

STUDENT WELLBEING AND ENGAGEMENT POLICY

Beechworth Primary School is committed to the implementation of Child Safe Standards to promote the safety and wellbeing of all young people.



Help for non-English speakers

If you need help to understand this policy, please contact:
BPS School Office on 03 5728 1066

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.

Beechworth 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 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.

CONTENTS

1. School profile
2. School values, philosophy and vision
3. Wellbeing and engagement strategies
4. Identifying students in need of support
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POLICY

1. School profile

Beechworth Primary School, set in beautiful North East Victoria, was built and first opened in 1875. Its buildings consist of a central heritage building, a Bastow building, built in 1875 and classified by the National Trust. An additional new building was constructed under the Building Education Revolution funding in 2008. The school is set on five acres of spacious and attractive grounds that feature a stand of Sequoias more than 100 years old. We have approximately 180 students from Foundation to Year 6 and 15 staff members, including two administration staff.



Beechworth Primary School believes that mutually supportive home-school partnerships are essential in order to promote positive student engagement and wellbeing. As a School-Wide Positive Behaviour Support (SWPBS) school and a Respectful Relationships lead school, we purposefully aim for high expectations from all members of our community and celebrate displays of positive behaviours.

We have a small number of Aboriginal students who have come from a variety of places across Australia, including the Northern Territory. Beechworth is an eclectic community, with students coming from a wide range of backgrounds and cultures. At Beechworth Primary School we value the diversity of cultures within our community and the community focus on the environment, sustainability and the arts. We are proud of our diversity and inclusive school community.

We strive to provide a nurturing and challenging learning environment that empowers students to reach their personal best, both academically and socially.

2. School values, philosophy and vision

At Beechworth Primary School, our School Values and School Philosophy are 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, safety, persistence and caring at every opportunity.

VISION

Beechworth Primary School's vision is to empower all students to be respectful, persistent and caring learners in a safe and connected community.

PHILOSOPHY

At Beechworth Primary School, our School Values and School Philosophy are integral to the work that we do and are the foundation of our school community. Students, staff and members of our school community are encouraged to demonstrate our core values of Respect, Safety, Persistence and Caring at every opportunity.

School Philosophy:

Beechworth Primary School is a student-centred school. We respect the voices and views of our students, staff and the wider school community. Our students are encouraged to make sense of the world around them by being adventurous when acquiring knowledge, joyful in their pursuit of learning and excited to be a part of our school community.

School Motto:

Respect, Safety, Persistence and Caring ... Always!

School Mascot:

BPSie Bee



SCHOOL VALUES

Beechworth Primary School's values are:

Respect:

At Beechworth Primary School, we demonstrate respect to ourselves, our peers, our teachers and visitors to the school. We demonstrate respect by:

- Following staff instructions respectfully
- Listening attentively to our teachers, classmates and visitors to our school
- Valuing the opinions of others
- Speaking kindly and thoughtfully to each other
- Looking after school equipment, classrooms, the school grounds and our personal belongings

Safety:

At Beechworth Primary School we seek to make our school community a safe place for students, staff, families and all visitors. We share in the responsibility of keeping ourselves and others safe by:

- Moving around the school grounds and buildings safely
- Entering and exiting the school grounds in the correct manner
- Using school and individual equipment appropriately
- Being Cyber Safe when using technology
- Playing and learning in spaces where we are supervised
- Using all school facilities the way they are intended to be used
- Looking out for the safety of others

Persistence:

At Beechworth Primary School we seek challenges in our education and we work hard towards achieving our goals. We continually grow as individuals and as learners by giving/trying our best in the classroom, in the playground and at home.

We demonstrate persistence by:

- Listening to feedback and taking on suggestions for improvement
- Persevering in academic, social and extracurricular activities and by knowing when to seek help
- Having a growth mindset and understanding that mistakes and challenges are a part of learning
- Never giving up and seeing something through to the end

Caring:

At Beechworth Primary School we strive towards caring for ourselves, others and our environment. We are a caring school community that displays kindness and understanding to others through our words and actions.

