



# Oakleigh Grammar

<b>Policy Document Name</b>	<b>Student Welfare and Behaviour Management</b>
<b>Date Ratified by Board of Management</b>	November 2021
<b>Date for Review</b>	November 2024

## 1. Preamble

At Oakleigh Grammar we place great importance on strong, positive, working relationships within our community. Positive relationships allow everyone to achieve maximum potential and growth. Our belief is that a cooperative school is a happy, secure place where everybody's needs are met and all have the opportunity to succeed. The Student Welfare system operating throughout the school endeavours to promote the wellbeing of all those who work within the school community.

## 2. Aims of the Student Welfare System

The aims of the Student Welfare system at the Oakleigh Grammar are to:

- ensure students are happy and safe in the school environment
- build positive and supportive relationships with students, staff, parents and the wider community
- ensure students are achieving to their full potential academically, socially, physically and spiritually
- ensure that students are engaged in learning experiences which encourage caring for others and the environment
- enable students to develop into independent and self-motivated learners
- allow students experiences that encourage the development of self-discipline and an awareness of socially acceptable behaviour in a variety of situations
- ensure students are engaged in experiences that develop self-respect and pride in their school
- ensure students are offered the opportunity to accept the responsibility for their role in their own classroom and environment.

## 3. Academic Care and Wellbeing

The academic progress of all students is an essential component of student welfare. Classroom teachers, support staff, Heads of Faculty, Heads of School and members of the Executive are dedicated to working together to ensure that all students are fulfilling their academic potential and are performing to the best of their ability.

The school recognises the strong link between learning, wellbeing and resilience and believes that all students can succeed in their learning. We endeavour to provide relevant, stimulating learning environments and activities to ensure students are actively stimulated by, and engaged with, their learning.

We hold high expectations and believe that all students can succeed in their learning. We implement structures and programs to respond to the diverse needs of our students and utilise a range of support networks and programs to enrich the learning of all our students.

#### **4. Welfare**

At Oakleigh Grammar there is an umbrella of pastoral care in place to support student wellbeing. Depending on the situation, this may involve teachers, the home group teacher, Learning Enhancement, Counsellor, Chaplain, Year Level Coordinators, Heads of School and Deputy Principals. We also recognise the importance of working with parents in these matters as well as outside professionals.

Whilst individual issues will be managed as they arise in a timely and proactive manner, regular student welfare meetings will occur each term for each year level. These meetings provide a review of the students who may be at risk or of a concern from a wellbeing or academic perspective. A triage approach is applied to determine actions to support the student concerned.

At the end of each year, a summary document is produced to support the transition of students from one year to the next, and/or from one school to the next. It is the professional responsibility of each teacher to have read the information about the students in their classes.

#### **5. Behaviour Management**

The management of behaviour must start with every teacher. It is the responsibility of teachers to develop relationships with students that allow them to feel valued, safe and supported. Teachers must uphold the standards set in the Student Welfare and Behaviour Management Policy and respond immediately to any breach of the policy. Consequences should be fair, timely and appropriate. It is each teacher's responsibility to ensure that if consequential tasks are set, that they are completed satisfactorily.

Discipline should not be administered as a form of retribution. It should be proactive and preventative but where corrective action is required, it should aim to achieve a positive outcome consistent with the goals of the Student Welfare and Behaviour Management Policy. Effective behaviour management including restorative practices, should be carefully planned and implemented while being culturally sensitive and appropriate.

The Student Welfare and Behaviour Management Policy has been devised with a view towards making Behaviour Management in the School more streamlined and therefore more effective and consistent.

At Oakleigh Grammar we aim to produce students who are polite, thoughtful, tolerant and respectful citizens who strive for academic excellence in a variety of pathways. We believe students have a responsibility to themselves, their family, the school, the wider community and to society and must always act accordingly.

Behaviour Management is therefore centred around:

- *Behaviours which prevent themselves and/or others from learning*
- *Behaviours which impact on respect for people's property and the School environment*
- *Behaviours which prevent respectful interactions between people at School*
- *Behaviours which impact on people's safety at school*

The approach to behaviour management is outlined to students and the wider community in a variety of forums and settings including, but not limited to, assemblies, year/class meetings, in the school diary, parent information evenings, parent/teacher interviews.

