Student Wellbeing and Engagement Policy

Help for non-English speakers

If you need help to understand the information in this policy please contact the school office on 9702 8398.

PURPOSE

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

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

Coral Park 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.

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

School profile

Located in the suburb of Hampton Park and with a current enrolment of 367 students, the school community has a mixed social demographic with over 40 nationalities adding to the social fabric of the school. The school is focussed on improving student outcomes in Literacy and Numeracy, which is highlighted in the schools Strategic Plan. We provide a comprehensive curriculum that enables our students to reach their academic, social and physical potential. Through explicit teaching we aim to develop learners who strive to achieve their best and who are socially competent. A strong sense of connectedness is promoted and emphasised throughout the school community. Importance is placed on setting high expectations for all learners, valuing our cultural heritages, respecting others and

taking responsibility for one's own learning and positive behaviour choices. Coral Park is dedicated to providing a wide variety of programs designed to ensure learning is enjoyable, engaging and relevant for all students. Our school is culturally diverse with over 240 students coming from a language background other than English (LOTE), with the largest LOTE groups being Dari, Persian and Samoan. The school also has strong representation from the Koorie community. We are proud of our diversity and inclusive school community.

At Coral Park we know and understand the positive impact of making friends, being greeted with a friendly smile at the gate, having someone to go to with a question and just feeling that sense of belonging to something bigger than themselves.

Our priority areas include improving student outcomes in English and Mathematics, catering to the needs of EAL (English as an Additional Language) learners and effectively incorporating Digital Technologies into our daily classroom practices. This is achieved through explicit teaching, having high expectations, setting learning goals for all students, regular assessment tracking and teacher professional learning and mentoring in these areas. We provide a rich and engaging curriculum with a continual focus on whole school student engagement and wellbeing that ensures the promotion of accountability for learning, engaging learners and respectful relationships. Coral Park is dedicated to providing a wide variety of programs designed to ensure learning is engaging and relevant for all students. Students take part in weekly specialist programs of Visual and Performing Arts, Physical Education and Sport, Science and a variety of specialist rotations.

Students with special learning needs are catered for with a number of programs including; an effective and efficient Program for Students with Disabilities, Levelled Literacy Intervention (LLI), Little Learners Love Literacy (LLLL), Language Support and Speech Pathology Assistance Program. As the community has grown and changed, so has the need for additional assistance for students. Other programs include a breakfast club, daily before school fun & fitness, additional school based reading clubs, Student Leadership Council, lunchtime clubs, concert/Arts Expo, camps, athletics, swimming, interschool sport and cross country events. Our programs reflect the school's focus on providing students with a broad range of experiences and opportunities. Parents are encouraged to share in a school/home partnership with a focus on developing positive educational outcomes for their children. Parents are also encouraged to become active in other school activities and programs including Parents Group, Playgroup, School Council, excursions and classroom support.

IMPLEMENTATION

School values, philosophy and vision

The Coral Park Primary School community is a wonderful environment for learning and making friends. We are a school that values respect, responsibility, determination and resilience.

Our school's vision is to provide a safe and inclusive learning environment that inspires students to reach their potential and prepares them to be valued citizens of the wider community.

Coral Park Primary School encourages, develops and promotes the following values:

Respectful	Being inclusive and safe By understanding rights and their impact By caring for thoughts, feelings and belongings
Responsible	By knowing guidelines and expectations By showing up on time and being ready to learn By being accountable for our actions and choices
Resilient	By being motivated to learn and succeed By knowing the next step in our learning By setting and reflecting on goals
Determined	By being willing to take risks By being a problem solver By being able to regulate our emotions

These values are displayed in every learning space throughout the school and are explicitly taught to students. The school's mission is: Coral Park Primary School provides a safe and inclusive learning environment that inspires students to exceed their potential and prepares them to be valued citizens of the wider community.

Our Full Statement of Values and School Philosophy is available online at: Microsoft Word - school_philosophy_statement.doc (coralparkps.vic.edu.au)

Wellbeing and engagement strategies

Coral Park 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.

