

Vincentia Public School

Wellbeing Procedures 2024



Table of Contents

Student Wellbeing—A Whole School Approach	3
Statement of Purpose	4
Core Values	5
Recognising and Rewarding Achievement	5
Rights and Responsibilities.....	6
Student Reward System	8
The Care Continuum	10
Managing Classroom Behaviour	12
Wellbeing Procedure Tree	13
Managing Playground Behaviours	14
Monitoring Behaviours	16
Restorative Practices	17
Captains, Prefects and Sporting House Captains	18
Student Leadership Elections	20
Student Representative Council -SRC	22
Student Elections for Student Representative Council ...	23
Formal Caution	24
Suspension	26

Student Wellbeing—A Whole School Approach

Vincenia PS implements a whole-school approach to promote positive behaviour and social-emotional learning through prevention, early intervention, targeted intervention and individual intervention. Meaningful engagement and partnerships between the school, student, parents and carers, and community is fundamental to maintaining positive student behaviour in schools.

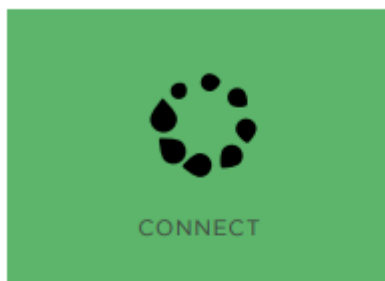
These procedures support the:

- Student Behaviour policy
- Wellbeing framework for schools
- School Excellence policy
- School Community Charter

These procedures apply to:

- student behaviour
 - ⇒ at school
 - ⇒ on the way to and from school
 - ⇒ on school-endorsed activities that are off-site
 - ⇒ outside school hours and off school premises where there is a clear and close connection between the school and students' conduct
 - ⇒ if the student's conduct significantly affects, or is likely to significantly affect, the health, learning and safety of students or staff
 - ⇒ when using social networking sites, mobile devices and/or other technology involving another student or a departmental staff member for school related issues.

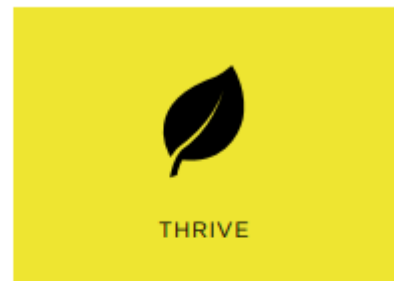
The Wellbeing Framework for schools



Our students will be actively connected to their learning, have positive and respectful relationships and experience a sense of belonging to their school and community.



Our students will be respected, valued, encouraged, supported and empowered to succeed.



Our students will grow and flourish, do well and prosper.

ENABLE

The school environment is pivotal to the growth and development of our most important assets – our children and young people. Our schools strive for excellence in teaching and learning, connect on many levels and build trusting and respectful relationships for students to succeed.

Statement of Purpose

Vincentia Public School is committed to ensuring every student is known, valued and cared for. We endeavour to create a school environment in which students are safe and secure in a stimulating learning environment where student wellbeing is a priority.

Vincentia Public School staff members acknowledge the variance in the ability of students to reach and maintain age appropriate behavioural expectations. With collaboration between the classroom teacher and the Learning and Wellbeing Team, reasonable adjustments are made for students.

Vincentia Public School's commitment to wellbeing is to support students to connect, succeed and thrive at each stage of their development and learning; to provide opportunities that are appropriate, rigorous, meaningful and dignified; and to do this in the context of individual and shared responsibility underpinned by productive relationships that support students to learn.

The Vincentia Public School **Behaviour Support and Management Plan** is available on the website.

Implementation of the care continuum



Implementing the care continuum, involves:

- A strategic whole-school approach
- Explicitly teaching social and emotional skills and behaviour expectations
- Being proactive and prevention-focused
- Using relationship-based and restorative approaches to student behaviour
- Implementing effective programs, practices and processes

To enable staff to create an inclusive, engaging and respectful school, some circumstances exist where behavioural interventions are necessary. The principal, teachers, and school staff seek to understand and support each student's individual needs. This involves responding accordingly to individual circumstances and the reasons for student behaviour.

Core Values

The Wellbeing Framework at Vincentia Public School operates in accordance with the Department of Education guidelines and will centre on the following core values:

The 3R's - Responsible, Respectful, Resilient

At Vincentia Public School, we expect that students, parents and staff display the following qualities:

Responsible

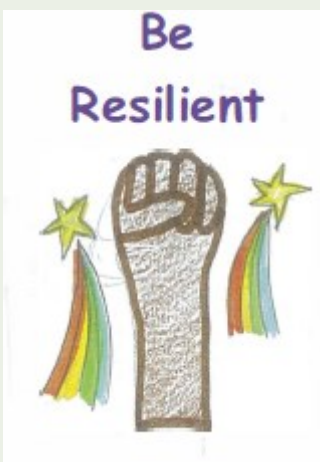
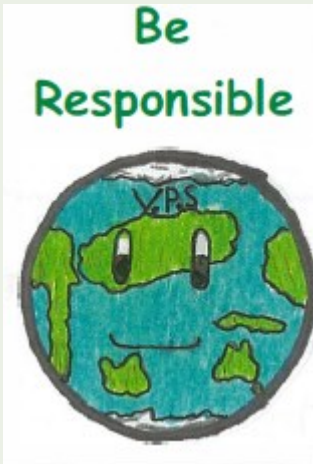
- *You can depend on me*

Respectful

- *I treat others as I would like to be treated*

Resilient

- *I keep on going and work through the problem*



Recognising and Reinforcing Achievement

At Vincentia Public School, intrinsic rewards are coupled with our extrinsic reward system. Students are rewarded for actively demonstrating our school's core values and trying their best academically.

