



# Student Welfare Policy

## 2017



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Additional information and documents

The Bega Valley Public School Student Welfare Policy is informed and guided by various policies and procedures of the NSW Department of Education.

This includes the Behaviour Code for students as outlined below.

### **Behaviour Code for students**

NSW public schools are committed to providing safe, supportive and responsive learning environments for everyone. We teach and model the behaviours we value in our students.

In NSW public schools, students are expected to:

- Respect other students, their teachers and school staff and community members
- Follow school and class rules and follow the directions of their teachers
- Strive for the highest standards in learning
- Respect all members of the school community and show courtesy to all students, teachers and community members
- Resolve conflict respectfully, calmly and fairly
- Comply with the school's uniform policy or dress code
- Attend school every day (unless legally excused)
- Respect all property
- Not be violent or bring weapons, illegal drugs, alcohol or tobacco into our schools
- Not bully, harass, intimidate or discriminate against anyone in our schools

Schools take strong action in response to behaviour that is detrimental to self or others or to the achievement of high quality teaching and learning.

### **Behaviour code for students: actions**

Promoting the learning, wellbeing and safety of all students in NSW Public Schools is a high priority for the Department of Education.

We implement teaching and learning approaches to support the development of skills needed by students to meet our high standards for respectful, safe and engaged behaviour.

RESPECT	SAFETY	ENGAGEMENT
<ul style="list-style-type: none"> <li>• Treat one another with dignity.</li> <li>• Speak and behave courteously.</li> <li>• Cooperate with others.</li> <li>• Develop positive and respectful relationships and think about the effect on relationships before acting.</li> <li>• Value the interests, ability and culture of others.</li> <li>• Dress appropriately by complying with the school uniform or dress code.</li> <li>• Take care with property.</li> </ul>	<ul style="list-style-type: none"> <li>• Model and follow departmental, school and/or class codes of behaviour and conduct.</li> <li>• Negotiate and resolve conflict with empathy.</li> <li>• Take personal responsibility for behaviour and actions.</li> <li>• Care for self and others.</li> <li>• Avoid dangerous behaviour and encourage others to avoid dangerous behaviour.</li> </ul>	<ul style="list-style-type: none"> <li>• Attend school every day (unless legally excused).</li> <li>• Arrive at school and class on time.</li> <li>• Be prepared for every lesson.</li> <li>• Actively participate in learning.</li> <li>• Aspire and strive to achieve the highest standards of learning.</li> </ul>

<https://education.nsw.gov.au/policy-library/associated-documents/behaviourcode.pdf>

## The Wellbeing Framework for Schools

In addition to the Behaviour Code for students, this policy is informed by 'The Wellbeing Framework for Schools'. This framework is focused on strengthening the cognitive, physical, social, emotional and spiritual development of students. It works on the key concepts of *Connect*, *Succeed* and *Thrive*.

*Connect*: Our students will be actively connected to their learning, have positive and respectful relationships and experience a sense of belonging to their school and community.

*Succeed*: Our students will be respected, valued, encouraged, supported and empowered to succeed.

*Thrive*: Our students will grow and flourish, do well and prosper.

Schools play an important role in supporting and promoting the wellbeing of students. Bega Valley Public School is focused on providing quality role models, learning experiences and a safe environment to allow students the opportunity to succeed, thrive and contribute positively to the wider community.

For further information and to access 'The Wellbeing Framework for Schools': [https://www.det.nsw.edu.au/wellbeing/about/16531\\_Wellbeing-Framework-for-schools\\_Accessible.pdf](https://www.det.nsw.edu.au/wellbeing/about/16531_Wellbeing-Framework-for-schools_Accessible.pdf)

<https://www.det.nsw.edu.au/wellbeing/about>

## **Rationale**

At Bega Valley Public School, we believe in the values of Respect, Responsibility, Cooperation and Friendship. Bega Valley Public School is committed to a shared vision to create quality-learning opportunities for all students.

The beliefs, core values and student outcomes provide the scaffold for our Student Welfare Policy. The Policy is guided by our values to ensure that our school provides a positive and supportive learning environment where all students achieve a high standard of self-discipline, personal conduct and social responsibility.