We demonstrate caring through:

- Speaking to others how we would like to be spoken to
- Considering others' needs by showing generosity, patience and understanding
- Making others feel special by making them feel a part of a community and including them in our games
- 'Friending' someone on the buddy bench
- Using encouraging words
- Being honest
- Looking after ourselves (exercise, good nutrition, plenty of sleep, effective hygiene practices)
- Picking up rubbish in the yard and tidying up after ourselves in all settings

3. Wellbeing and Engagement strategies

Beechworth Primary School has developed a range of strategies to promote engagement, positive behaviour and respectful relationships for all students in our school. We acknowledge that some students may need extra social, emotional or educational support at school, and that the needs of students will change over time as they grow and learn.

Here is a summary of the universal (whole of school), targeted (year group specific) and individual engagement strategies used by our school:

Universal (Whole School)

The school strategies to promote positive behaviour and inclusion across the whole school include:

- holding high and consistent expectations of all staff, students and parents and carers
- as a RRRR school we prioritise positive relationships between staff and students, recognising the fundamental role this plays in building and sustaining student wellbeing
- our school values of Respect, Persistence, Care and Safety are used to create a culture that is inclusive, engaging and supportive
- through clear communication we engage with all parents/carers so that we can be responsive to our student's learning and wellbeing needs
- analysing and being responsive to a range of school data such as attendance, Attitudes to School Survey, parent survey data, student management data and school level assessment data
- teachers at Beechworth Primary School use an evidence based instructional framework to ensure an explicit, common and shared model of instruction
- teachers at Beechworth Primary School adopt a broad range of teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and needs of our students and follow the standards set by the Victorian Institute of Teaching
- our school's Values are incorporated into our curriculum and promoted to students, staff and parents so that they are shared and celebrated as the foundation of our school community
- carefully planned transition programs to support students moving into different stages of their schooling
- positive behaviour and student achievement is acknowledged in the classroom, and formally in school assemblies and communication to parents
- monitor student attendance and implement attendance improvement strategies at a whole-school, cohort and individual level
- students have the opportunity to contribute to and provide feedback on decisions about school operations through the Student Representative Council and other forums including class group meetings. Students are also encouraged to speak with their teachers, education support staff and Principal whenever they have any questions or concerns
- create opportunities for cross—age connections amongst students through various sporting events including: athletics, swimming and winter sports, house teams and buddy support programs
- we engage in school wide positive behaviour support with our staff and students, which includes programs such as:
 - Resilience, Rights, and Respectful Relationships (RRRR)
 - Catching On Early
 - School Wide Positive Behaviour Program
 - Safe Schools
 - Be You / Kids Matter
 - eSmart
- programs, incursions and excursions developed to address issue specific behaviour (i.e. KEAPS, local police, Calmer Classrooms, Restorative Practice, Rock & Water & Friend's for Life)
- opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)

Targeted (Year group specific)

The school strategies to promote positive behaviour and inclusion within specific year groups include:

- yearly staff discussion around new class groupings taking into consideration personalities, friendship groups and academic needs
- each classroom teacher has a duty of care for their group of students, and takes this responsibility seriously, monitoring their health and wellbeing and acting as a point of contact for students who may need additional support
- connect all Koorie students with a Koorie Engagement Support Officer
- all students in Out of Home Care will have an Individual Educational Plan and a Student Support Group (SSG) and will be referred to Student Support Services for an Educational Needs Assessment
- SWBPS and health staff will undertake health promotion and social skills development in response to needs identified by student wellbeing data, classroom teachers or other school staff each year
- staff will apply a trauma-informed approach to working with students who have experienced trauma

Individual

Where possible, we use a 'Student at Risk Flow Chart' to identify and provide appropriate supports, which can include resources and advice available from the Department's Policy and Advisory Library such as:

- [Student Support Groups](#)
- [Individual Education Plans](#)
- [Behaviour - Students](#)
- [Behaviour Support Plans](#)
- [Student Support Services](#)

as well as to other Department programs and services such as:

- [Program for Students with Disabilities](#)
- [Mental health toolkit](#)
- [headspace](#)
- [Navigator](#)
- [LOOKOUT](#)

Beechworth Primary School implements a range of strategies that support and promote individual engagement. These include:

- building constructive relationships with students at risk or students who are vulnerable due to complex individual circumstances
- meeting with students and their parent/carers to talk about how best to help the students engage with school (Parent /Teacher/Student Interviews)
- developing an Individual Education Plan and/or a Behaviour Support Plan
- considering if any environmental changes need to be made, for example changing the classroom set-up and seating arrangements
- referring the student to:
 - School-based wellbeing supports
 - Student Support Services
 - Appropriate external supports such as Council-Based Youth and Family services, Allied Health Professionals, Headspace, Child and Adolescent Mental Health Services or ChildFirst
 - Re-engagement programs such as Navigator

Where necessary the school will support the student's family to engage by:

- being responsive and sensitive to changes in the student's circumstances, health and wellbeing
- collaborating, where appropriate and with the support of the student and their family, with any external Allied Health Professionals, services or agencies that are supporting the student
- monitoring individual student attendance through Compass and following up on absences with a phone call to parents/carers
- running regular Student Support Group meetings for all students:
 - with a disability
 - in Out of Home Care
 - and with other complex needs that require ongoing support and monitoring.

4. Identifying students in need of support

Beechworth Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. Our 'Student at Risk Flow Chart' plays a significant role in guiding and implementing strategies to help identify students in need of support and enhance student wellbeing. Beechworth 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
- attendance, detention and suspension data (Compass - Minor and Major Behaviour Incidents)
- engagement with families/ SSGs and IEPs
- KEAPS
- Variety Shine/ OTs and Speech
- Koorie
- SSSOs and Assessment Australia referrals

5. Student rights and responsibilities

At Beechworth Primary School, 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. At Beechworth Primary School, our values are 'Respect, Safety, Perseverance and Caring'. Our SWBPS expectation matrix supports our school values and explicitly teaches students appropriate behaviour in a variety of settings throughout the school.

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, 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.

6. Student behavioural expectations and management

Behavioural expectations of students, staff and families are outlined in our School Wide Positive Behaviour Framework (SWPBS). Our four key values are Respect, Safety, Persistence and Caring. Student bullying behaviour will be responded to consistently with the Beechworth Primary School Bullying policy.

When a student acts in breach of the behaviour standards of our school community, Beechworth Primary School will institute a staged response, consistent with the Department's policies on behaviour, discipline and student wellbeing and engagement. Where appropriate, parents will be informed about the inappropriate behaviour and the disciplinary action taken by teachers and other school staff (in accordance with the SWPBS Flowchart).

Our school considers, explores and implements positive and non-punitive interventions to support student behaviour before considering disciplinary measures such as withdrawal of privileges, withdrawal from class or participation in the Positive Behaviour Program. Behaviours are classified as either a Minor or Major and are actioned accordingly.

Disciplinary measures may be used as part of a staged response to inappropriate behaviour in combination with other engagement and support strategies to ensure that factors that may have contributed to the student's behaviour are identified and addressed. Disciplinary measures at our school will be applied fairly and consistently. Students will always be provided with an opportunity to be heard through Restorative Practices.

Disciplinary measures that may be applied include:

- verbally warning a student that their behaviour is inappropriate
- reinforcing the appropriate behaviour by our SWPBS reward system
- teacher controlled consequences such as moving a student within the classroom
- removal to a buddy classroom for reflection of behaviour time
- withdrawal of privileges
- referral to the classroom teacher
- restorative practices
- Positive Behaviour Program
- behaviour support and intervention meetings (including phone conversation and letter to parents informing of behaviour and consequence)
- suspension
- expulsion

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 Beechworth Primary School, together with the Business Manager, 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.

