

BEHAVIOUR MANAGEMENT POLICY AND PROCEDURES



1. Student Behaviour – Frankston Heights Primary School Context

Frankston Heights Primary School actively seeks to engage with parents and the community to ensure a positive, safe, supportive and inclusive school culture in which every student has the opportunity to succeed. Frankston Heights Primary School works together with students and parents/carers to establish fair and respectful behaviour policies and practices, based on the school's values, expected social competencies and positive peer relationships.

To effectively encourage expected behaviours and to create a positive environment, Frankston Heights Primary School has implemented an Inclusive Classroom and Yard Approach (Appendices 1,2,3,4,5)

Frankston Heights Primary School appreciates its diverse student and parent population and has measures in place to ensure all students enjoy the same level of access to the school's curriculum and co-curricular programs. Our teaching and learning philosophy is important in engaging students in their academic learning. Our Education Support staff work closely with classroom teachers to ensure student literacy and numeracy needs are being addressed. Frankston Heights Primary School are committed to the Berry Street Educational Model (BSEM) and Restorative Practices. This includes eight strategies that build relationships with students. This includes Unconditional Positive Regard, Attainment, Shared Decision making, Empathy, Zen and One liners, Golden Statements, Process Praise, Active Constructive Response and Whole School Relationships. (Refer to Appendix 1) and (Appendix 6) Student Engagement Plan

Student wellbeing (social, emotional and cognitive engagement) is addressed in a number of ways. At-risk students are supported by all staff alongside our Wellbeing Team which includes the Department of Human Services, a Department of Education and Training (DET) Psychologist and Speech Pathologist and Student Support Services. External agencies such as Anglicare, OzChild and Child First work with students and families on a more targeted and individualised level.

FHPS places an emphasis on 100% attendance, and has in place attendance targets.

- Attendance is recorded in the morning and afternoon electronically, and student absences are followed up by an email the first day and a phone call by teachers after two days.

FHPS values input and feedback from the wider community through the Parent Opinion survey, and from parent representatives on School Council.

Note: The Education Training and Reform Act (2006) prohibits the use of corporal punishment in any Victorian Government school.

2. Shared Rights and Responsibilities:

At Frankston Heights Primary School we believe that it is the right of all members of the school community to experience a safe, pleasant and supportive learning and teaching environment.

All members have an obligation to ensure school property is appropriately used and maintained.

Staff, students and parents/carers have a right to be treated with respect, and enjoy an environment free from bullying (including cyber-bullying). Teachers have the right to be informed, within privacy requirements, about matters relating to students that may impact on their teaching and learning for that student.

Expectation of parents and carers:

- to take an active interest in their child's educational progress
- to model and reinforce positive behaviours
- to ensure their child's regular attendance
- to ensure their children are at school on time each day
- to support the school in maintaining a safe and respectful learning environment for all students
- to engage in regular and constructive communication with school staff regarding their child's learning
- to inform the school of issues that may affect their child.

Expectations of students:

- to contribute positively to the educational experience for themselves and other students
- to participate fully in the school's educational program without distracting students from their work and teachers from their teaching
- to ensure that their expected behaviours demonstrate respect for themselves, their peers, their teachers and all other members of the school community
- to look after the school property and equipment
- to attend school regularly
- to be punctual each day.

Expectations of all Teachers:

- to be mindful of the physical and psychological wellbeing of each child
- to demonstrate the standards set by the DET
- to know how students learn and how to teach them effectively and use a range of strategies to engage students in effective learning
- to know the content they teach and know their students
- to plan and assess for effective learning
- to create and maintain safe and challenging learning environment
- to consistently implement and follow our Inclusive Classroom Approach(ICA) and Inclusive Yard Approach (IYA) , Restorative Practices (Student Engagement Plan) and Respectful Relationships Curriculum.(Appendices 1,2 and 4)
- to be familiar with and fairly, reasonably and consistently implement the Student Engagement and Behaviour Policy
- to follow up absences after children have been away from school for two consecutive days
- to document incidents relating to the management of student behaviour to help inform decision making
- to participate in Professional Development opportunities to further develop skills in the area of behaviour management and other welfare related areas
- to give support to fellow staff members as required
- to inform parents of any welfare/behavioural concerns they have about their children
- to develop Individual Positive Behaviour Support Plans for identified students
- to liaise with relevant DET Student Support Services Officers (SSSO) regarding students at risk.
- Ensure a set of Values and Expectations, Inclusive Classroom Approach, Inclusive Yard Approach, Studently Friendly version of response strategies are displayed in classrooms.
- Record Major student behaviour or consistent minor unexpected behaviour on Sentral.