The Student Welfare Policy encompasses all that the school community does to meet the personal, social and learning needs of our students through quality teaching, learning and engagement.

At Bega Valley Public School, it is our intention that every student can learn and play in a safe and caring environment. Through our student welfare policy, we aim to do the following:

- Create a positive environment within our school so that staff and students can work together.
- Create a caring school environment where the rights and responsibilities of individuals are recognised and respected.
- Establish a set of rules that protect the rights of all individuals.
- Establish a clear set of consequences for individuals who do not accept their responsibilities and break rules.
- Establish procedures so that conflicts can be resolved in a positive, non-violent manner.
- Work in partnership with parents, caregivers and teachers to resolve concerns related to student behaviour.

## **Beliefs**

The operation of the school is based on six fundamental beliefs.

We believe...

- In Student, Teacher and Community involvement.
- In a caring community.
- In solving disputes peacefully.
- In equity.

- In quality teaching and learning.
- That all students can learn.

## Practices

Our commitment to our beliefs is demonstrated in our policies and practices. We have,

- Strategies to promote good discipline and effective learning.
- Practices to recognise and reinforce student achievement.
- Strategies for dealing with unacceptable behaviour.

We:

- Liaise with parents, supportive community agencies and build teams to approach problems.
- Have a Learning and Support Team, comprising the Executive, the School Counsellor, class teacher, the Reading Recovery Teacher (when necessary) and Learning and Support Teacher.
- have school expectations of behaviour which are:
  - Stated positively.
  - Short, simple and clear in purpose.
  - Developed in consultation with the students and school community.
  - Taught explicitly through a school wide lesson scope and sequence.
  - A reflection of community beliefs and principles.
  - Displayed around the school.
  - Enforceable and consistently enforced.
  - Supported by comprehensive behaviour management plans in every class.

The aim is to promote understanding and to foster student self-discipline. There is an acknowledgement system to reinforce positive behaviour.

The core values are:

- Respect
- Responsibility
- Friendship
- Co-operation

We promote these values and communicate these expectations through:

- Explicit class teaching/learning programs.

- School Promotion such as Newsletters, Facebook, School Stream and the School webpage.
- Classroom and playground management programs.
- Assembly presentations.
- Parent/Teacher and Student/Teacher meetings.

## Student Outcomes

The Melbourne Declaration on Educational Goals for Young Australians (December 2008) states that “Improving educational outcomes for all young Australians is central to the nation’s social and economic prosperity and will position young people to live fulfilling, productive and responsible lives.”

Our student welfare policy is aimed at supporting all students in working towards achieving the goals of the Melbourne Declaration. These Goals are:

Goal 1	Goal 2
Australian schooling promotes equity and excellence.	All young Australians become: <ul style="list-style-type: none"> <li>- successful learners</li> <li>- confident and creative individuals</li> <li>- active and informed citizens</li> </ul>

For further information and to access the Melbourne Declaration:

[http://www.curriculum.edu.au/verve/\\_resources/National\\_Declaration\\_on\\_the\\_Educational\\_Goals\\_for\\_Young\\_Australians.pdf](http://www.curriculum.edu.au/verve/_resources/National_Declaration_on_the_Educational_Goals_for_Young_Australians.pdf)

## Implementation and Framework

It is our belief that with the commitment of staff and the support of parents we can successfully implement this policy and create a positive, safe and engaging learning environment.

The framework for the behaviour management policy is based on PBL (Positive Behaviours for Learning). The process focuses on improving a school’s ability to teach and support positive behaviours for all students by utilising PBL and Kids Matter programs. PBL includes school-wide procedures and processes intended for:

ALL students, ALL staff, ALL community members in ALL settings.

Implementation:

- School values and expectations are displayed in prominent positions throughout the school.
- Explicit teaching of the values and expectations.
- Reinforcement of core values and rules after school breaks.
- Identification of out of bounds areas and instructions for safe play in the playground.

## Core Values

Our Core Values Matrix clearly defines the expected behaviours for all areas of our school. These are categorised into the four values of Respect, Responsibility, Cooperation and Friendship. Students at Bega Valley Public School are expected to display these behaviours whilst at school and in the community.

