

## Gravesend Public School Wellbeing and Discipline Procedures



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## **Student Wellbeing**

Wellbeing encompasses everything the school community does to meet the personal, social and learning needs of students. Student wellbeing is achieved through the total school curriculum and the way it is delivered. It incorporates:

- Effective learning and teaching
- Positive, safe environment and effective discipline
- Preventative health and social skills programs
- Ongoing educational services to support students
- Programs and support that acknowledge difference and diversity and promote harmony
- Community participation

Students at Gravesend Public School are provided with a high-quality education so that they can learn to the best of their ability and become self-disciplined, tolerant and enterprising members of the school and community. The school embraces and utilises the philosophy of the 'Positive Behaviour for Learning' program in all areas of student wellbeing.

## **Effective Learning and Teaching**

Students are active participants in the learning process. Learning and teaching is enhanced by:

- Students being responsible for their own learning
- Individual learning needs being identified and catered for
- Well-managed teaching and learning environments
- Socially and culturally relevant learning activities
- Opportunities for students and parents to discuss progress/behaviour
- Opportunities for students to make progress towards the development of social skills

## **Positive Climate and Good Discipline**

Gravesend Public School staff work to enhance school climate and discipline by:

- Ensuring the principles of equity and fairness are reflected in school practice
- Providing opportunities for success in a wide variety of activities
- Implementing policies and procedures to protect the rights, safety and health of all school community members
- Having clear school/class rules
- Monitoring attendance

## **Promoting Positive Student Behaviour**

We will encourage all students to behave in a positive manner by providing:

- Each student with a copy of the PBL Matrix
- Play Money for consistent effort and following of the school values. Money can be spent at the end of term in the Prize Shop.
- Visits to other classrooms and Principal
- Positive cards to parents
- Focus awards at assemblies each fortnight
- Stickers
- Verbal praise, smiles, gestures
- Interest in students via positive teacher/student relationships
- Inviting and supportive classroom where students engage in significant learning
- Encouragement to take pride in themselves, their work, their appearance and their school
- PBL program strategies

- Explicit instructions to all students about the expectations of attendance and participation in assemblies and movement of students around the school

### **Recognising and Reinforcing Student Achievement**

All students will be recognised and encouraged to achieve by:

- Awarding play money, YCDI! cards
- Displaying student work
- Recognition at assemblies, Awards of Excellence at Presentation Night
- Visits to other classrooms and Principal with terrific work
- Participating in University competitions, sporting competitions, public speaking and debating competitions
- Notifying parents
- Displaying photos of students
- Articles in the newsletter, website and local paper
- Explicit explanation by teachers of high expectations

### **In-School Student Wellbeing Practices**

#### **Class Teachers will:**

- Contribute to the provision of a caring, well-managed, safe environment for all students
- Develop clear routines and have high expectations for all students
- Provide effective learning and teaching opportunities within both classroom and playground situations
- Cater for individual needs of students and provide specific support for children in need
- Teach the Stage appropriate lessons from the PBL program in accordance with the school's Scope and Sequence
- Identify children who are causing concern and report to the Principal according to severity of issue
- Record inappropriate behaviours on 'Purple Slip' and send a notification to the Principal
- Develop Behaviour Management Plans for students who demonstrate repeated inappropriate behaviour
- Refer students to the Learning Support Teacher.
- Remain in control of our emotions, speak calmly but purposefully when communicating to students
- Seek immediate support from a colleague when they are faced with a student behaving in a dangerous manner

Shouting does little more than frighten some students and shatter the friendly, supportive environment, which existed prior to an incident. It is appropriate to deal with the symptom(s) calmly while attempting to identify the cause of the challenging behaviour and focusing on that. Such an approach offers the chance of positive outcomes for all parties.

#### **The Principal will:**

- Assist the classroom teachers where needed
- Record all Major student incidents in Wellbeing
- Refer the student to the Learning Support Teacher
- Discuss with the parents and outside agencies as required

#### **The Learning Support Teacher will:**

- Meet on a regular basis to discuss identified children and review in-school processes
- Suggest further intervention by school or community personnel
- Report major concerns to the Principal to be followed up
- Discuss with Class Teachers concerns and strategies to be implemented
- Regularly review whole school student Wellbeing Policies and Practices

## Additional Student Support

**Aboriginal Education:** Students of Aboriginal or Torres Strait Islander descent are supported by the Aboriginal Education Officer who liaises with parents, staff and students addressing their needs. Personal Learning Plans (PLP's) are developed in consultation with parents/guardians for each student.

