

# Yarra Junction Primary School

## Wellbeing and Behaviour Framework and Policy



2025

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## Purpose

The purpose of this policy is to ensure that all students and members of our school community understand:

- a. our commitment to providing a safe and supportive learning environment for students
- b. expectations for positive student behaviour
- c. support available to students and families
- d. our school's policies and procedures for responding to inappropriate student behaviour.

Yarra Junction Primary School is committed to providing a safe, secure and stimulating learning environment for all students. We understand that students reach their full potential only when they are happy, healthy, and safe and that a positive school culture, where student participation is encouraged and valued, helps to engage students and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are closely linked.

The objective of this policy is to support our school to create and maintain a safe, supportive and inclusive school environment consistent with our school's values.

## Scope

This policy applies to all school activities, including camps and excursions.

## School Profile

Yarra Junction Primary School was established in 1894 and is located in the Yarra Valley, 65.8 kilometres

North-East of Melbourne CBD. We have just over 200 student enrolments from foundation to Grade 6 and 31 school staff members including a Principal, Classroom teachers, Specialist Teachers, Education Support Officers, Administration staff and a Wellbeing Team.

Our school grounds are situated before the township of Yarra Junction with access to the Warburton Trail.

Most students who attend our school live locally, with many who walk or ride their bikes to school. Yarra Junction Primary School has developed close ties to the local community and enjoys support from our local shops and community services.

We are proud of our inclusive school community and strive to provide a nurturing and challenging environment that empowers students to reach their personal best, both academically and socially.

## School values, philosophy and vision

Yarra Junction Primary School's Statement of Values and School Philosophy is integral to the work that we do and is the foundation of our school community. Students, staff and members of our school community are encouraged to live and demonstrate our core values of respect, integrity and kindness at every opportunity.

Our school's vision is to develop each child's social, emotional and academic growth by promoting our students to be creative, curious and critical thinkers within an engaging and connected learning environment.

Our statement to achieve our vision is: We care, We inspire, We Achieve.

Philosophy: All children have the right to access a comprehensive and personally rewarding, quality education. All school communities have an obligation to ensure that each child receives the educational, emotional, physical and social experiences necessary to experience success. Strong relationships are the key to successful learning.

### Mission statements:

*All of us, All the time, no exception.*

*Excellence in Educating students through great teaching.*

### Yarra Junction Primary School's vision:

To develop each child's social, emotional and academic growth by nurturing our students to be creative, curious and critical thinkers within an engaging and connected learning environment.

*Vision Statement:* We care, We inspire, We Achieve.

### Values:

*Respect, Resilience, High Expectations and Collaboration*

### Learning Links:

[We value developing learning skills within our students to promote both academic and emotional/social development]:

**Apply Best Effort**

**Multiple Approaches**

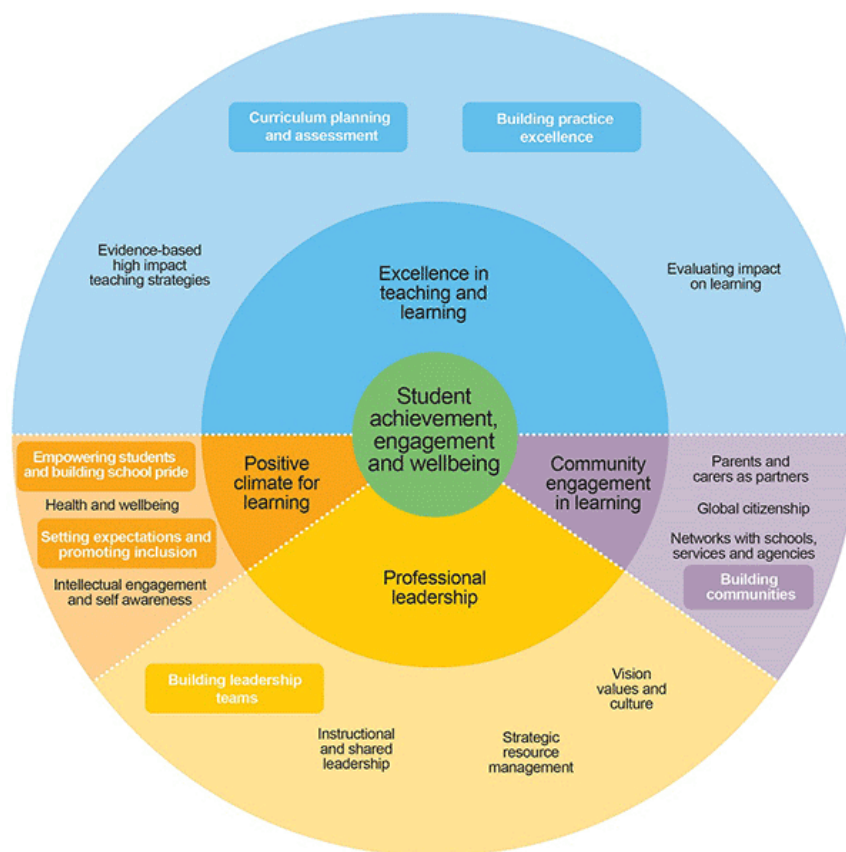
**Give, Receive, Apply Feedback**

**Curious Questioning**

### Aims:

- To embed a wellbeing and positive mental health program across all year levels of the school.
- Implement a scope and sequence for teaching of wellbeing with allocated teaching time each week. (informed by The Resilience Project and Respectful Relationships)
- To embed Department of Education and Training initiatives within our Annual Implementation, including budget.
- The Wellbeing School Improvement team will analyse and monitor wellbeing data.
- Agenda item on team/staff meetings will include rolling student wellbeing item
- Wellbeing SIT will review team meeting minutes and provide support where required.
- Allocation of wellbeing professional learning.

## Framework for Improving Student Outcomes. (FISO)



## YJPS - Our Values in Action

VALUES	As a learner	In the yard	As a friend & Student	Online
<b><u>Respect</u></b>	I follow instructions I'm organised I look after my things I participate in school activities I show initiative I care about myself and others	I include everyone in my games I listen to others' ideas I encourage others I look after my environment I look after equipment I treat others fairly	I respect personal space I take turns I use manners I treat others how I want to be treated I speak with kindness SHELL	I use appropriate language I am careful with equipment I respect other people's privacy I look out for new friends online When I see something inappropriate, I tell an adult.
<b><u>Resilience</u></b>	I apply multiple approaches I am proud I give everything a try I bounce back I am confident I never give up I receive feedback	I walk away from red brain behaviour I engage positively in activities that I enjoy I resolve my own problems I support others to resolve problems	I show tolerance I listen I compromise	I disengage from interacting in red brain behaviour online. I collaborate with my parents and teachers to set rules and responsibilities for online use
<b><u>High Expectation</u></b>	I focus and try hard I am confident I think in different ways I show initiative I aim high and work hard I am independent I challenge myself I apply best effort I give and apply feedback I am curious I question	I create new games I find solutions to problems I use our environment creatively I am a leader	I encourage others to get involved I celebrate others success I show sportsmanship I apply best efforts I am kind to all others	I use my own ideas I research and try new things I use technology to show learning and express creativity. I keep my personal details and passwords private.
<b><u>Collaboration</u></b>	I get along with others I share ideas and resources I learn with others I offer to help others	I encourage others I show compassion and understanding I accept outcomes and move on	I give positive feedback I help and mentor others I encourage the achievement of others I help and mentor others and check the Friendship bench to support others I compromise.	I work collaboratively online I make positive connections with others online I use devices collaboratively

YJPS Vision: to develop each child's social, emotional and academic growth by promoting our students to be creative, curious and critical thinkers within an engaging and connected learning environment. Vision Statement: We Care, We Inspire, We Achieve.

## Students at Risk

YJPS has created a tier framework for support of students with wellbeing concerns (social/emotional/physical/mental)

### Tier 1: Preventative and health promoting practice

- School Values: “The Junction Way”
- Whole School scope and sequence of wellbeing curriculum programs
- Some staff and Principal trained in Youth mental health first aid
- The Resilience Project implemented across all year levels
- Respectful Relationships implemented across all year levels.
- Whole School Wellbeing Programs as per scope and sequence
- Breakfast Club
- Life Education program
- Family Life Program (Relationship and Sexuality Program Grade 3-6)
- Road Safety Program (Prep-2)
- Cyber Safety Program across all year levels
- First aid training for all students
- Buddy Program for Foundation students
- Community engagement evenings:
  - Strong Minds Psychology
  - Family Life Relationships and sexuality
  - Think You Know Cyber safety

### Tier 2: targeted and additional practices

- Referral and support with Wellbeing Coordinator
- SSS
- Additional support plans (i.e. Behaviour, Safety, Medical Plans)
- Student Support Group meetings
- Out of Home Care Plans
- Referral to School Nurse
- Enrichment programs:
  - Camps (Grade 3-6)
  - Excursions/Incursions (prep-6)
  - Cooking program
- Engaging with Community Health Organisation
  - Redwood Centre Warburton
  - Each
  - Inspiro
  - Yarra Ranges School Youth Services
  - Yarra Ranges Family Services

### Tier 3: Intensive individualised practice

- Student Support group meetings
- Behaviour Support Plans
- Individual learning plans
- Attendance Plans



- Referral for Mental Health Plans
- School Youth Services
- Flexible School Options
  - Virtual School
  - Yarra Ranges School
  - GoodLife Farm Healesville
- Mental health referrals to CYMHS
- Headspace
- Referral to SSS service for assessments
  - Speech Pathologist
  - Psychologist
  - Visiting teacher
  - Social Worker
- Care team meetings with community health organisation/NDIS providers
- Child Protection (DFFH)
  - Referrals
  - Care team meetings
  - Out of Home care
- Referrals to Child First
- Wellbeing coordinator 1:1 counselling sessions
- Invitation to programs such as the Treehouse Program and Connect
- SOCIT Unit/Local Police