Bega Valley PS	Respect	Responsibility	Co-operation	Friendship
All Areas	<ul style="list-style-type: none"> <li>Listen actively</li> <li>Accept others</li> <li>Use good manners</li> <li>Look after people, property and the environment</li> </ul>	<ul style="list-style-type: none"> <li>Do your best</li> <li>Be prepared</li> <li>Think before you act</li> <li>Be on task</li> <li>Help others</li> <li>Be in the right place</li> </ul>	<ul style="list-style-type: none"> <li>Choose your attitude</li> <li>Follow instructions</li> <li>Be positive</li> <li>Be aware of others</li> <li>Appreciate difference</li> </ul>	<ul style="list-style-type: none"> <li>Be a friend</li> <li>Smile</li> <li>Share</li> <li>Follow rules</li> </ul>
Transition	<ul style="list-style-type: none"> <li>Walk</li> <li>Manage your voice volume</li> <li>Maintain physical space</li> <li>Stay to the left</li> </ul>	<ul style="list-style-type: none"> <li>Move appropriately in all settings</li> <li>Report hazards</li> <li>Walk on hard surfaces</li> </ul>	<ul style="list-style-type: none"> <li>Move directly to destination</li> </ul>	<ul style="list-style-type: none"> <li>Keep hands and feet to yourself.</li> <li>Be aware of others</li> </ul>
Playground	<ul style="list-style-type: none"> <li>Be in control of your actions</li> <li>Play safe</li> </ul>	<ul style="list-style-type: none"> <li>Play appropriate games</li> <li>Report unsafe behaviour and play.</li> <li>Wear a hat.</li> </ul>	<ul style="list-style-type: none"> <li>Be inclusive in games</li> </ul>	<ul style="list-style-type: none"> <li>Include others</li> </ul>
Canteen	<ul style="list-style-type: none"> <li>Be patient</li> <li>Wait quietly</li> <li>Use good manners</li> </ul>	<ul style="list-style-type: none"> <li>Report any damage</li> <li>Look after facilities</li> </ul>	<ul style="list-style-type: none"> <li>Buy for yourself</li> </ul>	<ul style="list-style-type: none"> <li>Manners</li> </ul>
Assembly	<ul style="list-style-type: none"> <li>Speak at appropriate times</li> </ul>	<ul style="list-style-type: none"> <li>Enter and exit quietly</li> <li>Appreciate efforts and performances</li> </ul>	<ul style="list-style-type: none"> <li>Sit in designated area</li> </ul>	<ul style="list-style-type: none"> <li>Value success</li> </ul>
Bus	<ul style="list-style-type: none"> <li>Be on time</li> <li>Wait sensibly</li> </ul>	<ul style="list-style-type: none"> <li>Line up sensibly</li> <li>Look after belongings</li> </ul>	<ul style="list-style-type: none"> <li>Remain in seat</li> </ul>	
Toilet	<ul style="list-style-type: none"> <li>Use facilities appropriately</li> </ul>	<ul style="list-style-type: none"> <li>Be hygienic</li> </ul>	<ul style="list-style-type: none"> <li>Right time</li> <li>Allow privacy</li> </ul>	

## Acknowledgement Strategies

At Bega Valley Public School, we recognise that feedback is vital in providing a strong incentive for promoting positive student behaviour. It is important that students are frequently acknowledged for displaying the school values to ensure that they strive to achieve their personal best at school and beyond into their adult life. Acknowledgement strategies are also effective for building a sense of school community and further enhancing students' understanding of the school's core values of Respect, Responsibility, Co-operation and Friendship.

Ideally, positive feedback should outweigh negative feedback. To be most effective, positive feedback should be provided as per the continuum of reinforcers:

- Level 1 – Free and frequent (all staff to use every day)
- Level 2 - Short Term intermittent (awarded occasionally)
- Level 3 – Strong and Long Term (term or annual).

At Bega Valley Public School, individual and whole school acknowledgement strategies will follow the structure outlined below:

### **Free and Frequent**

#### **Values Tokens**

Values tokens will be given out frequently to students with an emphasis on the school's core values. When teachers distribute tokens in the playground or in the classroom, they will explain to the student the core value he/she is displaying. In class, teachers will use Classdojo or a class chart linked to the school values to record this feedback. In the playground, teachers will hand out values tokens and when students return to class after a break they will redeem their token for a Classdojo point or record on class chart. When a student collects 30 tokens, they can collect their first level award (Super) which will include a values certificate awarded at assembly.