At Coral Park Primary School, we implement the School Wide Positive Behaviour Support Framework (SWPBS). Our school values are strongly linked to specific behaviours that become the expectations of day-to-day actions at school. These behaviours are listed in our School Wide Behaviour Expectations Matrix (see appendix 1), and it is through the display, explicit teaching, and acknowledgements of these behaviours that our students are engaged in positive, proactive behaviour management protocols. In accordance with SWPBS, students are regularly acknowledged for demonstrating the behavioural expectations on the matrix, ideally at a ratio of 5:1, with 5 positive acknowledgements for every 1 redirection.

In addition to our SWPBS framework, Coral Park also uses the following strategies at a whole school (universal, tier 1) level to increase student wellbeing and engagement:

- *high and consistent expectations of all staff, students and parents and carers*
- *prioritise positive relationships between staff and students, recognising the fundamental role this plays in building and sustaining student wellbeing*
- *creating a culture that is inclusive, engaging and supportive and that embraces and celebrates diversity and empowers all students to participate and feel valued*
- *welcoming all parents/carers and being responsive to them as partners in learning*
- *analysing and being responsive to a range of school data such as attendance, Attitudes to School Survey, parent survey data, student management data and school level assessment data*
- *teachers at Coral Park Primary School use differentiated literacy and numeracy instructional frameworks 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 Coral Park Primary School adopt a broad range of teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and needs of our students and follow the standards set by the Victorian Institute of Teaching*
- *our school's Statement of Values and School Philosophy are incorporated into our curriculum and promoted to students, staff and parents so that they are shared and celebrated as the foundation of our school community*
- *carefully planned transition programs to support students moving into different stages of their schooling*
- *positive behaviour and student achievement is acknowledged in the classroom, and formally in school assemblies and communication to parents*

- *monitor student attendance and implement attendance improvement strategies at a whole-school, cohort and individual level*
- *students have the opportunity to contribute to and provide feedback on decisions about school operations through the Student Representative Council and other forums including year group meetings and Student Support Group (SSG) meetings. Students are also encouraged to speak with their teachers, Year Level Coordinator, Assistant Principal and Principal whenever they have any questions or concerns.*
- *create opportunities for cross—age connections amongst students through buddy programs and music programs*
- *all students are welcome to self-refer to the Student Wellbeing teacher, year level leaders, Wellbeing 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 learning*
- *we engage in school wide positive behaviour support (SWPBS) with our staff and students, which includes programs such as:*
    - *Respectful Relationships*
    - *Social and Emotional learning programs*
    - *Zones of regulation programs*
    - *SWPBS framework*
- *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*
- *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.*

There are a number of students at Coral Park PS who require Tier 2 interventions. These students may fall into the following categories: students who are more than 12 months behind academically, students who are Culturally and Linguistically Diverse, fall under the Programs for Students with Disability, are in Out of Home Care, have significant language or behavioural difficulties for a variety of reasons. These students may require the following more targeted strategies:

A summary of the targeted engagement strategies used by our school is included below:

- *each year group has a Professional Learning Community Leader, an experienced 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 – refer to our Inclusion and Diversity Policy for more information.*
- *Connect with our KESO to ensure our Koorie students are sensitively and appropriately supported to attend school maximising their potential to succeed*
- *our English as Another Language (EAL) students are supported through our intervention program, and all cultural and linguistically diverse students are supported to feel safe and included in our school including through our Inclusion and Diversity Policy*
- *we support learning and wellbeing outcomes of students from refugee backgrounds through engaging with the EAL Regional Program Officer, DET SEVR New Arrivals Program Outreach Coordinator and staff from our local English Language school*
- *work with the RESP DET team to continue to support refugee students*

