

# STUDENT ENGAGEMENT & WELLBEING



At Pakenham Springs we are proud of the focus that we place on learning.

As our motto says....

**Pakenham Springs is a learning community.**

The only way that we are able to maintain our focus on learning and to maintain a safe and productive learning environment for all students, is to ensure that we have a clear and comprehensive way of managing student behaviour and any breaches of the Pakenham Springs Student Code of Conduct.

This booklet is a general overview of the Pakenham Springs' student engagement, wellbeing and positive behaviour approach.

Pakenham  
Springs





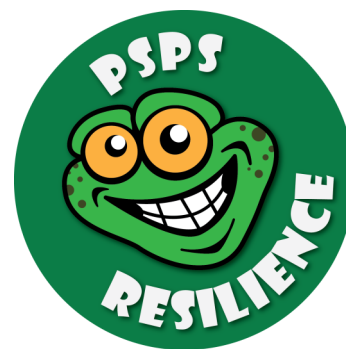
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At Pakenham Springs Primary School,  
our community values...

**Respect**  
**Responsibility**  
**Resilience**





## 1. WHOLE SCHOOL PREVENTION STATEMENT

At Pakenham Springs, a number of key programs and strategies are implemented to promote student engagement, high attendance and positive behaviours at the school. These programs and strategies are seen as important for the whole school prevention of undesirable behaviours. Implementing prevention and early intervention strategies is seen as a fundamental element of Pakenham Spring's focus on student engagement and wellbeing.

At Pakenham Springs we believe that we have many aspects of our everyday school operations which highlight our prevention and early intervention focus, including:

### **CREATING A POSITIVE SCHOOL CULTURE USING THE SCHOOL-WIDE POSITIVE BEHAVIOUR SUPPORT (SWPBS) FRAMEWORK**

Pakenham Springs' approach to student engagement is underpinned by the genuine desire and effort to establish positive and respectful relationships, particularly between teachers and students and the creation of a learning community that provides multiple and diverse opportunities for students to experience, and celebrate, success.

At Pakenham Springs we demonstrate this by:

- promoting a set of values that the Pakenham Springs Community has collaboratively selected; on (Respect, Responsibility & Resilience)
- ensuring engagement and wellbeing strategies are incorporated into the school ethos and curriculum;
- promoting student belonging and connectedness to the school.

**BUILDING A SAFE AND SUPPORTIVE SCHOOL ENVIRONMENT**

At Pakenham Springs, a safe and supportive school environment is seen as being essential to student engagement and wellbeing. Again, our SWPBS framework supports us to ensure we have the most effective conditions in place to ensure a safe and supportive learning environment for all.

At Pakenham Springs we demonstrate this by:

- collaboratively developing and implementing fair and respectful whole-school behaviour management systems - these are expressed on our SWPBS Matrix of Expectations and are explicitly taught and modelled to students on a daily basis;
- involving and engaging all students in their learning;
- setting high expectations;
- developing transition programs and practices for students at the different stages of schooling.

**EXPECTING POSITIVE, SUPPORTIVE AND RESPECTFUL RELATIONSHIPS THAT VALUE DIVERSITY**

At Pakenham Springs, we believe that an effective school is an inclusive school with a strong moral purpose, as detailed in the school profile section.

At Pakenham Springs, we demonstrate this by:

- teachers knowing their students and understanding their learning needs;
- adapting current pedagogical knowledge and thinking and applying it in different ways;
- encouraging and providing multiple opportunities for parents/carers and members of the broader community to play an active part in the life of the school and the education of their children.

**2. SCHOOL ACTIONS AND CONSEQUENCES**

At Pakenham Springs, student engagement, regular attendance and positive behaviours are encouraged through the implementation of a whole-school approach supported by targeted and individualised support when required.

Applying fair and consistent discipline and attendance policies, that are collectively agreed on and fairly enforced, increases the likelihood that student connection to Pakenham Springs is maintained. By framing the school actions and consequences in a positive way, we aim to encourage students to accept responsibility for their actions and to participate fully and positively in their educational experiences at Pakenham Springs.