All students have the opportunity to receive:

- recognition in the classroom and playground through positive feedback
- class based and small group recognition which may include stickers and stamps for excellent work and positive reward systems for behaviour
- merit awards presented at assemblies which recognise achievement, improvement and citizenship
- special awards such as those earned when representing the school, contributing to the community, 100% attendance and/or other special events
- end of year awards celebrated at presentation ceremonies
- achievements in extracurricular activities
- acknowledgement of student achievement in the school newsletter
- postcards mailed home

The rights and responsibilities of staff, students and parents/ carers ensure the wellbeing of all members of our school community.

Students

Students at Vincentia Public School have the following **rights**:

- to work and play without unfair interference
- to ask questions when they don't understand something and to have extra help if needed
- to be and feel safe at all times
- to be respected
- to have a safe, clean environment
- to be part of the school
- to tell their story honestly
- to be recognised for positive behaviour

Students at Vincentia Public School have the following **responsibilities**:

- to be honest
- to take responsibility for their own actions
- to behave in a way that supports the underlying principles and values of our school so that everyone can feel valued, safe and secure
- to respect all other people and their differences and talents
- to look after their own, others and school equipment
- to be cooperative and allow the teachers to teach
- to help others who need help
- to use acceptable behaviour and language at all times
- to resolve conflict respectfully, calmly and fairly
- to comply with the school's uniform policy or dress code
- to attend school every day (unless legally excused)

Parents

Parents of Vincentia Public School students will be responsible for:

- supporting the values of Vincentia Public School
- encouraging your child/ren's interest in all aspects of schooling
- working in collaboration with the school to shape your child's understanding of the school expectations and acceptable behaviour
- regularly talking to your child about their day at school, focusing on the positive aspects and counselling them on any negative occurrences
- reporting any concerns you or your child have to the classroom teacher. If you are not satisfied with the outcome, speak with the Stage Executive in charge of your child's stage. If you feel there is still a problem, make an appointment to speak with the Principal

Principal

The Principal will be responsible for:

- providing leadership and direction
- providing staff support and opportunities for professional development
- encouraging a caring climate within the school
- liaising with parents, other support organisations and the community regarding educational policies and programmes

Staff

The staff will be responsible for:

- providing challenging and interesting learning experiences
- seeking to enhance the self-esteem of all students
- being sensitive to the welfare needs of all students
- providing support and guidance for all students
- acting as a role model for the children
- building a positive relationship with students across the school and members of the school community
- actively supervising students at all times in the classroom, on the playground and when engaged in any school activity, both on and off site
- following up all incidents of negative behaviour and take appropriate steps as per the School Behaviour Support and Management Plan and Wellbeing Procedures
- when necessary, seeking advice and / or referring students to a Stage Executive, Principal or Learning and Wellbeing Team
- utilising class and whole school reward systems
- actively contributing to the safe and caring environment of Vincentia Public School

Student Reward System

Vincenia Public School's Student Reward System aims to raise the expectations of all students by rewarding students at different levels; Green and Gold. Students **earn** reward points by demonstrating appropriate behaviour, by demonstrating a strong work ethic and by attending school regularly. Each student will receive a maximum of three reward points every school day. One point can be earned in each session of the school day.

- Be at school and be on time
- Work to the best of your ability
- Be respectful, responsible and resilient

Reward points will be accrued for the duration of a semester and all students will start at zero at the beginning of each semester. Students can only achieve a level once each semester. Students will need to maintain behaviour to reach the next level and to maintain the level. Reward points are recorded on a class spreadsheet stored via the Google drive.

Regardless of level, all students have the opportunity to attend curriculum based incursions and excursions. Negative behaviour will however impact a students attendance at extra curricula events.

Students wishing to nominate for leadership positions will need to be achieving and maintaining Gold level. Students wishing to nominate for any leadership positions will have their score tallied across the year.



Semester 1	0-117 = no level	120+ = Green	240+ = Gold
In 2024		Term 1 Week 9	Term 2 Week 7
Semester 2	0-117 = no level	120+ = Green	240+ = Gold
In 2024		Term 3 Week 9	Term 4 Week 7



VPS STUDENT REWARD SYSTEM

Vincentia Public School's Student Reward System aims to raise the expectations of all students by rewarding students with different levels of privileges; Green and Gold. Students earn privileges by demonstrating appropriate **behaviour, work ethic** and **attendance**.

Each student will receive a maximum of one point for each session a maximum total of three points each day for displaying the expected behaviour, work ethic and attendance.

Students' points will be tallied each week (a maximum of 15).

Start of Semester 1

0 - 117 points

Green Level
120—237 points



Green Certificate

Gold Level
240+ points

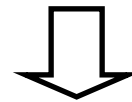


Gold Certificate
Rewards—set by Stage

Start of Semester 2

0 - 117 points

Green Level 2
120—237 points



Green Certificate 2

Gold Level 2
240+ points



Gold Certificate 2
Rewards—set by Stage

The Care Continuum



All schools will support behaviour at different levels of the continuum, with prevention strategies and programs for all students.