### **Short Term Intermittent**

#### **Values Certificates**

Students will have the opportunity to earn as many values certificates as they can during the year with the added incentive of achieving positive levels (1 –

4) of Super, Terrific, Awesome and Radical. A student will receive a values certificate once they have received 30 tokens.

### **Reward Menu**

At the beginning of the school year, as part of the teaching of the school values, teachers will negotiate a reward menu with the students in their class. The rewards based system in which students can choose a reward of their choice must include only rewards that are cost neutral. Some examples of rewards could be: changing your avatar on Clasdojo, 15 minutes free time, sitting next to a friend for the day or sharing something with the class. Ten tokens/points will entitle the student to redeem a reward from the class reward menu. Tokens do not carry over from one year to the next year; each year is a new beginning.

Values tokens/points given out in playground and in classroom.

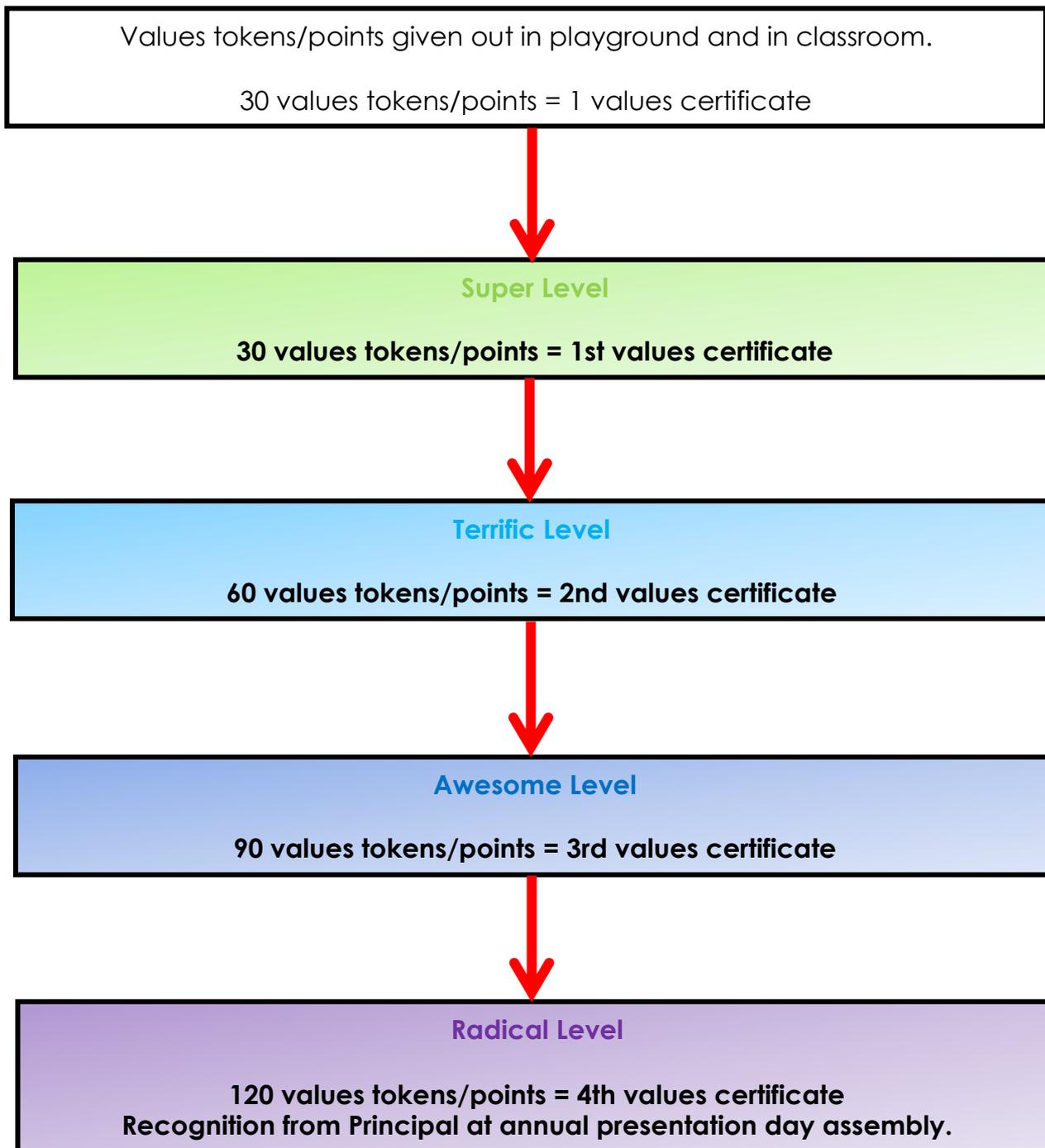
10 values tokens/points = student choice from Rewards Menu