## YJ Wellbeing Referral Process

Wellbeing referrals are coordinated by the Wellbeing Coordinator/MHWL/Principal. This process involves any party completing an online form to refer the student to the wellbeing coordinator, followed by an initial check-in meeting and then the completion of a consent form for further counselling sessions if needed. The referral form can be accessed on the YJPS google drive and via QR code at the wellbeing office. Referrals could include general wellbeing concerns, interpersonal issues, unusual behaviour, family/private life issues, body image, and risk taking behaviours. Making these referrals is an important part of a staff member's duty of care.

Disability referrals are facilitated by the Intervention Coordinator. Refer to the Tier 1,2,3 Framework for further information.

## Wellbeing/Sensory/Principal/First Aid Pass

Students requiring access to the sensory garden, wellbeing coordinator, first aid, or principal must need a pass of the corresponding type in order to transition from their class space to their destination. This is in order to ensure that students are not leaving the classroom without teacher permission or awareness, and ensure all students are accounted for. Each class will have a designated and labelled set of passes for this purpose.

## Wellbeing Programs

Yarra Junction has a commitment for the wellbeing of our staff, students, parents and extended community.

Each class across all year levels will teach one lesson per week following the curriculum and lessons developed by The Resilience Project. Each lesson is tailored to the specific year level.

### Allocation of Time:

The school has mandated the following at **minimum** teaching allocation time to facilitate wellbeing programs for Grade Foundation-Grade 6.

- One Weekly 50-minute wellbeing lesson

### Identifying students in need of support

Yarra Junction Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally, and socially. The Student Wellbeing team plays a significant role in developing and implementing strategies help identify students in need of support and enhance student wellbeing. Yarra Junction Primary School will utilise the following information and tools to identify students in need of extra emotional, social or educational support:

- personal, health and learning information gathered upon enrolment and while the student is enrolled
- attendance records
- academic performance
- observations by school staff such as changes in engagement, behaviour, self-care, social connectedness, and motivation – observations are to be recorded as Wellbeing Chronicles on Compass
- attendance, detention, and suspension data
- engagement with families
- student self-referrals or peer referrals.

### Student rights and responsibilities

All members of our school community have a right to experience a safe and supportive school environment. We expect that all students, staff, parents, and carers treat each other with respect and dignity. Our school's Statement of Values highlights the rights and responsibilities of members of our community.

Students have the right to:

- participate fully in their education
- feel safe, secure, and happy at school
- learn in an environment free from bullying, harassment, violence, racism, discrimination, or intimidation.
- express their ideas, feelings, and concerns.

Students have the responsibility to:

- participate fully in their educational program
- display positive behaviours that demonstrate respect for themselves, their peers, their teachers, and members of the school community
- respect the right of others to learn.

Students who may have a complaint or concern about something that has happened at school are encouraged to speak to their parents or carers and approach a trusted teacher or a member

of the school leadership team. Further information about raising a complaint or concern is available in our Complaints Policy.

## Student behavioural expectations

When a student acts in breach of the behaviour standards of our school community, Yarra Junction Primary School will institute a staged response, consistent with the Department's policies on behaviour, discipline and student wellbeing and engagement in addition to current research on effective behaviour strategies. Where appropriate, parents will be informed about the inappropriate behaviour and the disciplinary action taken by teachers and other school staff.

When a student chooses to engage in behaviour that breaches our YJPS standards, a student chooses the consequence detailed in our behaviour framework documents. Post a consequence, our Wellbeing Team and teacher (if required) will engage in a restorative approach with students to promote positive behaviour skills. A part of this restorative approach will be time given to unpack undesirable behaviours as part of a staged response to inappropriate behaviour to ensure that factors that may have contributed to the student's behaviour are identified and addressed.

Consequences at our school will be applied fairly and consistently. Students will always be provided with an opportunity to be heard and an opportunity to take responsibility of their actions through writing a responsibility letter.

At Yarra Junction Primary School, we embed the "Steps to Success" model to promote positive behaviour and promote our school values as a whole school practice.

The practice promotes students to develop personal skills so that they are responsible and take charge of their actions and make choices about their personal behaviour.

Each classroom has a Steps to Success Board and at the commencement of each school year students create a personalised character to represent them on the steps board for their classroom.

At the commencement of each day, students' character is placed on the black step. The black step acknowledges the behaviour that is expected at Yarra Junction Primary School every day.

As part of the Steps to Success program, Specialist teachers award classes with high expectations and positive behaviour with a gold star. Classes receive class agreed awards for achieving 10 stars within a term. There is also a special privileged rainbow star to be achieved.