Prevention

- Students engage in developmentally appropriate behaviour, including appropriate risk-taking behaviour
- Students respond positively to explicit teaching of expectations
- Students accept correction and feedback
- Students acquire new interpersonal and social skills that support engagement with learning
- Low-level behaviours easily managed by the teacher

Early intervention for all or some students

Difficulties with concentration

Continuous low-level disruptive behaviour, also known as minor behaviours, may include:

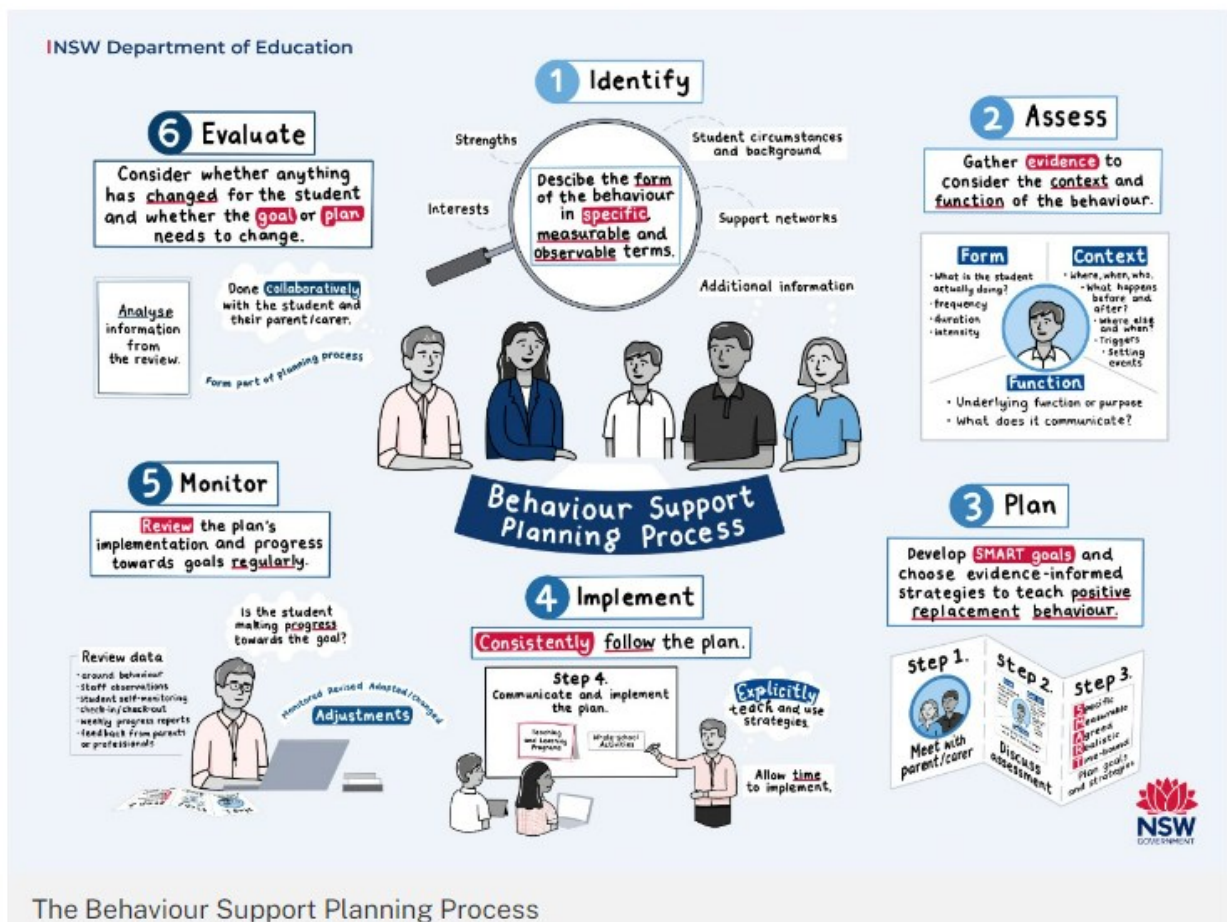
- ⇒ calling out
- ⇒ out of seat
- ⇒ low-level teasing
- ⇒ out of bounds
- ⇒ lack of personal space/boundaries
- ⇒ not following instructions
- ⇒ under-developed learning behaviours
- ⇒ incomplete tasks
- ⇒ off task behaviour
- ⇒ lateness
- ⇒ unprepared for learning.

Targeted intervention

- Under-developed social skills:
 - ⇒ sharing and turn-taking
 - ⇒ friendship skills
 - ⇒ conversational skills.
- Language and communication difficulties
- Self-regulation difficulties
- Poor conflict resolution skills
- Bullying others or being bullied
- Poor attendance

Individual intervention

Behaviours of concern, also known as major behaviours, are defined as challenging, complex or unsafe behaviour that requires more persistent or intensive interventions.



