



# **MOLONG CENTRAL SCHOOL**

"Providing opportunities for personal achievement"

# **School Behaviour Support and Management Plan**



## **School Behaviour Support and Management Plan**

### **OVERVIEW**

At Molong Central School, we believe in an inclusive education system in which every student has the opportunity to access to high-quality education and reach their full potential. We are committed to embedding teaching practices and behaviour management approaches that build positive behaviours and learning environments, whilst also reducing the occurrence of challenging and unsafe behaviours. We utilise restorative practices to build and maintain positive relationships and enhance student wellbeing.

We strive to know, value and care for all students and ensure they leave us well prepared for higher education, training, or work. Ideally, engaging, adjusted and relevant teaching and learning practices will encourage our students to be curious, connected and committed learners. However, we acknowledge that, at times, students will need explicit support in managing their behaviours. The key to creating and maintaining safe and respectful environments, where learning is the focus, is to establish proactive practices and consistent reactions.

The expectations for our school stem from our core values of Respect, Safety and Engagement. These core values apply not only to our student body but also to our staff and the wider school community. We expect adults who are a part of our school community to model exemplary behaviour and consistently demonstrate the principles of respect, safety, and lifelong learning.

### **PRINCIPLES OF PRACTICE**

1. Consistent and calm adult behaviour and learning environments give everyone their best chance to demonstrate responsible and respectful behaviours and be ready to learn.
2. Structured, predictable, and logical early responses to managing behaviour can redirect negative behaviours into positive experiences.
3. Affirmation, encouragement and reward, model desired behaviours and ensure students feel known, valued, and cared for.
4. Discipline is consistent across the school, is communicated clearly, is predictable, logical, and designed to allow students time for reflection
5. Follow-up and restorative practices allow positive relationships to flourish.

### **PARTNERSHIP WITH PARENTS AND CARERS**

Parents and carers play an important role in the school community. The School Community Charter (see appendix) informs parents and carers on how to engage with NSW public schools.

At Molong Central School we strive to create a positive environment for students, staff and the entire school community to support student learning. We strive to ensure that every student is known, valued and cared for. We believe that the best education happens when parents and schools work together.

Molong Central School is committed to working in partnership with our parents and carers through the following means:

- Regular consultation and feedback with parents and carers on our behaviour and wellbeing policies and systems through our Parents and Citizens association.
- Regular communication about behavioural and learning expectations through Newsletters, emails and the Molong Central School Website.
- Scheduled parent and carer information sessions – held regularly throughout a calendar year including Parent-teacher interviews, yarning circles, and information evenings.
- Phone and written correspondence from classroom teachers and executive members regarding student learning and behaviour.
- Opportunities for parents to attend meetings at Molong Central School to discuss behavioural or learning concerns. These can be scheduled by the school or parents are invited to contact the school to make an appointment with the relevant teachers or executive members to discuss their child’s progress or concerns.

## SCHOOL-WIDE EXPECTATIONS AND RULES

NSW public schools re committed to provide safe, supportive and responsive learning environments for everyone. We teach and model the behaviours we value in our students. Molong Central School has three overarching core values -

**Respect                  Safety                  Engagement**

These core values link directly to the NSW Department of Education’s Behaviour Code of Students (<https://education.nsw.gov.au/policy-library/policies/pd-2006-0316-06#>).

## WHOLE SCHOOL APPROACH ACROSS THE CARE CONTINUUM

The best approach to maintaining positive student behaviour is to prevent inappropriate behaviour from happening in the first place. At Molong Central School we have established a strong system of universal and tiered preventions that promote positive student behaviour. Staff engage in a wide range of professional learning to support and enhance the management of student behaviour and learning at Molong Central School. As well as professional learning, we implement a range of strategies and programs, aligned to the continuum of care to support our students.