## STEPS TO SUCCESS IN PRACTICE (Green brain)

Students are publicly acknowledged for behaviour that is above what is expected at YJPS.

Students who reach and remain at the top step at the end of the school day, will receive a token in the Values Cylinders. The teacher will name the token – Respect, Collaboration, Resilience, High Expectations depending upon the students most consistent outstanding behaviour.

When moving students above the black line it is important for teachers to not reward “expected behaviour”.

## STEPS TO SUCCESS IN PRACTICE (Red brain)

### FIRST STEP

Teacher walks close to student (names behaviour/ privately) and states this as a red brain choice. Private Correction

Ask or support student to state the green brain alternative.

Student moves themselves down a step.

(Teacher looks for opportunity to publicly praise student and reward by asking student to move themselves up a step. Eg Student calls out, teacher looks for when student raises their hand - moving from red to red or red to black can be “expected behaviour”.

If RED brain behaviour continues:

### SECOND STEP

Teachers walks close to student (names behaviour) and states this is a red brain choice. Private Correction

Ask / Support student to state the green brain alternative.

Student moves themselves a second step.

If RED brain behaviour continues:

### THIRD STEP

Teacher walks close to student (names behaviour) and states this is a red brain choice. Private Correction. Ask or support students to state the green brain alternative

Student to move themselves down a third step.

#### Consequence of First **RED** step:

- Warning

#### Consequence of Second **RED** step:

- Move to a new learning space in the classroom. (floor/round table / another student table)
- 15 minutes of break time detention (teacher to send detention note to office/or call advising of detention time)
- Reporting teacher to create chronicle

### **Consequence of third RED step:**

- Student withdrawn to a buddy class with either work or theory notes.
- 30 minutes of break time detention (teacher to send detention note to office/or call advising of detention time)
- Student to complete responsibility letter (detention supervisor to scan responsibility letter to Wellbeing coordinator/Principal and reporting teacher.
- Reporting Teacher to create the chronicle and attach responsibility letter
- Wellbeing Coordinator to email parent with responsibility letter.

### **If RED brain behaviour continues beyond the THIRD STEP**

Student is sent to Principals office, accompanied by an ES or student in leadership position (teacher to either call Principal and/or send detention withdrawal form)

### **Example correspondence to Parents/Carers**

Please find attached a student responsibility letter from.....

Thank you in advance of your support in discussing and promoting positive behaviour.

choices. Teacher to make a student behaviour chronicle entry and attach responsibility letter.

Consequence (at Principal's discretion), could include:

- withdrawal of privileges (laptop or upcoming excursion/camp)
- restorative practices
- detentions (break times)
- behaviour support and intervention meetings with parents
- Behaviour plan established
- Internal/external suspension
- Expulsion

Principal will call parent as a follow up from beyond third step consequence.

Refer to appendix I for further Red Brain support.

### **Moving down a step – clarified:**

If a student's red brain behaviour is disruptive to other students or their own learning (eg: Calling out, refusing instructions from a teacher) regardless of what green step they are on, they are to move themselves to the first red line – Warning. If a student is already on the first red step they are to be moved to the second red step.

If a student's red brain behaviour includes damaging another student's property on purpose, swearing, or leaving the classroom without permission the student moves directly to the second red step from wherever they are on the steps board (if above the second red step). If already on the second red step, student moves to third red step.

If a student's red brain behaviour includes punching, kicking, Vandalism of school property, Swearing directed towards a teacher, stealing - student moves straight to bottom/third step of step board and the student is to be removed to outside of the principal's office. (duration at Principals discretion, student to receive double detention and may have an internal suspension (principal's discretion and/or School give back)

If a student reaches the second or third red step within any learning block for any period they will choose to have a detention in their break time. Second Step 15 minutes and Third step 30 minutes. This means that even if a student has been acknowledged of green brain behaviour and has been asked to move up steps, they will be responsible for their red brain actions and attend detention. Teachers are to write a detention slip for the detention teacher. This will support students to write their responsibility letter.

If a student continues to make red brain choices when removed to another classroom, bottom/third red step the Principal is to be contacted and the student is to be withdrawn to the Principal's office, for a duration set by Principal.

If the student is withdrawn to the principal, the student will receive double detention of 30 minutes.

First Red Step = Warning

Second Red Step = withdrawn to a different learning place in the classroom

Third Red step = removal to another classroom to complete work.

Beyond the third red step = removal to Principal

## Steps to Success in Specialist Classes

Students are publicly acknowledged for green brain behaviour.

Students are privately corrected for behaviour that is below what is expected at YJPS (red brain)

1. Warning – name the red brain behaviour and support student to state the green brain alternative or give it to them.

If red brain behaviour continues refer to step 2 below.

2. Student moved to another part of the classroom to complete theory notes (length at teacher discretion) and will receive 15 minutes detention.

If red brain behaviour continues refer to step 3 below.