## **6. Academic and Behaviour Management Flow Charts and Response Levels**

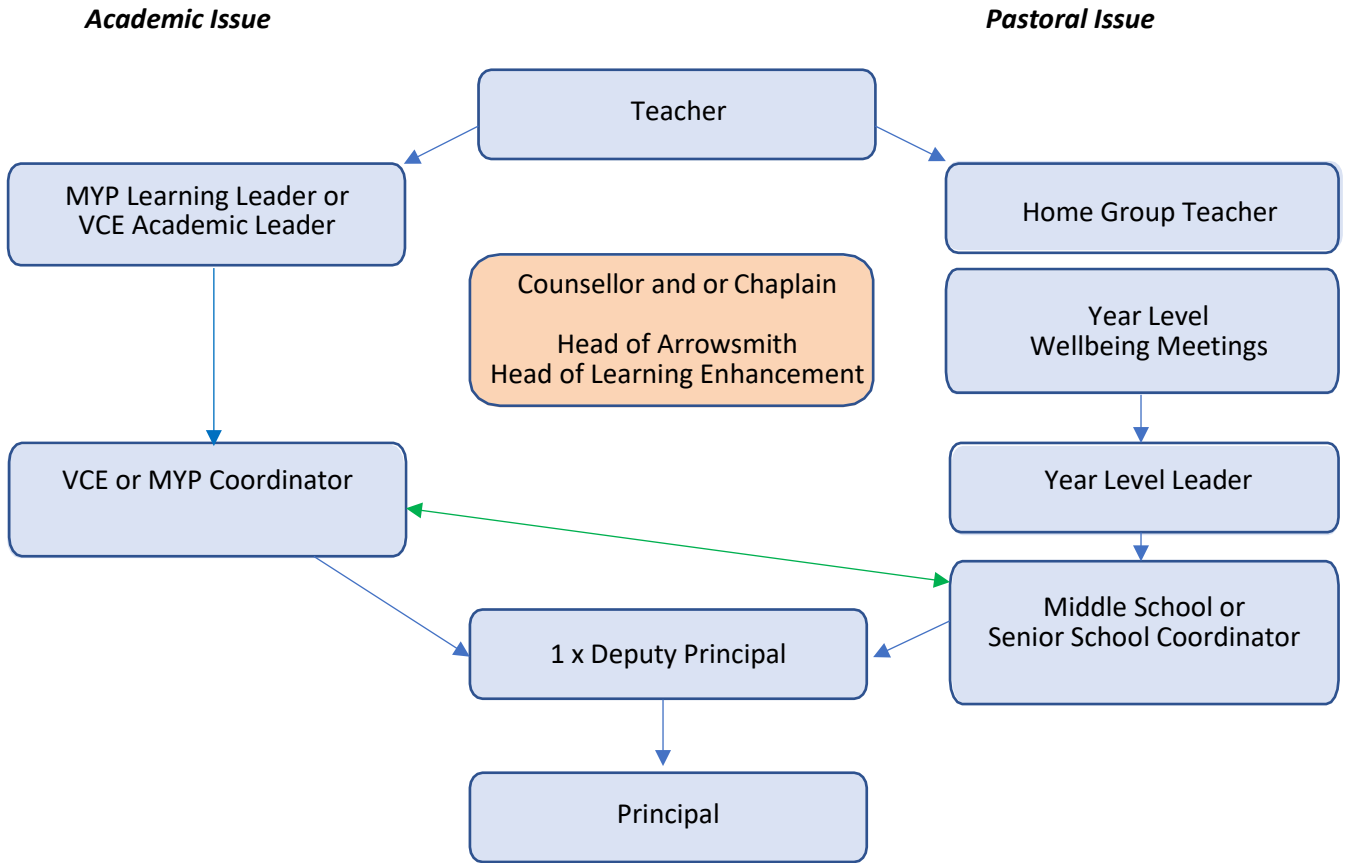
These provide guidelines to staff on the management of any academic or welfare matter. **See Below.**