### Care Continuum

Strategy / Program	Details	Audience
<b>Prevention</b>		
Whole-school proactive and prevention approaches aim to establish and maintain safe, respectful learning environments for all students. Proactive approaches include explicit teaching of the expected behaviours. These learning environments include classrooms, playgrounds, online and any other school endorsed events and should encourage prosocial behaviour. These interventions underpin effective teaching and will reduce minor behaviours of concern when applied consistently.		
Bounce Back	Bounce Back is a program that provides strategies and materials at three levels: K-Year 2, Years 3-4 and Years 5-6. Each level incorporates the same 10 curriculum units with age-appropriate activities and is supported by curriculum correlation charts linked to the National, Victorian and NSW English and HPER curriculum.	K-6

Attendance Matters	Attendance matters resources to help schools plan and implement attendance strategies	K-12
Anti-Bullying Strategy	Anti-bullying resources support schools to establish preventative strategies that target key environments in which bullying is known to occur, supporting the development of a positive school climate.	K-12
AECG Partnerships	NSW AECG Inc. is the peak community advisory body to the department on Aboriginal education and training at all levels and in all stages of planning and decision making	K-12
eSafety Toolkit	eSafety Commissioner Toolkit for Schools are resources are backed by evidence and support a nationally consistent approach to preventing and responding to online safety issues, including cyberbullying.	K-12
Quality Differentiated Teaching Practice	Quality Differentiated Teaching Practice refers to the responses that teachers make to learners' needs. Effective differentiation functions on the premise that every student can learn with the appropriate guidance and support.	K-12
Peer Support	Peer Support program offers a whole-of-school approach to student wellbeing and develops a strong sense of belonging for students	3-9
Restorative Practices	Staff engage in a wide range of professional learning to implement restorative practices that support student behaviour, wellbeing and learning	K-12
Student voice, participation, and leadership.  Tell them from Me Survey	School Representative Council- SRC  The Tell Them From Me student survey asks students about a range of school experiences, including their engagement and wellbeing at school and beyond. It also asks students about teaching practices and the learning environment.	k-12
Transition planning	Upcoming year 7 advisors & SSO visit feeder schools and meet with the transitioning year 6 students. Year 7 induction days schedules within term 4	6-7
<b>Early Intervention</b>		
Some students require early intervention to deal with emerging, low-level behaviours of concern. Early interventions provide early support for students or groups of students who are identified as being at risk of developing behaviours of concern. Schools need to develop a range of initial responses and approaches to work with students displaying emerging, low-level behaviours of concern. Early responses to behaviours of concern include preventive strategies, explicit teaching of expected behaviours, logical consequences, and consultation.		
Breakfast Club	Providing a health and consistent start to the day.	K-12
MCS BforL	Behaviour for learning – schoolwide and classroom system of support that brings together the whole school community to contribute to developing a positive, safe and supportive learning culture.	K-12
Learning and Support	The Learning and Support team work with teachers, students and families to support those students who require personalised learning and support. Including instructional leadership, development of risk assessments and the development of short- and long-term goals	Individual students, families, staff

Love Bites Program	Love Bites is a respectful relationships education program for young people aged 15-17 years. Statement of Intent: Our shared commitment 26 March 2021	Yr10
NSW School-Link	School-Link works to improve the mental health, wellbeing and resilience of children and young people by forming a connection between health and education in New South Wales. Through this collaboration between education, health and other services students are supported to achieve improved mental health through early identification, timely access to mental health services and support for education staff and mental health professionals to deliver coordinated care to children and young people with mental health concerns.	K-12
SAFEMinds: Schools and Families Enhancing Minds <a href="https://safeminds.org.au/">https://safeminds.org.au/</a>	Enhancing early intervention in mental health support for children and young people in schools.	K-12

#### **Targeted Intervention**

Some students may require targeted support to encourage positive behaviours, particularly if they exhibit more complex and challenging behaviours, or where the frequency of the behaviour of concern may put students' learning and social success at risk if it is not addressed quickly. School staff should facilitate positive behavioural supports, including explicit teaching of expected behaviours as well as making targeted and reasonable adjustments in the classroom to support effective teaching and learning practices.

Student Support Officers	Student support officers support the implementation of the school's whole-of-school approach to wellbeing, helping students develop social and emotional skills through targeted strengths-based programs and strategies that build resilience, coping skills and positive relationships.	5-12
Evidence based intervention programs. <a href="https://education.nsw.gov.au/inside-the-department/teaching-and-learning/marketplace/student-wellbeing-programs---providers">https://education.nsw.gov.au/inside-the-department/teaching-and-learning/marketplace/student-wellbeing-programs---providers</a>	Utilising a suite of Dept. of Edu. reviewed and evidence-based intervention programs. Delivered by wellbeing staff and external support services in partnership with MCS. Inc: R.A.G.E program, Rock and Water, Drumbeat, Feeling Fantastic, Mental Health Fitness Challenge, FRIENDS Youth, Season for Growth.	K-12
External support services	MCS has built partnerships with external agencies to provide targeted intervention and provide additional family support with the following services: Uniting Connect and Support, Family Mental Health Support Services, and Allied Health professionals and services.	K-12
Headspace Tele-counselling Service	NSW Department of Education has engaged headspace to deliver tele-counselling support in our school as a result of the Molong floods.	7-12