3. Student moved to another specialist class (as arranged by Specialist teachers) to complete theory notes and will receive 30 minutes detention.
4. If red brain behaviour continues in the class they have been moved to, the student is to be sent to the principal's office. Student may receive a further consequence. Eg: Double detention, loss of upcoming activity.

## Step Values Tokens

Students will receive a Values token every time they are acknowledged for going up a step. The teacher publicly names the value the student has shown, and the student places the corresponding token into the class Value Token cylinder.

**Respect, High Expectation, Resilience, Collaboration**

At the commencement of a school year, students are given the opportunity to contribute their ideas for class rewards for achieving 100 tokens in any of the four values cylinders.

The Wellbeing Team will collate student input and create a whole school reward system that is consistent for all classes.

Violence, bullying, and other offensive and harmful behaviours such as racism, harassment and discrimination will not be tolerated and will be managed in accordance with this policy. Bullying will be managed in accordance with our Bullying Prevention Policy.

Suspension, expulsion and restrictive interventions are measures of last resort and may only be used in situations consistent with Department policy, available at:

- <https://www2.education.vic.gov.au/pal/suspensions/policy>
- <https://www2.education.vic.gov.au/pal/expulsions/policy>
- <https://www2.education.vic.gov.au/pal/restraint-seclusion/policy>

In line with Ministerial Order 1125, no student aged 8 or younger will be expelled without the approval of the Secretary of the Department of Education and Training.

The Principal of Yarra Junction Primary School is responsible for ensuring all suspensions and expulsions are recorded on CASES21. Corporal punishment is prohibited by law and will not be used in any circumstance at our school.

## COMPASS CHRONICLE ENTRIES:

When an incident occurs, or a concern is raised, use Compass to record / document the event/concern. Describe the event and include any behaviour or information that occurred leading up to and during the event. Include quotes from students and witnesses involved. The entry needs to be detailed but succinct.

1. Log in to Compass
2. Click the Organisation tab and select Chronicle
3. Click create a new chronicle entry
4. Under the Template heading, select the type of entry Select:
  - **YJPS Wellbeing and Inclusion** (within this chronicle you can check boxes for the following: Bullying, Defiant behaviour, Discrimination, Exclusion, Inappropriate ICT use (home & school) Friendship issues, Offensive Gesture/notes, Online Negative behaviour, Physical (hitting/punching), Resilience issues, School refusal, self-harm, Throwing rocks/sticks, Vandalism/Damaging school property, Verbal (rude/verbal threats), Attendance concern. Other chronicles include:
  - **YJPS ABSENCE PLAN**
  - **YJPS ILP** (Individual Education Plan uploads )
  - **YJPS Medical** or
  - **YJPS Confidential** (DHHS, orders)
  - **YJPS - Wellbeing Sessions** (only Wellbeing Officer to create these chronicles)

5. Under students, type and select the students involved. Under each student's name is the word "involved", if you click on this you can modify the student's involvement to victim, perpetrator or witness.
6. Select the appropriate time and date. Ensure you change this if you are filling in the entry later/date.
7. Fill in boxes
8. Attach a student responsibility letter to the chronicle.
9. Click Save and Close (those in the notification chain will be alerted).

Team Leaders are to monitor Compass Chronicles and table student wellbeing/behaviour concerns at staff/team meetings. Students who have received three or more chronicle reports within a term will be referred to the Wellbeing Coordinator and Principal. Wellbeing team to investigate and implement further support to promote positive behaviour.

Where "red brain" behaviour results in a student receiving three 30 minute detentions (or the total of 1 ½ hours of detention) the students parent will be contacted by the Principal and the student will receive an internal suspension and loss of privilege activity (camp, incursion/excursion) at the principals discretion week.

Principal, Classroom teacher and Wellbeing Coordinator to collaborate on establishing a behaviour plan or revising a current behaviour plan. Parents and student are to be invited to a meeting to share behaviour plan. The student will receive an internal or external suspension (at Principals discretion). Student will receive restorative behaviour support from Wellbeing Coordinator and/or Principal.

## Bullying

Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening.

Classroom teachers are responsible for monitoring chronicles of students within their class to evaluate if the red brain behaviour is repeated. Repetitive behaviour is three or more of the same behaviour. E.g.: name calling of another student.

Refer to Yarra Junction Primary School's Bullying Policy for further details.

## Yard duty

To support identifying red brain behaviour and consequences in the yard, staff are to refer to "Our Values in action". Incidents are to be recorded on Compass chronicles under YJPS Wellbeing & Inclusion template on the day of the incident, by the supervising staff member.

Staff on detention duty are to supervised students in the Community Studies room for detention, where the student will be required to write a student responsibility letter and write out the school promise. If there are no students on detention, teacher on duty to complete admin work from ES admin basket.



## Engaging with families

Yarra Junction Primary School values the input of parents and carers, and we will strive to support families to engage in their child's learning and build their capacity as active learners. We aim to be partners in learning with parents and carers in our school community.