## **7. Supporting Policies**

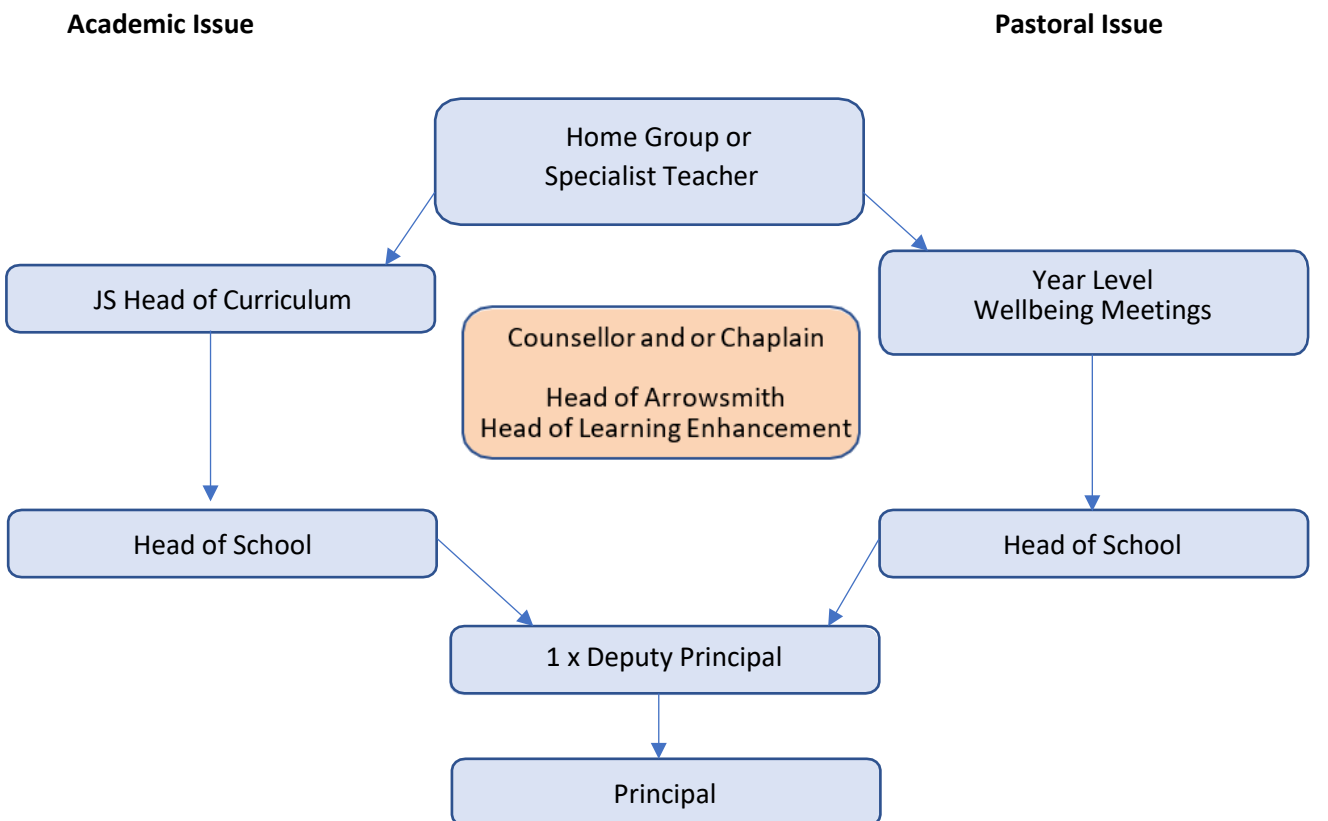
This policy should be read in conjunction with the following other policies:

- Child Safety and Wellbeing Policy
- Student Code of Conduct (Discipline) Policy
- Mandatory Reporting Policy

