

A3 Student Engagement and Support Policy

1. Statement of Purpose

Pulteney Grammar School's Student Engagement, Wellbeing and Support policy encourages the school community to behave in ways which maximise student potential and wellbeing, and which strengthens students' relationships with their teachers and peers, thus fostering a greater sense of belonging and community. Pulteney Grammar School is a school which aims to foster a safe, positive and supportive environment. We recognise that students flourish in the presence of teachers who prioritise connection, model appropriate behaviour and provide repeated opportunities for growth and repair.

This document's guiding principles are directly entwined with our Pulteney Values which express our school values as such:

Authentic: Honesty, truth, integrity

Purposeful: Intentional, resolute and reflective

Personalised: Curated and distinctive experiences

Boundless: Limitless opportunities sought through passionate thought and deed

Enduring: Legacy etched through a community's tradition, innovation, service and faith

Relationships: Respect and empathy fostered through collaboration and care

All PGS staff will use equitable, personalised, inclusive and trauma-informed approaches, which reflect individual student needs and provide reasonable and necessary adjustments to support student learning and enactment of school values.

2. Scope

This policy applies to all students and staff at Pulteney Grammar School.

3. Definitions

Parents/Caregivers: A person or persons who have responsibility for the care, welfare and development of the child, whether long term or day to day.

Code of Conduct: The School's Code of Conduct describes the Pulteney community expectations of appropriate conduct for students, staff and families.

Disobedience: Failure to obey rules by person in authority that is not following a reasonable instruction Non-compliance with school rules

ILP Wellbeing: A ILP Wellbeing Plan is a brief, one page document developed collaboratively with a student, used as a day-to-day quick reference guide and support for both teacher and student, for emotion and action regulation strategies that work best for the student at different levels of escalation or overwhelm. It may be represented as a scale, either visually or in written words, readily available to the student and teacher(s) and should be reviewed annually.

Approved by Executive: 2025

Date for revision: 2028

Policy developer: Heads of School, Head of Student Wellbeing

External sources: AISSA, International Institute for Restorative Practices

Version: 6

Individual Learning Plan (Education): A comprehensive, individualised learning plan (education) that accounts for each student's unique behaviour, wellbeing and support needs, including those related to disabilities, trauma, neurodiversity, gender diversity, challenging behaviour and background. These are designed to set students up for success, and will note behaviours required by the school and staff in support of the student as well as scaffolding to support the student to be safe and successful.

Restorative Practice: Restorative practice is a way of working with conflict that puts the focus on repairing the harm that has been done. It is an approach to conflict resolution that includes all of the parties involved.

Student: A person who is enrolled at the school

Trauma: A deeply distressing or disturbing experience. What is disturbing or distressing to one person may be experienced differently by another and cannot be externally determined. Trauma can occur in a single event or experience or as a pattern of repeated experiences over time.

Our response to behaviours that impact negatively on the learning or wellbeing of the student, peers, staff, school property or the school community will be underpinned by the following principles.

Principles of Trauma-Informed Practice

- 1.1. **Safety:** Ensure physical and emotional safety through a predictable environment and responsive (not punitive) practices.
- 1.2. **Trustworthiness and Transparency:** Build trust with consistent communication and transparent policies.
- 1.3. **Peer Support:** Promote peer connections and support systems
- 1.4. **Collaboration and Empowerment:** Engage students in decisions affecting them and support their active participation.
- 1.5. **Cultural, Historical, and Gender Issues:** Respect and integrate students' diverse backgrounds and experiences.

Restorative Practice Principles

- 2.1. **Restorative Circles:** Circles to provide opportunity for students to express feelings and collaboratively find solutions.
- 2.2. **Accountability and Repair:** Encourage students to understand the impact of their actions, take responsibility, and make amends.
- 2.3. **Strengthening Relationships:** Build positive relationships as a foundation for behaviour support and conflict resolution.
- 2.4. **Empathy and Understanding:** Address behaviour with empathy, recognising underlying needs, individual difference and/or trauma.