**Anti-Bullying:** A GPS Anti-bullying Procedural Guidelines has been developed and implemented to complement the PBL program utilised by the school and in accordance with the 'NSW DoE Bullying: Preventing and Responding to Student Bullying in Schools Policy'.

**Learning Support:** The Learning Support Teacher and classroom teachers can identify students for referral to Learning Support. Regional Behaviour Support may be available if a student's situation meets criteria guidelines.

**SLSO:** is a staff member (allocated by the Principal) who will work more closely with an individual student and support them, to encourage class work and playground participation. The class teacher will report incidents of concern or positive occurrences to the Learning Support Teacher.

**Parental Involvement:** Where incidents of bullying or problems occur, parents will be consulted to try to resolve the issue. In the event of a major incident, parents must be notified. Information about the school's Well-being and Anti-Bullying policies will be provided to parents.

## Student Discipline

### Managing Inappropriate Student Behaviour

Prevention strategies and modelling of positive behaviour are utilised at all times to avoid inappropriate student behaviour in accordance with the 'Student Discipline in Government Schools Policy - 2015'.

The teacher will calmly discuss with the student and provide suggestions and strategies to improve and give the student the opportunity to improve. If the student continues with inappropriate behaviours the teacher will implement a consequence and record the incident on a purple slip.

## In the Classroom

Teachers develop a set of class guidelines and routines with their class at the commencement of each school year. The class guidelines compliment and follow the School Values. Class routines are an explanation of expectations and ways of doing things within the classroom. Our school follows a Learning to Learn(L2L) program each year to establish classroom and school expectations. This program is revisited at the beginning of each term.

### Management Practices

Teachers are responsible for their own class management which is established in line with school expectations.

- All teachers are responsible for student behaviour management. If a child is misbehaving, teachers are requested to take the appropriate action and complete a purple slip.
- Teachers will record all Major student incidents on the incident tracking form as soon as possible to ensure effective tracking of all students
- Positive reward systems will be implemented across the school
- Severe incidents will be reported to the Principal immediately
- The Principal will maintain records of purple slips for the school. These records will be kept for seven years
- Parents may be consulted at any time to try and resolve problems
- Parents **must** be made aware of any major problems
- The Learning Support Teacher is available to support students and teachers

## Rewards:

- Play money for each student's money box, to spend at the school shop
- Stickers and stamps
- Visiting Principal/ Buddy Teacher
- Free choice activities
- Recognition at Assemblies
- Prize giving
- Class parties

**NB: Lollies are not appropriate rewards** – Refer to 'DoE Nutrition in Schools Policy'

## Classroom Behaviour Management Plan

A classroom discipline plan consists of:

- ❖ CODE OF COOPERATION (Rules) that students must follow at all times. (No more than 5)
- ❖ POSITIVE RECOGNITION that students will receive for following the rules.
- ❖ CONSEQUENCES that will result when students choose not to follow the rules.

## Teach your Classroom Behaviour Plan:

- Explain to students why you need rules
- Teach the rules
- Teach routines
- Explain how you will positively recognise students who follow the rules
- Explain why there are consequences
- Teach the consequences
- Begin reinforcing students who follow the rules as soon as you've taught the lesson
- Review rules as needed
- Display school rules in the classroom
- Post your discipline plan in the classroom
- Send a copy home to parents

**Focus** – positive/negative behaviour is something they **choose**.

**Focus** – if they choose inappropriate behaviour they also **choose** the consequences.

- Each new day is a fresh start!
- Consequences should be understood by students and followed through
- Class Teachers record Minor Incidents and positive awards on tracking sheets

When a student has intentionally not followed the class rules, some strategies the teacher may use in the classroom are:

- Focus on the behaviour expected
- Redirect the student to the task
- Provide explicit feedback to the student regarding the habit of the mind that they may not be using
- Reward other students for behaving well
- Move student to a position closer to the teacher
- Have student re-do an activity if not completed to the standard to which the child is able to achieve
- Have 'time out' in a space within the classroom

## Visual Steps noted for students:

- ✓ Step 1. Warning
- ✓ Step 2. Warning
- ✓ Step 3. Name on the board + 1 (one stroke)
- ✓ Step 4. Name + 11 (two strokes) Provide a consequence, complete a purple slip and communicate with Principal.

Severe incidents will be communicated to the Principal immediately.