#### **Individual Intervention**

Students with highly complex and challenging behaviours may need comprehensive systems of support that require regular reviews in consultation with parents, Team within a school and Team Around a School. Strategies for these students require individual assessment, planning, implementation, monitoring and evaluation. Schools need to build capacity of school teams and teaching staff to be able to undertake

functional behaviour assessments (FBA), develop individual student support plans and risk management plans for individual students.		
Individual Behaviour Support and Risk Management Planning	Individual behaviour support planning can assist schools to provide additional support and guidance to identified students. This resource includes information about behaviour support planning as a continuous cycle of planning and improvement with six key components; providing interventions that meet the function of behaviour providing additional guidance to students with identified needs to assist teachers.	K-12
Learning and Support	Functional Behaviour Assessments are a tool that supports teachers to investigate the function or purpose of a student's behaviour	K-12
Integrated Funding Support	Integration funding support helps schools to provide adjustments for students with disability in mainstream classes who have moderate to high learning and support needs – as defined by the Department's disability criteria.	K-12
School Counselling Service	School counselling service supports students by providing a psychological counselling, assessment and intervention service.	K-12

## **PLANNED RESPONSE TO POSITIVE APPROPRIATE BEHAVIOUR.**

Molong Central School has a planned approach to encouraging positive behaviour and support students in the development of pro-social behaviours. Positive behaviours that align to our core values are reinforced and recognised through the K-6 or 7-12 Merit System

### **K-6 Merit System**

We use award systems as another way of offering pupils' positive encouragement for their endeavours.

#### **Home reading - club 200 – Encouraging Daily Home Reading**

- Signature sheets are distributed from the Main Office.
- completed 25 to 75 signature sheets are rewarded with Club Certificates
- completed 100 signatures sheets are rewarded with a Club 100 Certificate and a Principal's Morning Tea
- completed 125 to 175 signature sheets are rewarded with Club Certificates
- completed 200 signatures sheets are rewarded with a Club 200 Certificate plus a Special book prize.

#### **Merit Awards**

There is a set number of awards given out each Term. These are given by staff, parent helpers, or scripture teachers, for notable things such as:

- consecutive weeks with no spelling mistakes
- sportsmanship
- service to school/other children
- book work
- good manners
- positive behaviour
- consistent homework return



<b>Bronze Award</b>	<b>Sliver Award</b>	<b>Gold Award</b>	<b>Platinum Award</b>
10 Class Merits	Bronze Award + 10 class merits	Silver Award + 10 class merits	Gold Award + 20 class merits
<b>School Banner</b>	<b>Principal Badge 1</b>	<b>Principal Badge 2</b>	<b>Principal Badge 2</b>
Platinum Award + 20 class merits	School Banner + 20 class merits	Principal Badge 1 + 20 class merits	Principal Badge 2 + 20 class merits
<b>Ruby Badge</b>	<b>Sapphire Badge</b>	<b>Diamond Badge</b>	<b>Double Diamond Award</b>
Principal Badge 3 + 30 class merits	Ruby Badge + 30 class merits	Sapphire Badge + 30 class merits	Diamond Badge + 3- class merits

In addition, one student from each class is selected weekly to receive the STUDENT OF THE WEEK AWARD for outstanding effort.

## 7-12 Merit System

### Faculty Awards

At each weekly Wednesday morning assembly an assigned Faculty will present their faculty awards. Each teacher from the faculty will nominate two students to receive awards from each of their classes. The class teacher fills in the award certificate and hands it to the faculty Head Teacher by the end of Tuesday prior to their faculties awards. The teacher also needs to enter this onto SENTRAL as a full merit.

### Awards may be presented for:

- Achievement
- Improvement
- Engagement in learning
- Demonstrating respect in the classroom

The awards are presented on at the assembly by the Head Teacher or faculty representative. Staff attendance at this assembly is indicated on the individual teacher timetables.