Note: In extreme circumstances the behaviour is to be referred immediately to the Principal, Assistant Principal and Wellbeing Leader.

Expectations of the Assistant Principal:

- to develop prevention and early intervention programs and strategies that contribute to a positive school culture

- to document incidents relating to the management of student behaviours to inform decision making. When concerns arise about a student's on-going behaviour or when a student is displaying chronic patterns of problem behaviour, implement a targeted response to address the problem. This may involve the establishment of a student support group involving parents/carers/wellbeing leader
- to oversee the implementation of the Attendance and Behaviour Policy
- to support classroom teachers in the overall management of student behaviours
- to monitor the attendance strategy and Behaviour Policy
- the Assistant Principal may also be the Principal's representative at Student Support Group meetings during pre and post suspension conferences.

Expectations of the Principal:

- the ultimate responsibility for decisions regarding behaviour management lies with the Principal
- to provide effective leadership to all staff to establish consistent school wide and classroom expectations, and classroom consequences for problem behaviour, involving the reinforcement of positive social behaviours and the use of school protocols and expectations to improve student behaviour
- to facilitate student suspensions and expulsions and to ensure the Procedures for Expulsion are adhered to.

3. SHARED EXPECTATIONS

	Students	Parents/Carers	Principals/Teachers & Staff
Engagement (participation in the classroom and other school activities)	<p>All students should demonstrate:</p> <p><u>Willingness</u> to engage in and take full advantage of the school program.</p> <p><u>Effort</u> by doing their very best and taking pride in their work.</p> <p><u>Self-discipline</u> by ensuring a cooperative learning environment and modelling the school values.</p> <p><u>Teamwork</u> by engaging successfully with others in collaborative learning.</p>	<p>Parents/carers are encouraged to:</p> <p><u>Promote</u> positive outcomes by valuing the importance of education and liaising with the school on their child's progress/needs.</p> <p><u>Support</u> their child in their readiness for the school day and in the provision of a supportive home environment.</p> <p><u>Monitor</u> their child's school involvement and progress and communicate with the school when necessary.</p> <p><u>Support</u> school programs and actively participate in school events/parent groups.</p> <p><u>Involvement</u> as a parent helper in classrooms where possible.</p>	<p>The school will:</p> <p><u>Comply</u> with its duty of care obligations and have a responsibility to provide an educational environment that can effectively engage all students.</p> <p><u>Provide</u> an appropriate, relevant and challenging curriculum that gives students the opportunity to have input into their learning and experience success.</p>
Attendance	<p>All students are expected to:</p> <p><u>Attend</u> and be punctual for school every day.</p> <p><u>Participate</u> fully in lessons.</p>	<p>Parents/Carers are expected to:</p> <p><u>Ensure</u> that enrolment details are correct.</p> <p><u>Ensure</u> their child attends regularly.</p>	<p>In accordance with DET procedures the school will:</p> <p><u>Proactively</u> promote regular attendance.</p> <p><u>Mark rolls</u> accurately each lesson and follow up on absences using Sentral.</p>