- *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 as well as our own Inclusion and Diversity Policy*
- *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*
- *liaising with LOOKOUT staff to ensure appropriate support is provided for all Out of Home care students*
- *students with a disability are supported to be able to engage fully in their learning and school activities in accordance with the Department's policy on Students with Disability, such as through reasonable adjustments to support access to learning programs, consultation with families and where required, student support groups and individual education plans*
- *wellbeing and health staff will undertake health promotion and social skills development in response to needs identified by student wellbeing data, classroom teachers or other school staff each year*
- *staff will apply a trauma-informed approach to working with students who have experienced trauma*
- *students enrolled under the Department's international student program are supported in accordance with our legal obligations and Department policy and guidelines at: International Student Program*
- *utilise the Student Support Services team to assist in the identification of students at risk, and make plans moving forward for such students*
- *track behavioural data to identify trends and therefore plan explicit behavioural expectations teaching required for cohorts of students*

Some students required individual (tier 3) targeted interventions. Strategies used by our school include:

- *Student Support Groups – meetings held with parents, teachers, students, allied health staff, other relevant stakeholders*
- *Individual Education Plans – as created by classroom teachers in collaboration with curriculum leaders*
- *Behaviour Support Plans– as created by classroom teachers in collaboration with wellbeing leaders*
- *Student Support Services – fortnightly liaison meetings are held with the Wellbeing Assistant Principal to establish priorities and where to place services appropriately*

as well as to other Department programs and services such as:

- Program for Students with Disabilities
- *Mental health toolkit*
- *headspace*
- Navigator – *for students over the age of 12 with less than 30% attendance at risk of disengaging from school*
- LOOKOUT- *for our Out of Home Care students*

Coral Park 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, paediatricians, psychologists, speech therapists, headspace, child and adolescent mental health services or ChildFirst/Orange Door*
    - *Re-engagement programs such as Navigator, Student Focussed Youth Services*

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 Engagement 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.*

Identifying students in need of support

Coral Park 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. Coral Park 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, welfare and suspension data*
- *engagement with families*
- *self-referrals or referrals from peers*
- *implementing the SAFE Minds Framework, 'NIP it in the Bud' – Notice Inquire, Plan approach*

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:	**Students have the responsibility to:**
Participate fully in their education	Participate fully in their educational program
Learn in an environment free from bullying, harassment, violence, racism, discrimination or intimidation	Display positive behaviours that demonstrate respect for themselves, their peers, their teachers and members of the school community
Feel safe, secure and happy at school	Respect the right of others to learn.
Express their ideas, feelings and concerns.	

Staff have the right to:	**Staff have the responsibility to:**
Be spoken to in an appropriate and respectful manner at all times	Show respect with their words and actions
Have access to school property and resources (including PD) that support teaching and learning	Follow school policies and procedures to maintain a safe environment for all at school
Be safe from physical harm at school	Use school equipment for its intended use
Have requests respected when asking others for assistance in maintaining a safe school	

Parents have the right to:	**Parents have the responsibility to:**
Be spoken to in an appropriate and respectful manner at all times	Show respect with their words and actions
Be safe from physical harm at school	Follow school policies and procedures to maintain a safe environment for all at school
Be offered opportunities to be involved in school events, decisions, feedback and be involved in your child's school experience	Use appropriate forums to give feedback, meet with staff and discuss school issues and to support school events

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 Policies & Forms (coralparkps.vic.edu.au).

Student behavioural expectations and management

Behavioural expectations of students are grounded in our school's Statement of Values and our School Wide Positive Behaviour Support (SWPBS) Expectations Matrix.

When a student acts in breach of the behaviour standards of our school community, Coral Park 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 implements positive and non-punitive interventions to support student behaviour before considering disciplinary measures such as detention, withdrawal of privileges or withdrawal from class.