### Merit Memos

If a student displays acts considered worthy of formal recognition (see examples), then the teacher is at liberty to issue a "Merit Memo" in acknowledgement of such positives. The Merit Memo recorded on the welfare system. Upon acquiring five Merit Memos, the Deputy Principal will issue a Merit Award to the student in recognition of meritorious behaviour or academic achievement considered worthy of such recognition.

### Full Merits

In the event of a student's conduct being considered sufficiently commendable to warrant higher recognition (see examples), a "Full Merit" may be issued. This requires the endorsement of a Head Teacher to validate the award of the Full Merit and enter details into the welfare system. Once the Award is validated, a notification of the Full Merit is issued to the student, and the SASS staff member responsible for producing the final Merit Award. This Merit Award will be presented at assembly and recognised in the Newsletter. Weekly faculty awards are also entered as a full merit.

### These awards accumulate for a student throughout Year 7-12 as indicated below.

- Merit Memos x 5 = Merit Award
- Merit Award x 5 = Bronze Merit Award
- Merit Award x 10 = Silver Merit Award
- Merit Award x 15 = Gold Merit Award
- Merit Award x 20 = Bronze Merit Medallion
- Merit Award x 25 = Silver Merit Medallion

Merit Award x 30 = Gold Merit Medallion

## Examples

### Merit Memos

- Taking an initiative in their own time e.g., ask for extra work, workshops
- Significant improvement in standard of work/behaviour
- Entering competitions and exhibitions
- School service in school time
- Reports at assembly
- Newsletter article
- Top 3 marks/improvers
- School carnivals outstanding effort and participation
- Peer Support

### Full Merit

- Community service (e.g., Red Shield door knock appeal, Anzac march etc)
- School service –significant e.g., Referee at rural cup, given up own time
- Consistently outstanding work
- Success in out of school exhibitions and competitions
- >90% marks on work
- Extra - curricular activities
- Ongoing peer support
- Principal award
- Be selected and then represent the school (e.g., sport, debating, chess, SRC), if this team makes the final at a regional level another merit award is also given.
- Accumulated five merit memos
- Weekly Faculty Award

## **PLANNED RESPONSE TO INAPPROPRIATE BEHAVIOUR AND BEHAVIOURS OF CONCERN (INCLUDING BULLYING AND CYBER-BULLYING)**

Students are still learning to develop pro-social behaviours, and low-level developmentally appropriate risk-taking behaviour will occur. Although a small number of students may engage in disruptive, disobedient, or inappropriate behaviour, Molong Central School manages a range of behaviours by seeking to understand the function of behaviour and develop clear mitigation strategies. We respond to all behaviours of concern that occur at school, on the way to or from school, at school endorsed activities, outside school hours but here where is a clear conduct, in logical manner using a tiered based and restorative practices approach.

### Behaviours of Concern

Core Value - Respect	
Verbal misconduct	Student delivers inappropriate verbal messages e.g swearing, gossiping, lying