		<p><u>Advise</u> the school as soon as possible when a child is absent.</p> <p><u>Account</u> for all student absences</p> <p><u>Keep</u> family holidays within scheduled school holidays where possible.</p> <p><u>Support</u> their child's learning during absences and work with the school to reintegrate students after prolonged absences.</p>	<p><u>Report</u> attendance data in the school's Annual Report.</p> <p><u>Support</u> students whose attendance is problematic by developing 'Return to School' plans and working with families to implement individual strategies.</p>
<p>Behaviour</p>	<p><i>Students are expected to:</i></p> <p><u>Take</u> responsibility for their learning set high expectations.</p> <p><u>Take</u> responsibility for their behaviour and its impact on others.</p> <p><u>Model</u> the schools core values and endeavour to comply with the school's Behavioural Policy.</p>	<p><i>Parents/Carers are expected to :</i></p> <p><u>Have</u> high expectations of their child's behaviour and an understanding of the school's Behavioural policy.</p> <p><u>Communicate</u> with the school in regards to their child's circumstances.</p> <p><u>Support</u> the school by assisting in the development and enforcement of strategies to address individual needs</p>	<p><i>The school will:</i></p> <p><u>Deliver</u> an inclusive and comprehensive curriculum which promotes positive behaviours</p> <p><u>Focus</u> on the implementation of preventative and early intervention strategies to deal with attendance and behavioural issues</p> <p><u>Consistently</u> apply its Behavioural Policy and only exclude students in extreme circumstances.</p> <p><u>Recognise</u> that for some students additional support may be needed in the form of staged responses and is committed to working with families to reintegrate students after exclusion</p>

4. School Action and Consequences

Positive relationships between students, teachers, parents and other members of the school community will be developed by providing a positive, supportive and safe teaching and learning environment where all students will:

- Develop a sense of self-worth and appreciate the worth of others
- Be encouraged to accept responsibility for their behaviour through positive reinforcement and the teaching and learning of social skills
- Develop in each child an awareness that there are logical consequences for socially unacceptable behaviour
- Develop the ability to live and work cooperatively, through understanding and valuing individual differences and becoming more tolerant of others
- Discover and develop their potential in academic, creative, recreational and personal activities.

We strive to develop a positive school culture, where students feel a strong sense of belonging and become confident and resilient. The Frankston Heights Primary School's Student Wellbeing and Behaviour policies are based on the desire to foster a school culture where personal responsibility and self-discipline will be developed.

- All individuals are to be valued and treated with respect
- The physical and emotional development for teaching and learning is to be safe and appropriate for the stage of development of the students
- The school's policies and procedures are to be fair, logical and implemented consistently.

Student engagement, regular attendance and positive behaviours will be supported through relationship based whole-school classroom practices, including targeted and individualised support when required.

Whole school practices include:

- A whole school values and expectations matrix
- Ensuring student ownership of classroom and whole school expectations
- Providing personalised learning programs
- Empowering students by providing opportunities to take responsibility and be involved in decision making
- Providing positive environments to engage learners.

The Frankston Heights Primary School Behaviour Policy will enable staff to:

- Understand the student's background and needs
- Ensure a clear understanding of expectations by both students and teachers
- Provide consistent school and classroom environments
- Scaffold the student's learning program
- Follow an Inclusive Classroom and Yard Approach, Restorative Practices and Respectful Relationships.

Broader support strategies will include:

- Utilising Restorative Practices to resolve conflict in the yard ([Appendices 2 and 4 ICA, IYA, Student Engagement Plan](#))
- Involving and supporting the parent/carer
- Referring to external services (e.g. Psychology)
- Developing individualised learning, behaviour or attendance plans
- Involving community support agencies.

School Wide Positive Behaviour Support

At Frankston Heights Primary School we believe that by helping students practise good behaviour, we will build a school community where all students have an environment where they can succeed and grow.

Positive Reinforcement Strategies:

The following encouragement strategies are used at Frankston Heights Primary School to promote and recognise positive behaviour.

- Success Award
Each week, classroom teachers select one student from their class as a form of positive recognition for their behaviour and enthusiasm for learning each week. These students are then acknowledged at Friday afternoon assemblies
- Specialist Awards
Specialists provide awards for those classes who have shown cooperative, responsible behaviours whilst in Specialist lessons, and these are presented at Friday afternoon assemblies
- Classroom/Yard Positive Behaviour Raffle

Teachers who are on yard duty give raffle tickets to students who are cooperative and caring or pick up rubbish in the yard. A raffle is then drawn each week during assembly and the lucky students whose names are drawn receive an incentive award

- **House Point System**

Students who demonstrate positive behaviours and are caring towards others are rewarded with house points. These are then tallied by our school captains and the winners are announced to classes on Fridays, with the winning team receiving recognition on the house cup

- **Students are encouraged to be Upstanders. National Bullying Day is celebrated every year**

- **Personal Recognition**

Students are regularly recognised for positive behaviours by all school staff through verbal praise, positive reinforcement and prize boxes. Specific effort is made to recognise and acknowledge desired behaviours as opposed to unacceptable behaviours.

