary School uses a clear and consistent behaviour management policy, which taught and understood by all stake holders. 	<ul style="list-style-type: none"> • All students in Out of Home Care will be appointed a school based mentor with "Lookout" training and will be referred to Student Support Services for an Educational Needs Assessment. • Trained staff will provide intervention based health promotion, social skill development and transition in response to needs identified by classroom teacher and the Wellbeing team. • Relevant teaching staff will apply a trauma-informed approach (using Calmer Classrooms: A Guide to Working with Traumatized Children, and similar resources) to working with students who have experienced trauma, such as students from refugee backgrounds or who are in out of home-care. 	<ul style="list-style-type: none"> • Strategies to support attendance and engagement of individual students include: <ul style="list-style-type: none"> ○ Meet with wellbeing team to discuss student and possible supports. ○ Meet with student and their parent/carer to talk about how best to help the student engage with school ○ Establish a Student Support Group. ○ Seek extra resources under the Program for Students with Disabilities for eligible students ○ Develop a Behaviour Support Plan and/or Individual Education Plan. ○ Consider if any environmental changes need to be made, for example changing the classroom set up. ○ Refer to internal support services e.g. Principal or Student Support Services ○ Refer to external support services including ChildFirst, Local Government Youth Services, Community Agencies



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Appendix C



GLENGARRY PRIMARY SCHOOL

MINOR & MAJOR BEHAVIOURS DEFINITION

MINOR	MAJOR
The following behaviours are classified as 'MINOR,' and should be resolved by the classroom teacher following our agreed BM processes	The following behaviours are classified as 'MAJOR,' and should be referred to the Prin, AP or Wellbeing Leader (Office)
Disruption: Behaviour causing an interruption in a class or activity. Talking while teacher is speaking. Loud voices or noises indoors. Disruption includes sustained loud talk, yelling or screaming; noise with materials; horseplay or roughhousing, and / or sustained out-of-seat behaviour.	Criminal Behaviour: Possession of weapons, stalking and cyber stalking, criminal damage, vilification, making credible threats, harassment and victimisation.
Cheating / Plagiarism: Act dishonestly or unfairly in order to gain an advantage, esp. in a game or examination: to steal and pass off (the ideas or words of another) as one's own: use (another's production) without crediting the source.	Forgery / Theft: Student is in possession of, having passed on, or being responsible for removing someone else's property (i.e. taking someone else's personal belongings etc.). This also includes identity theft.
Physical Contact: Non-serious, but inappropriate physical contact (i.e. over-affectionate, patting, light tapping, pushing etc.)	Physical Aggression: Actions involving serious physical contact where injury may occur (i.e. hitting, punching, hitting with an object, kicking, hair pulling, scratching, etc.)
Inappropriate Language: Messages or use of words in an inappropriate way for the developmental age of the student (i.e. name calling, teasing, swearing).	Harassment: Student delivers disrespectful messages (verbal or gestural) to another person including threats, intimidation and obscene gestures, pictures or written notes. This includes comments / verbal attacks based on race, religion, gender, age, ethnic origin or disabilities or other personal matters. Intentional swearing at another adult is classified as major.
Late to Class: Missing the beginning of class time or part of lessons.	Absconding: within school grounds or leaving school grounds or attempting to run away; leave suddenly; hide from staff (fence, roof, gates), safety issues.
Defiance, Disrespect, Non-Compliance: Refusal to follow directions, talking back and/or socially rude interactions. In this case the student refuses to follow directions after initial request has been made directly to that student.	Defiance, Disrespect, Non-Compliance: Refusal to follow directions, talking back and/or socially rude interactions. It is a major behaviour where there is a perceived (real or actual) safety risk to students or staff.
Property Misuse: Student deliberately destroys another student's equipment/possession or work in an inappropriate way (low-intensity incident) i.e. scribbles on another student's page, snaps another student's pencil through rough handling.	Property Damage: Any form of injury or damage caused to the property, intentionally by the person who is not the owner of the property.
Property Damage: Any form of injury or damage caused to the property, due to negligence by the person who is not the owner of the property.	Self Harm
Other: Other minor problem behaviour that cannot be categorised within the available definitions.	
Uniform: Student wears clothing or shoes that do not fit within the school's uniform policy.	