	Student delivers loud, disruptive verbal messages e.g such as swearing at a student, repetitive lying, name calling, sexual remarks/gestures
	Threatening verbal or gestural interactions e.g swearing at a teacher, threatening a student, lying to cause distress
Defiance	Student engages in initial refusal to follow reasonable directions e.g, refusal to follow instruction, talks back
	Student engages in behaviour causing an interruption in a class or activity where the student is not responsive to repeated directions or behaviour is repeated over several lessons. High level and/or ongoing refusal to follow reasonable teacher direction e.g such as repeated refusal to follow reasonable instructions, high level defiance
	Student engages in behaviour causing an interruption in a class or activity where the student is not responsive to repeated directions from executive staff member HT or behaviour is repeated after executive HT intervention e. .g Such as R refusal to follow executive member's HT instructions, ongoing high level defiance
Harassment	Student delivers isolated disrespectful message to another student in regard to: race, ethnicity, disability, religion, gender, age, national origin, and/or sexual orientation e.g name calling written or verbal means
	Student delivers disrespectful messages to another student on more than one occasion in regards to: race, ethnicity, disability, religion, gender, age, national origin, and/or sexual orientation e.g such as written, verbal or social media
	Student delivers extreme or ongoing disrespectful messages to another student or staff member including threats and intimidation in regard to: race, ethnicity, disability, religion, gender, age, national origin, and/or sexual orientation e.g physical, written, verbal or social media
Incorrect uniform	Student fails to comply with uniform guidelines. This is recorded in Secondary during GRAB.
	Student repeatedly fails to bring correct equipment to school. Such as regularly out of correct uniform, ongoing failure to bring equipment for class in Years 7-12.
Verbal misconduct	Student delivers inappropriate verbal messages e.g swearing, gossiping, lying
	Student delivers loud, disruptive verbal messages e.g such as swearing at a student, repetitive lying, name calling, sexual remarks/gestures
	Threatening verbal or gestural interactions e.g swearing at a teacher, threatening a student, lying to cause distress
Defiance	Student engages in initial refusal to follow reasonable directions e.g, refusal to follow instruction, talks back
	Student engages in behaviour causing an interruption in a class or activity where the student is not responsive to repeated directions or behaviour is repeated over several lessons. High level and/or ongoing refusal to follow reasonable teacher direction e.g such as repeated refusal to follow reasonable instructions, high level defiance
	Student engages in behaviour causing an interruption in a class or activity where the student is not responsive to repeated directions from executive staff member HT or behaviour is repeated after executive HT intervention e. .g Such as R refusal to follow executive member's HT instructions, ongoing high level defiance
<b>Core Value - Safety</b>	
Physical misconduct	Student engages in actions involving physical contact where unintentional injury may occur e.g potentially dangerous behaviour, rough play
	Student engages in aggressive or repetitive actions involving physical contact where injury may occur e.g Pushing, aggressive behaviour, repetitive dangerous behaviours.
	Actions involving serious physical contact where injury may occur or is sexual in nature e.g violence against a student, violence against a staff, inappropriate sexual contact, spitting at someone.

Damage to property/Theft	Student participates in an activity that results in minor damage to property e.g littering, minor graffiti, damage to property.
	Student participates in an activity that results in significant damage to property e.g significant graffiti, significant damage to property, or is involved in theft.
	Student participates in an activity that results in major damage to property e.g major graffiti, major damage to property or is involved in theft.
Not in correct place/attendance	Student is not in the right place at the right time e.g late to class, out of bounds
	Student is regularly not in the right place at the right time or misses the large part of a lesson e.g consistently late to class, consistently leaves class early or partial class truancy
	Student does not attend a whole period or day or fails to be in right place at the right time after executive intervention e.g consistently late to class, whole lesson truancy, whole day truancy, leaving the school or class without permission.
<b>Core Value – Engagement</b>	
Disruption	Student engages in behaviour causing interruptions to a class or activity e.g calling out, talking, out of seat
	Student engages in behaviour causing ongoing interruptions to a class or activity. Such as Constant calling out, sustained loud talk, constantly out of seat
	Student engages in behaviour causing major persistent interruptions to a class or activity e.g. Such as constant calling out, sustained loud talk, constantly out of seat
Device misuse	Student use their device in an inappropriate manner e.g unauthorised use of mobile phone/earphones/accessory/tablet/iPad/smartwatch, inappropriate use of laptop (see Mobile phone policy)
	Student repeatedly uses their device in an inappropriate manner or fails to comply with device procedures e.g such as repeated use of mobile phone/headphones/watch, failure to hand over mobile phone/headphones, repeated inappropriate use of laptop
	Student uses their device in a highly inappropriate manner to bully, video fights etc or fails to comply with executive members directions e.g failure to hand over mobile phone/headphones to executive member, high level inappropriate use of laptop or IT device
Unsatisfactory classwork	Student does not complete classwork to a satisfactory standard e.g not engaging, failure to complete work, poor standard, copying, plagiarism.
	Student regularly does not complete classwork to a satisfactory standard or plagiarizing someone else's work e.g regularly not engaging, repetitive failure to complete work, ongoing poor standard, plagiarism, failing to submit assessment task.
	Student presents someone else's work as their own in Stage 6 e.g plagiarism of assessment task or cheating in an exam

### Staff Strategies for Managing Student Behaviour

Classroom Teacher	Head Teacher / Assistant Principal	Deputy Principal
Classroom rules aligned to school expectations	Withdrawal for the remainder of the lesson	Withdrawal from a subject (maximum of 1 week)
Formalised Seating Plan	Withdrawal to a senior class for a maximum of 5 lessons	In-School isolation in Senior classes
Individualised support	Individualised support	Individualised support
Contact home (must be recorded on Sentral)	Contact home (must be recorded on Sentral)	Contact home (must be recorded on Sentral)
Teacher managed reflection	Head Teacher managed reflection	Deputy Principal managed reflection
Restorative conversations	Lead restorative conversations	Support and lead restorative conversations