Discipline Procedures

Our teachers are skilled in using a wide range of preventative strategies in combination with applying consequences to manage student misbehaviour and often these are effective in preventing student misbehaviour from escalating.

When dealing with expected and unexpected behaviours our Frankston Heights Inclusive Classroom and Yard Approach ([Appendices 1,2 and 3](#)) are the core documents utilised for managing expected and unexpected behaviours in both the classroom and yard, and the subsequent consequences of the particular behaviour. Please refer to Response Strategies (Appendice 1, 2,3,4) See below

RESPONSE STRATEGIES TO UNEXPECTED BEHAVIOUR IN THE CLASSROOM

Remind

Keep it warm!

<u>Nonverbal</u>	<u>Verbal</u>
Proximity	I noticed...
Table Tapping	Whole class reminder
Give a knowing look	Anonymous individual reminder
	Cross Praise

Redirection

Partial Agreement

- Partially agree
- Don't argue
- Acknowledge students' opinions
- Keep it warm
- Refer to Ready to Learn Plan

"It wasn't just me who wasn't in their seat!"

"Perhaps not, but now everyone is clear of what my expectations are. Sit down, thanks."

Reset

Brain break - whole class or individual (read the room)

Support students to use Ready to Learn Plan.

"What strategy would you like to use...?"

Move student away from others to focus on learning, reflect on behaviour and complete their work, within the classroom.

Relocate

Teacher relocates the student to sit in another classroom to reflect on their behaviour and problem solve. This gives everyone the space to regulate.

Repair

Teacher finds an appropriate time to have a follow up discussion with the student to engage in a restorative discussion. For a restorative conversation to be effective, the student must be calm and regulated

RESPONSE STRATEGIES TO UNEXPECTED BEHAVIOUR IN THE YARD

Remind

Remind students of expected behaviour when playing outside through shared decision making. Ensuring students are present, centred and grounded.

Redirect

If the behaviour continues redirect the student/s through partial agreement. Acknowledge the student's opinion redirect them with expected behaviours.

Reset

Attachment - Side by side, soothe, comfort and safety (Co-regulation)

The student may walk with you on yard duty for five minutes. Or visit the regulation room to self-regulate their behaviour with a teacher.

Relocate

If the student/s continue to engage in unexpected behaviour, relocate the students to another play area.

Repair

Repair the situation with the students through a restorative discussion.

Additional measures for dealing with inappropriate behaviour

Positive Behaviour Management Plans

If a student is not responding to the positive behaviour management strategies and the whole school discipline procedures used in the classroom or the playground then teachers will develop an individual positive behaviour management plan to be discussed with parents.

Removal of Privileges

The right to attend school sporting events, excursions, camps etc. may be withdrawn for students who repeatedly show extreme inappropriate behaviour at school. The Principal and Assistant Principal will be consulted in this matter and parents advised.

Suspension and Expulsion

Suspension from school is a serious behaviour consequence which is used when unacceptable student behaviour warrants urgent action or when other measures have not proved satisfactory in attempting to support the student in developing more responsible behaviours.

The Principal will decide in consultation with relevant staff members when a student is to be suspended. Parents will be provided with a notice of the suspension on the day of the student's suspension.

A student may be suspended for up to 5 school days at any one time, but cannot be suspended for more than 15 days in a school year without approval from Regional Office.

A student may be suspended from school in the following situations:

- Where all other measures have been implemented without success
- Where an immediate suspension is the only appropriate course of action

These procedures will be implemented in response to the student's behaviour which may put the health, safety and well-being of other students, staff or themselves at significant risk.

A student may be expelled from school if a student's behaviour is of such a serious nature that suspension is inadequate to deal with that behaviour. The Principal has the authority to permanently exclude a student from school in this case.

When considering suspension or expulsion, Frankston Heights Primary School follows the Procedures for Suspension and Expulsion as outlined in the Education Victoria PAL Suspension and Expulsion Guidance

Regulation Room

In 2025, Frankston Heights Primary School has initiated a Regulation Room. This room has been developed to provide students with a safe environment to self-regulate their strong emotions during recess and lunch time.