## **Consequences**

Some suggestions for consequences for students who demonstrate inappropriate behaviours may include, but are not limited to the following:

- Discussion with student about appropriate behaviour
- 'Reflection time' during activity in a supervised area
- Removal from activity
- Picking up papers in the playground during recess and/or lunch time
- Removal of privileges
- Completing work in class during lunch play time if not completed
- Restitution
- Writing apology letters

## **Recording Negative Incidents**

When a student has behaved inappropriately, the teacher on duty or in the classroom will issue a consequence to a student. If the negative behaviour continues, complete the negative incident on a purple slip. The teacher will then send a Notification to the Principal. The Principal will then investigate and implement a Detention or further consequence if necessary, monitoring the student's behaviour.

## **Strategies to implement if student displays continued and repeated inappropriate behaviour:**

- Class and/or Playground Behaviour Contract
- Open lines of communication between staff, parents and students
- Parent interviews
- School Counselling and/or Assessments Referral
- Behaviour Management Plans
- Suspension (Short/Long/In-school/Playground)
- Health assessment referrals
- Health Care Plans
- Regional Behaviour Support Application
- Funding Support Applications

## **Serious Misbehaviour**

- Principal to be contacted ASAP
- Parents contacted
- School's response to be determined and recorded in Wellbeing
- Referral to the Learning Support Teacher

This may result in either a short suspension or a long suspension in accordance with the 'NSW DoE Suspension and Expulsion of School Students – Procedures Policy – 2014'.

- The student may not be permitted to represent the school or participate in school privileges such as excursions or special programs if deemed at risk
- School leadership privileges may be reviewed if a student demonstrates a pattern of unacceptable behaviours

## **Suspension**

In the event of a suspension the student cannot return to school until a resolution meeting involving the Classroom Teacher or Principal, Parent or Guardian and student has been conducted to develop a strategy to facilitate the student's successful return to school.

Support will be offered to Parents/ Guardians unable to provide effective supervision during the suspension period. For example: Arrangements may be made for the student to attend the Tutorial Centre via the Learning Support Teacher Referral process.

## In the Playground

When on duty, it is essential that teachers are visible, mobile and alert.

Students need to know where teachers are and that teachers are in charge.

Teachers need to know where the children are and what they are doing.

Teachers need to care and be fair. Please do not expect the student's class teacher to investigate and deal with the incident at the end of the duty.

### Duty teacher

1. Warning
2. Have student accompany them on duty
3. Remove from playground and sit in a supervised area
4. Repeated incidents to be recorded on a purple slip

### Consequences:

Suggestions for consequences:

- Discussion with student about appropriate behaviour
- 'Reflection' during activity, in a supervised area
- Removal from activity
- Picking up papers in the playground during recess and/or lunch time
- Walking with teacher on duty
- Move to another playground area
- Parent Contact
- Removal of privileges
- Completing work in class during play time if not completed
- Restitution
- Writing apology letters
- Detention

### Detention

- The Principal may place a student on Detention for a period of time from 1 to 5 days depending on the severity of an incident.
- Detention is held during lunchtime in the Office

### Detention Duty:

- Any student recommended for School Detention **must** be referred through the Principal
- Principal will record Major incidents and teachers will record minor negative incidents and positive incidents for their students as possible to ensure effective tracking of all students
- Students will be advised if they are on Detention by the Principal
- Students who do not attend Detention will be investigated by the Principal who will determine a suitable consequence.
- If there is not a valid reason for missing Detention, then double Detention applies

### Suspension

Gravesend Public School will follow the 'Department of Education and Training Suspension and Expulsion of School Student's Policy – October, 2014'.

Suspension is seen as one of many strategies utilised by the school to deal with the discipline of students. The decision to suspend a student will be made by the Principal.

The Principal will ensure correct procedures are followed. A suspension process sheet will be completed for every student suspended. If a student receives 3 or more short suspensions in any twelve-month period or a long suspension the Public School Director for the Region will be advised.

Other than serious circumstances outlined below, suspension will occur after the Principal has:

- Ensured that appropriate support personnel is available within the school system and applied for and documented.
- Ensured that appropriate support personnel available within the school system and externally have been involved.
- Ensured that discussion has occurred with the student's parents or carers regarding specific misbehaviour, which the school considers unacceptable and which may lead to suspension. (Warning Letters)
- Developed, in conjunction with the school's Learning and Support Teacher or appropriate personnel, appropriate strategies to assist the student to manage inappropriate behaviour
- Provided a formal written Suspension Warning letter detailing inappropriate behaviours, as well as clear expectations of what is required of the student in the future
- Recorded all action taken.