At Pakenham Springs, there is a strong emphasis placed on acknowledging students for meeting the high expectations set at the school. Natural and logical consequences when a student breaches the Student Engagement Policy, have an educational role and aim to foster positive relationships and retain the dignity of all students. Actions and consequences that remove a student from learning are avoided where possible.

Student engagement, regular attendance and positive behaviours are supported at Pakenham Springs through relationship based whole-school and classroom practices.



These include:

## **a) Establishing predictable, fair and democratic classrooms and school environments**

- A focus on our SWPBS Values
- Explicit teaching of the SWPBS Values and Matrix of Expectations
- Intensive induction for new staff so that they are aware of the school's approaches in regards to student engagement and behaviour management
- Emphasis of the school's Values at school assemblies, morning announcements and through the Daily Bulletin

## **b) Ensuring student participation in the development of classroom & whole school expectations**

- Classroom "circle time"
- Student leadership groups with genuine roles and responsibilities
- Student forums for input and decision making



## c) Providing personalised Education programs

- Use of Individual Learning Plans, where appropriate
- Learning Support program
- Disability Inclusion Profiling
- Emphasis on developing differentiated learning goals
- Intervention systems

## d) Consistently acknowledging all students

- SWPBS acknowledgement system - 'Froggy' Dollars
- Class awards and recognition
- Yard awards
- Springers' awards
- Daily Bulletin recognition

## e) Empowering students by creating multiple opportunities for them to take responsibility and be involved in decision-making

- Authentic and genuine student leadership
- Student Representative Council (SRC)

## f) Providing physical environments conducive to positive behaviours and effective engagement in learning

- Resource acquisition and ongoing improvement
- Adaption to buildings to allow access for all
- Focus on building our technological capacity for future student learning and opportunities

## g) Implementing school-wide positive and educative behaviour support strategies

- Celebrations of student's learning
- Parent Information sessions throughout the year
- Transition programs
- Buddy programs







At Pakenham Springs, inappropriate behaviours are responded to through a staged response approach that has a prevention and early intervention, research and data focus, including:

- understanding the student and family
- ensuring a clear understanding of expectations by both students and teachers
- providing consistent school and classroom environments
- scaffolding the student's learning program.

Broader support strategies utilised at Pakenham Springs include:

- involving and supporting the parents/ carers,
- involving the Principal Class members or school Chaplain
- convening Student Support Group meetings – (the Student Support Group is an important component of Pakenham Spring's staged response for students facing difficulty with engagement, attendance or behaviour)
- developing individualised flexible learning, behaviour or attendance plans
- providing additional educational programs,
- referring to external community support agencies.

***Likewise, irregular or inconsistent attendance is recognised as a significant barrier to learning at Pakenham Springs. As such, school attendance for all students is consistently monitored, with a staged response approach taken if there are concerns raised. Our daily attendance alerts through Compass, vigilant monitoring by all teachers, strong and genuine relationships with students and families together with the use of external agencies for referrals, assist us to keep unexplained student absence to a bare minimum at Pakenham Springs.***

**MAINTAINING THE LEARNING ENVIRONMENT AT PAKENHAM SPRINGS**

Through our School Wide Positive Behaviour Support framework, all staff at Pakenham Springs are committed to setting high behavioural expectations and equipping students with the skills and knowledge they need to be able to follow these expectations. We expect that students will learn these skills, through a supported and explicit teaching program and in time, will come to hold themselves and their peers accountable for displaying the Values of 'our' school at all times.

We do recognise that there may be instances where students may need a reminder to help them keep their focus on positive behaviours. The following procedure will be followed by all staff to address behavioural issues which may arise in the classroom.

**STEP 1 REMINDER**

The teacher will give a gentle reminder of the positively stated expectation (tying back to our School Values) that a student may not be following at that moment - for example, "remember that in our classroom, we keep our hands to ourselves as we respect the safety of other students".