When students are comfortable with their feelings, they engage and move easily through their school day. Emotional safety brings strong relationships, confidence to take academic risks, resiliency and overall wellbeing. Our job as staff members is to support students in every step of their growth.

We recognise the need for student ownership of emotional regulation. The regulation room will be a place for students to utilize for calming, reducing stress, recharging and practising strategies needed to regulate their emotions . This room will help students prioritise their emotional health.

The Regulation Room is for proactive, self regulating strategies and not for exclusion or punishment.

Wellbeing Leaders Jodi Craig (Assistant Principal-Wellbeing and Inclusion Leader) and Pip Varszeghy Wellbeing Leader will orientate students through the use of the regulation room.

Application of coping strategies and the appropriate use of the room's sensory tools.

These procedures include how to sign in and out, time expectations (5-15 minutes) and how to use the stations in the room effectively. The room will have another of stations with activities or strategies to help support regulation.

Examples of stations will include:

- Reflection opportunity
- Gratitude practise

- Sensory tools
- Calming sounds and music
- Headphones
- Opportunity to rate their feelings when entering the room and exiting the room
- Capture data of the Regulation Room
- Attendance form/emails to inform staff
- Google forms-check in and out

Time in the Regulation Room encourages students to **reset** 'Emotions' before engaging with classroom peers.

Proper use of the Regulation Room is modelled by the wellbeing Leaders during orientation and practised by students.

REDUCING ANXIETY AND STRESS

Supporting Students, earning their trust, and making students feel safe is a priority at FHPS. The atmosphere of the Regulation Room is welcoming and caring.

The Regulation Room is a calming environment for student success. FHPS recognise the positive reaction of students as they regulate their emotions before returning to class and express the effectiveness and value of the room.

Helping students breathe and reset is a lifelong value skill and this is the goal of the Regulation room.

The Regulation Room offers proactive support for students as they learn, change, grow and embrace self-care.

Key Links

Education Victoria Student Engagement Guidance

<https://www2.education.vic.gov.au/pal/student-engagement/guidance>

Education Victoria PAL Suspension and Expulsion Guidance

<https://www2.education.vic.gov.au/pal/suspensions/guidance>

<https://www2.education.vic.gov.au/pal/expulsions/guidance>

Ministerial Order 625 Suspensions and Expulsions

<https://www.education.vic.gov.au/Documents/school/principals/participation/minorder625.PDF>

Charter of Human Rights

<https://www.legislation.vic.gov.au/in-force/acts/charter-human-rights-and-responsibilities-act-2006/014>

Child First

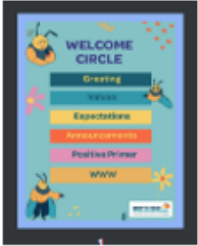
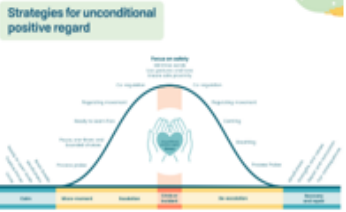