Managing Classroom Behaviour

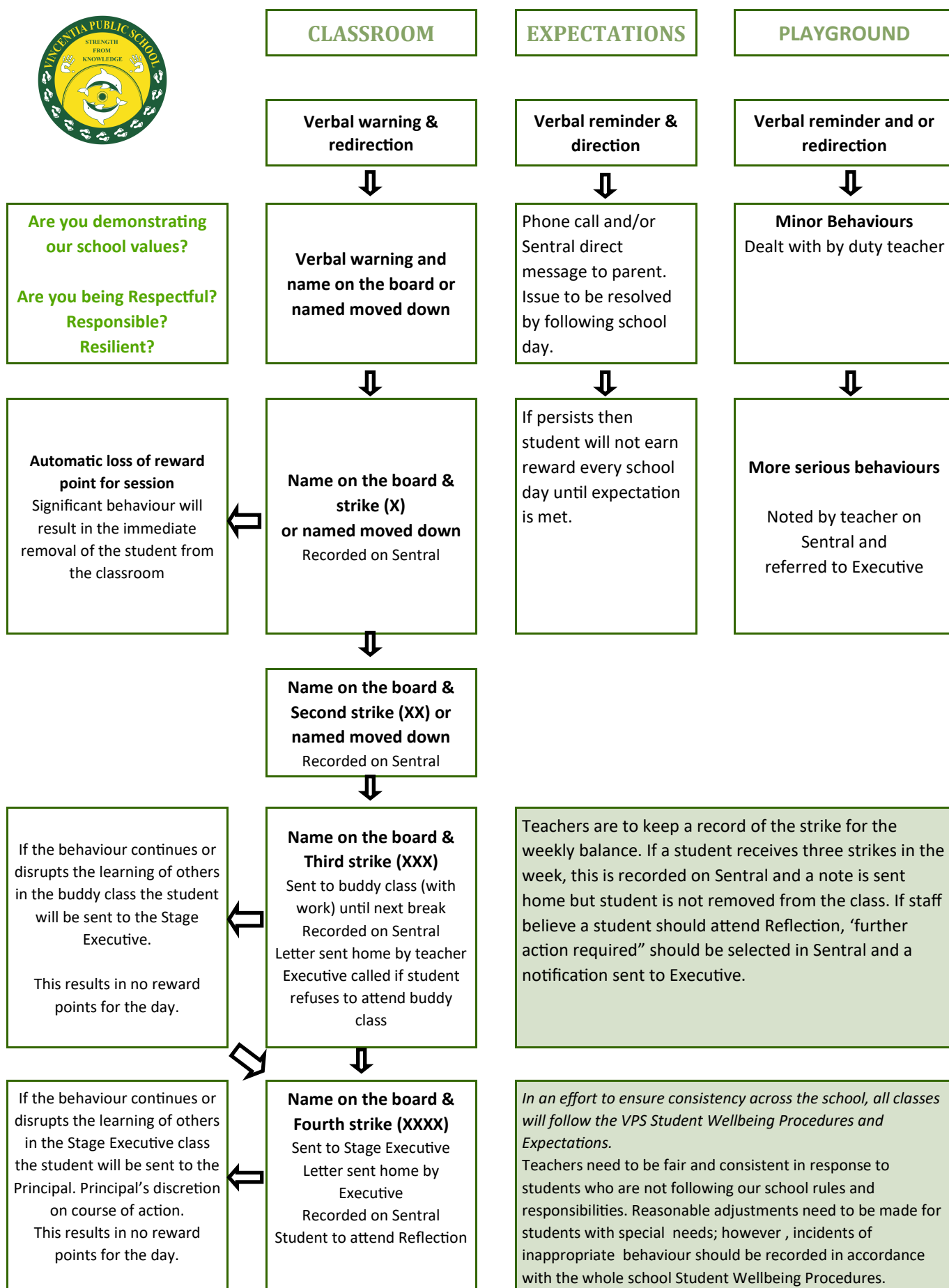
All classes will operate the following:

1. Teachers will assist students to make good behaviour choices by implementing age appropriate positive classroom management strategies and by giving verbal reminders and/or redirection.
2. If a student continues inappropriate behaviour, despite the teacher reminder and/or redirection, the student receives another 'verbal reminder/warning' and their name is written on the board or name is moved down the class expectations chart.
3. If a student once again demonstrates inappropriate behaviour then another 'verbal reminder/warning' is given and strike one is issued. (Teachers are to keep a record of the strike for the weekly balance.) The child does not earn their reward point for this session.

NB: If a student receives three strikes in the week, the student is not removed from the class, but this is recorded on Sentral and a note is sent home by the teacher.
4. Further continuation of inappropriate behaviour in the same session, results in a 'second reminder/warning' and strike two is issued. (Teachers are to keep a record of the strike for the weekly balance.) Student may be encouraged to take "time out" to assist self regulation.
5. If the student persists with further inappropriate behaviour in the same session, strike three is issued and the student is sent to their "Buddy Class".
 - Class teacher to supply appropriate work, with resources, for independent completion.
 - The student will be accompanied by one or two students, who will return to class promptly.
 - The student will remain in the buddy class until the next break, unless their teacher sends for them.
 - If the student refuses to go to the buddy class, an Executive or other available staff member will be contacted to remove the student from their classroom and escort them to the buddy class or the Executive may choose to take the child with them.
6. If the teacher deems that the behaviour is significant, multiple strikes may be issued in one action. The teacher will then consult with the supervisor and the supervisor may put the student into Reflection.
7. If three strikes are given in the same session, a letter will be sent home by the class teacher. The letter will identify the behaviours and inform the parents their child received three strikes and was sent out of class.
8. If inappropriate behaviour continues after returning to their classroom the student is sent to the Stage Executive and is required to attend Reflection at the next available lunchtime. A Reflection letter is sent home by the Stage Executive.
9. If the behaviour continues or disrupts the learning of the other students in the buddy class the student will be sent to the Stage Executive. Stage Executive's discretion on course of action.