**STEP 2 RE-TEACH**

The teacher will speak to the student about their behaviour and remind the student of the behavioural expectation at Pakenham Springs.

**STEP 3 RETHINK**

The student will move to the 'rethink' area of the classroom where they will complete a Goal Sheet with the teacher to get the student focused back on showing positive behaviours in the classroom.

**STEP 4 RELOCATE**

If the student is still unable to modify their behaviour, the student and teacher will record a 'sad face' on the Goal Reflection sheet. The student will then be asked to relocate to an alternate classroom to work on achieving their goal and completing their learning before returning to their classroom. A reflective conversation will take place with their classroom teacher upon their return. At this stage, the parent/carer will also be informed of the behaviour through Compass.

**NOTE:** *Whilst implementing the above approach which focuses on managing undesirable behaviour, it is important to note that the teacher will be focusing on the building, nurturing and repairing of relationships and the promotion of positive behaviours. This will be the primary focus of the teacher when a child has been placed in the class rethink area or the rethink area in another classroom.*

## STEP 5 REMOVE

If the student disrupts the other classroom or continues to showcase undesirable behaviour, a member of school leadership will be called. The Goal Reflection sheet will be sent with the student to the office and the student will work in the office under leadership supervision until the next learning session. A chronical will be posted on Compass informing the parent/carer of this action.

\* Please see Appendix 1 for a visual representation of the 'PSPS Behaviour Process'.

### SEVERITY CLAUSE

This clause allows the teacher to bypass any of the above steps (where the action is seen as severe or dangerous). The Removal to Office procedure will be followed (as detailed above).

### OTHER STRATEGIES

Teachers will use the following strategies as appropriate:

- discussion of issues as a class, looking at classroom expectations and consequences
- individual behaviour support plans
- equipping students with strategies to deal with problems e.g. ignore, move away, get assistance
- self-evaluation booklets and behaviour booklets monitored by a member of the Leadership team
- home/school communication books
- regular parent-student-teacher conferences to monitor and discuss behavioural challenges.

### MAINTAINING A SAFE ENVIRONMENT IN THE YARD AT PAKENHAM SPRINGS

Whenever a student-teacher relationship exists, the teacher has a special duty of care. This is defined as: "A teacher is to take such measures as are reasonable in the circumstances to protect a student under the teacher's charge from risks of injury that the teacher should reasonably have foreseen."

As part of that duty, teachers at Pakenham Springs are required to supervise students adequately. This requires not only protection from known hazards, but also protection from those that could arise (that





is, those that the teacher should reasonably have foreseen) and against which preventive measures could be taken.

At Pakenham Springs, the school satisfies the duty of care by allocating responsibilities to different staff. For example, the Leadership Team is responsible for making and administering such arrangements for supervision as are necessary according to the circumstances in each school. Teachers are responsible for carrying out their assigned supervisory duties in such a way that students are, as far as can be reasonably expected, protected from injury. This duty extends to intervention in single-sex areas if need be by a teacher of the other gender.

Yard duty is seen as an important part of Pakenham Springs commitment to meet its responsibilities in the area of providing the highest level of 'duty of care' as possible.

The underlying belief is that yard duty should not be seen as "guard duty" but an opportunity for teachers to mix with students and form relationships with students beyond their regular classroom. At Pakenham Springs, teachers use yard duty as an opportunity to model appropriate behaviour, acknowledge students who are following the Pakenham Springs values and expectations and to have other positive interactions with the students of the school.

It is recognised that behavioural issues may arise in the yard. At Pakenham Springs, a consistent approach in dealing with such issues has been developed to ensure that all staff deal with issues which arise in a fair and predictable manner.

#### **MAJOR BEHAVIOUR INCIDENTS IN THE YARD:**

It is recognised that sometimes more serious incidents will occur in the yard which will require stronger action to be taken.