<https://services.dffh.vic.gov.au/>

OzChild

<https://www.ozchild.org.au/>

FHPS Inclusive Classroom Approach




School Expectations	Low level intervention	Positive Praise	Response Strategies		
 <ul style="list-style-type: none"> Classroom expectations Daily morning circles/check-ins Ready to Learn Plans for all students Specialist Ready to Learn Plans Ready to Learn Scales Consistent predictable routines Positive primers Mindfulness Brain breaks Zones of Regulation Respectful Relationships Restorative Practices Active Supervision (S.M.I.L.E.) <p>Strategies for unconditional positive regard</p> 	<p>Unconditional Positive Regard</p>  <p>Attachment (Co-regulation) Side by side, soothe, comfort and safety</p> <p>Shared Decision Making Present, centred, grounded Having choices, making choices</p> <p>Empathy, zen, and one liners Be judgement free, show empathy One liners: nice try, I hear you, great work</p> <p>Golden Statements</p> <ul style="list-style-type: none"> I will begin when you are seated. I'll start when voices are silent and eyes are on me I listen to students who are calm <p>Process Praise Be specific, describe the <u>students</u> efforts</p> <p>Active Constructive Response Amplifying enthusiasm and interest through encouragement and support: start with general conversations, that link their interests then engage student agency</p> <p>Whole School Relationships Consistent predictable and safe routines Every single student in the school is "ours". All staff members have a shared responsibility for the learning, growth and wellbeing of all students in the school community.</p>	<p>Affective Statements When responding to students' behaviour, use effective statements that are brief and clear.</p> <ul style="list-style-type: none"> It makes me happy to see you... It makes me proud to... I like the way... or I like how... <p>Process Praise Praise students' effort over ability.</p> <ul style="list-style-type: none"> I like how Kate is sitting at her table with her pencil and book. I like how you had a go at the challenging question, let's go back one step. <p>Active Constructive Responding Students need regular positive relational feedback starting with general conversations that link to their interests.</p> <ul style="list-style-type: none"> I saw your football team play on the weekend. They played really well! It was unfortunate they didn't make the finals. I know you have been practising really hard for your ballet competition, how did you go? <p>Acknowledgments</p> <ul style="list-style-type: none"> Student of the week Class/yard raffle ticket Class reward system Golden Quill award Reading award Principal Postcards 	<p>Remind Keep it warm!</p> <table border="1" data-bbox="1367 358 1738 496"> <tr> <td>Nonverbal Proximity Table Tapping Give a knowing look</td> <td>Verbal I noticed... Whole class reminder Anonymous individual reminder Cross Praise</td> </tr> </table> <p>Redirection Partial Agreement</p> <ul style="list-style-type: none"> Partially agree Don't argue Acknowledge students' opinions Keep it warm Refer to Ready to Learn Plan <p>"It wasn't just me who wasn't in their seat!" "Perhaps not, but now everyone is clear of what my expectations are. Sit down, thanks."</p> <p>Reset Brain break - whole class or individual (read the room) Support students to use Ready to Learn Plan. "What strategy would you like to use...?" Move student away from others to focus on learning, reflect on behaviour and complete their work, within the classroom.</p> <p>Relocate Teacher relocates the student to sit in another classroom to reflect on their behaviour and problem solve. This gives everyone the space to regulate.</p> <p>Repair Teacher finds an appropriate time to have a follow up discussion with the student to engage in a restorative discussion. For a restorative conversation to be effective, the student must be calm and regulated.</p>	Nonverbal Proximity Table Tapping Give a knowing look	Verbal I noticed... Whole class reminder Anonymous individual reminder Cross Praise
Nonverbal Proximity Table Tapping Give a knowing look	Verbal I noticed... Whole class reminder Anonymous individual reminder Cross Praise				
<p>When SAFETY is not manageable or if the behaviour increases in intensity / frequency, please triage to the office FIRST on 101 or 102. If the office is not available, please call Mrs V (Leading Teacher, Wellbeing) on 141.</p>					