Inclusive Practices

- 3.1. **Equity and Accessibility:** Ensure that behaviour support strategies and interventions are accessible to all students, including those with disabilities, different learning styles, neurotypes and varying cultural backgrounds.
 - **Differentiated Instruction:** Adapt teaching methods and materials to meet the diverse needs of students, ensuring equitable access to learning opportunities and demonstration of learning.

3.2. Individualised Support

- **ILP Wellbeing:** Create ILP Wellbeing with the students to support effective and quick responses and communication about in-the-moment regulation needs at school.
- **Individual Learning Plans (Education):** Develop a plan for each student that identifies their individual learning needs. Review collaboratively at regular intervals.
- **Collaborative Approach:** Work together with inclusive education staff, wellbeing staff, and families to create, implement and review support plans.
- **Neuro Affirming:** Train staff to understand the specific needs of neurodiverse students.

3.3. Cultural Competence

- **Cultural Sensitivity:** Incorporate culturally responsive practices into behaviour support and classroom management, recognising and valuing students' cultural backgrounds and experiences.
- **Bias Training:** Provide training for staff to recognise and address implicit biases that may affect behaviour support and student interventions.

4. Application of Behaviour Support Principles and Code of Conduct

From the *International Institute for Restorative Practices* (www.restorativepractices.org): *The fundamental unifying hypothesis of Restorative Practices is disarmingly simple: that human beings are happier; more cooperative and productive, and more likely to make positive changes in their behaviour when those in positions of authority do things **with** them, rather than **to** them or **for** them. The hypothesis maintains that the punitive and authoritarian '**to**' mode and the permissive and paternalistic '**for**' mode are not as effective as the restorative, participatory, engaging '**with**' mode. If this restorative hypothesis is valid, then it has significant implications for many disciplines.*

We acknowledge the importance of affirming behaviours that align and build PGS values and outline clear processes to support students in recognising and where necessary repairing, the impact of their behaviour. The following table provides guidance in relation to how support may be implemented.

	Junior School	Middle School	Senior School
COMMUNICATION Between school and students Between school and parent/s caregivers Between Key Staff	Communication with relevant students should be timely and transparent and should follow the principles outlined. Students should be viewed as capable and having the right to be kept informed of matters relating to them and of having their voice heard in matters concerning them. Parents/Caregivers play a vital role in working in partnership with the school in supporting positive learning, social, emotional outcomes for students. The purpose of communication between the School and parents/caregivers will be to inform them of a concern about their child and work towards a positive outcome. This communication may be in the form of a diary note, email or phone call. The purpose of communication within the School between relevant school staff will be to ensure a timely, consistent, transparent and equitable response to those involved. All intra school communication should be documented and appropriately stored on the schools data management system.		
	Junior School	Middle and Senior School	
SETTING STUDENTS UP FOR SUCCESS Maintaining strong Relationships Knowing the Student	All Pulteney students will have access to a comprehensive and developmentally sensitive social-emotional learning and wellbeing curriculum.	All Pulteney students will have access to a comprehensive and developmentally sensitive social-emotional learning and wellbeing curriculum.	
Managing the Environment Modelling expected behaviour	Each classroom will include universal design practices including visual timers, reminders of positive expectations, timetables, literacy supports, and access to relevant technology. Each classroom will be staffed according to the level of support needs of the student cohort, within the resourcing capability of the school. Each child will have access to sensory tools to support a variety of student needs: fidget tools, weighted toys, wobble stools/ cushions, noise reduction aids, a standing desk option, a "calm space" to regulate or reduce sensory overload.	Middle School classrooms will have available sensory tools to support a variety of student needs and/or the option for students to bring quiet, low value sensory support items of their own from home, choose from an approved list of options. Middle School will have sensory equipment available. Senior School students may bring sensory tools to support their needs from home. There will be a suitably equipped calm space available outside of the classroom or in another building for students who require additional support to regulate in response to an incident. Students will be involved in regular meetings with key staff to review and identify signature supports that they (and staff and families) believe will be helpful in supporting them most to be engaged, regulated learners as needed/required.	