### **Long Term**

#### **STAR Rewards**

For each values certificate (30 tokens) that a student receives they will achieve one level on the positive levels of achievement. When a student achieves the first level, Super level, their photo will be placed on an STAR wall in the hall. The STAR wall will display the four positive levels of Super, Terrific, Awesome and Radical. As a student achieves the next positive level, their photo will move along to the next level on the STAR wall. If a student achieves the 4th level of Radical he/she will receive a principal's award at the end of the year at the presentation day assembly.

## STAR Awards



# Discipline

Behaviour that is contrary to the positive behaviours outlined in our core values matrix will result in strong action, particularly behaviour that is detrimental to self, others or to the achievement of high quality teaching and learning.

The common unacceptable behaviours below have been categorised into managed, minor and major so the consequences and procedures for dealing with such behaviours is consistent across the school. More detailed definitions of these behaviour categories are included in the additional information section of the document.

<b>Managed Behaviours</b> ↓	<b>Minor Behaviours</b> ↓	<b>Major Behaviours</b> ↓
<p>Dealt with by teacher at the time (Prompt, Redirect, Reteach, Provide Choice)</p> <p><i>*3x managed in one break becomes Minor and requires ROC</i></p>	<p>Follow Playground/Classroom Flowchart <u>ROC -1 day</u></p> <p><i>*Time outs to be recorded as negative incident.</i></p>	<p><u>ROC and further action</u> <i>*Further action includes Executive member interventions/ phone calls home/Playground Monitor Card – all breaks for minimum of 2 days</i></p>
<ul style="list-style-type: none"> <li>- Not wearing hats</li> <li>- Taking other peoples hats</li> <li>- Littering</li> <li>- Out Of Bounds (O.O.B.)</li> <li>- Minor disputes e.g. mean talk, interfering with others/games/learning, excluding peers, not taking turns</li> <li>- Playing unsafely e.g. running on the concrete</li> <li>- Playing unsafely with objects e.g. sticks</li> <li>- Unintentional swearing</li> </ul>	<ul style="list-style-type: none"> <li>- Repeated <b>Managed Behaviours</b></li> <li>- Ignoring teacher instructions</li> <li>- Disruptive behaviour including verbal misconduct.</li> <li>- IT misconduct</li> <li>- Late</li> <li>- Possess prohibited items</li> <li>- Sexualised behaviours</li> <li>- Non-directed swearing</li> <li>- Vandalism</li> </ul> <p style="color: red;"><i>Note: Minor behaviours resulting in ROC Time may require a phone call home by class teacher.</i></p>	<ul style="list-style-type: none"> <li>- Violence – physical, sexual, throwing objects intending to harm.</li> <li>- Aggressive language/ swearing/threats</li> <li>- Aggressive behaviour (as it aligns to the suspension policy)</li> <li>- Stealing</li> <li>- Vandalism</li> <li>- Intimidation</li> </ul> <p style="color: red;"><i>Note: Stage Supervisor or Principal to phone home depending on nature of incident.</i></p>

**ROC Time** – Students are not permitted on the playground for the first half of lunch and are restricted in the second half. This is an opportunity for students to reflect on and discuss their behaviour, as well as logical consequences. ROC time teacher will re-teach positive behaviours and alternatives to support the student.