Appendix 3

Appendix 4





Appendix 2

FHPS Yard Inclusive Management Approach 			
Active Supervision	Minor	Response Strategies	Major
<p>Scan Continuously examine the environment Recognise both expected and unexpected behaviours Look and listen for signs of a problem</p> <p>Move Proactively move around the entire area constantly Target problem areas such as the sandpit, playground and oval Be within close proximity</p> <p>Interact Interact and check in with students Reinforce using language from the Affective Statements Make eye contact with students in more distant locations of the yard Actively approach groups of students and show interest in their conversation</p> <p>Learn Ask students questions Show interest in their games or play Learn about students from the games they play</p> <p>Encourage Promote positive behaviours through our whole school acknowledgement system such as raffle tickets.</p>	<p>Out of Bounds Students playing, or frequenting areas identified as being out of bounds</p> <p>Physical Contact Non-serious, but inappropriate or reckless physical contact (e.g. patting, over affectionate, light tapping, accidental, rough play etc.)</p> <p>Inappropriate Language Verbal or non-verbal language used in an inappropriate way. Verbal languages include swearing accidentally. Non-verbal language includes eye rolling, back chatting etc.</p> <p>Property Misuse Students deliberately misuse outside equipment such as a ball, baseball bat, sticks, stones.</p> <p>Non-Compliance Low-intensity failure to respond to adult requests (e.g. yelling, "no!" when asked to do something, ignoring teacher requests and instructions and lying)</p>	<p>Remind Remind students of expected behaviour when playing outside through shared decision making. Ensuring students are present, centred and grounded.</p> <p>Redirect If the behaviour continues redirect the student/s through partial agreement. Acknowledge the student's opinion redirect them with expected behaviours.</p> <p>Reset Attachment - Side by side, soothe, comfort and safety (Co-regulation) The student may walk with you on yard duty for five minutes. Or visit the regulation room to self-regulate their behaviour with a teacher.</p> <p>Relocate If the student/s continue to engage in unexpected behaviour, relocate the students to another play area.</p> <p>Repair Repair the situation with the students through a restorative discussion.</p> <div style="border: 1px solid black; border-radius: 15px; padding: 10px; background-color: #ADD8E6; width: fit-content; margin: 10px auto;"> <p>Restorative Chat <i>Can you tell me what happened? How were you feeling at the time? Who has been affected by this situation? How do you think the other people feel? What can you do to make things right?</i></p> </div>	<p>Property Damage Any form of damage caused to property.</p> <p>Physical Aggression Deliberate actions involving serious physical contact when injury may occur (e.g. hitting, punching, hitting with an object, hair pulling, spitting, scratching, strangling, biting, kicking)</p> <p>Abusive language Swearing at the teacher Racial language</p> <p>Threatening Behaviour Threatening behaviour may include use of a weapon, constant targeted bullying behaviour.</p> <p>Non-compliance and Defiance Repeated refusal to follow directions and/or socially rude interactions.</p> <p>Absconding Leaving the school grounds or attempting to run away; leaves suddenly, hides from staff or safety issues.</p> <p>High Level Behaviour These include: theft, possession or use of a weapon, harassment, intimidation, destroy or damaging property, vaping or smoking.</p>
<p>Students' major safety concerns will be sent to Leadership to unpack the incident and to determine the next steps.</p>			

Appendix 3

Response Strategies for Unexpected Behaviours



Remind	Redirect	Reset	Relocate	Repair
<p>The teacher will remind you of the expected classroom behaviours.</p> 	<p>If the unexpected behaviour continues, the teacher will redirect you to get back on task with your learning.</p> 	<p>On the third prompt the teacher may ask you to:</p> <p>Refer to your ready to learn plan to self-regulate.</p> <p>Visit the calm area.</p> <p>Reposition yourself to another spot in the classroom.</p> 	<p>If the unexpected behaviour continues, you will be asked to move to another classroom for 10 minutes to think about how you can make better choices.</p> 	<p>Your teacher will have a restorative chat with you to repair and teach expected behaviours.</p> <div data-bbox="1360 527 1749 1031" style="border: 1px solid blue; border-radius: 15px; padding: 10px; background-color: #e6f2ff;"> <p>Restorative Chat</p> <p><i>Can you tell me what happened?</i></p> <p><i>How were you feeling at the time?</i></p> <p><i>Who has been affected by this situation?</i></p> <p><i>How do you think the other people feel?</i></p> <p><i>What can you do to make things right?</i></p> </div>

FHPS – Values and Expectations

 frankston.heights.ps	Respect <i>Value Others</i>	Responsibility <i>Own your actions</i>	Resilience <i>Bounce Back</i>
At all Times	<ul style="list-style-type: none"> - We follow staff instructions. - We use good manners. - We show respect at all times. 	<ul style="list-style-type: none"> - We are upstanders. - We wear our school uniform with pride. - We keep our hands and feet to ourselves. 	<ul style="list-style-type: none"> - We are problem solvers. - We use our Ready to Learn plans to self-regulate.
In Class	<ul style="list-style-type: none"> - We take turns and listen. - We use an appropriate volume. - We move calmly. 	<ul style="list-style-type: none"> - We try our best. - We use our Ready to Learn plans to stay on track. - We follow our technology contract. 	<ul style="list-style-type: none"> - We ask for help when needed. - We take on feedback. - We use our Ready to Learn scale to return to the task.
In the Yard	<ul style="list-style-type: none"> - We share spaces and equipment. - We give each other a fair go. 	<ul style="list-style-type: none"> - We stay in the school boundaries. - We play safe. 	<ul style="list-style-type: none"> - We seek help to solve problems through restorative conversation.