Tier 1	Tier 2	Tier 3
Referral to Head Teacher / Assistant Principal	Referral to a Deputy Principal	Suspension/Formal Caution

*\*All staff should have trialled and have evidence of at least three strategies used over time to manage student behaviour before escalating to the next level, for non-critical incidents.  
All contact home MUST be recorded on Sentral under Data Records – home contact.*

## Managing Bullying and Harassment – Molong Central School’s Anti-bullying Plan

**Definition:** A person is bullied when one or more people expose them regularly and over time to negative or harmful actions. Bullies are people who deliberately set out to intimidate, exclude, threaten and/or hurt others repeatedly. Bullying is a clear form of harassment. Bullying can come in many forms, verbal, physical, psychological and technological.

**Rationale:** Students learn best when they are happy, safe and able to take educational risks. The school will provide a positive culture, where bullying is not accepted, and neither is by-standing. All students 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.

- Aims:**
- 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 an observer or victim.
  - To ensure that all reported incidents of bullying are followed up appropriately and that support is given to both victims and perpetrator.
  - To seek parental and peer-group support and co-operation at all times
- Implementation:**
- Parents, teachers, students and the community will be aware of the school’s strong position on bullying.
  - The school will adopt a three-phase approach to bullying, detailed below:
- Prevention:**
- Professional development for staff relating to bullying, harassment and proven counter measures.
  - School 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.
  - Police Liaison Officer speaks annually in Term 1- 2 for Years 7- 9.
  - Each classroom teacher to clarify at the start of each year the school policy on bullying.
  - The curriculum to include anti-bullying messages and strategies through White Ribbon strategies.
  - Student Representative Council, Peer Support delegates, staff, parents and students to promote the philosophy of respect and responsibility.
- Early Intervention:**
- Promote the safe and speedy reporting of bullying incidents.
  - Parents encouraged to contact school if they become aware of a problem.

- Public recognition and reward for positive behaviour and resolution of problems.

Intervention:

- Once identified, each bully, victim and witnesses will be spoken with, and all incidents or allegations of bullying will be fully investigated and documented. Investigation could be by the Year Advisor or the Deputy Principal as appropriate.
- Both bullies and victims will be offered counselling and support.
- If student bullying is of a serious nature, or if bullying persists, parents will be contacted in a timely fashion and consequences implemented consistent, with the MCS Wellbeing policy

Evaluation:

*This policy and procedure will be reviewed with whole staff, student, parent and community input as part of the school's three-year review cycle. References: Safe Schools are Effective Schools booklet [www.curriculum.edu.au/mindmatters](http://www.curriculum.edu.au/mindmatters) and [www.bullyingnoway.com.au](http://www.bullyingnoway.com.au)*

### Restorative Practices – Tiered Response to inappropriate behaviours

Tier	Staff Responsible	Behaviours of Concern	Consequence / Intervention
0	<p>All students being the year on a Tier 0.</p> <p>Teachers are encourage to utilise the merit system to reinforce positive and pro-social behaviours. Positive rewards must be recorded on Sentral,</p>	<p>Students are demonstrating appropriate behaviours at MCS when they demonstrate: -</p> <p><b>Respect:</b></p> <ul style="list-style-type: none"> <li>- Speaking with kindness</li> <li>- Actively listen</li> <li>- Allowing others to learn</li> <li>- Allowing for personal space</li> <li>- Showing consideration for the property of others.</li> </ul> <p><b>Safe:</b></p> <ul style="list-style-type: none"> <li>- Following the teacher's instructions</li> <li>- Bringing all equipment</li> <li>- Using technology appropriately</li> <li>- Are in the right space at the right time</li> </ul> <p><b>Engaged:</b></p> <ul style="list-style-type: none"> <li>- Completing work to the best of their ability</li> </ul>	