Will occur immediately and consistently if a student's behaviour is of a severe nature including:

- Physical violence-resulting in pain or injury, or who seriously interferes with the safety and well-being of other students, staff or other persons.
- Being in the possession of a firearm/weapon
- Using or in possession if a suspended illegal substance
- Continued disobedience
- Aggressive behaviour

**Short Suspensions** may be imposed for up to and including 4 school days for the following reasons and will be reported in the following categories:

- **Continued Disobedience** This includes but is not limited to, breaches of the school discipline code such as: refusal to obey staff instructions, defiance, disrupting other students, minor criminal behaviour related to the school; use of alcohol or persistent use of tobacco.
- **Aggressive Behaviour** this includes, but is not limited to: hostile behaviour directed towards students, members of staff or other persons, including verbal abuse and abuse transmitted electronically such as by social media.

A formal disciplinary interview will be held with the student prior to making the decision to suspend. The Principal, at the earliest convenience, will convene a suspension resolution meeting. If short suspensions have not resolved the issue of inappropriate behaviour, or the misbehaviour is so serious as to warrant a long suspension, the Principal may impose a long suspension of up to and including 20 school days.

**Long Suspension** will be imposed for:

- Physical violence, which seriously results in pain or injury, or which seriously interferes with the safety and well-being of students and staff.
- Use or possession of a prohibited weapon, firearm or knife when the student uses or possess a weapon, which is listed in, schedule one of the Weapons Prohibition Act; the student uses a knife or possesses a knife (without reasonable cause); the student uses or possess a firearm of any type (see Appendix 1)
- Possession or use of a suspended illegal substance not including alcohol or tobacco, but including supplying other students with illegal drugs or restricted substances such as prescription drugs.

The Director of Public Schools for this Region will be advised of a long suspension, including its probable duration within 2 working days of the suspension being imposed.



A formal disciplinary interview will be held with the student prior to making the decision to suspend. The school counsellor will complete a Suspension Report on all students placed on long suspension.

## Electronic Devices

Gravesend Public School will follow the 'Department of Education Policies in Relation to Electronic Devices'.

If students use electronic devices inappropriately the Principal will determine appropriate action depending on the circumstances. Action can include:

- Banning students from using electronic devices during the course of the school day.
- Confiscating electronic devices from individual students
- Applying disciplinary provisions

### Inappropriate use

- Sending and receiving phone calls and SMS messages, playing games on the electronic devices during class learning time
- Sending or receiving inappropriate calls or messages on the mobile phone.
- Photographing students at school or on excursions using a mobile phone
- When the security of the item cannot be ensured

### Mobile phone security

- Students and parents will be reminded at regular intervals that students bring electronic devices to school at their own risk. The school will not accept any responsibility for any loss or damage to electronic devices.

### School Excursions

Staff will develop a Risk Assessment as part of Excursion Planning. If staff deem electronic devices are a security risk and/or inappropriate calls cannot be monitored, students will be asked not to bring them.

## Weapons Related Incidents

**Prohibited weapons** include, but are not limited to:

- Firearm (or imitation or replica)
- Ammunition
- Knives
- Blow gun or pipe
- Any dart
- Kung Fu sticks (nunchaku)
- Handcuffs
- Batons
- Laser pointers (more than 1 milliwatt)

An **offensive implement** is anything made or adapted to be used for causing injury or menace to a person or to damage property. For example, a ruler or pencil sharpened to form a sharp point. Principals/Deputy Principals can search a student's property if they believe the safety of any person is at risk. An attempt to contact the student's parent for permission for this search is advisable; however, parents do not have to consent for this search to occur. A student can nominate another adult, school staff member to be present during this search, if a parent cannot be contacted.