School Wide System for Acknowledging Positive Behaviours

Our SWPBS sticker system

Coral Park Primary School has 4 values: Respect, Responsibility, Resilience and Determination. Within each of these values, are an expected set of behaviours. These are listed in our CPPS Behaviours **Expectations Matrix**:

Banners

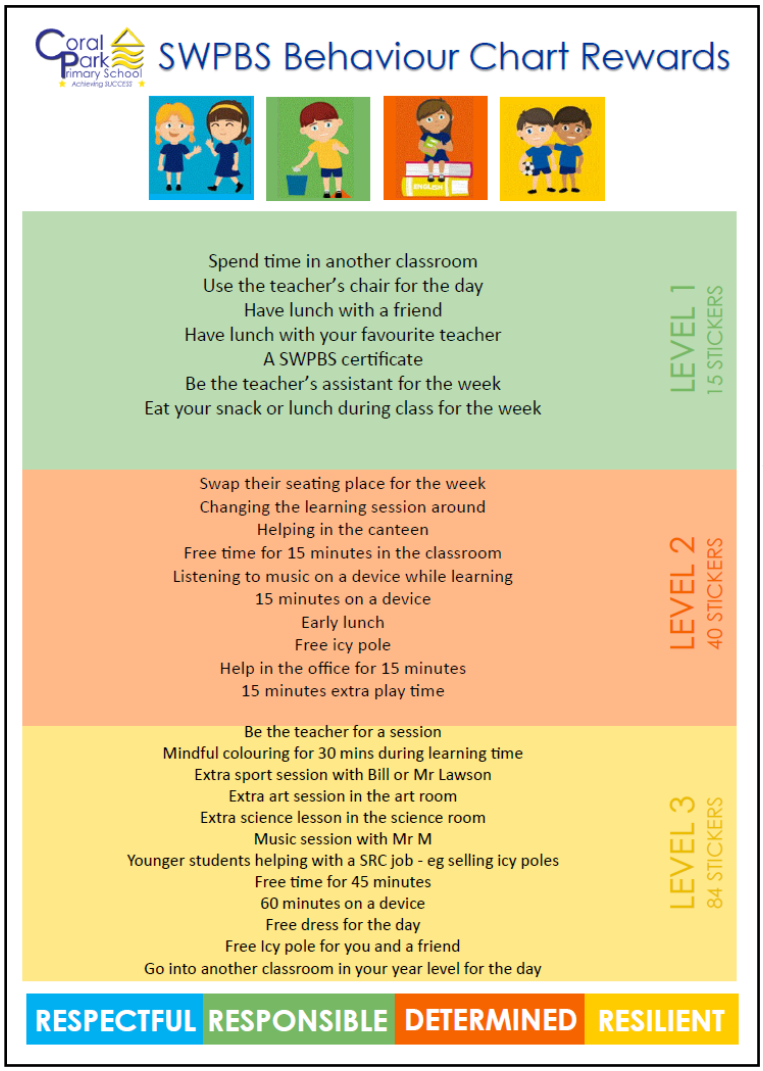
They are also individually listed in our **SWPBS banners**; All settings, Learning Spaces, Outside Play areas, Transition and Toilets. Every learning space in the school has a *Matrix* displayed, as well as *All Settings* and *Learning Spaces* Banners.

Student chart

Awarding stickers

When a staff member (classroom teacher, specialist teacher CRT, ES, leader) sees a student displaying one of these behaviours anywhere in the school they must:

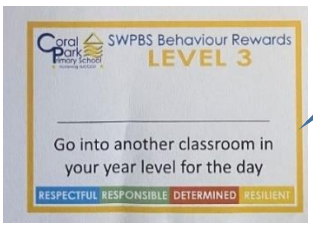
1. Verbally acknowledge the specific behaviour to the student: Eg: "It is nice to see you showing our value of respect (name), by holding the door open for someone else"
2. Present the student with appropriately coloured sticker to match the value.
3. The student then sticks the sticker onto their chart (each student selects their coloured chart).



Redeeming charts

Once a student's chart is filled students:

1. Select their reward from our reward chart. They are only allowed to select from their coloured option – Orange chart redeemed for an orange reward.
2. The teacher writes out a voucher for this reward and presents it to the student in front of the class.
3. The teacher and student (and other staff members if the reward involves other teachers) negotiate an appropriate time to redeem the voucher. You can record this information on the voucher. Each classroom has a photo album of their vouchers.