		<ul style="list-style-type: none"> <li>- Submitting class work and tasks on time</li> <li>- Attending school every day</li> </ul>	
1	<p><b>Classroom Teachers</b></p> <p>Tier 1 and associated behaviours MUST be recorded on Sentral. Parents need to be notified by phone.</p>	<p>These behaviours may be minor but are persistent or cause minor interruptions to the learning or wellbeing of others</p> <p><b>Respect:</b></p> <ul style="list-style-type: none"> <li>- Verbal Misconduct</li> <li>- Minor Physical Misconduct</li> <li>- Minor Damage to Property</li> <li>- Disruption</li> <li>- Defiance</li> </ul> <p><b>Safe:</b></p> <ul style="list-style-type: none"> <li>- Bullying/ Harassment</li> <li>- Device Misuse</li> </ul> <p><b>Engaged:</b></p> <ul style="list-style-type: none"> <li>- Lack of Equipment</li> <li>- Unsatisfactory Classwork</li> <li>- Lack of Attendance including Lateness to class (student to catch up on the work and remain at end or next lesson during break time to make up time missed)</li> </ul>	<p><b>K-6</b> Playground or classroom focus.</p> <p><b>7-12</b> Single subject/class focus</p> <p><b>K-12</b> Tier 1 Monitoring Sheet for the period of 1 week</p> <p>Reflection managed by classroom teacher</p> <p>Restorative conversation managed by classroom teacher</p> <p>Managed by the classroom teacher.</p> <p>Parents notified by the classroom teacher and accurate records kept in Sentral</p> <p>Unsuccessful completion of a Tier 1 will result a Tier 2 (In consultation with the Head Teacher / Assistant Principal)</p>
2	<p><b>Head Teacher and Assistant Principals</b></p> <p>Tier 2 and associated behaviours MUST be recorded on Sentral. Parents need to be notified by phone.</p>	<p>These behaviours are persistent, are not resolved with classroom teacher intervention and consistently interrupt the learning or wellbeing of others.</p> <p>Unsuccessful completion of a Tier 1 (In consultation with the Head Teacher / Assistant Principal)</p> <p><b>Respect:</b></p> <ul style="list-style-type: none"> <li>- Verbal Misconduct</li> <li>- Physical Misconduct</li> </ul>	<p><b>K-6</b> Playground and classroom focus</p> <p><b>7-12</b> Single subject/class focus</p> <p><b>K-12</b> Tier 2 Monitoring Sheet for the period of 1 week</p> <p>Reflection managed by Head Teacher / Assistant Principal -</p>

		<ul style="list-style-type: none"> <li>- Minor Damage to Property</li> <li>- Disruption</li> <li>- Defiance</li> </ul> <p><b>Safe:</b></p> <ul style="list-style-type: none"> <li>- Bullying/ Harassment</li> <li>- Device Misuse</li> </ul> <p><b>Engaged:</b></p> <ul style="list-style-type: none"> <li>- Lack of Equipment</li> <li>- Repeated Unsatisfactory Classwork</li> <li>- Lack of Attendance including Lateness to class (student to catch up on the work and remain at end or next lesson during break time to make up time missed)</li> <li>- Fractional Truancy</li> </ul>	<p>classroom teacher to attend</p> <p>Restorative conversation with the classroom teacher led by the Head Teacher or Assistant Principal</p> <p>Managed by the Head Teacher / Assistant Principal</p> <p>Parents notified by the Head Teacher / Assistant Principal and accurate records kept in Sentral</p> <p>Unsuccessful completion of a Tier 2 will result an extended Tier 2 or a Tier 3 escalation (In consultation with the Deputy Principal)</p>
3	<p><b>Deputy Principal</b></p> <p>Tier 3 and associated behaviours MUST be recorded on Sentral. Parents need to be notified by phone.</p>	<p>These behaviours are persistent, are not resolved with Head Teacher / Assistant Principal intervention and consistently interrupt the learning or wellbeing of others or are causing major disruption to the leaning and wellbeing of others. Unsuccessful completion of a Tier 2 (In consultation with the Deputy Principal)</p> <p><b>Respect:</b></p> <ul style="list-style-type: none"> <li>- Repeated or Major verbal misconduct</li> <li>- Repeated or Major Physical Misconduct</li> <li>- Damage to Property</li> <li>- Significant Disruption</li> <li>- Repeated Defiance</li> </ul> <p><b>Safe:</b></p> <ul style="list-style-type: none"> <li>- Ongoing Bullying/ Harassment</li> </ul>	<p><b>K-12</b></p> <p>Whole school focus for K-12 with a Tier 3 monitoring sheet for a period of 1 week</p> <p>Reflection managed by Deputy Principal - classroom teacher to attend.</p> <p>Restorative conversation with the classroom teacher led by the Deputy Principal with the Head Teacher or Assistant Principal</p> <p>Managed by the Deputy Principal</p> <p>Parents notified by the Deputy Principal and accurate records kept in Sentral</p>