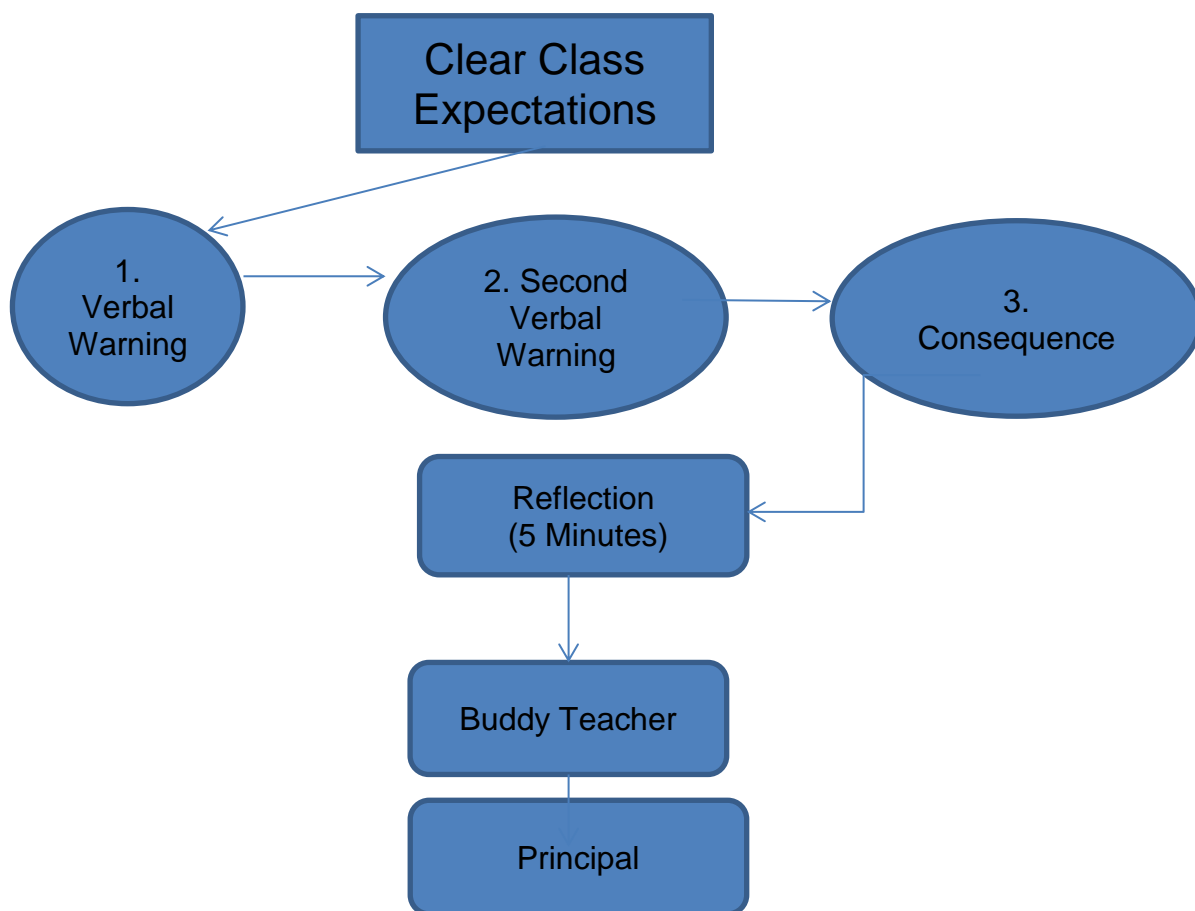
### Managing weapons related incidents

Where a student is found in possession of a weapon or offensive implement, the following procedures need to be undertaken.

- Ask the student to place the weapon or implement on the ground.
- Confiscate the weapon or implement and store it in a safe and secure place.
- Limit the handling of the weapon or implement for personal safety reasons and protection of evidence.

- Contact police on 000.
- Attend the safety and welfare of victims.
- Contact the parents of victims.
- Contact the offending student's parents.
- Suspend the offending student (following 'DET Suspension Policy and Procedures').
- Report incident to the School Safety and Response Unit (SSRU hotline 1300363778) as soon as possible (within 24 hours).

