Behaviour Policy

Ratified by:	Professional Learning provided	Date reviewed	Review Date
Executive Leadership Team	Term 1 2025		2026
Staff	Term 2 2025		2026
School Community	Term 2 2025		2026
School Board	Term 2 2025		2026
Review Date	2026		2026

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Overview

We acknowledge that school and the child's home share responsibility for teaching children appropriate behaviours. The policy aims to provide a clear, structured process that supports the prevention of negative behaviour and promotes the teaching of appropriate behaviours. Positive reinforcement is implemented for all students.

Please note that this policy has been developed in accordance with the Department of Education Student Behaviour in Public Schools Policy and Student Behaviour in Public Schools Procedure.

Winterfold Primary School focusses on ensuring students and staff are familiar with this policy and how it works with students in managing behaviour.

Winterfold Primary School operates on the beliefs that all students, staff, and visiting members of the community have the right to always feel safe and have the right to work in a safe, caring, and productive learning environment. They also have a responsibility to support respectful relationships, encourage students to do their best, and support resilience.

The policy acknowledges individual differences amongst students and provides for a flexible process for teachers and school leaders to respond appropriately to maladaptive behaviours or moderate breaches of the school code of conduct. Winterfold Primary School favours a restorative (non-punitive) approach to behaviour issues and encourages interventions that are directed towards helping students learn appropriate classroom and playground behaviours.

School Vision

At Winterfold Primary School we strive for excellence in education. We foster high student engagement in a respectful, inclusive, and collaborative environment on Noongar boodja. We use evidence-based approaches to deliver enriching, diverse learning experiences that provide opportunities for all students to achieve success as lifelong learners. We partner with students, families, and the wider community, empowering each child to contribute confidently as a caring and respectful global citizen.

Beliefs and Expectations

Winterfold Primary School is a WAPBS school (Western Australian Positive Behaviour Support school) and aims to help each child develop a sense of self- worth and encourages the pursuit of high standards. Staff at Winterfold Primary School commit to explicitly teaching and modelling the values below. Students are supported to embody the school's core values in their everyday conduct. This is achieved through the explicit teaching, learning and reinforcement of key behaviour expectations. The behaviour expectations are aligned with the four core school values of S.O.A.R

SAFETY	**OPTIMISM**	**ACHIEVEMENT**	**RESPECT**

Safety
We behave in a safe way, so everyone feels and is safe.

Optimism
We believe in ourselves and demonstrate persistence and resilience.

Achievement
We strive to be the best we can be.

Respect
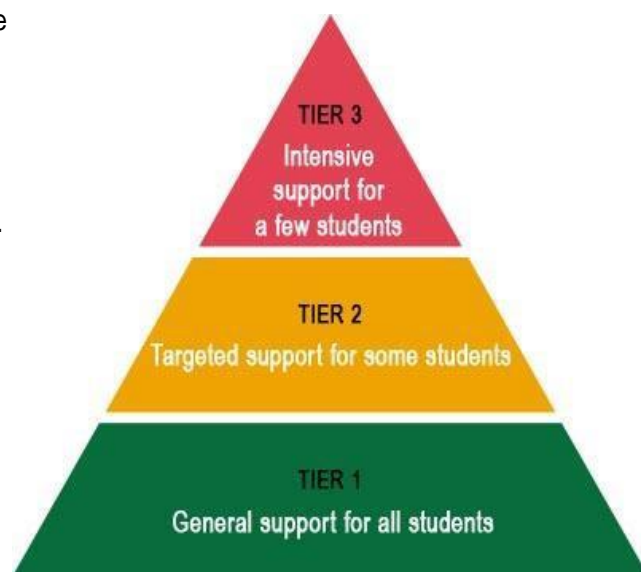We respect ourselves, others and the environment.

WA Positive Behaviour Support Framework

This multi-tiered framework rests on the principle of progressive levels of individualisation to prevent and address behaviours that challenge.