7. Engaging with families

Beechworth 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
- maintaining an open, respectful line of communication between parents and staff, supported by our Communicating with School Staff policy, student/parent/teacher conferences, Compass and remote learning platforms (Class dojo and Google Classroom)
- 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
- coordinating resources and services from the community for families
- including families in Student Support Groups, and developing Individual Educational Plans for students
- establishing a committee of parents, teachers and community members in our School Council to oversee policies and practises, events and finances

8. Evaluation

Beechworth Primary School will collect data each year to understand the frequency and types of wellbeing issues that are experienced by our students so that we can measure the success or challenges of our school-based strategies and identify emerging trends or needs.

Sources of data that will be assessed on an annual basis include:

- student survey data
- incidents data through Compass and analysed data by SWPBS team
- parent/caregiver/guardian survey
- case management
- CASES21, including attendance and absence data
- SOCS

Beechworth Primary School will also regularly monitor available data dashboards to ensure any wellbeing or engagement issues are acted upon in a timely manner and any intervention occurs as soon as possible.

COMMUNICATION

This policy will be communicated to our school community in the following ways:

- Available publicly on our school's website
- Included in staff induction processes
- Included in transition and enrolment packs
- Included as annual reference in school newsletter
- Made available in hard copy from the School Office upon request

Our school will also ensure it follows the mandatory parent/carers notification requirements with respect to suspensions and expulsions outlined in the Department's policies at:

- [Suspension process](#)
- [Expulsions - Decision](#)

FURTHER INFORMATION AND RESOURCES

- Statement of School Values
- BPS Behaviour Matrix – Appendix A
- BPS Behaviour (Minor and Major) Flow Chart – Appendix B
- BPS Student at Risk Flowchart – Appendix C
- BPS PBP Parent information letter - Appendix D
- SWPBS Handbook (For School Staff)
- Child Safe Policy
- Code of Conduct for Child Safety
- Inclusion and Diversity Policy
- Attendance Policy
- Health Care Needs Policy

POLICY REVIEW AND APPROVAL

Policy last reviewed	October 2021
Consultation	SWPBS work in preparation under taken over the past 18 months in consultation with all stakeholders to renew the school Values, Behaviour Matrix and Minor and Major Behaviour Flow charts. Final Consultation: School Staff: 8 September 2021 School Students: 10 September 2021 School Council: 15 September 2021
Approved by	Principal 20 October 2021
Next scheduled review date	August 2022/23