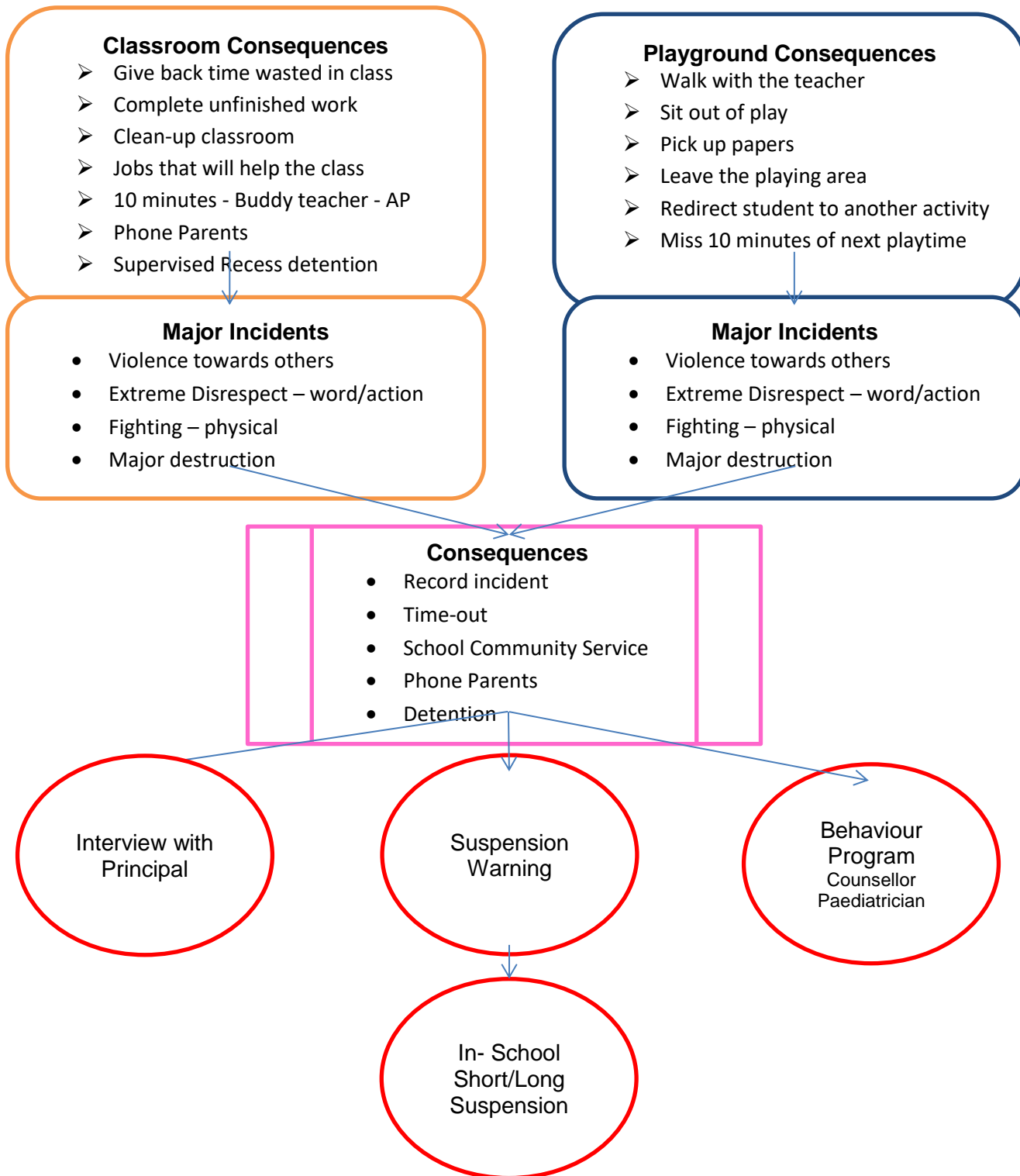
## Behaviour Management Tree



**Class Consequences** – supervised by teacher- Incident (Minor)

**Principal** – Intervention – (Major) and (Severe)

# Behaviour Management Strategies



# Gravesend Public School

## Anti-Bullying Procedures and Information

### Rationale

Gravesend Public School believes that in order for students to learn to the best of their ability and to extend personal growth, they must have a safe and friendly environment in which to spend their time. The school will provide a positive culture where bullying is not accepted, and in so doing, all will have the right of respect from others, the right to learn or to teach, and a right to feel safe and secure in their school environment.

### Definition of Bullying

A person is bullied when they are intentionally exposed regularly and over time to negative or harmful actions by one or more people. Bullies are people who deliberately set out to intimidate, exclude, threaten and/or hurt others repeatedly. Bullying is a clear form of harassment.

### Aims of Anti-Bullying Information

- To reinforce within the school community what bullying is, and the fact that it is unacceptable.
- Everyone within the school community to be alert to signs and evidence of bullying and to have a responsibility to report it to staff whether as observer or victim.
- To ensure that all reported incidents of bullying are followed up appropriately and that support is given to both victims and perpetrators.
- To seek parental and peer-group support and cooperation at all times.
- In accordance with the 'NSW DEC Bullying: Preventing and Responding to Student Bullying in Schools Policy'.

### Structure/Content of Anti-Bullying Procedures

The school will adopt a four-phase approach:

#### A. Primary Prevention: Community Education

- Professional development for staff relating to bullying, harassment and the strategies that counter-acts them.
- Community awareness and input relating to bullying, its characteristics and the school's programs and response.
- To provide programs that promote resilience, life and social skills, assertiveness, conflict resolution and problem solving. PBL and YCDI! Implemented.
- Feedback from students will be sought regularly in order to monitor the school's culture with regard to bullying. Biannual participation in Tell Them From Me Survey.
- The Pastoral Program to clarify at the start of each year the school policy on bullying.
- School leaders, staff and students to promote the philosophy of 'No Put Downs'.
- Structured activities available to students at recess and lunch breaks.

#### B. Early Intervention:

- Encourage children to report bullying incidents involving themselves or others. Nomination of staff members as alternative contacts for students.
- Classroom teachers regularly reminding students to report incidents, and that reporting is not dobbing.
- Parents are encouraged to contact the school if they become aware of a problem.