Tier 1 embraces a general, whole-school approach targeted at all students within the school setting. It is effective for over 80% of students. e.g. whole class teacher support.

Tier 2 is aimed at 12-15% of learners who require more directed support. e.g. teacher support, individual plans, administration support.

Tier 3 is directed at 4-5% of students who require more intensive, personal and specialised support. e.g. Leadership team support, external agencies, School psychology support etc.

TIER 3
Intensive support for a few students

TIER 2
Targeted support for some students

TIER 1
General support for all students

Please note: there is significant flexibility between the tiers and students are often moving between the tiers depending on the support required. The tiered system helps to articulate the level of extra support that may be necessary for some students so that schools can provide the necessary assistance to help students learn adaptive behaviours suitable for the school environment.

Tier 1: Positive Behaviour for Learning

Recognition of positive behaviour is a key element in Winterfold Primary School's approach to behaviour management. Most student misbehaviour can be prevented by:

1.   The provision of a safe and positive learning environment.
2.   Building a deep understanding of the school expectations.
3.   Low Key Strategies
4.   Giving Choices
5.   Teaching emotional regulation and wellbeing

Being a WAPBS school we celebrate students demonstrating expected behaviours through whole school, class and individual rewards, recognition and incentives.

The provision of a safe and positive learning environment.

Winterfold Primary School is committed to promoting a school culture that fosters high engagement in a respectful, inclusive, and collaborative environment. Learning environments are built on a mutual respect where learning and wellbeing is maximised.

We believe that the most important and effective classroom management procedure is the conscious and proactive building of a safe and positive relationships. Students are more likely to work positively when their teacher has built rapport and a relationship with them, and they find the teaching and learning engaging. This is why positive behaviour is rewarded with Values Tokens, Merit Awards, Positive Behaviour Referrals and Individual Classroom Rewards Systems. Following our WAPBS framework we use Faction Rewards, Whole School Rewards and iNvididuval .

Building a deep understanding of the school code and expectations.

Winterfold Primary School implements a whole school approach to teaching behaviour expectations which is informed by the school's Positive Behaviour Support Matrix (See Appendix 1). This matrix provides the school community with clear expectations that align with our four school values of Safety, Optimism, Achievement and Respect (S.O. A. R).

Each behaviour expectation has a corresponding lesson plan that is explicitly modelled, taught and reinforced by school staff. Encouragement and emphasis of the application of these expectations by students is consolidated through positive reinforcement. This ensures students have a clear understanding of whole school behaviour expectations.

Low Key Skills

Most disruptive behaviours can be addressed by low key classroom management skills from teachers. Teachers make informed decisions about how then can best address the behaviour without allowing it to become a major distraction in the classroom.

LOW KEY SKILLS
The things that teachers say and/or do to prevent or respond to unproductive behaviour when it first occurs. **RATIONALE** Used to quickly and efficiently control or diffuse a problem with a minimum of fuss and without **interrupting the flow of the** lesson. **CRITICAL ELEMENTS** They involve 'non' or 'minimal verbal' responses. They do not stop the flow of the lesson – quick/quiet They do not invite escalation – low emotional content.

WINNING OVER	**SIGNAL TO BEGIN**
The skills employed to encourage students to bond positively with the teacher. **RATIONALE** The more the student perceives that a teacher cares about them and their learning the less likely it is that they will display unproductive behaviour. They are more likely to engage in the learning **CRITICAL ELEMENTS** Be sincere. Can be academic, social or personal.	A routine sequence of teacher behaviours that results in whole class attention on the teacher. Example: 1. Cue 2. Active pause and room scan 3. Low key responses for non-compliant students. 4. Reinforce appropriate student behaviour, e.g. "Thank you" **RATIONALE** By using a procedure to efficiently bring a class to quiet the teacher is increasing the opportunity for academic engagement and reducing the opportunity for unproductive student behaviour. **CRITICAL ELEMENTS** The signal, the active pause (scanning), low key skills (if necessary), teacher's response (thankyou) 100% attention.