Beechworth Primary School Behaviour Matrix

All Settings	Assembly	Learning Environments	Toilets	Transitions	Yard
Respect					
<ul style="list-style-type: none"> I follow teacher instructions I listen to my peers I use my manners I treat all teachers with respect I wait patiently for my turn I treat school and others' property with respect I talk calmly with my teachers and peers I understand that everyone has different points of view I listen when I am spoken to I wear the correct school uniform I put my rubbish in the bin 	<ul style="list-style-type: none"> I wait to be invited to speak when I put up my hand I use the correct words when singing the National Anthem I stand with my hands by my side when I sing the National Anthem I demonstrate the 5 L's 	<ul style="list-style-type: none"> I allow my peers the opportunity to learn without interruptions I show pride in my work 	<ul style="list-style-type: none"> I use the toilets correctly I use and dispose of toilet paper correctly I use 1 pump of soap I wash and dry my hands I turn the tap off all the way I wait patiently at the toilets I always flush the toilet after use I go to the toilets in my break time 	<ul style="list-style-type: none"> I walk inside the buildings and in walkways I line up before entering another learning environment I wait for the teacher I move around the school without disturbing others 	<ul style="list-style-type: none"> I follow the agreed rules of the game I communicate changes to game rules I look after the garden beds and plants
Safety					
<ul style="list-style-type: none"> I walk when indoors I look out for the safety of others I stay with my class I eat my own packed food I am only in spaces where I am supervised 	<ul style="list-style-type: none"> I sit in an appropriate position on the floor with my class I stay with my teacher when moving to/from/during assembly 	<ul style="list-style-type: none"> I carry and use classroom supplies safely I am cyber smart I use my own logins I follow classroom expectations I only access school appropriate websites and apps I have permission to use 	<ul style="list-style-type: none"> I am sensible when using the toilets I only go to the toilets when I need to use them I leave the toilets when I am finished I use soap to get rid of germs I make sure there is room to enter and exit the toilets 	<ul style="list-style-type: none"> I watch where I am walking I look for possible hazards I walk from one place to the next 	<ul style="list-style-type: none"> I walk my bike/scooter/other through the school grounds I wear my hat in Term 1&4 I play in view of the teacher on duty I use equipment for its intended purpose I stay within the school boundary
Persistence					
<ul style="list-style-type: none"> I try my best I can solve problems with my teachers and peers I think about my actions I do the right thing even when someone is trying to distract me I stay positive and bounce back 	<ul style="list-style-type: none"> I continue to learn the National Anthem I rehearse before presenting I push through my nerves when public speaking I try my best and participate in assembly items 	<ul style="list-style-type: none"> I work hard I have a growth mindset I seek challenges in my education I understand that mistakes are a part of learning I try my best to improve I listen to feedback and take it on board 		<ul style="list-style-type: none"> I continue to stay quiet when moving around the school during learning time I am patient 	<ul style="list-style-type: none"> I try different games I remind myself of the rules I seek help when I need it I bounce back when things go wrong
Caring					
<ul style="list-style-type: none"> I care for myself and others I use kind and polite words I recognise how my actions affect others I keep my hands and feet to myself I pick up rubbish that I see I use school equipment the way it is intended I tell a teacher if I see something broken 	<ul style="list-style-type: none"> I clap to congratulate other students at the right time I put my hand up when I have something to say and wait I keep my hands to myself around displays I show active listening 	<ul style="list-style-type: none"> I help my peers I care for devices by always putting iPads/laptops back on charge when I have finished with them I care about my learning 	<ul style="list-style-type: none"> I give privacy to others using the toilets I notify the teacher/office if something is wrong in the toilets I think about others and the cleaners when I use the toilets 	<ul style="list-style-type: none"> I walk with my partner/buddy I am mindful of other classes and their learning I take care in the bag area and am patient when waiting to get my bag I open and close doors carefully and quietly 	<ul style="list-style-type: none"> I show empathy through words and actions I care for others and the environment I forgive others by giving them a second chance I include others in games

Beechworth Primary School Behaviour Flow Chart

1 st Instance
Prompt
Eye contact Proximity Hand gestures Minimal verbal response The pause
Ignore secondary behaviour (address primary behaviour) Private dialogue Refer to Behaviour Matrix Acknowledge appropriate behaviour
2 nd Instance
Redirect
Reposition student in another space within the classroom Mini-break Movement break Acknowledge appropriate behaviour
Reteach
Restate and demonstrate the expected behaviour Refer to the behaviour matrix and model the expected behaviour
3 rd Instance
Provide Choice
Complete the activity in another location or at another time Modify the order of the activity Use alternative tools to complete the activity Modify the activity Compass report behaviour
Conversation
Complete a minor reflection sheet