Appendix 5

Inclusive ICT Approach



Minor 1 Class teacher	Minor 2 Class Teacher	Major Class teacher refers to Principal/AP
<ul style="list-style-type: none"> - Incorrect website use e.g., on a different website to what was instructed. - Incorrect holding and movement of digital equipment e.g., laptops. - Use of digital technologies without permission. - Food or drink near laptops - Not returning laptops correctly into trolleys. 	<ul style="list-style-type: none"> -Purposeful damage to digital equipment e.g., laptops -Using someone else's password -Deliberate deleting of others' files -Use of an unapproved website. -Failure to report known incidences of misuse e.g., being a bystander 	<ul style="list-style-type: none"> -Cyber-bullying e.g., Facebook, messenger and other social media -Inappropriate sites such as Facebook, sexually explicit websites, -Deliberate misuse resulting in extensive damage to digital equipment. -Posting personal information of others e.g., full names, addresses, passwords. -Posting or sending messages to hurt, harass or threaten others -Repeated misuse of laptops and equipment
Stage One: Consequences	Stage Two: Consequences	Stage Three: Consequences
Removal of Digital License for a <u>day.</u>	Removal of Digital License for a <u>week.</u>	Removal of Digital License for <u>more than a week.</u> Length of time will be determined by Principal/AP, based on the incident. Parents may be contacted.

Appendix 6



FRANKSTON HEIGHTS PRIMARY SCHOOL

STUDENT ENGAGEMENT PLAN

OUR SCHOOL VALUES

RESPECT • RESILIENCE • RESPONSIBILITY

WE FOLLOW RESTORATIVE PRINCIPLES TO ELEVATE STUDENT BEHAVIOUR, EMPATHY & COOPERATION.

INFORMAL

AFFECTIVE STATEMENTS – We include feelings words in language to address low level yet high frequency behaviours.
Time investment – 1-3 minutes

AFFECTIVE INTERACTIONS – We quickly take 1-on-1 responses to poor behaviour choices from past, through present, and into the future.
Time investment – 1-3 minutes

SMALL IMPROMPTU CONFERENCES – we use Restorative Questions to solve problems amongst and between groups.
Time investment – 9-10 minutes

LARGE GROUP – We run regular circles in class to check in, check out, prepare, respond and to deliver content of all kinds.
Time investment – less than 15 minutes.

FORMAL CONFERENCING – For the most serious, high impact behaviours and ongoing problems.
Time investment – 60 minute Conference and up to 2 days of preparation

FORMAL

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FREQUENCY
TIME INVESTMENT

WE SUPPORT EACH OTHER TO ELEVATE STUDENT BEHAVIOUR RESTORATIVELY

- Teachers work up and down the continuum as needed.
- Teachers look to address behaviour by starting with Affective Statements before they escalate.
- Teachers are supported by Leadership to embed Restorative Language in Practice.
- We solve all problems Restoratively, through the lens of high expectation & high support.
- We are embedding the basic Restorative tenets of focusing on HARM & RELATIONSHIPS in response to all conflict and tension, including bullying behaviours.
- As a first response, Teachers look for ways to repair Student-Teacher relationship issues themselves.
- We are consistent about the Restorative process, but not always consistent about the outcome.
- From time to time, Teachers need to send Students from the room (TO) with a view later repairing the harm (WITH).
- When removed, all Students will be exposed to Affective interactions facilitated by available School Leaders.
- We look for ways to include Parents in both the positive and negative behaviour patterns of their children.

RESTORATIVE QUESTIONS

FOR THOSE WHO HAVE DONE THE WRONG THING...

- What happened?
- What were you thinking about at the time?
- What have you thought about since?
- What has been affected by what you have done? In what way?
- What do you think you need to do to make things right again?

FOR THOSE WHO HAVE BEEN HARMED

- What did you think when you realised what had happened?
- What impact has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

FIRM

TO

WITH

NOT

FOR

FAIR

Approved By	School Council
Review Date	May 2026