TRANSITION	**MINIMAL VERBAL**
A sequence of teacher instructions that create orderly movement of students and/or equipment. **RATIONALE** To increase the chance that student movement is orderly and efficient. **CRITICAL ELEMENTS** When, What, Who *Transition Sequence* 1. Signal to Begin 2. A statement when the students will move 3. A statement of what actions are expected of them 4. A statement of who will move 5. A statement to move 6. Monitoring and using proximity 7. Provide specific and positive feedback (Optional) A check for understanding can occur at some point in the transition.	The skill of using as few words as possible to communicate that a behaviour is unproductive. **RATIONALE** To communicate to a student that the behaviour is unproductive in a way that causes minimal disruption to the lesson. **CRITICAL ELEMENTS** Be aware of the power of intonation and syllable emphasis. Be aware of body language.

THE PAUSE	**THE LOOK**
To deliberately stop speaking to communicate that a specific behaviour is unproductive. **RATIONALE** This signals to a student or students that the teacher is aware of the unproductive behaviour and it is a cue for them to cease with minimum disruption to the flow of the lesson. **CRITICAL ELEMENTS**	The deliberate use of extended eye contact towards a specific student. **RATIONALE** To communicate to a student or group of students, that the teacher is aware of their behaviour, without stopping the flow of the lesson. **CRITICAL ELEMENTS**

Stop speaking for a brief period often mid delivery.	Eye contact with the student that conveys your awareness of their behaviour and a message to stop.
NON-VERBAL The skill of using body language to communicate that a behaviour is unproductive. **RATIONALE** To communicate to a student that the behaviour is unproductive in a way that causes minimal disruption to the lesson, does not encourage the student to verbally respond and avoids confrontation. **CRITICAL ELEMENTS** They require that the student can see the teacher. Eg. Finger motions, A shake of the head.	**PROXIMITY** When a teacher moves around the room during a task. **RATIONALE** Moving near students increases the chances that they will participate. **CRITICAL ELEMENTS** Calm and neutral body language. It is often combined with scanning and private dialogue. Be aware of personal space.
PLANNED IGNORE The intentional ignoring of a low-level unproductive behaviour. **RATIONALE** Used to not attend to a behaviour for which a student is seeking attention to discourage the student from continuing. **CRITICAL ELEMENTS** withholding visual and verbal cues of attention towards the student's behaviour.	**PRIVATE DIALOGUE** A conversation between a teacher and a particular student that is conducted so that the audience is reduced to a minimal level. **RATIONALE** Enables the teacher to discuss issues with a student while minimising the engagement with allies **CRITICAL ELEMENTS** Teacher positions themselves to be physically close to the student/s and drops voice to an intimate level.
COME BACK What the teacher says or does to bring the student back into the lesson in a positive way, as soon as possible after an intervention responding to an unproductive behaviour. **RATIONALE** To restore positive cohesion between the student and the teacher. Encourages student to reengage with the learning. **CRITICAL ELEMENTS** Deliberate acknowledgement of the efforts of the student, or provision of an opportunity for them to re-engage.	**TYPE OF RESPONSE** To explicitly indicate to students how they should respond during class interactions. **RATIONALE** Helps to prevent uncontrolled interactions (calling out). Reduces opportunities for attention seeking students. **CRITICAL ELEMENTS** Hands up, No hands, I'll choose, Call out, Choral, Tell your partner, Think to yourself, Write it down.
MODELLING APPROPRIATE BEHAVIOUR When the teacher demonstrates what is wanted or gives positive feedback to a student who is doing the right thing, with the aim of influencing the behaviour of others. **RATIONALE** To encourage the student/students close by to follow the same behaviour. Relies on the Kounin's "ripple effect:" **CRITICAL ELEMENTS** Friendly and encouraging tone. Overt use of voice so that other students hear it.	**RESPONDING TO APPROPRIATE BEHAVIOUR** The public praising of a specific appropriate behaviour of a student to reinforce that behaviour for the student. **RATIONALE** To reinforce the positive behaviour exhibited by a student to encourage that student to continue with the behaviour. **CRITICAL ELEMENTS** Can be delivered as a Private Dialogue.
DEAL WITH ALLIES FIRST During an intervention with a student, to first neutralise the involvement of other students who seek to prolong or escalate the initial disruption **RATIONALE** It reduces the chance that the situation will escalate by spreading and helps maintain positive cohesion. **CRITICAL ELEMENTS** Use low key skills to shut down the interference before continuing with the original student.	**DEAL WITH THE PROBLEM AND NOT THE STUDENT** Where the teacher focuses on the student behaviour rather than on student intentions or student personality traits. **RATIONALE** By dealing with what the student is doing and nothing else, we are not being judgmental on a personal level, and thus not inviting a power struggle. **CRITICAL ELEMENTS** Usually an action or minimal verbal request responding to a physical behaviour, e.g. "Phone Please"