	There will be a suitably equipped calm space available outside of the classroom or in another building for students who require additional support to regulate in response to an incident. Identified students will have a short and simple ILP wellbeing, reviewed annually, as defined above. One or more key staff members with whom the student has a positive relationship and with whom support for regulation can occur will be identified. ILP Wellbeing will have a focus on what the individual student needs, based on equity not equality. Provisions will be made in uniform expectations and environmental design to account for individual needs, including disability, neurodiversity, culture, religion, gender and mental health. Staff will be given access to appropriate and ongoing training in order to model, through their own behaviour and interactions, the behavioural expectations of the school.	There will be a range of ways that students can communicate concerns and contribute to creative solutions for potential problems that may arise. Provisions may be made after consultation in uniform expectations and environmental design to account for individual needs, including disability, neurodiversity, culture, religion, gender and mental health. Staff will access appropriate and ongoing training in order to model, through their own behaviour and interactions, the behavioural expectations of the school.
RESPONDING TO INCIDENTS	<u>In the moment:</u> Practice self-awareness and self-regulations This step acknowledges the importance of staff remaining in a regulated state themselves, enquiring with empathy and curiosity as to what may be driving student behaviour. During this step staff may begin by making a reflective or supportive comment to redirect the student back to more appropriate behaviour. Implement behaviour support techniques. If behaviour escalates, staff should scaffold access to and implement the strategies identified in the students ILP Wellbeing plan (if applicable)	

	Apply compassionate emotional/mental health first aid In the event that distress or disruption continues to escalate, identify the need behind the behaviour and apply first aid principles to contain and minimise risk of harm. This will apply when the student is still verbal, responsive and willing to engage with staff. First Aid Principles: • Assess for risk and level of responsiveness • Recruit additional support as needed • Maintain relationship through a PACE-ful (Playful, Accepting, Curious and Empathetic) response • Address the need behind the behaviour (avoid/escape, connect, regulate, seek/access) Provide Crisis Co-regulation. If the student has become escalated (fight/flight/freeze/fawn/flop) staff should alter their approach in recognition of the student's very heightened state of arousal and activation of stress response systems. Staff should proceed to, where appropriate, remove the student to a safe space, say very little, moderate body language and proximity and watch for signs of reconnection. De-escalate unsafe behaviour. Safety remains the highest priority. Take steps to ensure the safety of the student and those in close proximity, recruiting additional resources as required. After the event: • Communicate with Principal, Heads of School, key staff, students and parents/caregivers about the event. • Create opportunities for reflection and repair • Review support needs/ILP Wellbeing plan to set student up for future success • Provide opportunities for staff to debrief and identify opportunities to upskill their own practice • Ensure appropriate documentation of the event and all steps taken. At all times: Staff should aim to communicate unconditional positive regard towards the student and have confidence in their ability to calmly and safely manage both the situation and the student needs.
CALL IT A DAY	As a school, we recognise that on some occasions the level of dysregulation, overwhelm, difficulty or struggle experienced by a student or group of students may be so significant that it is not in the best interest of the student or their peers for the student to remain at school for the rest of the day. On these occasions, by negotiation with the student or family, and a determination by the Head of School, all parties may agree to "call it a day". A decision to "call it a day" should never be communicated as a sanction or punishment. There should never be criticism or shame implied in this decision – rather a recognition that the opportunity to step away from the situation or environment, access external support, have the opportunity for change in environment and have a fresh start the next day may be the most helpful way to manage a tough situation and support what the child or young person needs.