Minor Classroom Teacher	Major Supported by another adult
<p>Disrespect - talking while others are talking, eye-rolling, tone of voice/body language, clowning</p> <p>Non-compliance - not following instructions, disengaged</p> <p>Property Misuse - drawing on tables, inappropriate use of equipment (e.g. sporting), lack of respect of materials</p> <p>Theft - stealing of school items (low value e.g. pencils, rubbers)</p> <p>Littering - classroom and/or yard</p> <p>Disruptions - calling out, disturbing other students, noises, playing with others/equipment (IEP sensory accepted), moving unsafely within the learning environment</p> <p>Tuancy - late from break, loitering, leaving classroom for toilet break/drink without permission</p> <p>Physical contact - touching others without the intention to harm</p> <p>Inappropriate language - non-targeted or non-confrontational swearing out of frustration</p> <p>Technology - accessing an incorrect website</p> <p>Safety - inappropriate use of sticks, pinecones, stones, etc. no hats, climbing trees</p> <p>Repeated - When a minor behaviour has reached the conversation level 3 times in 1 week</p>	<p>Repeated disrespectful behaviour - taunting, yelling, lying (with effect on others)</p> <p>Non-Compliance - ignoring consequences</p> <p>Property Misuse - drawing/graffiti on buildings, deliberate or reckless damage to property</p> <p>Theft - stealing of teacher or student items, school items of value, targeted theft</p> <p>Disruptions - safety of others is compromised</p> <p>Tuancy - MIA, not coming back to class, not showing up for school, leaving the classroom to an unsupervised area for longer than 10 minutes</p> <p>Physical aggression - aggressive behaviour or serious contact with intent to harm</p> <p>Inappropriate language - targeted swearing, offensive personal comments/remarks</p> <p>Technology misuse - cyberbullying, breach of contacts and deliberate equipment damage</p> <p>Safety - causing harm or damage using sticks, stones, pinecones, etc, repeated tree climbing</p> <p>Victimisation - falsely accusing, targeted as a result of gender, ethnicity etc</p>
<p>Students on BEPs may fall into these categories differently. This may be discussed with leadership and/or the student's teacher if you are unsure. Out of character behaviours that may be classed as a 'major' will need to be clarified with the classroom teacher and/or leadership.</p>	