Giving Choices

If a student continues to display behaviours that challenge despite the teacher's use of low-key strategies, the teacher employs a process that engages the student in finding a solution.

- Choice is a skill the teacher uses to present options or to allow students to generate their own options to prevent escalation.
- Implied choice is when the student opts for the consequences then the teacher follows through to make it happen.
- Choices can be planned so that they are not given in the heat of the moment. Examples may include: *You can choose to do your work quietly over there, or you can stay at your desk. What choice would you like to make?*

Restorative Approach - Life Space Interview

1. Return student to baseline. Allow the student to their side of the story as a way to vent and drain the raw emotions they still feel from the situation.
2. Clarify the events.
3. Repair and restore the relationship
4. Teach new coping skills.
5. Reintegrate the student back into the learning.

Restorative Questioning.

What happened?
What were you thinking at the time?
What have you thought about since?
Who has been affected by what you have done?
     In what way?
To help those harmed by others actions…
What did you think when you realised what 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.

Teaching emotional regulation and wellbeing.

We explicitly teach the Zones of Regulation program each year. The Zones framework provides strategies to teach students to become aware of and independent in, controlling their emotions and impulses, manage their sensory needs and improve their ability to solve conflicts.

The Zones of Regulation is a systematic, cognitive behavioural approach that categorises emotions and feelings into four concrete-coloured zones. By addressing normal development in emotional and sensory regulation, executive functioning, and social cognition, the framework is designed to help move students toward independent regulation.

This program is implemented as a whole-class approach with a possibility for additional teaching in a Tier 3 capacity.

Tier 2: Recurring Unproductive Classroom Behaviours

At this stage, it is appropriate for staff to consider that every behaviour serves a function for that student. Staff are encouraged to ask themselves:

"Why is this behaviour occurring?"

Staff utilise a curious approach to consider what student's behaviours that challenge are communicating about their unmet needs.

Gain or Get	Avoid or Escape
Adult Interaction/Attachment	Adult Interaction/Attachment
Peer Interaction/Attachment	Peer Interaction/Attachment
Physical Object	Physical Object
Sensory Stimulation	Sensory Stimulation
Preferred Activity	Non-Preferred Activity

For student maladaptive behaviours that are repetitive, WPS has a Behaviour Management Flowchart for all staff to follow (Appendix 2). If the undesirable behaviours continue, informal agreements and/or formal contracts may be an appropriate next step. If a student continues with behaviours that challenge after the low-key strategies have been implemented, utilise the behaviour management flowchart for further support.

Informal Agreements

When a student has not responded to other interventions, it may be useful to set up an informal agreement to help the student learn appropriate behaviour.

An informal agreement is an act of cooperation between teacher and student that outlines what will occur when the student misbehaves and how they can work together to solve the problem in a positive way.