**Middle School and Senior School Flow Chat**



**Junior School Flow Chat**



Level 1 – Minor incidents of inappropriate behaviour			
Behaviours may include	Consequences <i>Guided by severity and frequency of the observed behaviour</i>	Managed by... Record incident and consequence	Communication
<p><b>Behaviours which prevent themselves and/or others from learning</b></p> <ul style="list-style-type: none"> <li>• Ignoring instructions and directions, work refusal</li> <li>• Disruption of teaching and learning</li> <li>• Poor work ethic and/or off-task behaviours                             <ul style="list-style-type: none"> <li>• <b>warn, move, remove</b></li> </ul> </li> <li>• Lateness to, or unexplained absence/lateness from class</li> <li>• Homework or assessment not completed – unexplained</li> <li>• Inappropriate use of technology</li> <li>• Failure to bring correct materials</li> </ul> <p><b>Behaviours which impact on respect for people's property and the School environment</b></p> <ul style="list-style-type: none"> <li>• Littering</li> <li>• Chewing gum</li> <li>• Being out of bounds</li> <li>• Graffiti</li> <li>• Uniform guidelines not adhered to or unexplained</li> </ul> <p><b>Behaviours which prevent respectful interactions between people at School</b></p> <ul style="list-style-type: none"> <li>• Lying</li> <li>• Abusive swearing</li> <li>• Spiteful behaviour</li> <li>• Arguing with, or yelling at, other people</li> </ul> <p><b>Behaviours which impact on people's safety at school</b></p> <ul style="list-style-type: none"> <li>• Rough play, including wrestling</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal warning with reminders about appropriate choices</li> <li>• Students are deemed late if arrive two minutes after teacher enters room. Close door, late students requested to wait outside</li> <li>• Student required to complete homework/task</li> <li>• Ipad/phone/ear buds confiscated and handed to Year Level Leader</li> <li>• Students are not to be at lockers between P1-2, 3-4, 5-6</li> <li>• Possible lunchtime detention with a yard duty teacher</li> </ul> <p><b>Other</b></p> <ul style="list-style-type: none"> <li>• Consultation and reflection with teacher</li> <li>• Modification of seating arrangements within a classroom</li> <li>• Follow up as to reasons for incompletion of work, possible strategies implemented</li> </ul>	<p><b>Classroom or yard duty teacher</b></p> <p>Recorded incident on XUNO <b>by teacher</b></p>	<p>Contact with families is encouraged, particularly if behaviours are impacting on learning or respectful relationships with others – email, phone, diary note.</p> <p>Year Level Leader &amp; Coordinator notified (CC in email)</p>

**Please use your professional judgement, or if in doubt, discuss with the Year Level Coordinator**

**Level 2 – On going Moderate occurrence of Level 1 behaviours**

<b>Behaviours may include</b>	<b>Possible consequences</b> <i>Guided by severity and frequency of the observed behaviour</i>	<b>Managed by...</b> <b>Record incident and consequence</b>	<b>Communication</b>
<p align="center"><b><i>As above, with greater frequency and growing severity</i></b></p> <ul style="list-style-type: none"> <li>• Compilation of three <i>level one</i> or two incidents</li> <li>• A student needs to be removed from the classroom after failing to positively respond to the warn – move – remove process</li> </ul>	<ul style="list-style-type: none"> <li>• Removal from class</li> <li>• After school detention</li> <li>• International Student – warning letter</li> </ul> <p><b>Other</b></p> <ul style="list-style-type: none"> <li>• Teacher - Parent conversation with the family – focus on sharing and discussing behaviour to support the setting of consistent, clear expectations for everyone</li> <li>• Repeat confiscation of technology will require the parents to collect from school; more extended periods without</li> </ul>	<p><b>Classroom teacher, in collaboration with parents and the student</b></p> <p>Recorded incident on Xuno <b>by teacher</b></p>	<p>Contact with parents is to occur.</p> <p>Email follow-up to parents</p> <p>Year Level Leader and Coordinator notified who will have a follow up conversation with any student on after school detention</p>