NB: If more than one student needs to be sent from the classroom during the same session, one of the students will be sent to the Stage Executive.

VPS Wellbeing Procedures



Managing Playground Behaviours

Procedures to use in the playground:

- Student misbehaviour in the playground is to be dealt with by the playground duty teacher and monitored by Stage Executive through the Sentral system.
- Playground duty teachers will actively supervise and monitor students' behaviour, redirect and/or issue appropriate consequences for inappropriate student behaviour.
- Minor playground behaviours will be dealt with by the playground duty teachers and will not be entered onto Sentral.
- Ongoing or repeated incidents and more serious playground incidents are to be added onto Sentral by the playground duty teacher and will be followed up by the Executives. (Playground duty teacher must select notify Executive, when entering information in Sentral.)
- Playground duty teacher will clarify more serious offences by gathering information from students involved and other students who witnessed the incident. Details and information are to be recorded and then entered onto Sentral by the playground duty teacher.
- Executives will follow up on serious behaviours. After discussion and clarification with the Executive, the student may attend Reflection working with the Executive toward a resolution. A formal letter will be sent home by the Executive. Attendance at reflection will equate to zero reward points being earned for the day of the event.
- Executives will monitor patterns of student behaviour or frequency and this information will be shared with the Learning and Wellbeing Team.
- Ongoing or serious playground behaviours may result in an Individual Behaviour Support Plan being formulated by the Stage Executive, with input from the class teacher and a representative from the Learning and Wellbeing Team. The student and parents/carers will be informed of the strategies to be implemented through the Individual Behaviour Support Plan.
- The Principal will be informed of more severe/serious behaviours. Principal's discretion and guidelines relating to Student Behaviour Policy and Procedures; will inform the course of action.

Playground Duty Teacher to Deal with these Behaviours:	Possible Consequences
Minor incidents = verbal reminder and redirection	
Out of bounds including gardens Running on pavers Swinging or climbing on railings No hat Inappropriate use of equipment Littering Playing with sticks or stones Rough play Teasing and name calling Exclusion of others	Walk with the teacher to discuss behaviours and possible alternate scenarios/responses Time out in your supervision area (use small timers) Change of area to play in

More Severe/Serious Behaviours:	Possible Consequences – at Stage Executive’s Discretion
Major = recorded on Sentral	
Fighting Physical violence Leaving school grounds Pushing/shoving/etc. a teacher Intimidation Defiance/oppositional to instructions Stealing Lying Inappropriate language In a classroom during break time Bullying	These offences may result in time in Reflection working towards a resolution, but may also incur additional action as deemed necessary by the School Executive members; <ul style="list-style-type: none"> • Removal to supervised safe area • Parent interviews • Referral to Learning and Wellbeing Team for targeted or individual intervention • Formal caution or suspension

MONITORING BEHAVIOURS

1. Parents will be notified by the classroom teacher if a student has earned less than 30 reward points in a two week period, but an incident letter or Reflection letter has not been generated. In this event, the classroom teacher works with the Stage Executive to devise and implement some positive strategies to additionally support the child to achieve on the school wide system. **Prevention**
2. After **five recorded NEGATIVE INCIDENTS** in a ten week period, parents will be contacted by phone. Teacher will make the call. If incidents relate primarily to playground, teacher may discuss with Executive prior to making the call. **Early Intervention**
3. After **ten recorded NEGATIVE INCIDENTS** in a ten week period parents will be required to come in and meet with the classroom teacher. **Early Intervention**
4. After **15 recorded NEGATIVE INCIDENTS** parents will be called by Stage Executive in consultation with classroom teacher. Student will be referred by teacher, to the Learning and Wellbeing Team . **Targeted Intervention**
5. **Individual Intervention:** After **20 recorded NEGATIVE INCIDENTS** the classroom teacher will refer the student to the Learning and Wellbeing Team. The student will have an Individual Behaviour Support Plan developed in consultation with the student, parents, classroom teacher, executive and Learning and Wellbeing Team.

Individual Support may include:

- Individual reward program
- Target Behaviour Goals plan
- A De-escalation Plan
- A behaviour contract
- Playground monitoring including limits to accessing some playground areas.

A follow-up review meeting will be determined and booked by the Stage Executive. The classroom teacher will attend this follow-up review meeting of the Learning and Wellbeing Team. A meeting will be arranged with parents to inform them about the plan and the scheduled review date. Teachers, Stage Executive and parents will continue to discuss intervention strategies and review progress together. All plans will automatically be developed for a four week period. A student will need to have no negative incidents for three consecutive weeks for the monitoring system to cease.

NB: A student on a monitoring system will be excluded from representative sport activities and extra curricula activities, including camps.

Should an individual support plan be unsuccessful or if whilst on a plan behaviour escalates a formal caution or suspension may be issued. In the event that a student is suspended, when they return to school they will be placed on an Individual Behaviour Support Plan by the Learning and Wellbeing team.

Notes: All steps of the process will be recorded in Sentral.