Informal agreements minimise time spent dealing with misbehaviour during class time (allows action, rather than teacher talk). They allow persistent problems to be dealt with using low-key responses and indicates to the student that you wish to work cooperatively to solve the problem so that you can teach, and others can learn in a positive way.

Pre-Conditions to an Informal Agreement
- Do this at a time of calm, not crisis.
- When talking to the student have a list of specific behaviours to target (no more than two).
- Have a planned course of action. How can I alter the behaviour around this student.
- Need appropriate consequences.

Components of an Informal Agreement
- Greet the student
- Define and agree on the issues
- Generate solution collaboratively
- Prioritise and Agree on the solutions
- Check for understanding related to the solutions
- End with politeness "Thank you"

Tier 3: Individual Behaviour Plans (IBPs)

When a student has not responded to the interventions outlined up to this point or is unresponsive to Tier 1 and 2 management strategies, it may be necessary to set up a formal support plan. This is reserved for serious and/or persistent breaches of the behaviour codes.

Unlike an informal agreement, an IBP is not negotiated with the student and will remain in place as long as appropriate.

It is most important during this phase that all parties maintain a positive approach and continue to support the student in their learning of appropriate behaviour.

The aim of these types of plans is to support in the prevention of behaviours that challenge, provide teaching opportunities that help the student learn to make, appropriate decisions, provide natural and clearly defined consequences when students make inappropriate decisions, and reinforce positive behaviours when they are seen.

The Deputy Principals will support the development of an IBP in collaboration with the teacher, parent, and student (where appropriate). The responsibility for the implementation of the IBP rests with the classroom teacher. A successful plan is aimed at improving the behaviour and the student's educational outcomes.

IBPs are designed so that teachers use them as part of their normal teaching practice. They include goal setting, managing behaviours that challenge and encouraging positive rewards. The understanding that regression is also part of the process is recognised and planned for. These formal contracts do not limit the opportunity to use other strategies.

If standard behaviour management steps are ineffective, staff are encouraged to access additional support strategies such as referral to the School Psychologist, School Chaplain, or external support service.

Support for teachers in managing student behaviour

Before seeking additional support, teachers need to demonstrate that they have attempted to manage the behaviour at the lowest possible level. Where this has been unsuccessful the following avenues are available and maybe implemented once teachers have followed the Students at Educational Risk (SaER) referral process. The information and referral form required to be completed by classroom teachers can be located in Staff Handbooks and or/on the Share Drive.

School Leadership:
Can assist by
- Arranging temporary withdrawal from class
- Discussing and engaging in restorative conversations with students
- Providing advice on informal or formal agreements
- Providing advice on the teaching

School Psychologist:
Working in collaboration with the administration team, the School Psychologist may accept requests for assistance from teachers and provide support in areas such as:
- Academic concerns
- Individual and/or group education plans
- Individual behaviour management plans
- Social/emotional issues
- External referrals

School Chaplain:
Working in collaboration with the admin team, the Chaplain is available to provide support to students in areas such as:
- Mediating a discussion between students
- Suggesting support mechanisms beyond what is available at school

Parents:
Parents are notified as soon as practicable if there are any concerns surrounding a student's behaviour. Teachers will advise parents of the concerns, the supports that are in place and how parents can help.

External Support Agencies:
Where appropriate teachers may receive support and/or advice from external agencies. This support should be negotiated with the SaER Deputy in consultation with parents.