**Level 3 – Major Incidents of inappropriate behaviour**

Major behavioural incidents may include	Possible consequences <i>Guided by severity and frequency of the observed behaviour</i>	Managed by... <b>Record incident and consequence</b>	Communication
<p><b><i>Repetition of three incident recordings or Behaviours which prevent themselves and/or others from learning</i></b></p> <ul style="list-style-type: none"> <li>Breaches of the ICT Acceptable Use and Social Media Policy</li> <li>Truancy</li> <li>Ongoing defiance of staff instructions</li> <li>Repeated failure to meet work requirements</li> </ul> <p><b><i>Behaviours which impact on respect for people's property and the School environment</i></b></p> <ul style="list-style-type: none"> <li>Stealing</li> <li>Deliberately destroying another person's property</li> </ul> <p><b><i>Behaviours which prevent respectful interactions between people at School</i></b></p> <ul style="list-style-type: none"> <li>Swearing with intent to upset, or when representing the School at public events</li> <li>Bullying - targeting of one or more students that is ongoing and involves an imbalance of power</li> <li>Verbal abuse of others, including derogatory put downs including comments about race, gender, appearance or abilities</li> <li>Relational aggression and/or social exclusion</li> <li>Unsportsmanlike behaviour at sport</li> </ul> <p><b><i>Behaviours which impact on people's safety at school</i></b></p> <ul style="list-style-type: none"> <li>Harassment of others</li> <li>Rough play causing injury – including hitting</li> <li>Unsafe behaviour choices that put themselves and/or others at risk of harm, including smoking or in possession of cigarettes (1<sup>st</sup> incident)</li> </ul>	<ul style="list-style-type: none"> <li>Year Level Leader Panel</li> <li>Automatic After School Detention or Suspension</li> <li>Behaviour Management Contract</li> <li>International Student – warning letter</li> </ul> <p><b>Other</b></p> <ul style="list-style-type: none"> <li>Development of appropriate behaviour contract with the student to formalise ongoing monitoring of the target behaviour(s)</li> <li>Relevant community service as part of the restorative process</li> <li>Review of participation in non-academic activities and restriction of movements</li> <li>More extended periods of modification of classroom seating arrangements or placement in buddy class</li> <li>Possible referral through the pastoral care team to enable relevant support staff, including school counsellor and Head of Learning Enhancement, to assist with the assessment of the ongoing situation, proposal of relevant strategies and any other considerations.</li> </ul>	<p><b>Coordinator with Home Group Teacher and/or Class Teacher</b></p> <p>Recorded incident on Xuno by <b>Year Level Leader</b></p> <p>On-going monitoring over the next week by Year Level Leader</p> <p><b>Please note:</b> If any escalation of Level 3 behaviours occurs then immediate referral to Year Level Leader is required. They will then take on responsibility for management of the behaviour and relevant consequences, including contact with families.</p>	<p>Contact with parents is to occur</p> <p>Middle School Coordinator or Senior School Coordinator</p> <p>Notify DP Student Wellbeing &amp; Operations</p> <p>Formal letter home</p> <p><b>Coordinator must approve any suspension.</b></p> <p><b>Suspensions must not be determined by Year Level Leader</b></p> <p>Principal notified for any suspension</p>

**Level 4 – Significant Incidents of inappropriate behaviour**

Significant behavioural incidents may include	Possible consequences <i>Guided by severity and frequency of the observed behaviour</i>	Managed by... Record incident and consequence	Communication
<p><b><i>Repetition of level 3 incidents or</i></b></p> <p><b><i>Behaviours which prevent themselves and/or others from learning</i></b></p> <ul style="list-style-type: none"> <li>• Intimidation and/or harassment of staff (including through the use of technology)</li> <li>• Repeated truancy</li> <li>• Consistent behaviour choices that negatively impacts on the teaching and learning program for the class</li> <li>• Plagiarism</li> </ul> <p><b><i>Behaviours which impact on respect for people’s property and the School environment</i></b></p> <ul style="list-style-type: none"> <li>• Significant stealing</li> <li>• Serious, deliberate damage to property</li> <li>• Significant, extensive or offensive graffiti</li> </ul> <p><b><i>Behaviours which prevent respectful interactions between people at School</i></b></p> <ul style="list-style-type: none"> <li>• Extreme verbal abuse and/or threats</li> <li>• Serious bullying - targeting of one or more students that is ongoing and involves an imbalance of power</li> <li>• Violence towards others including physical assault (kicking, punching, strangling, throwing objects, possession of a weapon)</li> <li>• Threatening behaviour and language directed at another person</li> <li>• Racist, sexist or homophobic comments</li> </ul> <p><b><i>Behaviours which impact on people’s safety at school</i></b></p> <ul style="list-style-type: none"> <li>• Ongoing Harassment of others</li> <li>• Arranged fighting</li> <li>• Intentional harm of self or others</li> <li>• Possession of drugs or alcohol</li> <li>• Consumption of alcohol</li> </ul>	<ul style="list-style-type: none"> <li>• Coordinator Panel</li> <li>• Suspension</li> <li>• Return to school interview</li> <li>• International Students – <i>warning letter of intent to report</i></li> </ul> <p><b>Other</b></p> <ul style="list-style-type: none"> <li>• Relevant community service as part of the restorative process</li> <li>• Review of participation in non-academic activities and restriction of movements</li> <li>• More extended periods of classroom withdrawal</li> <li>• Referral through the pastoral care team to enable relevant support staff, including school counsellor and/or Head of Learning Enhancement</li> </ul>	<p><b>Middle School or Senior School Coordinator with the Year Level and/or ClassTeacher Parent meeting as required</b></p> <p>DP - Student Wellbeing and Operations may sit on these panels, if required</p> <p>Recorded incident on XUNO by <b>MS or SS Coordinator</b></p> <p>On-going monitoring over the next month <b>by MS or SS Coordinator</b>. Review meeting.</p> <p><b>Please note:</b> If any escalation of Level 4 behaviours occurs then immediate referral to MS or SS Coordinator is required. They will then take on responsibility for management of the behaviour and relevant consequences, including contact with families.</p>	<p>Phone contact or meeting with parents, not email</p> <p>DP-Student Wellbeing and Operations notified</p> <p>Principal notified for any suspension</p> <p>Formal letter home</p>