SWPBS Voucher

Tracking Positive Behaviour

Once a student has filled their chart, the classroom teacher must enter this onto Sentral as a Positive Behaviour Incident. These positive incidents are used to create positive tracking data also. Our SWPBS team can use this data to celebrate achievement, or to direct future staff professional development.

Celebrating students

Once staff have recorded the positive behaviour on Sentral, they must also send our office staff an email including:

- Name of student
- Class
- Which token chart was completed

Every week, these students are listed in the school newsletter as a celebration of their achievement. It is every teacher's responsibility to be constantly and consistently handing out stamps and stickers both in the classroom, transitioning around the school and in the school yard. The more positive rewarding that occurs, the less minor and major behaviours we will see in the school.

Managing Unwanted Behaviours in the classroom and in the yard.

Unacceptable behaviour is behaviour that contravenes our school SWPBS Behaviour Expectations Matrix and the rights and responsibilities outlined in our Rights and Responsibilities table. Not following or complying with the school behaviour expectations will be managed according to our SWPBS Major Incident (see appendix 2) and Minor Incident flowcharts (see Appendix 3).

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 Policies & Forms (coralparkps.vic.edu.au).

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. Coral Park Primary School also has a Code of Conduct and Student Safety Policies to be read in conjunction with this Student and Wellbeing Policy Policies & Forms (coralparkps.vic.edu.au).

Coral Park Primary School maintains a fair discipline system that is based on natural justice, procedural fairness and restorative practices. Central to this system is the establishment of preventative strategies and systems in the classroom and in the playground. Some of these systems include SWPBS explicit teaching and positive acknowledgement systems, 'The Five Finger Strategy', 'Peer Mediation', Junior School council, social skills lessons, circle time and circle conferencing.

Restorative Practice

Coral Park Primary School is adopting Restorative Practices as the means by which discipline will be administered in the school. Restorative Practices is a whole school approach which provides schools with a framework of management that moves away from the traditional punitive response. While still providing limits and consequences, it looks for ways to repair the damaged relationships and improve existing relationships.

Three principles form the foundation for restorative justice:

1. Justice requires that we work to restore those who have been injured or harmed.

2. Those most directly involved and affected by inappropriate behaviour should have the opportunity to participate fully in the response if they wish.
3. The role of a community is to build and maintain a just peace.

Restorative programmes are characterised by four key values:

1. Encounter: Create opportunities for victims, offenders and community members who want to do so to meet to discuss the inappropriate behaviour and its aftermath

2. Amends: Expect offenders to take steps to repair the harm they have caused

3. Reintegration: Seek to restore victims and offenders to whole, contributing members of society

4. Inclusion: Provide opportunities for parties with a stake in a specific inappropriate behaviour to participate in its resolution Circle time is used in classrooms to build relationships and empathy. Circle time involves all students and their teacher sitting in a circle and participating in activities that enhance their knowledge and respect for their fellow classmates. Classes also participate in circle conferencing which uses the same circle setting to raise and address issues affecting students.

If formal disciplinary measures are deemed appropriate after using our Restorative Practices model, they may include:

- *reminding 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 – eg a digital device, free time other students have earned*
- *referral to the Professional Learning community leader*
- *time spent in wellbeing at recess or lunchtime working with wellbeing staff to reteach required appropriate behaviours*
- *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 Coral Park 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.

Engaging with families

Coral Park 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 home reading 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.

Evaluation

Coral Park 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
- incident data from Sentral
- school reports
- parent survey
- case management
- CASES21, including attendance and absence data
- SOCS information
- SWPBS Self-Assessment Survey (SAS) and Tiered Fidelity Inventory (TFI) data collected annually

Coral Park 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.

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

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
- Available on staff communication Platform Sentral
- Discussed at staff briefings/meetings as required
- Discussed at student forums/through communication tools
- Made available in hard copy from school administration upon request

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

These policies can all be found on our School Website: Policies & Forms (coralparkps.vic.edu.au).