Communicating with parents

Teachers should establish communication strategies which enable the effective dissemination of information to parents. With regards to managing behaviour teachers should, as appropriate:

Minor Behaviours	Major Behaviours
- Inform parents of classroom norms and expectations. This maybe done via Connect and/or during Term 1 classroom parent meetings. - The need for parents to be contacted may not be necessary due to low level behaviours that are managed by the classroom teacher. - Inform parents when on-going concerns regarding student behaviour arises and arrange a face-to-face meeting. - Staff will only discuss with a parent information pertaining to their child.	- Teachers will consult with the Executive Leadership Team (ELT) regarding major behaviours. - Parents should be contacted as soon as practicable and provided with a comprehensive account of the situation by a member of the ELT. - Where appropriate a face-to-face meeting should be scheduled to discuss the matter and determine the appropriate course of action. - Staff will only discuss with a parent information pertaining to their child.

All contact should be documented in Integris in communication.

Record Keeping

It is essential that teachers keep accurate and relevant details of their interventions (positive and negative) when managing student behaviour.
Teachers should keep a record of conversations, email correspondence, meetings etc. to enable a chain of documentation.
Teachers should document the following in Integris (in Behaviour or Communication):
- Behaviour incidents
- Phone calls – time and purpose of the call noted
- Emails
- Meetings – minutes or notes should be kept and a copy provided to parents if they request

Addressing Violence in Schools

In 2019 the Minister for Education set out a new framework for addressing violence in schools. This document set out 10 key actions for all schools to implement, impacting on staff training, school policy requirements and student expectations. In addressing this policy, WPS will move to:
- Suspend any student who records a fight on a device
- Suspend any student who engages in an intentional/organised fight
- Suspend any student who engages in behaviours that cause significant injury or fear to other students or staff
- Suspend any student who makes inappropriate physical contact with a staff member*
- Apply a 'Good Standing' process for students, to ensure that additional privileges such as camps, excursions, interschool sporting events, choir, student leadership roles and so on, are subject to students meeting the behavioural expectations of the school.

Suspending a student is at the discretion of the principal or assigned delegate after considering all contributing factors.

Good Standing at Winterfold Primary School

Good Standing refers to the need for students to maintain a certain level of behavioural expectations, to be considered for additional privileges at school. The Good Standing Policy is available on Winterfold Primary School website or available at request.

Mobile Phone Procedures

Where necessary, and as appropriate, students should use the school telephones – under supervision – to contact parents or carers. If you do wish for your young person to attend school with a mobile phone, this must be handed in to administration at the beginning of the day for safe storage.

Students need to understand that:

- o They are not permitted to use mobile phones during the school day.
- o Students are not to use their mobile phone before or after school unless communicating with a parent.
- o The school accepts no responsibility for lost or damaged phones.
- o Student mobile phones must be handed to the front office upon arrival.
- o The principal reserves the right to revoke a student's privilege of bringing their mobile phone to school.
- o The principal and teachers have the right to confiscate mobile phones where appropriate.

Drug and Alcohol Misuse

The possession or use of illegal substances including vapes or e-cigarettes by students at school is not acceptable under any circumstances.
If there is immediate risk, the school will undertake the following as required and appropriate:

- o Advise the parents/carers of the situation, request they collect the student and encourage them to seek medical assistance.
- o Arrange for care of the student on the school site until such time that a parent or person authorised by the parent can collect the student.
- o Call an ambulance if there is significant concern for the student's health, or if the student is posing a risk to self or others and parents/carers decline or unable to collect the student right away.
- o Police may also be called if the student's behaviour poses a significant risk to themselves or others. Staff must be mindful that intoxication may make the student's behaviour volatile and unpredictable.

- Staff will take care not to provoke a response that places the student or staff at risk of injury.

Weapons on the school site

Students are not to be in possession of weapons on the school site or at any school activity. Incidents involving weapons will be dealt with as a serious breach of school discipline and the student /s involved will be suspended immediately under Regulation 44(2) of the School Education Regulations 2000. This is consistent with the requirements of the Department of Education Student Behaviour Policy (4 January 2016).

Upon request the principal will determine, on a case-by-case basis, whether a student will be permitted to carry a ceremonial or religious observance implement, such as a Kirpan, on the school site.