We work hard to create successful partnerships with parents and carers by:

- ensuring that all parents have access to our school policies and procedures, available on our school website and/or Compass and/or hard copy as requested at school office.
- maintaining an open, respectful line of communication between parents and staff, supported by our Communicating with School Staff policy.
- providing parent volunteer opportunities so that families can contribute to school activities.
- involving families with homework and other curriculum-related activities
- involving families in school decision making
- encouraging parents to be active members of School Council or School Council Sub Committees.
- coordinating resources and services from the community for families
- including families in Student Support Groups and developing individual plans for students.
- Engaging with parents with any wellbeing or academic concerns.

## YJPS whole school Wellbeing Language

### *Red Brain and Green Brain*

At the commencement of the school year all students engage in the Junction Way practices to learn about the brain. Students are taught that "Red Brain" is a negative behaviour choice and "Green Brain" is a positive behaviour choice. Teachers introduce students to our Steps to Success, behaviour framework to develop common understanding of unacceptable behaviours.

### *"That's their Program"*

To ensure that students have equitable access to learning, at times learning programs, student supervision and behaviour management plans are modified. Modifications are decided in exceptional circumstances in collaboration with the teacher and Principal. Staff and students through the common language of "That's their program" acknowledge that at times some students require modification to ensure that they can access learning. Eg: "Why does Mo get to work in the Bunjil Building?" Response; "That's their program".

### *"I am wondering....?"*

Commencing with the phrase, I am wondering... when addressing a student who is displaying red brain behaviour is an unthreatening way to open up communication and to acknowledge to the student that you show genuine concern and desire to help/support.

Eg: I am wondering why such a clever student like you is out in the hallway?

I am wondering if you could help me understand what has happened, you look upset?

### *GEM (Resilience Project)*

Gratitude, Empathy and Mindfulness language.

### *“Are you refusing to do what I am asking?”*

Use this statement if a student does not follow instructions. This statement gives a student the time to re-consider their actions/words and then make a green brain choice.

#### *Students out of class*

a. If students leave the classroom without permission:

1. I wonder what you are doing in the hallway and/or
2. Back to the classroom

No other language to be used.

b. If a student is in the hallway/grounds

1. Hello ..... do you have a pass (eg: Wellbeing, Principal, First Aid)

If no, redirect the student back to the classroom.

If yes, thank you.

### What can I do if something is bothering me?

1. Ignore
2. Move away.
3. Say STOP (politely)
4. Say STOP (firmly and loudly)
5. Inform a teacher.

### Catastrophe Scale

The Catastrophe Scale is a visual guide designed to help students put problems into perspective. Problems may be rated from 0 (no problem) to 10 (catastrophe). This helps children understand that some problems may not be as bad as first perceived (ratings 0- 4) can be easily overcome, while more challenging problems (ratings 5-10) need different strategies and help from other people.

### Restorative approach

The idea of restorative practice is to build caring communities around students, whilst not accepting harmful or disrespectful behaviour. We want to teach and support students to take responsibility for their actions and to repair any harm that has been done. Depending on the circumstances, the following could take place individually or with everyone involved present.

#### **To the wrong doer:**

- I am wondering what happened?
- What were you thinking at the time?
- Was it the right thing/wrong thing to do?
- Who has been affected by your actions?
- How has this affected you?
- How could you fix or support this?

#### **To the victim:**

- Can you explain what happened?
- What have you thought about since?
- How has it upset/hurt/harmed you?
- What has been the hardest thing for you?
- What do you need to fix or support this?

#### **To both:**

- How can we make sure this doesn't happen again?
- Is there anything I can do to help?
- Is there anything else you would like to say?
- Formally record the agreement reached by the students on Compass.

## Zones of Regulation

Using the language and practices of Zones of Regulation promote students to identify their feelings (colour zones: Blue, Green, Yellow and Red) and promote the opportunity to teach students how to self-regulate through strategies.

## Safety Plans

Any student who presents with ongoing challenging behaviour that impacts the safety of themselves or others, will meet with the Wellbeing Coordinator to co-develop a Safety Plan. This could include one or more students where behaviour relates to bullying, or where a student is at risk to themselves or to others.

(Behaviour Plans - refer to staff manual. Completed by Classroom teacher)

## Staff wellbeing

Healthy mental health and wellbeing (MHW) of staff is an important drive & influence in school culture.

Mental health is defined as a state of wellbeing in which the individual realises his or her own abilities, can cope with normal stressors of life, can work productively and fruitfully, and is able to make a contribution to the community. Mental health can be explained on a continuum where mental health is at one end, represented by feeling good and functioning well, through to severe symptoms of mental health conditions at the other. Mental health is not fixed or in a static state, and individuals can move back and forth along this scale at different times during their lives. The workplace provides the ideal setting to promote MHW.