	JUNIOR SCHOOL	MIDDLE AND SENIOR SCHOOL
REFLECTION	The purpose of Reflection (Year 3-6) is to encourage students to reflect on the more serious behaviour choices that they have made (or have continued to make) and the impact they have had. Concerning behaviour will be addressed through an (escalating) series of conversations with the student and their parent/guardians, involving both pastoral and academic leaders. Ongoing behaviours of this nature may result in escalation of action. Students and their parents and/or caregivers will be notified in advance of the date and time of the After School Reflection. The Head of School or Assistant Head of School may choose to negotiate an alternative given that there may be particular circumstances which relate to the student. 1. Following the incident, have a conversation with all parties involved. 2. Alert leadership if the incident is of a serious nature. 3. Fill in the first form outlining your understanding of the incident. 4. Contact the parents via phone to inform of the Reflective Conversation. 5. If you are unable to reach the parents by phone, send an email. 6. Pass on this document to the PA to Junior School via email or hardcopy. 7. The PA to Junior School will inform leadership if they haven't been notified already. 8. The PA to Junior School will send home the Reflective Conversation to the parents via email just before 3:25pm. 9. Reflective Conversation sheets will be stored in a secure location under a file for each student.	The purpose of Reflection is to encourage students to reflect on the more serious behaviour choices that they have made (or have continued to make) and the impact they have had. Students and their parents and/or caregivers will be notified in advance of the date and time of the After School Reflection. The Head of School or Head of House may choose to negotiate an alternative to proceeding with a detention given that there may be particular circumstances which relate to the student at the time of the detention being issued. It may be that a detention is not appropriate in which case this should be communicated to the student's teachers.

TEMPORARY OR PERMANENT WITHDRAWAL	In matters of extreme or constant behavioural student issues, teachers will bring the matter to the attention of the Head of the relevant sub-school. Should the Head of School deem appropriate, an Internal or External Suspension will be issued. In all cases of suspension, the Principal is to be notified. A Head of School may suspend a student if the student: • Consistently fails to comply with any reasonable and clearly communicated instruction of a Head of School, Assistant Head of School, Head of House, teacher or other staff member • Consistently behaves in a manner that interferes with the wellbeing, safety or educational opportunities of any other student • Consistently engages in behaviour that defames, degrades or humiliates another person based on age; gender identity; impairment; race; religious belief or activity; sexual orientation as per A6 - PGS Student Anti-Bullying and Harassment Policy • Behaves in such a way as to threaten or constitute a danger to the health, safety or well-being of any person • Commits an act of significant violence against a person or causes significant danger to or destruction of property or is knowingly involved in the theft of a property • Possession and/or use of illegal items and/or substances • Possession of an item that could reasonably be constituted and used as a weapon • Failure to adhere to the school's Acceptable ICT Use Policy, including inappropriate online behaviour or use of digital platforms that does not reflect school and community expectations. Internal suspension Internal suspension allows academic progress and daily school routine to continue. Where appropriate, time will also be allocated for individual student support and counselling in an effort to encourage the student to exhibit more positive behaviour, to increase their level of participation and to learn problem solving and conflict resolution skills. Immediate internal suspension may occur as issues arise throughout the day and parents will be notified when this has occurred. External suspension An External suspension may occur depending on the nature and seriousness of the behaviour(s) exhibited/actioned. The School will notify the student's parents and/or caregivers by verbal communication, followed by confirmation in writing of the suspension and when it will occur. The parents and or caregivers will be invited to a meeting with the Head of School to discuss the suspension and other matters relating to the student's behaviour. Following a suspension • Strategies will be put into place / or reviewed to meet the educational, social and emotional needs of the child. • The responsibilities of the student, their parents and or carers and any other professional involved with the
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	student will be discussed/ reviewed. Specific requirements and expectations will be outlined to the student and particular actions (usually those based on restoring the relationship / property damaged) will need to take place before re-entry to the classroom / school environment is permitted. Any suspension must end at the end of the school term in which it was imposed and not continue into the following term
EXCLUSION	For only the most serious cases of misconduct will the Principal consider excluding a student. Exclusion of a student will not occur except in the most serious of circumstances: - When the student has engaged in wrongful behaviour of a serious nature - The School's process for addressing such behaviours has been applied and not been successful - The welfare and safety of others in the school community, or the need to maintain order to protect the rights of others, make it necessary that the student no longer be present in the school community.