At second half of lunch students will be met by the Welfare Teacher who will support them in a structured activity in the playground OR restricted to a particular playground where they will need to report to the teacher on duty who will sign a one off behaviour card as confirmation that they have demonstrated positive behaviour during play time.

## Dealing with Unacceptable Behaviour

At Bega Valley Public School, we recognise that students require teaching and support to acquire the skills necessary for socially appropriate behaviour at school. Our procedures for dealing with inappropriate or unacceptable behaviour involve a tiered approach that responds to student needs based on the severity or frequency of the behaviour. Procedures may involve the following:

### Incident Reporting

Behaviour incidents requiring follow up or further actions are recorded in the schools 'Sentral' system. For staff, please see the procedures for entering incidents into Sentral.

### Time Out/ROC (Reflection/Opportunity/Consequences)

Following a range of strategies designed to teach and support students to develop and display positive behaviour teachers may use time out or loss of privilege. This could include short thinking time in a designated space in the student's own class or with the teacher on duty during break time for playground incidents. Continued or major inappropriate behaviours may result in students attending ROC Time for a period of 1 to 5 days where they can reflect on their behaviour, have an opportunity to learn the positive behaviour and complete additional consequences when necessary that are logical and respectful. **This is a consequence for major behaviours in the playground and the classroom.**

#### ROC

Reflection, Opportunity to learn positive behaviour and Consequences

### Suspension

Bega Valley Public School may resort to suspension under the Department of Education Guidelines. Consistent with the Department of Education Policy, reasons for suspension from Bega Valley Public School include:

- Continued disobedience
- Intimidation, threats and/or aggressive behaviour

- Physical violence
- Use or possession of a prohibited weapon, firearm or knife
- Possession, supply or use of suspected illegal substance
- Serious criminal behaviour related to the school
- Use of an implement as a weapon
- Persistent or serious misbehaviour

[https://education.nsw.gov.au/policy-library/associated-documents/suspol\\_07.pdf](https://education.nsw.gov.au/policy-library/associated-documents/suspol_07.pdf)

## **Bullying**

The NSW Department of Education rejects all forms of bullying. No student, employee, parent, caregiver or community member should experience bullying within the learning or working environments of the Department.

Bullying is repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons. Cyber bullying refers to bullying through information and communication technologies (ICT).

Bullying can involve humiliation, domination, intimidation, victimisation and all forms of harassment including that based on sex, race, disability, homosexuality or transgender. Bullying of any form or for any reason can have long-term effects on those involved including bystanders. Conflict or fights between equals or single incidents are not defined as bullying.

Incidents of bullying are considered unacceptable major behaviour at Bega Valley Public School and will be dealt with appropriately. For further information regarding the NSW Department of Education policy on Bullying:

<https://education.nsw.gov.au/policy-library/policies/bullying-preventing-and-responding-to-student-bullying-in-schools-policy?refid=285835>

## **Students Absconding/Leaving School Grounds without Permission**

At Bega Valley Public School it is rare that students will attempt to leave the school grounds without permission. If a student does leave the school grounds staff will first encourage the student to return to safety within the school grounds. If this is not successful and the student continues to put themselves at serious risk of harm by refusing to return to school grounds or proceeds out of direct sight of a staff member, the parent/carer will be contacted as soon as possible and advised that the student is no longer in the care of the school. If the school is unable to contact the parent/carer or emergency contact person, the police will be notified. It is Bega Valley Public School's policy to NOT chase or pursue a student who has left the school grounds. At all times the school will endeavour to provide supervision.

## **Physical Restraint**

**Physical restraint at Bega Valley Public School is always a last resort** and follows the principles and guidelines set out in:

- *Non-Violent Crisis Intervention (NCI) Training.*
- *The Physical Restraint of School Students – NSW DET Legal Issues Bulletin #9, June 2012.*

Any decision taken by staff to physically restrain a student should be exercised only in those circumstances where there is a real and immediate threat of injury to a person or serious damage to property and there is no other practical way of preventing the likely injury or damage. Staff must not jeopardise their own safety in such situations. Staff should only physically intervene if they are confident they can do so without being injured. In this context, it is important that staff seek out and implement any relevant Departmental school guidelines, strategy or advice for managing student behaviour.