*To support staff connection and wellbeing the following supports and plans have been put into place:*

### Staff wellbeing supports and processes:

- Occupational Health and Safety is a fortnightly agenda item on Consultative.
- Staff are supported to access Edusafe and Employee Assist Program.
- Wellbeing coordinator support and assistance with referral to EAP.
- Staff Wellbeing notice board in the staffroom, displays mental health & wellbeing supports including:
  - 1800RESPECT Information
  - RUOK? Information
  - Beyond Blue
  - Online [MHW Portal \(LifeWorks\)](#)
  - [Employee Assistance Program \(EAP\)](#)
  - The [Conflict Resolution Support Service](#)
  - Workcover: Return to Work Coordinator details
  - Health and Safety Rep contact.
  - First Aid Workplace officers
  - Health & Safety Rep Details
  - Staff wellbeing information wall in staffroom

## Staff - Mental health and wellbeing

- Wellbeing SIT to develop and implement a staff Wellbeing Action plan informed by 2024 YJPS staff survey
- The Resilience Project and Respectful Relationships professional learning.
- Teach Like a Champion Professional learning
- Special Morning teas/lunches - Birthday events, celebrations, community events.
- staff social events
- Curriculum Days to have a Wellbeing activity/Professional learning
- Confidential access to Wellbeing Coordinator and/or Principal



## YJPS Detention Slip

Please fill out detention slip and send down to office with JSC leader

Date: \_\_\_\_/\_\_\_\_/2025

Student Name: \_\_\_\_\_

Class: \_\_\_\_\_

Reason for detention: \_\_\_\_\_

Please Tick:

15 minutes ☐

30 minutes ☐

Remainder of Break ☐

Is a responsibility letter required? Yes ☐ No ☐

Teacher Name: \_\_\_\_\_

Detention Duty Teacher Initials: \_\_\_\_\_

Please note that if you are the teacher completing this form, that you are responsible for creating the chronicle.

The detention teacher is responsible for scanning the letter to Wellbeing Coordinator and Principal, who will email through to parents.

Student to take responsibility letter home.

Date: \_\_\_\_/\_\_\_\_/2025

## YJPS Responsibility Letter



To my parent(s)/Carer,

Today/Yesterday I made a red brain choice.

I

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Red brain behaviours are against Yarra Junction Primary School's Wellbeing and Behaviour Policy and Framework and our school values of Respect, Resilience, High expectations, and Collaboration.

As a consequence of my red brain behaviour(s) I: (Tick as appropriate)

- Was withdrawn from my classroom to another class to complete learning ☐
- Spent 15 minutes of my break time in detention ☐
- Spent 30 minutes of my break time in detention ☐
- Walked with a teacher on duty and picked up rubbish/lost property ☐

I understand that a chronicle behaviour report will be made and recorded on my student file and that multiple chronicle entries will result in consequences outlined in the Student Wellbeing and Behaviour Policy and Framework.

To avoid making this red brain choice in the future, I will

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From \_\_\_\_\_ Class \_\_\_\_\_

Wellbeing Programs	When	Who	Purpose	Resources	Assessment/Evaluation/Survey
Respectful Relationships Program (embed into the Resilience Project lessons, except for Modules 7 & 8 taught in term 4)	Weekly embed into wellbeing lessons	Foundation - Grade 6	To increase Social and Emotional Learning across all levels of primary and secondary education:  Emotional Literacy Personal Strengths Positive Coping Stress Management Help Seeking. Gender and Identity. Positive Gender Relationships.	<a href="#">Wellbeing scope/sequence</a>	Student agency Survey  <ul style="list-style-type: none"> <li>Grades 3-6</li> </ul>
The Resilience Project	Weekly embed into wellbeing lessons	Foundation-Grade 6	Develop skills of Gratitude, Empathy and Mindfulness.  Develop resilience and strategies to bounce forward  Promote school culture  Promotes Connection, Purpose, Kindness, Emotional Literacy and Physical Health.	<a href="#">Wellbeing scope/sequence</a>	Resilience Youth Survey  <ul style="list-style-type: none"> <li>Grades 3-6</li> </ul>

Wellbeing Programs	When	Who	Purpose	Resources	Assessment/Evaluation/Survey
Digital Citizenship (Online Safety)	Embedded into Curriculum with Technology use & Wellbeing Programs	Grade 3-6	To equip our students with a toolbox of skills to keep them safe from bullying, cyber bullying, violence, negative influences, inappropriate/harmful content, inappropriate contact, and privacy.	Esmart Curriculum  Esafety Curriculum	YJPS Bullying Survey  <ul style="list-style-type: none"> <li>Grades 3-6</li> </ul>
Cyber Safety Esmart & Esafety Curriculum  Project Rocket Incursion  Think You Know student Presentation  Think You Know Parent/Teacher night	Yearly/Scope & Sequence  Term 3  Term 4  Term 4	Foundation - Grade 6  Grade 5-6  Grade 3-6  Whole school	To empower our students to stand up to bullying, hate and prejudice instead of bystander behaviour. Through the lens of (cyber)bullying, our workshops explore themes of inclusion, respectful relationships, social leadership, diversity, values and ethics and empathy.	Project Rocket cost to be charged as an incursion  Think You Know: incursion/  teacher parent night free	