5. Consequences

All behaviour has consequences. The behaviour each student chooses is their responsibility. In order to encourage responsible behaviour, School staff should devote significantly more time and attention to responsible than to irresponsible behaviour as our aim is to create a culture of connectivity and care where all members of the school community can prosper.

Introducing, modelling and reinforcing positive social behaviour is an important component of a student's educational experience. Teaching behavioural expectations and recognising students for following them is a much more positive approach than waiting for misbehaviour to occur before responding.

Irresponsible behaviour can decrease a student's range of future opportunities. Therefore, responses to challenging behaviour should offer the student support to learn how to make a more responsible choice in the future. Consequences enable students to recognise that behaviour can be a conscious choice and that different choices result in different outcomes.

There are a number of approaches which are available, but they are dictated by the behaviour choice a student has made. Irrespective of the consequence, Restorative Practices should be used.

All responses to student behaviours will take into consideration a students' individual needs.

Our PGS Behaviour Codes (Pages 11-14) acknowledge the importance of affirming behaviours that align and build PGS values and outline clear processes to support students in recognising the impact of their behaviour choices/ The following table outlines our approach in relation to this support.

6. Responsibilities

Principal

Is accountable for ensuring that appropriate and relevant policies and procedures are developed, implemented and reviewed on a regular basis and for monitoring behavioural issues.

Executive

Is responsible for ratifying the policy, and monitoring the data relating to student behaviour and wellbeing.

Heads of School

Are responsible for reviewing the policy in consultation with staff, Heads of House and parents and providing education and support to staff regarding the implementation of the policy.

Heads of House / Wellbeing Team

Are responsible for the consultation with staff and parents, providing education and support to staff regarding the implementation of the policy.

All Staff

Are responsible for working in accordance with the policy and reporting any incidents and concerns to the Head of School.

7. Version Control

Version	Date Released	Approved By	Amendment
1	October 2009	Principal	Policy reviewed
2	April 2010	Principal	Policy reviewed
3	November 2016	Executive	Policy reviewed and re-named – A3 Behaviour Support Policy
4	June 2020	Executive	Policy reviewed
5	November 2023	Executive	School values added Junior School references consistent
6	October 2025	Executive	

JUNIOR SCHOOL

RECOGNISING POSITIVE BEHAVIOUR

We put the students **at the heart of what we do**, thus ensuring they always feel safe, valued and are able to reach their full potential. This code assists students in developing a **passion for learning** and encourages them to embrace **our unique community values and relationships**.

Please Note: Each issue will be considered on an individual basis and consequences will be determined at the discretion of Pulteney staff

LEVEL 1

BEHAVIOUR	RESPONSE	PERSON RESPONSIBLE	NOTIFY
Positive contribution to the class - Standards of behaviour above class expectations - Observing an action worthy of comment – even if the student is unaware that it was witnessed - Acknowledgement of improvement in relation to: - Academic achievement - Behaviour - Organisation - Uniform and grooming - Punctuality - Social interaction	- Verbal praise - To the student individually - To the class community - Verbal praise - Parental contact – phone, email, school diary	Teacher managed (while communicating with Teacher and Leadership)	Student Teacher Leadership (Head of Junior School/Head of Wellbeing) Parents