At Pakenham Springs, a Major Incident is defined as:

- 1) INTENTIONAL PHYSICAL VIOLENCE (INTENT TO HARM)**
- 2) MAJOR DISRUPTION TO LEARNING TIME**
- 3) MAJOR PROPERTY DAMAGE WITH INTENT**
- 4) MAJOR NON-COMPLIANCE**
- 5) LEAVING THE SCHOOL GROUNDS WITHOUT PERMISSION**
- 6) BULLYING (CYBER, PHYSICAL, VERBAL OR INDIRECT BULLYING)**
- 7) SEXUALISED BEHAVIOURS AND/OR COMMENTS**
- 8) POSSESSION AND/OR USE OF AN ILLEGAL ITEM**
- 9) SELF-HARM OR THREATS OF SELF-HARM**

## 10) ONGOING REPETITION OF MINOR BEHAVIOURS

*Major Incidents are investigated by a member of the Pakenham Springs Leadership Team and may involve consequences such as being removed from a classroom, removed from the yard (recess and/or lunch times), parent conferences or Individual Positive Behaviour Support Plans put in place. Victorian School Suspension processes are followed in the most severe of behaviours.*



### **FIVE FINGER PLAN:**

At Pakenham Springs, there is a focus on developing our students' resilience and developing their ability to bounce back from disappointing or annoying experiences. It is vital that we give our students the skills to be able to deal with these issues themselves. By teaching our students how to deal with issues for themselves, we are empowering them to take control of the situation and developing their understanding that they can be assertive without being aggressive.

To ensure that we are empowering our students and developing their resilience, we have adopted a "Five Finger Plan" to assist students deal with issues that might commonly arise in the yard. This

plan is actively and explicitly taught to our students and constantly revised as part of our social skills program at Pakenham Springs.

Recess and lunchtimes are an opportunity for our students to have a break from the hard effort involved in learning, to refresh themselves and to be involved in physical activity to promote health, wellbeing and concentration when they return to class. In any school (and in fact in any situation) where more than one person comes in contact with another person, issues can arise. In our school the vast majority of these issues are of a small and minor nature and can be resolved very quickly without the necessity of adult intervention.

The school yard provides many excellent learning opportunities in how to deal with real life social situations and issues. The school yard provides a practical and "hands on" environment where students can further develop and refine their social skills.

At Pakenham Springs, we recognise that many children will use the presence of an adult in the yard as a way of solving a problem or issue that they may be having. As stated above, the majority of these issues are minor and have very little long term consequence to the child, but at the time have assumed an insurmountable hurdle. Pakenham Springs approach to handling these issues has students reflect on the "Five Finger Plan" for solving a problem in a positive manner. This approach is taught to all children at the school and practised in their classroom. It empowers the child to take control of the situation.

The "Five Finger Plan" has five steps which children are asked to work their way through before



seeking a teacher's assistance.

### **STEP ONE**

The first step when the child is having an issue with another child is to remind the child to ignore them. That is, to turn their body away from the person and move away from the person they are having an issue with.

### **STEP TWO**

The second step in the plan (if the first step hasn't worked) is to have the child talk to the person they are having a problem with. That is, to stand up for themselves and be assertive (but not aggressive); to clearly say "No" and to state how they are feeling ("Don't do that. I don't like it"..... "When you do that it makes me feel.....") and to let them know what you would like to happen ("I would like you to.....").

### **STEP THREE**

The third step in the plan, if the first two steps haven't worked, is for the child to walk away and remove themselves from the issue. This is often the hardest part of the plan as the student can often feel aggrieved and feel that some retribution must be taken on the child who has caused the problem in the first place.

### **STEP FOUR**

The fourth step in the plan, if all the above steps have failed and the child with whom the student has a problem continues to annoy them, is to talk to them again. They should remind the student that the behaviour is making them feel angry/sad/frustrated and that the teacher will be told if it continues.