- Safe lunchtime and recess venues are regularly publicised and supervised.
- Public recognition and reward for positive behaviour and resolution of problems.
- School Team informed of all bullying incidents.

### **C. Intervention:**

- Those identified through a Bullying Survey will be referred to counselling.
- Direct nomination of bullying incident by students.
- Once identified, bully, victim and witnesses spoken with, and all incidents or allegations of bullying fully investigated and documented.
- Both bully and victim offered counselling and support in individual meetings and in combined/mediated setting if appropriate.
- Staff liaison.
- If bullying is significant or ongoing, parents will be contacted and consequences implemented consistent with the school's Student Code of Conduct.

### **D. Post-violation procedural outcomes:**

Discipline consequences for bullies may involve:

- School detention.
- School suspension.
- Loss of privileges from class.
- Loss of privileges from playground.
- Formal apology

The severity of the incident, level of remorse and previous behavioural history of the bully will affect severity of discipline:

- Ongoing monitoring of identified bullies/victims.
- Ongoing counselling from appropriate agencies for both victim and bully.
- Development of peer partnering and peer mentoring programs.
- Public acknowledgement/rewards for positive behaviour and reinforcement of school policy.

### **Implementation of policy:**

- Parents, teachers, students and the community will be aware of the school's position on bullying.
- Staff will be made aware of their responsibilities with regard to the policy.
- Publication of policy via school publications.
- An information pamphlet will be developed and distributed to all students at the start of each school year or when a student enrolls throughout the year.
- Programs and training developed for various stakeholders.

### **Cyber Bullying**

Cyber bullying is an intentional, repeated behaviour by an individual or group to cause a distress or undue pressure to others using technology. Cyber bullying includes all communications that seek to threaten, humiliate, intimidate, control or put another person or persons down. Cyber bullying can be carried out through an internet service such as; email, chat room, discussion group or forum, instant messaging, social networking websites such as Bebo, Facebook, MySpace or YouTube. Cyber bullying can also include bullying through mobile phones by: text and picture messaging, video clips, phone calls.