Physical restraint may be required as an emergency response should students behave in a way that presents a risk to themselves or others. Physical restraint is recommended only when all less-restrictive methods of intervening have been exhausted. When physical restraint is used, it is used in a way as to allow the person an opportunity to calm down at their own pace, and to assist the process of re-establishing a therapeutic rapport and relationship.

## **Individual Behaviour Management Plans or Risk Assessments**

There are some students at Bega Valley Public School that may require a Behaviour Management Plan (BMP) or Risk Assessment to support their individual needs. When a BMP or Risk Assessment is implemented, assessment data from a range of available sources is used to inform the development of these plans. Behaviour Management Plans and Risk Assessments are developed to provide guidance and assistance to staff so that they can understand and support student behaviours and to promote a safe learning environment. The focus is always on preventative and proactive strategies to enable students to develop the use of positive and socially acceptable behaviours.

BVPS Behaviour Management Flowchart – Playground

N.B. Hats, Hi-Vis vests and bum bags are compulsory for staff on duty in accordance with WHS.

**Playground Misbehaviour**

**Managed Behaviour**

- Incident managed and resolved immediately
- No Sentral entry necessary
- 3x managed in one break becomes minor

**Managed incident strategies**

- Prompt – Low key responses (proximity, signal, non-verbal cue, ignore, attend, praise)
- Redirect – restate the matrix behaviour
- Reteach – tell, show, practice, acknowledge
- Provide choice eg. Alteration of activity – adjustments to work expectations, participation requirements, equipment to be used, etc.

**Minor**

- (after verbal reminders and warnings x3)
- Time out and/or accompany teacher on duty – Prompt, Redirect, Reteach, Provide Choice
  - Record incident and consequence on Sentral, notify relevant staff via Sentral.

**Major**

- Teacher investigates
- Record incident and consequence on Sentral, notify relevant staff via Sentral.
- Major Behaviour requires removal from the playground.

Continued minor behaviour (x3/week) becomes a major incident. Teacher investigates.

**ROC Time/Room – See Levels**

- 3x ROC/week = Parent Contact by relevant staff member e.g. classroom teacher, Student Welfare Teacher or Executive.
- Further consequences where necessary e.g. toilet vandalism cleaned up by culprits.

**ROC Time/Room**

**1 Day**

- Repeated **Managed Behaviours**
- Ignoring teacher instructions

**ROC Time/Room**

**2-5 Days** based on severity of incident and prior incidents if applicable. Decision made in consultation with AP/Principal.

- violence – physical, sexual, throwing objects intending to harm
- aggressive language/swearing
- aggressive behaviour
- stealing
- vandalism
- intimidation

N.B. Suspension policy to be enforced by Principal where necessary and return from suspension restrictions dealt with on individual basis.

BVPS Behaviour Management Flowchart – Classroom

**Managed Behaviour**

- 1<sup>st</sup> incident – restate positive behaviour
- 2<sup>nd</sup> incident – warning: reminder of acceptable behaviour (see core values matrix)
- 3<sup>rd</sup> incident – timeout or alternative strategy (5-10 minutes) in classroom.

**If this procedure is successful, student is to continue in own class.**

**If unsuccessful:**

**Minor**

- Teacher completes incident sheet (incident to be recorded on Sentral also)
- Student sent with incident sheet to timeout class/teacher (teacher to specify time frame)
- If this procedure is successful, student to return to own class with incident sheet.

**If unsuccessful:**

**Major**

Student sent with incident sheet to:

- Stage supervisor or,
- Student welfare teacher (if student has refused to go with supervisor)
- ROC Time

Discussion and remediation between supervisor, teacher and student regarding positive behaviour, alternative behaviour and consequences where necessary.  
Further action required: phone call home and Sentral updated recording any actions etc (teacher)

**Major - repeated**

- Student Welfare teacher to investigate further and implement alternative strategies with student and classroom teacher.
- Appropriate staff member to contact home and arrange meeting regarding future expectations.

Meeting outcomes and discussion to be communicated with all parties and may include development of IEP, individual behaviour management plan, referral to learning and Support Team.  
Sentral updated with details and outcomes.

**Note: major behaviour to be dealt with immediately. Move to step 3.**