RESTORATIVE PRACTICES

Restorative practice is a whole school teaching and learning approach that encourages behaviour that is supportive and respectful. A restorative approach focuses on building, maintaining and restoring positive relationships, particularly when incidents that involve interpersonal conflict or wrongdoing occur.



The Resilience Project Education Program

Through presentations, student curriculum, teacher resources and digital content, The Resilience Project's Education Programs support mental health in the classroom, staffroom and family home. The program is proven to cultivate positive emotion;

- **Gratitude:**
 - paying attention to the things we have right now, and not worrying about what we don't have. We practise gratitude by noticing the positives around us.
- **Empathy:**
 - putting ourselves in the shoes of others so we feel what they are feeling. We practise empathy by being kind and compassionate towards other people.
- **Mindfulness:**
 - our ability to be calm and in the present moment. We practise mindfulness by slowing down and concentrating on one thing at a time.
- **Emotional Literacy:**
 - our ability to label our emotions, which helps us to soften negative emotions and find positive emotions. We practise emotional literacy by labelling our emotions as we experience them.

Captains, Prefects and Sporting House Captains

AIMS

- * To give students the opportunity to develop and demonstrate leadership qualities
- * To develop students' public speaking skills
- * To allow students, in conjunction with the Student Representative Council, a contribution in the running of our school
- * To develop within each leader the concept of "service to others"
- * To promote citizenship skills through modelling qualities to other students

OUTCOMES

Prefects and Captains will:

- * Display initiative and leadership by taking responsibility around the school and setting a good example
- * Demonstrate confidence in a variety of situations
- * Develop and display organisational skills
- * Be members of the SRC

The Sporting Captains will:

- * Display initiative and leadership by taking responsibility around the school and setting a good example
- * Demonstrate confidence in a variety of sporting situations
- * Take leadership roles and responsibilities in sporting carnivals
- * Develop and display organisational skills

Roles and Responsibilities of Captains and Prefects

- * Run school assemblies, presentation days and other important events that occur through the year
- * Follow school uniform code
- * Represent the school at community functions
- * Thank visitors to the school
- * Be available to assist students in the school playground
- * Monitor the canteen area
- * Other duties as assigned by the coordinator
- * Be a role model for other students
- * Wear their badge with pride (may be removed during sport)

Roles and Responsibilities of Sporting House Captains

- * Present sport reports at school assemblies
- * Follow the school uniform code
- * Participate at school sporting carnivals
- * Encourage house spirit and sportsmanship
- * Organise house chants
- * Be responsible for house banners
- * Assist with the SRC safe play lunchtime roster
- * Monitor cleanliness of the sport shed
- * Assist with maintaining sports equipment
- * Assist Captains and Prefects as required
- * Other duties as assigned by the coordinator
- * Be a role model for other students
- * Attend rostered sport shed duties

Inappropriate Behaviour by Captains, Prefects, and Sporting House Captains

Inappropriate behaviour shown by any member of the Captain/Prefect Group or Sporting House Captains will be investigated by the Stage Executive, and result in the incident coming before a panel of the Principal and Executive Staff. The panel will assess their behaviour and review their position. The following consequences will apply:

- * Failure to fulfil the listed roles and responsibilities
 - ⇒ Student cautioned

- * Three strikes in a week or having a negative incident recorded in Sentral
 - ⇒ Student cautioned
 - ⇒ Parent interview
 - ⇒ Behaviour monitored

- * Three strikes in a day or being placed on Reflection
 - ⇒ Parent interview
 - ⇒ Possible loss of position
 - ⇒ Behaviour monitored

NB: A repeat of any of the above and/or a suspension will result in automatic loss of position.

Student Leadership Elections

All Year Five students will be presented with the roles and responsibilities of our Prefects and Sports House Captains at the beginning of the year. They will also be given the requirements they must meet in order to be eligible for a leadership position. Parents of Year Five students will be informed of the student leadership election process during Term One of each school year.

Any student who meets the following criteria will be invited to nominate:

- achieved Gold Level in Semester One and is on track to achieve Gold Level in Semester Two (Students in Year Five will have their score tallied across the year)
- achieved an attendance level over 90%
- has less than five negative incidents recorded in SENTRAL for the year
- has not attended Reflection or received three strikes in any one day
- has not been suspended
- has not been removed from SRC position

Should exceptional circumstances exist, parents may appeal to the Principal, only if documentary evidence supports that the student normally displays excellent behaviour and the incident leading to ineligibility is an anomaly.

* Nominations will take place early in Term 4

Step 1 : Nomination

Eligible Year Five students and students who may become eligible prior to election day, will be invited to nominate for a leadership position. An acceptance of nomination form is to be completed by the student and returned to their teacher.