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Appendix D



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BEHAVIOUR MANAGEMENT PROCEDURES - MINOR

Creating Success Set Positive & High Expectations



- 6:1 +ve to -ve
- Re-state positive expectations and desired behaviour
- Do students understand what is expected and can they achieve it?

Strategy	Teacher Response
Prompt	Provide verbal and/or visual cue
Redirect	Restate the expected behaviour
Reteach	State and demonstrate the behaviour Have student demonstrate Provide immediate feedback
Conference	Describe the problem Describe the alternative behaviour. Tell why the alternative is better Practise Provide feedback

CHILL TIME

Behaviour is documented to track trends – this is for classroom use only. Refer to 'Documentation of Name Me Strategies' template

Provide Choice: re-engage or have logical consequence applied (removal from activity, alteration of activity, teacher conference, loss of privilege)

Provide Strategies: with teacher direction, student given choice over strategy to manage behaviour



Step 1 – Formal Written Warning

Behaviour is documented. Student is notified of their formal warning.

Step 2 – Within Classroom Consequence

Behaviour is documented. All learning time is made up.

Consequence: teacher directed choice or strategy to occur within the classroom (removal from activity, alteration of activity, teacher conference, loss of privilege). May also include Chill Time strategies.

Step 3 – Removal to Buddy Grade

Student has chosen not to engage with previous steps.

Student will be required to move to buddy classroom.

10 minutes minimum and receiving teacher needs to know time.

Restorative conversation with exiting teacher upon return.

Consequence: learning time is made up or completion of task.

Parent contact is made by classroom teacher.

Continuation of Minor Behaviours

Seek assistance of teaching partner or team leader.

Parent Meeting.

Referral to Wellbeing Team.

Functional Behaviour Assessment.

Behaviour Support Plan.

Student Goal Setting

Implement Tier 2 – RTI Strategies.

SELF	GET ACTIVE		RELAX
Sensory Toolbox 5 mins	Front to Back* 3 mins	CHILL Room*	Read a Book 5 mins
Grab some Fruit 2 mins	Do a Job 5 mins	Build / Construct 5 mins	Draw / Colour 5 mins
Wobble Chair	Shoot Hoops* 3 mins		Write 5 mins
Get a Drink	Kick a Footy* 5 mins		Listen to Music 5 mins
Swap Seats	Vortex Throws* 5 mins		*teacher supervision required



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Appendix E



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BEHAVIOUR MANAGEMENT PROCEDURES - MAJOR

MAJOR BEHAVIOURS

Criminal Behaviour
Forgery / Theft
Physical Aggression
Harassment
Absconding
Defiance, Disrespect, Non-Compliance – Safety Risk
Property Damage
Self Harm

CLASSROOM TEACHER'S RESPONSIBILITY

Use of GPS Behaviour Management Processes
Ensure Safety
Request Assistance from Office
Document Behaviour - Complete Behaviour Form
Exit student to Office – Send Completed Behaviour Form

WELLBEING LEADER, AP & PRIN (OFFICE) RESPONSIBILITY

Restorative Conversation with Student
Determine Consequence: removal of privileges, exclusion from playground, suspension and expulsion
Contact Parents detailing student's behaviour
Organise meeting with Student / Parent / Teacher regarding behaviour and expectations for re-entry into the classroom
Feedback to teacher regarding outcome / Seek Feedback from teacher
SSSO Support and Referral
Coordinate Tier 2 and Tier 3 RTI



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Appendix F

ACTION TAKEN	WARNING & RESTORATIVE CHAT	Walk with yard duty teacher or sit outside office 15 mins	Walk with yard duty teacher or sit outside office 30 mins 1/2 of play & 1/2 of next play	MAJOR Withdrawal of privileges, exclusion from playground, suspension, expulsion
For each child, please circle whether consequence was given by yard duty teacher at the time of the behaviour problem or by the classroom teacher after a follow up discussion with the student.	Warning given by y/d teacher, restorative conversation & playground behaviour form completed	Consequence given by y/d	Consequence given by y/d	
		Consequence given by c/r teacher	Consequence given by c/r teacher	