## Appendices:

MINOR INCIDENTS	MAJOR INCIDENTS	SEVERE INCIDENTS
<p><b><u>Antisocial</u></b></p> <ul style="list-style-type: none"> <li>• Taking of hats</li> <li>• Spreading rumours</li> <li>• Name calling</li> <li>• Teasing others</li> <li>• Putting others down</li> <li>• Squabbling</li> <li>• Throwing food</li> <li>• Interfering in other's disputes</li> <li>• Littering</li> <li>• Spitting</li> <li>• Inappropriate urinating</li> </ul> <p><b><u>Damage to property</u></b></p> <ul style="list-style-type: none"> <li>• School property</li> <li>• Other students property</li> </ul> <p><b><u>Dangerous Behaviour</u></b></p> <ul style="list-style-type: none"> <li>• Throwing sand</li> <li>• Pushing others</li> <li>• Being out of bounds</li> <li>• Rocking on chairs in class</li> <li>• Climbing trees</li> <li>• Climbing the cricket nets</li> <li>• Playing in the toilets</li> <li>• Running on the concrete</li> <li>• Being in a classroom without a teacher</li> <li>• Tripping others over</li> </ul> <p><b><u>Defiance</u></b></p> <ul style="list-style-type: none"> <li>• Refusing to follow instructions</li> <li>• Disobedience</li> </ul> <p><b><u>Disruptive</u></b></p> <ul style="list-style-type: none"> <li>• Wandering around the room</li> <li>• Using objects to annoy or distract others</li> <li>• Continually coming to lines late</li> <li>• Calling out in class which causing disruption</li> </ul> <p><b><u>Dishonesty</u></b></p> <ul style="list-style-type: none"> <li>• Telling Lies</li> <li>• Not owning up</li> </ul> <p><b><u>Offensive Behaviour</u></b></p> <ul style="list-style-type: none"> <li>• Verbal</li> <li>• Gestures</li> </ul>	<p><b><u>Continued Inappropriate Behaviour</u></b></p> <ul style="list-style-type: none"> <li>• Continued Disobedience</li> <li>• Continued Defiance</li> </ul> <p><b><u>Bullying</u></b></p> <ul style="list-style-type: none"> <li>• Physical</li> <li>• Verbal</li> </ul> <p><b><u>Serious Damage to Property</u></b></p> <ul style="list-style-type: none"> <li>• Graffiti</li> <li>• Vandalism</li> <li>• Intentionally tearing another students clothing</li> </ul> <p><b><u>Dangerous behaviour</u></b></p> <ul style="list-style-type: none"> <li>• Throwing rocks or sticks</li> <li>• Biting</li> <li>• Absconding from school</li> </ul> <p><b><u>Fighting</u></b></p> <ul style="list-style-type: none"> <li>• Aggressive Behaviour with the intention to hurt another student</li> </ul> <p><b><u>Harassment</u></b></p> <ul style="list-style-type: none"> <li>• Dacking or pulling clothes down</li> <li>• Making fun of someone's appearance</li> <li>• Making rude or threatening gestures</li> <li>• Threatening other students</li> <li>• Tormenting other students</li> </ul> <p><b><u>Inappropriate use of Technology</u></b></p> <p><b><u>Provoking Others</u></b></p> <ul style="list-style-type: none"> <li>• Encouraging fights</li> </ul> <p><b><u>Racism</u></b></p> <ul style="list-style-type: none"> <li>• Calling someone racist names</li> <li>• Making racist comments</li> <li>• Making racist gestures</li> </ul> <p><b><u>Stealing</u></b></p> <ul style="list-style-type: none"> <li>• Taking school or personal property</li> </ul> <p><b><u>Truancy</u></b></p> <ul style="list-style-type: none"> <li>• Going to the local shop in school hours</li> <li>• Leaving school grounds without permission</li> <li>• Hiding and not attending class</li> <li>• Leaving the room without permission</li> </ul> <p><b><u>Verbal /Emotional Abuse</u></b></p> <ul style="list-style-type: none"> <li>• Swearing at others</li> <li>• Abusive swearing</li> <li>• Offensive Language</li> </ul> <p><b><u>Unsolicited Touching</u></b></p> <ul style="list-style-type: none"> <li>• Interfering with others</li> </ul> <p><b><u>Insolence/Rude</u></b></p> <ul style="list-style-type: none"> <li>• Being rude to staff, parents or visitors</li> </ul>	<p><b><u>Continued Inappropriate Behaviour</u></b></p> <ul style="list-style-type: none"> <li>• Continued Disobedience</li> <li>• Continued Defiance</li> </ul> <p><b><u>Assault</u></b></p> <ul style="list-style-type: none"> <li>• Physical</li> <li>• Verbal</li> </ul> <p><b><u>Physical Violence to Others</u></b></p> <ul style="list-style-type: none"> <li>• Physical violence resulting in pain and injury, or serious interference with the safety and well-being of other students, staff or other persons including: <ul style="list-style-type: none"> <li>– Punching</li> <li>– Hitting</li> <li>– Kicking</li> <li>– Throwing objects at others</li> <li>– Biting</li> <li>– Using an implement as a weapon</li> </ul> </li> </ul> <p><b><u>Spitting at Others</u></b></p> <p><b><u>Serious Threats</u></b></p> <ul style="list-style-type: none"> <li>• Serious threats to students, staff or visitors</li> </ul> <p><b><u>Weapons</u></b></p> <ul style="list-style-type: none"> <li>• In possession of a prohibited weapon</li> </ul> <p><b><u>Substances ~ Illegal</u></b></p> <ul style="list-style-type: none"> <li>• Smoking</li> <li>• Using, or in possession of a suspected illegal substance</li> </ul> <p><b><u>Major Theft</u></b></p> <p><b><u>Antisocial in Community</u></b></p> <p><b><u>Sexual Harassment</u></b></p> <p><b><u>Cruelty to Animals</u></b></p>



# 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 and Communities.

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

- Treat one another with dignity
- Speak and behave courteously
- Cooperate with others
- Develop positive and respectful relationships and think about the effect on relationships before acting
- Value the interests, ability and culture of others
- Dress appropriately by complying with the school uniform or dress code
- Take care with property

### Safety

- Model and follow departmental, school and/or class codes of behaviour and conduct
- Negotiate and resolve conflict with empathy
- Take personal responsibility for behaviour and actions
- Care for self and others
- Avoid dangerous behaviour and encourage others to avoid dangerous behaviour

### Engagement

- Attend school every day (unless legally excused)
- Arrive at school and class on time
- Be prepared for every lesson
- Actively participate in learning
- Aspire and strive to achieve the highest standards of learning

The principal and school staff, using their professional judgment, are best placed to maintain discipline and provide safe, supportive and responsive learning environments. The department provides a policy framework and resources such as Legal Issues Bulletins, access to specialist advice, and professional learning to guide principals and their staff in exercising their professional judgment. In this context the NSW Government and the Department of Education and Communities will back the authority and judgment of principals and school staff at the local level.

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