### **STEP FIVE**

If all these steps fail it is at this point that the child, as part of their "Five Finger Plan", is asked to seek the Yard Duty teacher for help and support. (This has ensured that students are given the opportunity to develop their skills of solving problems themselves and to develop their resilience, before a teacher intervenes.)

The students are also taught when it is appropriate to apply the "Five Finger Plan" and when it is necessary to defer to a teacher immediately. The "Five Finger Plan" is designed to ensure teacher's time on Yard Duty is not consumed by solving the more minor issues and disputes that can arise between students. For any incidents of a more serious nature or which involve physical contact, students are taught to go straight to Step 5 of the plan (i.e. to seek a teacher for help and support).

Our role, as both educators and parents, is to develop in our children the necessary skills for survival in our very complex and challenging society. By allowing children to take some responsibility for solving the more minor issues that arise in the yard, we are developing in them these important problem solving skills, skills without which their future success in society will be in jeopardy.



It is important to remember that by taking this approach we are actually making our playgrounds even safer by ensuring that teacher's time whilst on yard duty, is devoted to quality interaction with our students and to being ever watchful for more serious incidents that may arise. Parents should remember that our "Five Finger Plan" is only used for these more minor issues and that other more serious issues are followed up through our yard withdrawal procedures and our "no intentional or inappropriate physical contact" focus (see below). The follow up of more serious yard issues are dealt with by the Principal and other members of the school's Leadership team.

A great question for parents to ask their child if they come home and state that they have had a problem in the yard is to ask them if they used their "Five Finger Plan". This will allow parents to determine whether their child is developing the necessary skills to deal with the issues they will face in day to day life.

**\* Please see Appendix 2 for a visual representation of the 'Five Finger Plan'.**

## **OUR APPROACH TO BULLYING:**

At Pakenham Springs, we believe the prevention and management of bullying is more readily achieved in a safe, caring, respectful and supportive school culture which promotes positive relationships and values.

Having clear, well defined and agreed expectations of acceptable types of staff and student behaviour, allows all members of the Pakenham Springs community to have a shared understanding of what unacceptable or bullying behaviour is.



At Pakenham Springs, teachers intervene firmly and swiftly to manage any bullying situation they become aware of. At Pakenham Springs, we work in partnership with parents to reduce and manage bullying.

Structured lunchtime activities, a range of easily accessible play equipment and a variety of safe spaces are important aspects of the Pakenham Springs environment, as is vigilant and active yard supervision. At Pakenham Springs, we support all students to feel safe and emphasise the important role of the teacher in managing bullying situations.

Extra-curricular activities such as the school buddy class arrangements, Year 6 teacher buddies, Student Leadership groups etc, are designed to promote positive peer relationships through same-age and cross-age student interactions.

At Pakenham Springs, we have developed the expectation for all community members to demonstrate positive values and behave in a respectful, responsible and resilient manner because we understand the power of and the need to model such values and behaviours in day-to-day interactions.



## **DEFINITION OF BULLYING**

Bullying is when someone, or a group of people, who have more power at the time, deliberately upset or hurt another person, their property, reputation or social acceptance **on more than one occasion**.

There are three broad categories of bullying:

### **1. DIRECT PHYSICAL BULLYING**

This form includes hitting, tripping, and pushing or damaging property.

### **2. DIRECT VERBAL BULLYING**

This form includes name calling, insults, homophobic or racist remarks, or verbal abuse.

### **3. INDIRECT BULLYING**

This form of bullying is harder to recognise and is often carried out behind the victim's back. It is designed to harm someone's social reputation and/or cause humiliation.

Indirect bullying includes:

- lying and spreading rumours;
- playing nasty jokes to embarrass and humiliate;
- mimicking;
- encouraging others to socially exclude someone;
- damaging someone's social reputation and social acceptance; and
- cyber-bullying, which involves the use of email, text messages or chat rooms to humiliate and distress someone.