Step 2 : Shortlist

- Student acceptance nomination forms will be reviewed by Stage 3 teachers, Assistant Principal and Principal, to ensure all applicants remain eligible.
- Staff will review nomination list

Step 3 : Selection

- * Selection will be determined by a vote, from the shortlisted candidates.
- * Shortlisted candidates will meet together at the beginning of Selection Day and students will be guided by the supervising teacher as they prepare a speech on leadership. Students may bring notes to assist them, but not a pre-prepared speech. This preparation will be completed by recess.
- * Candidates will then have the opportunity to present their speech to students at a special leadership assembly.
- * At the completion of the speeches, all students in Years 3-5 will vote by selecting their four preferred candidates.
- * Staff will vote at the earliest convenient time.
- * If any Year Five student is absent on Selection Day, voting **will continue** in their absence but their names will remain on the ballot paper along with other shortlisted students.
- * For school leaders, all votes will be accepted and recorded. The top two students (non-gender specific) receiving the most votes, will be School Captains and the next six will be School Prefects.
- * For Sport Captains all votes will be accepted and recorded. The top two students (non-gender specific) from each of the four sport houses, receiving the most votes, will be Sport House Captains.
- * Shortlisted candidates will be notified of the successful students once the votes have been tallied.
- * The eight elected leaders will be informed the day prior to Presentation Day. They will be presented to the school during Yrs 3-6 Presentation Day assembly. The Captains will be announced at this time.
- * In the event of there not being eight eligible nominees for School Captain/Prefect the number of leadership positions will be reduced accordingly.
- * In the case of there not being two eligible students in a Sport House, the third eligible student from another Sport House with the highest amount of votes will be invited to switch Sport House and take the role of Sport House Captain. This will proceed until a student has accepted.
- * In the event that no eligible Year Six student fills the role, teachers will discuss, select and invite a Year Five student to fill the position. This student will still be eligible for a leadership position the following year.

Induction of School Leaders

A formal induction ceremony is held early in Term 1. School Captains, Prefects, Sport House Captains and School Representative Council members all receive their badges at this special assembly. Families of students to be inducted will receive a special invitation to attend. A family member will be invited to pin the leaders badge onto their child's shirt. All students make a pledge and sign a register.

Student Representative Council—SRC

AIMS

- * To give students the opportunity to develop and demonstrate leadership qualities
- * To develop students' public speaking skills
- * To allow students to contribute in the running of our school
- * To develop within each leader the concept of "service to others"
- * To promote citizenship skills through modelling qualities to other students

OUTCOMES

Student Representative Council members will:

- * Display initiative and leadership by taking responsibility around the school and setting a good example
- * Demonstrate confidence in a variety of situations
- * Develop and display organisational skills

Roles and Responsibilities of Student Representative Council

- * Attend > 90 % of weekly meetings (roll taken)
- * Present reports or messages at school assemblies
- * Follow school uniform code
- * Represent the school at community functions
- * Thank visitors to the school
- * Be available to assist students in the school playground
- * Assist in the quiet play space
- * Other duties as assigned by the SRC coordinator
- * Wear their badge with pride (may be removed during sport)

Inappropriate Behaviour by Student Representative Council Members

Inappropriate behaviour shown by any Captain, Prefect or Sporting House Captain will be investigated by the Stage Executive, and result in the incident coming before a panel of the Principal and Executive Staff. The panel will assess their behaviour and review their position. The following consequences will apply:

- * Failure to fulfil the listed roles and responsibilities
 - ⇒ Student cautioned
- * Three strikes in a week or having a negative incident recorded in Sentral
 - ⇒ Student cautioned
 - ⇒ Parent interview
 - ⇒ Behaviour monitored
- * Three strikes in a day or being placed on Reflection
 - ⇒ Parent interview
 - ⇒ Possible loss of position
 - ⇒ Behaviour monitored

NB: A repeat of any of the above and/or a suspension will result in automatic loss of position.

Student Elections for Student Representative Council

Criteria

Any student who met the following criteria in the previous school year, may choose to stand for class election:

- * achieved Gold Level (will not apply to new students)
- * achieved an attendance level over 90%
- * has less than ten negative incidents recorded in SENTRAL for the year
- * has not been suspended

Nomination

- * Class teachers review roles and responsibilities of SRC with the students in their class
- * Students self-nominate and inform their class teacher

Shortlisting

- * Stage 2 and Stage 3 teachers meet with SRC teachers to review students against criteria

Selection

- * Shortlisted candidates prepare and deliver a short speech to their class
- * At the completion of speeches, all students in Stage 2 and Stage 3 vote for the candidates in their own class
- * Staff do not vote
- * Students will be notified of the successful students once the votes have been tallied
- * Each class is to elect two students and two reserves
- * A record of votes/tallies is to be collected and recorded. Teachers are to save a copy in the shared Leadership folder.

Induction of School Leaders

A formal induction ceremony is held early in Term 1. School Captains, Prefects, Sport House Captains and School Representative Council members all receive their badges at this special assembly. Families of students to be inducted will receive a special invitation to attend. A family member will be invited to pin the leaders badge onto their child's shirt. All students make a pledge and sign a register.

FORMAL CAUTION

Providing a formal caution to suspend

Principals should provide a student and their parents or carers with a formal caution to suspend for a particular behaviour of concern before proceeding with a suspension. In certain circumstances, the Principal may determine that a student should be suspended without issuing a formal caution to suspend because there are immediate and significant risks to health, safety and wellbeing for students or staff that cannot be otherwise mitigated. The purpose of the formal caution to suspend is to provide a circuit breaker for the student to understand the impact of their behaviour/s of concern and engage them with positive behaviour supports. It is critical that this time is used by the school to implement any further supports or reasonable adjustments needed by the student.

Before issuing the formal caution, the Principal must attempt to contact the student's parent or carer to inform them of the formal caution and encourage partnership in the process of engaging supports for their child's learning.