Level 5 – Highest level incidents			
Extreme, intentional behaviours may include	Possible consequences <i>Guided by severity and frequency of the observed behaviour</i>	Managed by... Record incident and consequence	Communication
<p><b><i>Repetition and/or escalation of level 4 incidents or</i></b></p> <p><b><i>Behaviours which prevent respectful interactions between people at School</i></b></p> <ul style="list-style-type: none"> <li>Bringing the reputation of the School into disrepute</li> </ul> <p><b><i>Behaviours which impact on people's safety at school</i></b></p> <ul style="list-style-type: none"> <li>Selling of drugs or alcohol to students</li> </ul>	<ul style="list-style-type: none"> <li>Meeting with Deputy Principal - Operations or Principal, with Head of School</li> <li>Suspension for extended period</li> <li>Return to school interview. Contract in place</li> <li>International Students – <i>warning letter of intent to report</i></li> <li>Review of ongoing participation at school</li> <li>Expulsion</li> </ul> <p><b>Other</b></p> <ul style="list-style-type: none"> <li>More extended periods of classroom withdrawal</li> <li>Referral through the pastoral care team to enable relevant support by external agencies</li> </ul>	<p><b>Deputy Principal – Student Wellbeing and Operations and Head of School, with the coordinator as required. Principal's involvement to be determined.</b></p> <p>Recorded incident on Xuno by DP – Student Wellbeing and Operations</p> <p>On-going monitoring over the next term by <b>DP-SW Operations</b></p> <p><b>Please note:</b> If any escalation of Level 5 behaviours occurs then immediate referral DP-SW &amp; OP is required. They will then take on responsibility for management of the behaviour and relevant consequences, including contact with families.</p>	<p>Parent advised by phone. Meeting to occur.</p> <p>Principal notified</p> <p>Formal letter home</p>

## Junior School Behaviour Management Levels and Responses

Updated 1 July 2022

Level 1 - Minor incidents of inappropriate behaviour			
Behaviours may include	Possible Consequences Guided by severity and frequency of the observed behaviours	Potential Strategies	Managed by

<p><b>Behaviours which prevent themselves and/or others from learning</b></p> <ul style="list-style-type: none"> <li>• Ignoring instructions and directions</li> <li>• Lateness to, or unexplained absence from, class</li> <li>• Disruption of teaching and learning</li> <li>• Homework – unexplained</li> <li>• Poor work ethic and/or off-task behaviours</li> </ul> <p><b>Behaviours which impact on respect for people’s property and the School environment</b></p> <ul style="list-style-type: none"> <li>• Littering</li> <li>• Using others’ property without permission</li> <li>• Playing in inappropriate areas – out of bounds, corridors</li> <li>• Water and/or mud play</li> <li>• Minor graffiti</li> <li>• Uniform – unexplained</li> </ul> <p><b>Behaviours which prevent respectful interactions between people at School</b></p> <ul style="list-style-type: none"> <li>• Lying</li> <li>• Swearing</li> <li>• Spiteful behaviour</li> <li>• Arguing with, or yelling at, other people</li> <li>• Disrespectful body language</li> <li>• Exclusion of others</li> </ul> <p><b>Behaviours which impact on people’s safety at school</b></p> <ul style="list-style-type: none"> <li>• Unsafe play choices</li> <li>• Rough play including tackling</li> </ul>	<ul style="list-style-type: none"> <li>• Consultation and reflection with the teacher who has identified the minor incident or inappropriate behaviours (including walk and talk as needed outside or time out in the room)</li> <li>• Verbal warning with reminders about appropriate choices</li> <li>• Verbal negotiation of appropriate consequences</li> <li>• Time out in the classroom</li> <li>• Community service as part of restorative process</li> <li>• Modification of seating arrangements within a classroom</li> </ul>	<p>Contact with families is encouraged, particularly if behaviours are impacting on learning or respectful relationships with others – email, phone, diary note.</p> <p>Note is school diary email home (maintain paper trail for Level 1)</p> <p>Recorded on XUNO by teacher</p>	<p>Teachers</p> <p>Specialist and classroom teachers to ensure that clear communication occurs to support the collaborative management of individual, or group, behaviours, as required.</p> <p>The teacher who has identified the minor incident or inappropriate behaviours holds the main role of responsibility for management at this level.</p>
---	---	---	---