## **WHAT BULLYING IS NOT**

Many distressing behaviours are not examples of bullying, even though they are unpleasant and often require teacher intervention and management. There are three socially unpleasant situations that are often confused with bullying:

### **MUTUAL CONFLICT**

In mutual conflict situations, there is an argument or disagreement between students but not an imbalance of power. Both parties are upset and usually both want a resolution to the problem. However, unresolved mutual conflict sometimes develops into a bullying situation with one person becoming targeted repeatedly for 'retaliation' in a one-sided way.







## **SOCIAL REJECTION OR DISLIKE**

Unless the social rejection is directed towards someone specific and involves deliberate and repeated attempts to cause distress, exclude or create dislike by others, it is not bullying.

## **SINGLE-EPIISODE ACTS**

Single episodes of nastiness or physical aggression are not the same as bullying. If a student is verbally abused or pushed on one occasion they are not being bullied. Nastiness or physical aggression that is directed towards many different students is not the same as bullying.

As a community, it is important that we accurately classify incidents as bullying or non-bullying. The action we take in solving the problem depends on the nature of the incident. In a busy school (and society in general), students will experience a wide range of different social situations and behaviours. In dealing with these behaviours and situations, we need to ensure that we are strengthening and developing the student's ability to cope with these situations and behaviours, hence our focus on resilience at Pakenham Springs.

Some of these behaviours and situations are a part of life and are situations or behaviours which all children need to learn to deal with. In fact, their successful interaction within our society requires them to have developed skills for dealing with these situations and behaviours.

It should be remembered that at Pakenham Springs, we are not minimising the impact of bullying or the fact that it is not to be tolerated in any of its forms.

In dealing with bullying issues Pakenham Springs, takes a whole-school approach that focuses on safety and wellbeing throughout all school practices.



The following components and strategies are seen as vital to the reduction of bullying issues at Pakenham Springs:

- an effective School Wide Positive Behaviour Support framework and focus on student wellbeing
- an effective whole-school system for responding to major and minor incidents
- the emphasis on positive student-student relationships
- a focus on teaching about bullying and bystander behaviour through our social skills program
- positive involvement of parents in the school
- positive teacher-student relationships
- strong staff collaboration and unity - consistent and predictable responses
- structured lunchtime activity programs run by teachers, Learning Support Assistants and Student Leaders
- effective transition programs
- peer support structures
- student leadership opportunities and training
- school chaplain program
- high level of school pride and high expectations

## CYBERBULLYING

'Cyberbullying involves the use of information and communication technologies to support **deliberate, repeated, and hostile behaviour** by an individual or group, that is intended to harm others' (Bill Belsey, creator of [www.cyberbullying.ca](http://www.cyberbullying.ca)).

Cyberbullying may occur through inappropriate, inaccurate or suggestive messages or images. There are currently different views amongst experts about the nature of the word 'repeated' in the definition of cyberbullying, given that the technology allows for easy and instant repetition. It allows anonymity and participants don't necessarily see the distress their actions cause.

The capacity for humiliation and hurt from a single cyber incident is real and can cause great harm and distress. A one off incident, such as two students having an argument online may not be considered cyberbullying but can still be upsetting for the students involved and needs to be addressed.



At Pakenham Springs, we believe that the internet offers enormous benefits for teaching and learning. Through the use of the Internet, our students can:

- explore the world online
- visit museums and libraries around the world
- access rich information resources to support research and investigations
- communicate and collaborate with people all over the world
- publish to a wide and varied audience.

At Pakenham Springs, we have an important role in educating students around the positive use of 'online communities', and their safe use of the Internet. Teachers incorporate the safe use of the Internet and ethical behaviours with technology and social media platforms .

Being involved in online spaces requires students to behave responsibly - for themselves and others.

This includes:

- the language they use and the things they say
- how they treat others
- respecting people's property (e.g. copyright)
- visiting appropriate places.

At Pakenham Springs, behaving safely online means:

- protecting their own privacy and personal information
- selecting appropriate spaces to work and contribute
- protecting the privacy of others (this can be sharing personal information or images)
- being proactive and letting a trusted adult know if there is something 'not quite right'.