Appendix 1. Winterfold WA Positive Behaviour Support Matrix

Winterfold Positive Behaviour Support Matrix

Where	Safety We behave in a safe way, so everyone feels and is safe.	Optimism We believe in ourselves and demonstrate persistence and resilience.	Achieve We strive to be the best we can be.	Respect We respect ourselves, others and the environment.
All the time	• We keep hands, feet and objects to ourselves. • We report unsafe behaviours or situations to an adult. • We use the toilet safely and appropriately. • We walk on pathways around the school. • We walk our bikes and scooters in school grounds. • We ask for help if we feel unsafe or upset.	• We approach challenges with a positive attitude. • We know that practise leads to progress. • We use our mistakes as learning opportunities. • We cope when things don't go our way. • We encourage others with positive and kind words. • We are good sports.	• We are prepared and ready to learn. • We follow instructions. • We set goals and work towards them. • We are problem solvers. • We ask for help if we need it. • We listen, reflect and apply feedback.	• We communicate respectfully. • We use kind words, kind voices and kind actions. • We respect personal boundaries. • We are punctual. • We share and take turns. • We are honest and take responsibility. • We wear our school uniform. • We place rubbish and recycling in the correct bins.
Learning time .	• We transition quietly through the school in two lines. • We use technology safely and appropriately. • We move safely around the classroom. • We use equipment appropriately.	• We celebrate our progress. • We have a go and take risks in our learning. • We persevere and keep going even when it's hard.	• We participate in all learning activities. • We stay on task to finish our work. • We show pride in the presentation of our work. • We give our best effort.	• We show active listening. • We listen to other people's views and ideas. • We ask to borrow things that aren't ours. • We wait patiently for our turn.
Break time	• We stay in school boundaries. • We are sun smart. • We choose safe activities. • We sit in assigned areas and eat our own food.	• We try new things. • We make compromises with others in play.	• We set a good example to others. • We use our break times to meet our own needs.	• We play fairly and by the rules. • We include others and take turns. • We respect the school environment.

Appendix 2. Winterfold Primary School Behaviour Flow Chart

WINTERFOLD PRIMARY SCHOOL BEHAVIOUR RESPONSE FLOW CHART

Effective Educator Practice

Prevention
CMS strategies	WAPBS
Winning Over	Prompt
Belonging	4:1
Connection	Pre-correct
Engagement	

Teacher Response
CMS	WAPBS
Low Key skills	Re-Direct
Choice	Re-Teach

Behaviour Stops

Behaviour Continues

Positive Acknowledgement and Feedback

Informal Agreement

(Restorative Practice, Re-teach, Educative Positive)

Data Collection 1
Frequency, Measurable, Specific, Establishes a pattern of behaviour

Behaviour Continues

Data Collection 2
Parent contact
Referral to SaER with data
Colleagues
Revisit Informal Agreement
Admin contact

Behaviour Stops

Positive Acknowledgement and Feedback

Classroom Observation for the purpose of providing feedback and support

What level of support is needed?
Admin, Peer, further training

Teacher support – required training

Student support required

Referral to admin for support

Overarching key Department of Education documents

Student Behaviour in Public Schools Procedures

Student Behaviour in Public Schools Policy
Standing together against violence (education.wa.edu.au)

Unproductive behaviour and incidents occurs

Minor Educator Managed

Calling out
Disruptive behaviour
Not listening
Back chat
Not following instructions

Major – Admin Managed

Fighting
Truancy
Swearing
Risk of safety to self and others
Threat of/ or leaving school grounds

Return to class: Restorative Approaches applied

Admin Response

Procedures and Processes

Review the incident
Resolution / Consequences
Educative and Restorative

Communication student, parent, teachers

Suspension -Re Entry process
Preventative, Restorative and Educative processes applied.

Goodstanding Policy - DoE

Tier 2 Team Referral
FBA
SEL
Individual Support

Tier 3 Team Referral
FBA
SEL
Individual Support