POLICY REVIEW AND APPROVAL

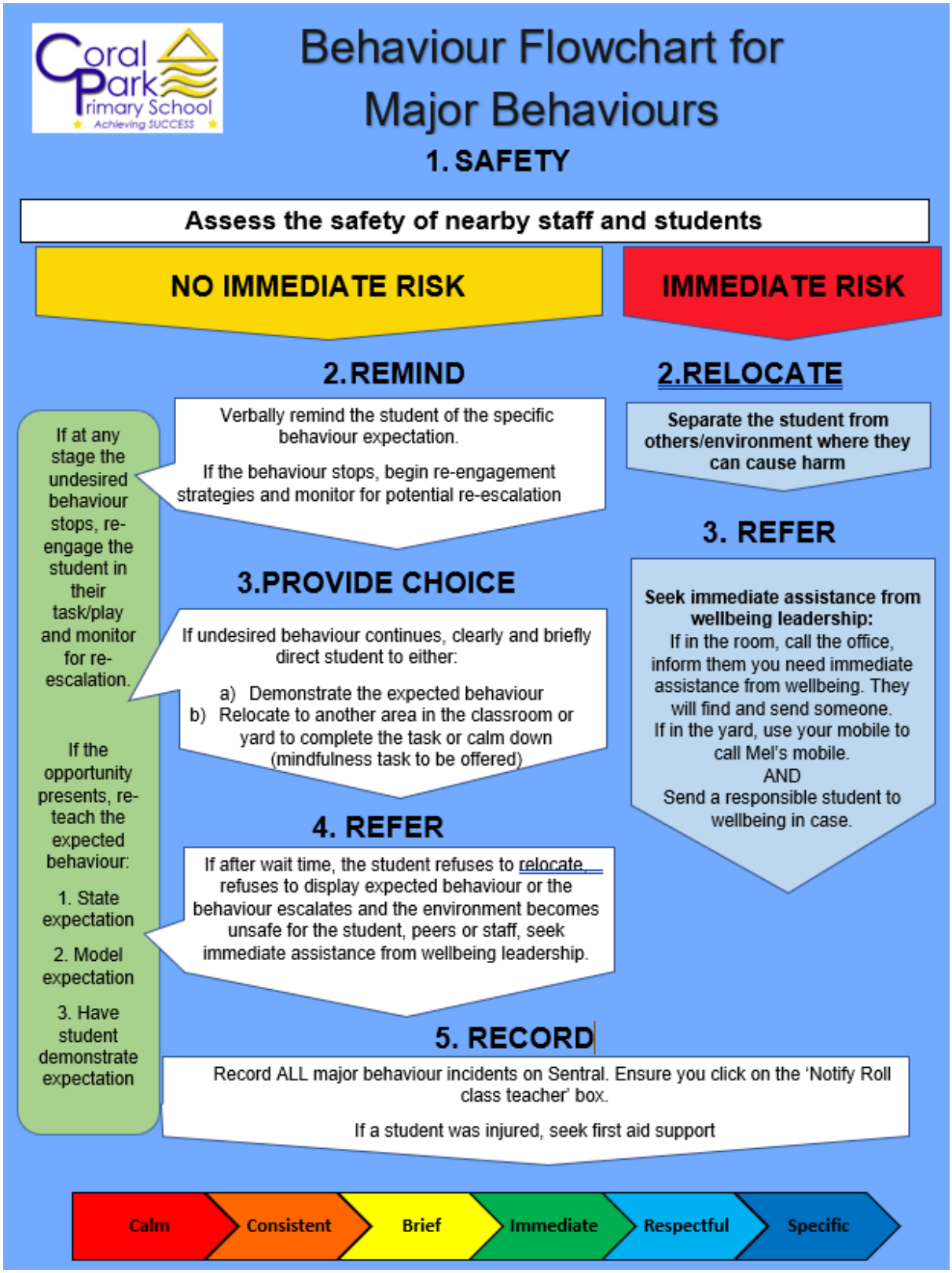
Policy last reviewed	September 2022
Consultation	School Council Meeting September 7th 2022
Approved by	Principal – Justin Thompson
Next scheduled review date	September 2024