***Please use your professional judgement, or if in doubt, discuss with a member of the JS Leadership Team***

**Level 2 – Ongoing moderate occurrence of Level 1 behaviours**

<b>Ongoing Behaviours may include</b>	<b>Possible Consequences</b> Guided by severity and frequency of the observed behaviours	<b>Potential Strategies</b>	<b>Managed by</b>
<b>Greater frequency and repetition of Level 1 incidents</b>	<ul style="list-style-type: none"> <li>• Time out in the classroom</li> <li>• Conversation with a member of JSLT (SCF,AMB,ASC) in the first instance.</li> <li>• Relevant community service as part of the restorative process</li> <li>• Lunchtime Friday detention (following ongoing repetition of identified Level 1 written warnings in a term)</li> <li>• Recorded on XUNO</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the student at Pastoral Care meeting and development of appropriate behaviour contract to formalise ongoing monitoring of the target behaviour(s)</li> <li>• Parent meeting with the family – focus on sharing and discussing behaviour contract developed – older students especially encouraged to be part of this meeting to support the setting of consistent, clear expectations for everyone. Solution based.</li> <li>• Parent must be communicated with by the teacher who has identified the minor incident or inappropriate behaviours</li> </ul>	<p><b>Teachers</b></p> <p>The teacher who has identified the ongoing incident or inappropriate behaviours holds the main responsibility responsibly for management at Level 1 and or Level 2 in collaboration with the student, family, home group teacher and a member of JSLT (not HoJS) in the first instance.</p>

### Level 3 – Major Incidents of inappropriate behaviour

Intentional behaviours to cause or impact another person or property may include	Possible Consequences Guided by severity and frequency of the observed behaviours	Potential Strategies	Managed by
<p><b>Behaviours which prevent themselves and/or others from learning</b></p> <ul style="list-style-type: none"> <li>• Inappropriate use of technology – including use of mobile phones, social media, emails, texts (other forms of cyber bullying)</li> <li>• Inappropriate language/drawings/images included in work</li> <li>• Truancy</li> <li>• Ongoing defiance of staff instructions including back chat</li> <li>• Work refusal</li> </ul> <p><b>Behaviours which impact on respect for people’s property and the School environment</b></p> <ul style="list-style-type: none"> <li>• Stealing</li> <li>• Deliberately destroying other people’s property</li> <li>• Indecent exposure (including public urination)</li> </ul> <p><b>Behaviours which prevent respectful interactions between people at School</b></p> <ul style="list-style-type: none"> <li>• Swearing with intent to upset, or when representing the School at public events</li> <li>• Bullying - targeting of one or more students that is ongoing and involves an imbalance of power</li> <li>• Verbal abuse of others, including derogatory put downs</li> <li>• Relational aggression and/or social exclusion</li> <li>• Spitting</li> </ul> <p><b>Behaviours which impact on people’s safety at school</b></p> <ul style="list-style-type: none"> <li>• Harassment of others</li> <li>• Rough play causing injury – including hitting, kicking and pushing</li> <li>• Unsafe behaviour choices that put themselves and/or others at risk of harm</li> </ul>	<ul style="list-style-type: none"> <li>• Instant detention (with relevant paperwork to outline the restorative process)</li> <li>• Relevant community service as part of the restorative process as directed by HoJS and / or DP Student Wellbeing &amp; Operations</li> <li>• Review of participation in non-academic activities and restriction of play (as applicable) including extended “walk with the teacher” program) as directed by HoJS and/or DP-Student Wellbeing &amp; Operations</li> <li>• More extended periods of modification of classroom seating arrangements or placement to assist with self-regulation as directed by HoJS and/or DP-Student Wellbeing &amp; Operations</li> <li>• Phone call and follow up written notification for parents of instant detention as directed by HoJS and/or DP-Student Wellbeing &amp; Operations.</li> <li>• Recorded on XUNO</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the student at Pastoral Care and review of Behaviour Contract expectations in place with student and their parents, or develop one, as required including conversations with HoJS and DP-Student Wellbeing &amp; Operations</li> <li>• Referral through the fortnightly Pastoral Care meeting system to enable relevant support staff, including our school counsellor and Head of Learning Enhancement, to assist with the assessment of the ongoing situation, proposal of relevant strategies and any other considerations. They will also be able to assist with the development of a relevant Individual Behaviour Support Plan, if seen as being necessary.</li> </ul>	<p><b>Teachers</b>, in collaboration with the student’s family and members of the <b>JS Leadership Team</b></p> <p><b>Please note:</b> If any escalation of Level 3 behaviours occur then immediate referral to the HoJS or DP – Student Wellbeing Operations is required.</p> <p>HoJS / DP Student Wellbeing &amp; Operations will take on responsibility for management of the behaviour and relevant consequences, including contact with families. This may include the teacher who has identified the ongoing incident or inappropriate behaviours</p>