At Pakenham Springs, we realise it may also be necessary to follow up online issues, including those that have occurred outside of school, to ensure that the safety of all students is protected. Discussions with parents and referral to the Police may need to be considered in these circumstances.

**Pakenham Springs Primary School supports the recommended minimum age restrictions for all social media platforms.**



### **3. EXTREME DISCIPLINE PROCEDURES – SUSPENSION AND EXPULSION**

At Pakenham Springs, a student will only be excluded from school in situations where all other measures have been implemented without success or where an immediate suspension is the only appropriate course of action in response to the student's behaviour. At this point, the Victorian Department of Education and Training's "Procedures for Suspension and/or Expulsion" will be followed.

It is important that schools view exclusions only when all other options have been exhausted or where the wellbeing or safety of another student is at risk.

### **4. ROLES AND RESPONSIBILITIES OF THE PRINCIPAL AND SCHOOL COUNCIL**

The principal is responsible for leading the development and implementation of the Student Engagement Policy. The School Council will be engaged in the development of the policy, as it will be responsible for approving the policy, monitoring its effectiveness and evaluating its success. The policy should be made available to all members of the school community.

### **5. IN CLOSING**

Remember that as a social organisation, preparing students for a productive, fulfilling and successful life is our main aim. Developing the ability for students to accept the consequences for their actions goes a long way to making this aim a reality.

Pakenham Springs has a very clear and non-negotiable set of boundaries regarding what is acceptable behaviour and what is not acceptable behaviour at the school. These non-acceptable behaviours will not be tolerated under any circumstances at the school. The potential for serious physical and even fatal consequences from such action warrants the school's inflexible enforcement of predetermined consequences should boundaries be broken.

All parents, as part of a condition of enrolling at Pakenham Springs have signed on their children's enrolment form that they will support the school in these important areas. Often when a student is punished for crossing one of these boundaries a parent will contact me saying it isn't fair that their child is being punished. Whilst I am happy to discuss the issue, because the school has been extremely clear that this is a condition of enrolment and as students are actively taught the dangers of such behaviours and how to act if the situation arises, there can be no exception to these rules.

As a community working together we have the power to ensure that Pakenham Springs continues to develop an enviable reputation as a safe and supportive learning environment.



# PSPS BEHAVIOUR PROCESS

## REMINDER



Teacher will give you a **VERBAL** reminder.

## RE-TEACH



Teacher will speak to you about your behaviour and remind you of what the **EXPECTATION** is at Pakenham Springs.

## RETHINK



Teacher will ask you to move to **RETHINK** area in the classroom and complete a Goal Sheet with them to get you back on track.

## RELOCATE



Teacher will give you a sad face on your goal sheet. They will ask you to go to the classroom next door to work on your goal and complete your learning.

## REMOVE



Buddy teacher will send you back with a sad face and teacher will contact the office. You will move to the office with your goal sheet and learning for the next learning session.

# 5

*Solving our problems  
in a positive manner*

## FINGER PLAN



You have the  
power in your  
hands to solve  
problems  
positively



**STEP 1  
IGNORE  
THEM**

An icon showing two stylized human figures. The figure on the right has a speech bubble with an 'X' inside, indicating a lack of communication or ignoring.

**STEP 2  
TALK  
TO THEM**

An icon showing two stylized human figures with speech bubbles above them, representing communication.

**STEP 3  
WALKAWAY**

An icon showing one stylized human figure walking away from another stylized human figure.

**STEP 4  
TALK TO  
THEM AGAIN**

An icon showing two stylized human figures with speech bubbles above them, representing communication.

**STEP 5  
ASK A TEACHER  
FOR HELP & SUPPORT**

An icon showing a stylized human figure with a question mark above their head, and another stylized human figure (representing a teacher) nearby.

For more serious incidents, such as “**intentional physical contact**,” you may need to go straight to **step 5**.

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# STUDENT ENGAGEMENT