In line with procedural fairness principles, a formal caution must:

- be in writing (for example, a letter or email).
- detail the behaviour/s of concern
- provide clear behavioural expectations for the student
- advise the expiry date for the formal caution
- be provided to the student and their parents or carers
- highlight the importance of parental engagement in managing student behaviour and the potential to develop solutions together
- provide parents and carers the opportunity to meet with the school, Principal and relevant services to respond to the caution and discuss how to better support the student in their behaviour. The meeting may be face-to-face, online, or over the phone
- advise that the student and parent or carer has the right to a support person in any meeting with the school
- be documented on Sentral

Students issued with a formal caution to suspend will not automatically proceed to suspension, even if the behaviour of concern continues. Principals have the discretion to decide the appropriate next steps on a case-by-case assessment, including whether it remains appropriate to proceed to a suspension. Principals should consider the whole context of the student and the behaviour identified in the formal caution when determining next steps.

FORMAL CAUTION

Validity and timeframe of a formal caution

The formal caution allows for a focused period of collaboration between the student, school staff and parents and carers. This period should be used to apply a positive and strengths-based approach to ensure the student understands the impact of their behaviour/s of concern and provide enhanced opportunities to engage the student in their learning. A formal caution is valid for up to 50 school days from the date the caution is issued. This timeframe allows the Principal, Learning and Wellbeing Team, student, parents and carers, and any other support persons and services to:

- meet to discuss the behaviour/s of concern, the interventions already in place and further actions to support the student. Principals must document any formal meetings and any agreed actions
- put in place further strategies and access supports where appropriate
- review or co-develop individual student support planning.
- support the student to take steps to resolve their behaviour

Principals may only issue one formal caution to a student at a time. However, if a student displays a new or different behaviour/s of concern during the 50 school days, the original caution should be replaced and a new caution issued. The new caution can include all of the behaviour/s of concern or just the new behaviour/s of concern at the Principal's discretion.

SUSPENSION

Suspension

The Principal should use preventive, whole-school strategies and practices across the care continuum to support positive behaviour. Suspension is the removal of a student from a school for a period of time. The purpose of the suspension is to allow the school to implement appropriate supports in the absence of the student to mitigate the unacceptable risks to health, safety, learning and wellbeing posed by the student's complex and challenging behaviour. In some situations, after considering the relevant factors in this section, the Principal may decide that a suspension is the most appropriate response. Suspension is not intended as a punishment. Suspension allows time for the school to plan appropriate support for the student to successfully re-engage with learning at school. To comply with the Student Behaviour policy, the Principal should prioritise inclusive methods in managing behaviour.

Considering suspension as an action

In some circumstances, the Principal may determine that a student should be suspended as a first response to a behaviour of concern because there are immediate and significant risks to health, safety and wellbeing for students or staff that cannot be mitigated with the student at school.

When deciding if suspension is an appropriate and proportionate action, the Principal needs to consider a range of factors, including, but not limited to:

- The behaviour of concern
- The student
- Additional principal responsibilities

Grounds for suspension

The Principal may use suspension as a behaviour management response. The Principal must consider factors including whether possible and appropriate alternative behaviour support measures have been implemented or attempted, and believe that a student's behaviour/s of concern:

- causes actual harm to any person; or
- poses an unacceptable risk to health and safety, learning, and/or the wellbeing of any person, including where such a risk is posed by
 - a student's continuing, consistent, unproductive and disruptive behaviour that results in a detrimental impact on the educational interests of other students and all possible interventions and supports to redirect or minimise this behaviour have already been attempted
 - a student's behaviour that causes damage to or the destruction or loss of property

Actual harm or unacceptable risk to health, safety, learning and/or the wellbeing of any person may include the student exhibiting the behaviour/s of concern.

SUSPENSION

Behaviours of concern could include physical violence, verbal abuse or psychological abuse. Other examples may include:

- bullying and cyber-bullying
- drugs in schools
- weapons and knives in schools
- assault
- racism or discrimination, including that based on sex, race, religion, disability, sexual orientation or gender identity
- mis-use of technology

Proceeding with a suspension

If the Principal decides to proceed with a suspension, they will:

- notify the relevant people
- provide the student and parents or carers the opportunity to meet with the school, Principal and/or relevant services to respond to the decision and discuss how to better support the student in their behaviour. The meeting may be face-to-face, online, or over the phone. The Principal must document any formal meetings and agreed actions
- advise that the student and parent or carer has the right to a support person in any meeting with the school. A support person may be someone who can provide the student, parent or carer with practical and/or emotional support
- record the suspension on the Sentral system within 24 hours of notifying relevant people
- complete the suspension checklist as soon as possible
- consider that the suspension will be at home
- ensure that attendance is correctly marked for the student for the duration of the suspension
- complete or revise existing individual student support planning, in partnership with the student, school Learning and Wellbeing Team, parents and carers, and other persons providing support. This should incorporate a plan for the student returning to school and following their return, to ensure the suspension is resolved successfully
- share a completed copy of individual student support planning with the student and parent or carer, or other relevant people
- ensure all documentation is retained on file at the school and made available to the Director, Educational Leadership on request

Teachers, with support from the Learning and Wellbeing Team and using the learning remotely resources, will arrange for the student to have an at-home learning program that covers the suspension period.

During a suspension

Suspension should not prevent a student from continuing their learning. The school must attempt to check in with the student, parent or carer regularly during the suspension period to ensure continuity of learning and wellbeing.