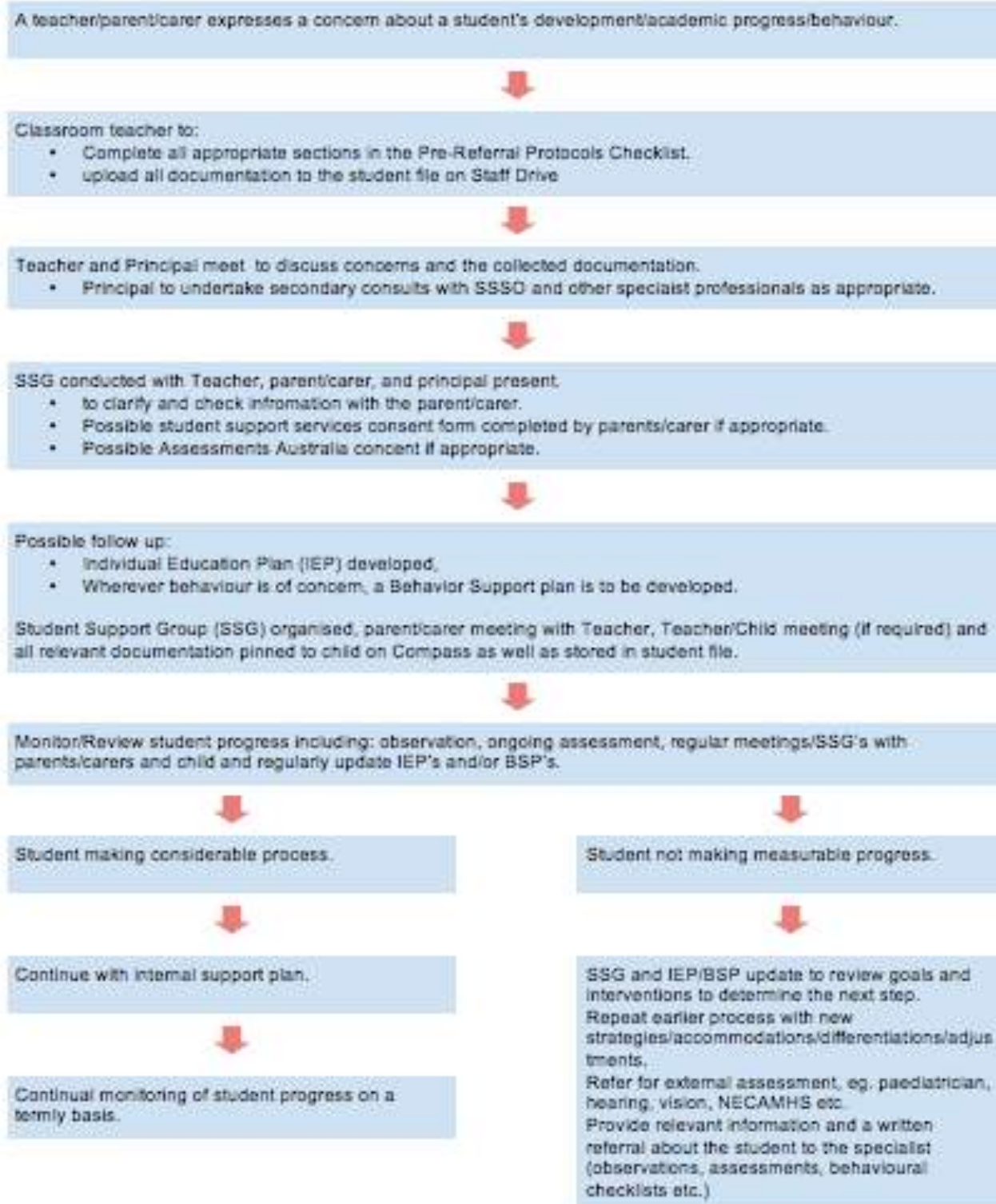
1 st Instance
Relocation
Student to go to a Buddy Class Office referral form Immediate office referral if the safety of others is compromised
PBP
Student will go into the Positive Behaviour Program for 5 consecutive days present at school A phone call will be made to the parents/carers by the person issuing the major behaviour within 2 days A PBP letter will go home with the child that day given by the person issuing the major behaviour A compass post will be made about the incident by the person issuing the major behaviour
2 nd Instance
Meeting and PBP
SSG meeting between the classroom teacher, parent/s and principal to discuss next steps Student will be involved in the meeting where appropriate Student will do the PBP again
Observation
Refer to 'Students at Risk' flow chart
Behaviour Support Plan
A behaviour plan will be created to support the student to improve the behaviour If student is on a BSP, this will be reviewed



BEECHWORTH PRIMARY SCHOOL

Students at Risk Action Flowchart

The following process has been implemented at BPS to support students at risk





Dear Parent/Guardian,

Your child will be participating in the BPS Positive Behaviour Program as a result of recent choices or behaviours. This program aims to support your child to make good choices and enable them to have positive learning and social experiences. The BPS Positive Behaviour Program is part of our SWPBS program (School Wide Positive Behaviour Support).

The program will run once per day during second break and will run for a total of five sessions. If your child is absent for a day/days they will continue the program until the five sessions are complete. At the completion of the 5 days an exit slip and your child's work will be sent home for further reflection/discussions.

We will be using the Beechworth Primary School Values (Respect, Safety, Persistence and Caring) to guide conversations and activities during the sessions. Please support your child by talking to them about the values and about the importance of making good choices when at school and into the future.

Your child is aware that any further demonstration of inappropriate choices/behaviour will result in a meeting being scheduled between home and school to discuss further strategies.

We are happy to discuss the BPS Positive Behaviour Program with you. Please feel free to contact the office to book an appointment.

Regards,
Beechworth Primary School