APPENDIX 1

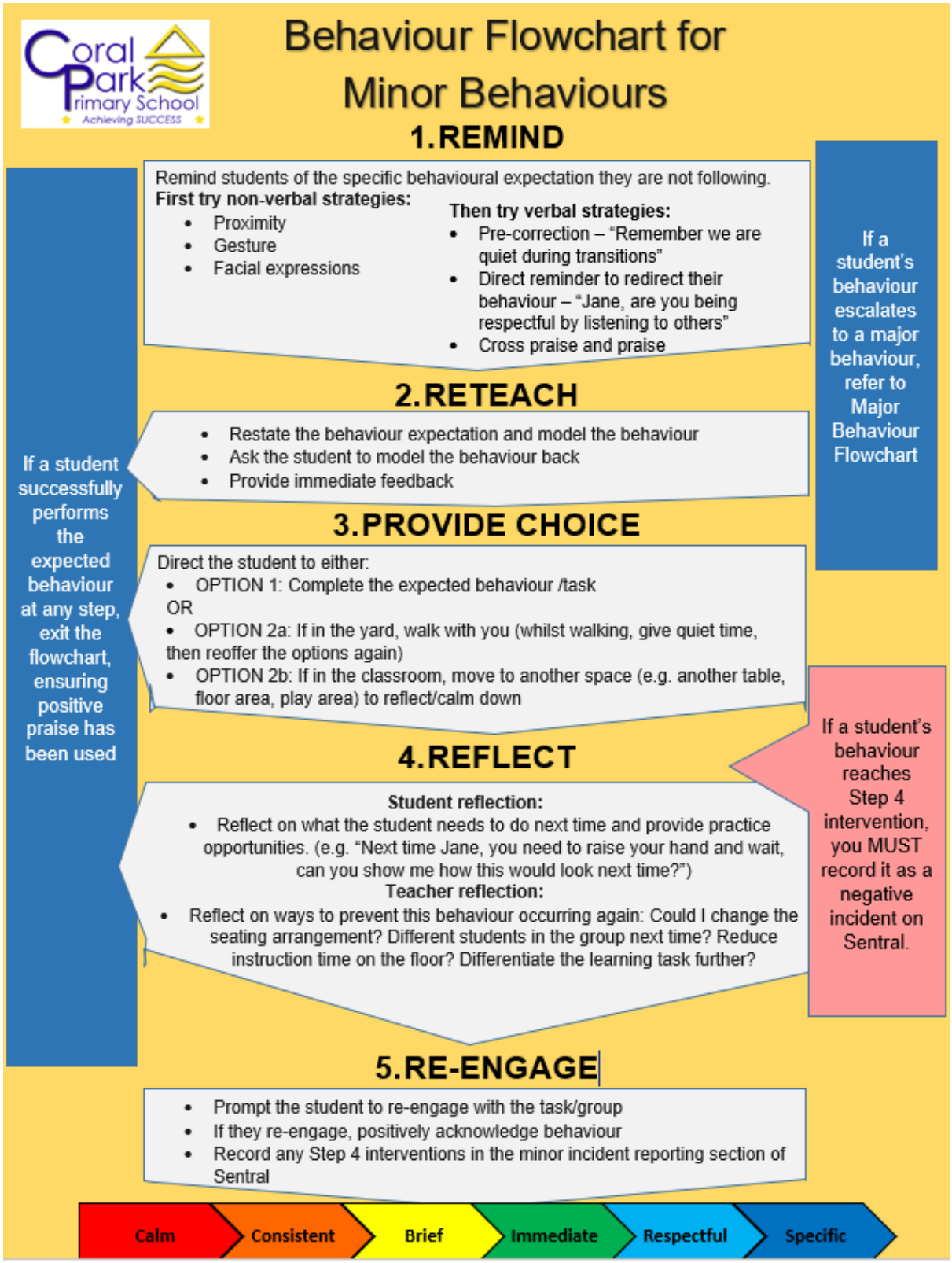
Coral Park Behaviour Expectations

Values	All Settings (Everywhere)	Outside Play Areas	Transition	Learning Spaces	Toilets
Respectful	•We say 'please' and 'thank	•We invite others to join in.	•We are quiet.	•We help others.	•We ask to use the toilet