Pet Safety	Yearly	Foundation - Grade 2	<p>The program focuses on teaching students about dog safety:</p> <p>when dogs should be left alone</p> <p>things we should not do to dogs</p> <p>how can you tell if a dog is happy, frightened or angry</p> <p>a safe way to approach and greet a dog</p> <p>what to do if approached by an unknown or aggressive dog</p>	Free	
Family Life Puberty Sessions	Term 2	Grades 3 - 6	Age-appropriate information on puberty, relationships, and sexuality education		
Incursions					
Family Life Puberty info session: Teachers/parents	Term 2	Parent/Teachers			
First Aid in schools	Term 4	Foundation - Grade 6	To provide students with basic CPR and emergency response skills.	Free	
Grade 6 Buddy Program	Term 1 - 4	Foundation	To support Foundation transition to school	N/A	Evaluation by teacher observation
RACV Road Safety program for Schools	Yearly	Foundation - Grade 4	<p>Foundation - Identify people and actions that help keep themselves safe and healthy (VCHPEP059)</p> <p>Grade 1 &amp; 2 - Recognise situations and opportunities to promote their own health, safety and wellbeing .</p> <p>Gr 3-4 strategies to promote health, safety and wellbeing</p>	Free	
Road safety is incorporated into whole school bike ride education.					
Camps	Yearly	Grades 3 - 6	<p>Provide life skills in an external environment.</p> <p>Build resilience and connection.</p> <p>Experience things that cannot be experienced on campus.</p>	Camp specific funding from DET.	Post-camp student survey (to be implemented)



excursions/incursions	Year level team discretion				
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Wellbeing Data Collection	When	Who	Purpose	Resources
Attitudes to School Survey	Term 2	Grade 4 – 6	<ul style="list-style-type: none"> <li>To measure growth in different elements</li> <li>To celebrate</li> <li>To set goals for future school focus</li> </ul>	Attitudes to school Survey DEET website/literature Panorama
Resilience Youth Survey Australia	Term 1 & Term 3  Week 2-3 of term	Grade 3 - 6	Online Survey that reports the resilience of young people at a cohort level in terms of their strengths, life satisfaction, hopefulness, anxiety and depression, coping style, and risk and protective behaviours.  The survey measures the resilience and wellbeing of your young people across 9 key domains:  Understanding Self, Social Skills, Positive Relationships, Safety, Healthy Body and Healthy Mind, Learning, Positive Attitude, Positive Values, Positive Identity.	Australian Resilient Youth Survey (Online) <ul style="list-style-type: none"> <li>Supports planning of programs and supports for students to improve their mental health.</li> </ul>
Parent Survey	Term 3	All parents	Parent feedback on connection, safety communication	Dept Panorama site Annual Implementation Plan
Staff Survey	Term 3	All staff	Culture, leadership, professional learning	Dept Panorama site Annual Implementation Plan
Framework for Improving Student Outcomes	Mid and End of year	COP – wellbeing Leadership	Identify successes of the school  Identify areas for improvement and set goals for AIP	FISO <ul style="list-style-type: none"> <li>Evaluate against FISO</li> </ul>
Pulse Chronicles	As required	Foundation-Grade 6	To track attendance, behaviour and wellbeing data and to evaluate this data.	Compass

## Excursions/Incursions for Wellbeing Program

<b>Even year</b>	<u>Foundation</u>	<u>Grade 1-2</u>	<u>Grades 3-4</u>	<u>Grades 5-6</u>
<b>Term 1</b>	RACV Road Safety	RACV Road Safety	RACV Safety Program	Camp
<b>Term 2</b>			Family Life Puberty	Family Life Puberty
<b>Term 3</b>	Excursion with 1/2's	Excursion/Camp	Camp	Project Rockit
<b>Term 4</b>	First Aid In schools	First Aid In schools	First Aid In schools	First Aid In schools
	Pet Safety	Pet Safety	Think You Know	Think You Know

<b><i>ODD YEAR</i></b>	<u>Foundation</u>	<u>Grade 1-2</u>	<u>Grades 3-4</u>	<u>Grades 5-6</u>
<b>Term 1</b>	RACV Road Safety	RACV Road Safety	RACV Safety Program	Camp
<b>Term 2</b>	Life Education	Life Education	Life Education	Life Education
<b>Term 3</b>	Excursion with 1/2's	Excursion/Camp	Camp	Project Rockit
<b>Term 4</b>	First Aid In schools	First Aid In schools	First Aid In schools	First Aid In schools
	Pet Safety	Pet Safety	Think You Know	Think You Know