LEVEL 2

BEHAVIOUR	RESPONSE	PERSON RESPONSIBLE	NOTIFY
Positive contribution to the Sub School - Significant sustained improvement in relation to: - Relationships with others - Behaviour - Decision-making - Uniform and grooming - Punctuality - Contribution to school activities and events - Academic achievement	- Formal acknowledgement at Sub School assemblies - Certificates - Noted on Synergetic	Leadership (Head of Junior School/Head of Wellbeing) while working with and involving the Teacher.	Leadership Parents

LEVEL 3

BEHAVIOUR	RESPONSE	PERSON RESPONSIBLE	NOTIFY
Positive contribution to the Pulteney community - Sustained positive leadership/participation of school sports teams - Sustained positive role model in relation to behaviour/ conduct at school and in the wider community - Positive contribution in relation to service to others at school and the wider community - Positive role model in living out Pulteney values - Academic achievement – e.g. competitions, semester reports	- Acknowledgement at year level/whole school assemblies - Formal Certificates - Formal acknowledgement home – invitations to assembly - Newsletter reports	Leadership (Head of Junior School/Head of Wellbeing) Deputy Principal Principal	Parents Leadership Deputy Principal Principal

Approved by Executive: 2025

Date for revision: 2028

Policy developer: Heads of School, Head of Student Wellbeing

External sources: AISSA, International Institute for Restorative Practices

Version: 6

JUNIOR SCHOOL BEHAVIOUR CODE

At Pulteney Grammar we put the **students at the heart of all we do**. Our objective is to ensure all students feel safe, valued and are able to reach their learning potential in a supportive learning environment.

Please Note: Each issue will be considered on an individual basis and consequences will be determined at the discretion of Pulteney staff

LEVEL 1

BEHAVIOUR	RESPONSE	PERSON RESPONSIBLE
Low level behaviour concerns. Issues include: Not listening, not following instructions, uncooperative behaviour, incorrect uniform, anti-social behaviour.	• Verbal reminder • Sensory Room	• Classroom teacher • Specialist teachers • Teacher on duty

LEVEL 2

BEHAVIOUR	RESPONSE	PERSON RESPONSIBLE
Serious behaviour issues. In addition to those detailed in level 1, issues include: Continuing to not follow instructions, using inappropriate language, rough conduct, harassment, defacing property and misuse of technology.	• Instant reflection time • Informing leadership • Informing parents • Leadership documentation	(One or combination of...) • Classroom teacher • Specialist teachers • Teacher on duty • Leadership

LEVEL 3

BEHAVIOUR	RESPONSE	PERSON RESPONSIBLE
Extreme or constant behavioural issues. In addition to those detailed in level 2, issues include: Physical and verbal aggression with intent, racial abuse/discrimination, sexual aggression, dangerous refusal to follow instructions, graffiti, vandalism, and serious misuse of technology.	• Instant reflection time • Informing leadership • Informing parents • Leadership documentation • Possible behaviour/play plan • Possible withdrawal from classroom	• Head of Junior School • Head of Wellbeing • PGS Principal and Deputy Principal

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Version: 6

MIDDLE SCHOOL AND SENIOR SCHOOL

RECOGNISING POSITIVE BEHAVIOUR

We put the students **at the heart of what we do**, thus ensuring they always feel safe, valued and are able to reach their full potential. This code assists students in developing a **passion for learning** and encourages them to embrace **our unique community values and relationships**.

Please Note: Each issue will be considered on an individual basis and consequences will be determined at the discretion of Pulteney staff

LEVEL 1

BEHAVIOUR	RESPONSE	PERSON RESPONSIBLE	NOTIFY
Positive contribution to the class - Standards of behaviour above class expectations - Observing an action worthy of comment – even if the student is unaware that it was witnessed - Acknowledgement of improvement in relation to: - Academic achievement - Behaviour - Organisation - Uniform and grooming - Punctuality	- Verbal praise - To the student individually - To the class community - Verbal praise - Parental contact – phone, email, school diary	Teacher managed (while communicating with Tutor and Head of House)	Student Tutor Head of House Head of School Parents