APPENDIX 2


Coral Park Primary School
Achieving SUCCESS
Behaviour Flowchart for Major Behaviours
1. SAFETY
Assess the safety of nearby staff and students
NO IMMEDIATE RISK
IMMEDIATE RISK
2. REMIND
Verbally remind the student of the specific behaviour expectation.
If the behaviour stops, begin re-engagement strategies and monitor for potential re-escalation
2. RELOCATE
Separate the student from others/environment where they can cause harm
3. REFER
Seek immediate assistance from wellbeing leadership:
If in the room, call the office, inform them you need immediate assistance from wellbeing. They will find and send someone.
If in the yard, use your mobile to call Mel's mobile.
AND
Send a responsible student to wellbeing in case.
If at any stage the undesired behaviour stops, re-engage the student in their task/play and monitor for re-escalation.
3. PROVIDE CHOICE
If undesired behaviour continues, clearly and briefly direct student to either:
a) Demonstrate the expected behaviour
b) Relocate to another area in the classroom or yard to complete the task or calm down (mindfulness task to be offered)
If the opportunity presents, re-teach the expected behaviour:
1. State expectation
2. Model expectation
3. Have student demonstrate expectation
4. REFER
If after wait time, the student refuses to relocate, refuses to display expected behaviour or the behaviour escalates and the environment becomes unsafe for the student, peers or staff, seek immediate assistance from wellbeing leadership.
5. RECORD
Record ALL major behaviour incidents on Sentral. Ensure you click on the 'Notify Roll class teacher' box.
If a student was injured, seek first aid support
Calm
Consistent
Brief
Immediate
Respectful
Specific

APPENDIX 3


Coral Park Primary School
Achieving SUCCESS
Behaviour Flowchart for Minor Behaviours
1. REMIND
Remind students of the specific behavioural expectation they are not following.
First try non-verbal strategies:
Proximity
Gesture
Facial expressions
Then try verbal strategies:
Pre-correction – "Remember we are quiet during transitions"
Direct reminder to redirect their behaviour – "Jane, are you being respectful by listening to others"
Cross praise and praise
If a student's behaviour escalates to a major behaviour, refer to Major Behaviour Flowchart
2. RETEACH
Restate the behaviour expectation and model the behaviour
Ask the student to model the behaviour back
Provide immediate feedback
If a student successfully performs the expected behaviour at any step, exit the flowchart, ensuring positive praise has been used
3. PROVIDE CHOICE
Direct the student to either:
OPTION 1: Complete the expected behaviour /task
OR
OPTION 2a: If in the yard, walk with you (whilst walking, give quiet time, then reoffer the options again)
OPTION 2b: If in the classroom, move to another space (e.g. another table, floor area, play area) to reflect/calm down
4. REFLECT
Student reflection:
Reflect on what the student needs to do next time and provide practice opportunities. (e.g. "Next time Jane, you need to raise your hand and wait, can you show me how this would look next time?")
Teacher reflection:
Reflect on ways to prevent this behaviour occurring again: Could I change the seating arrangement? Different students in the group next time? Reduce instruction time on the floor? Differentiate the learning task further?
If a student's behaviour reaches Step 4 intervention, you MUST record it as a negative incident on Sentral.
5. RE-ENGAGE
Prompt the student to re-engage with the task/group
If they re-engage, positively acknowledge behaviour
Record any Step 4 interventions in the minor incident reporting section of Sentral
Calm
Consistent
Brief
Immediate
Respectful
Specific