**Level 4 – Significant incidents of inappropriate behaviour**

<p align="center"><b>Extreme, intentional behaviours may include</b></p>	<p align="center"><b>Possible Consequences</b></p> <p align="center">Guided by severity and frequency of the observed behaviours</p>	<p align="center"><b>Potential Strategies</b></p>	<p align="center"><b>Managed by</b></p>
<p><b><i>Behaviours which prevent themselves and/or others from learning</i></b></p> <ul style="list-style-type: none"> <li>• Intimidation and/or harassment of staff (including through the use of technology)</li> <li>• Repeated truancy</li> <li>• Strong defiance of staff instructions</li> <li>• Extreme verbal abuse – including profanity and threats</li> <li>• Consistent behaviour choices that impacts on the teaching and learning program for the class</li> </ul> <p><b><i>Behaviours which impact on respect for people’s property and the School environment</i></b></p> <ul style="list-style-type: none"> <li>• Deliberate, significant stealing</li> <li>• Serious attacks on property</li> <li>• Significant, extensive or offensive graffiti</li> </ul> <p><b><i>Behaviours which prevent respectful interactions between people at School</i></b></p> <ul style="list-style-type: none"> <li>• Extreme verbal abuse</li> <li>• Serious bullying - targeting of one or more students that is ongoing and involves an imbalance of power</li> <li>• Violence towards others including physical assault (kicking, punching, strangling, throwing objects, possession of a weapon)</li> <li>• Threatening behaviour and language directed at another person</li> <li>• Racist comments</li> </ul> <p><b><i>Behaviours which impact on people’s safety at school</i></b></p> <ul style="list-style-type: none"> <li>• Harassment of others</li> <li>• Fighting</li> <li>• Intentional harm of self or others</li> </ul>	<ul style="list-style-type: none"> <li>• Student removed from situation to be managed by the JS Leadership Team and/or DP –Student Wellbeing &amp; Operations</li> <li>• Explore ways to provide timely apologies to people who have been affected by behaviour choices to restore relationships which may have been impacted</li> <li>• Lunchtime detention (with relevant paperwork)</li> <li>• Restriction of choices at school including reduction of play area for outside play and review of potential participation in future additional activities and privileges as part of the school calendar</li> <li>• Early collection from school</li> <li>• Internal or external suspension</li> <li>• Initial contact of parents via phone to discuss situation and consequences to be applied</li> <li>• Recorded on XUNO</li> </ul>	<ul style="list-style-type: none"> <li>• Review of Individual Behaviour Support Plan, or development as needed</li> <li>• Review of existing expectations outlined in relevant Behaviour Contracts in place, or development of one if needed</li> <li>• Exploration of relevant self-regulation strategies that the student can apply in this situation</li> <li>• Restorative conference to be undertaken after any period of exclusion to facilitate the transition back into the school setting</li> <li>• Referral to relevant support staff, both at School and external providers, as required to support specific needs.</li> </ul>	<p><b><i>JS Leadership team, DP – Student Wellbeing &amp; Operations and Principal (as required).</i></b></p> <p>Immediately alert any member of the JS Leadership team to any significant situation either by escorting the student to the HoJS office or by sending a student or staff member to alert the HoJS (or other JS Leadership team member/DP – SW &amp; Op if needed) that support is urgently required.</p> <p>SLT to discuss and determine action moving forward.</p> <p>Principal and DP-SW &amp; Op notified for any suspension</p>