LEVEL 2

BEHAVIOUR	RESPONSE	PERSON RESPONSIBLE	NOTIFY
Positive contribution to the House - Significant sustained improvement in relation to: - Relationships with others - Behaviour - Decision-making - Uniform and grooming - Contribution to House activities and events - Academic achievement	- Formal acknowledgement at House meetings - Noted on Synergetic	Head of House while working with and involving the Tutor Teacher.	Tutor Head of House Head of School Parents

LEVEL 3

BEHAVIOUR	RESPONSE (each response should be addressed using a restorative approach)	PERSON RESPONSIBLE	NOTIFY
Positive contribution to the Pulteney community - Sustained positive leadership/participation of school sports teams - Sustained positive role model in relation to behaviour/ conduct at school and in the wider community - Positive contribution in relation to service to others at school and the wider community - Positive role model in living out Pulteney values - Academic achievement – e.g. competitions, semester reports	- Acknowledgement at year level/whole school assemblies - Formal Certificates - Formal acknowledgment home – invitations to assembly - Newsletter reports	Head of School	Parents Head of House Head of School Head of Student Wellbeing Deputy Principal Principal

Approved by Executive: 2025

Date for revision: 2028

Policy developer: Heads of School, Head of Student Wellbeing

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MIDDLE SCHOOL AND SENIOR SCHOOL BEHAVIOUR CODE

We put the students **at the heart of what we do**, thus ensuring they always feel safe, valued and are able to reach their full potential. This code assists students in developing a **passion for learning** and encourages them to embrace **our unique community values and relationships**.

Please Note: Each issue will be considered on an individual basis and consequences will be determined at the discretion of Pulteney staff

LEVEL 1

BEHAVIOUR	RESPONSE (each response should be addressed using a restorative approach)	PERSON RESPONSIBLE	Notify
Low level behaviour concerns. Issues include Uniform discrepancies, lateness to class/school, inappropriately talking in class, distracting others from working, lack of equipment or readiness for lessons, inappropriate use of technology, misuse of property, being in an out of bounds area	Verbal Reminder Communication / Parent Contact at this before a lunchtime reflection may be issued (Tutor, Head of House and/or Head of School is consulted first) Negotiated Outcome	(one or combination of...) Classroom/Subject Teacher Tutor Teacher on Yard Duty	Tutor Head of House Head of Sub-School (Via Synergetic and/or Email outlining behaviour, consequence and communications)

LEVEL 2

BEHAVIOUR	RESPONSE (each response should be addressed using a restorative approach)	PERSON RESPONSIBLE	NOTIFY
Serious behaviour issues. Could be but not limited to Ongoing Level 1 behaviours, absence in class, minor harassment, disobedience, verbal harassment, discrimination, serious misuse of School property	Lunchtime Reflection/ After school reflection Communication / Parent Contact (Tutor, Head of House and/or Head of Sub-School is consulted first) Referral to Student Wellbeing Team may be considered	(one or combination of...) Classroom/Subject Teacher Tutor Head of House	Tutor Head of House Heads of Sub-School (Via Synergetic and/or Email outlining behaviour, consequence and communications)

LEVEL 3

BEHAVIOUR	RESPONSE (each response should be addressed using a restorative approach)	PERSON RESPONSIBLE	NOTIFY
Extreme or persistent behavioural issues Could be but not limited to Ongoing Level 2 behaviours, truancy (unexplained), possession and/or use of illegal items and/or substances, serious and/or intentional physical assault, threatening/abuse, fighting, sexual harassment, theft	Reflection(s) Parent Meeting Suspension (internal/external) Behaviour Agreement and Support Plan Withdrawn enrolment/exclusion	(one or combination of...) Head of Sub-School Deputy Principal Principal	Tutor Head of House Heads of Sub-School (Via Synergetic and/or Email outlining behaviour, consequence and communications)