		<ul style="list-style-type: none"> <li>- Device Misuse</li> </ul> <p><b>Engaged:</b></p> <ul style="list-style-type: none"> <li>- Fractional Truancy</li> <li>- Significant disruption to learning</li> </ul>	<p>Unsuccessful completion of a Tier 3 may result in an extended Tier 3 or formal caution</p> <p>*Students on a Tier 3 may have privileges removed (such as excursions and extra-curricular activities in consultation with the Deputy Principal and parents</p>
<p>Formal Caution / Suspension</p>	<p><b>Deputy Principal</b></p> <p>Formal Caution (20 day period) and Suspensions MUST be recorded on Sentral under – Negative Behaviours of Concern or Serious Negative Behaviours of Concern</p> <p>Formal Cautions and Suspensions MUST align with the NSW DoE Suspension and Expulsion procedures (<a href="https://education.nsw.gov.au/policy-library/policies/pd-2006-0316-06#">https://education.nsw.gov.au/policy-library/policies/pd-2006-0316-06#</a>)</p> <p>All students returning from suspension will be referred to the Learning and Support Team</p>	<p>These behaviours are negative behaviours that impact the learning and wellbeing of others and align to the NSW DoE Suspension guidelines. Unsuccessful completion of a Tier 3.</p> <p><b>Negative Behaviours of Concern</b></p> <ul style="list-style-type: none"> <li>- Continued or persistent disobedience and/or disruptive behaviour</li> <li>- Malicious damage to, or theft of property</li> <li>- Verbal abuse</li> <li>- Bullying or cyberbullying</li> <li>- Mis-use of technology</li> <li>- Discrimination</li> <li>- Other</li> </ul> <p><b>Serious Negative Behaviours of Concern</b></p> <ul style="list-style-type: none"> <li>- Being in possession of, use or supply of tobacco, alcohol, vapes or e-cigarettes</li> <li>- Possession of, use or supply of a suspected illegal/restricted substance.</li> <li>- Being in possession of, or using weapons including firearms and knives</li> <li>- Using an implement as a weapon</li> </ul>	<p><b>K-12</b></p> <p>Whole school focus for monitoring on either a formal caution or return from suspension monitoring.</p> <p>Reflections managed by Deputy Principal</p> <p>Managed by the Deputy Principal</p> <p>Parents notified by the Deputy Principal and accurate records kept in Sentral – Meeting to occur with parents/carers</p> <p>Removal of privileges – ie sports representations and excursions</p> <ul style="list-style-type: none"> <li>- Formal caution – for the period of the formal caution (20 days)</li> <li>- Suspension - for the term</li> </ul> <p><i>*The principal reserves the right to reinstate privileges if appropriate</i></p>

		<ul style="list-style-type: none"> <li>- Seriously threatening or engaging in physically violent behaviour</li> <li>- Engaging in serious criminal behaviour related to the school.</li> <li>- Engaging in sexualised behaviour that has caused physical or psychological or emotion harm to others.</li> <li>- Others – serious behaviour of concern</li> </ul>	
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*\*Deputy Principals will monitor Sentral and escalate students to tier 3, formal caution or suspension as appropriate.*

### Reporting and recoding behaviours of concern

Staff at Molong Central School will comply with reporting and responding processes outline in the:

- Incident Notification and Response Policy (Located on the NSW DoE Intranet)
- Incident Notification and Response Procedures (Located on the NSW DoE Intranet)
- Student Behaviour policy and Suspension and Expulsion procedures (Located on the NSW DoE Intranet)

## DETENTION, REFLECTION, AND RESTORATIVE PRACTICES

Molong Central School has an agreed outline for reflections and restorative practices that support student behaviour and learning.

Strategy	When and how long?	Who Coordinates?	How are these recorded?
Classroom Teacher Reflection – this is to include a restorative conversation with the student and classroom teacher	The next break after the behaviour has occurred. No longer than 10 minutes	Classroom teacher	Sentral Record System
Tier 1 Reflection - this is to include a restorative conversation with the student and the classroom teacher	The next break after the behaviour has occurred. No longer than half of the occurring break time	Classroom teacher	Sentral Record System
Tier 2 Reflection - this is to include a restorative conversation with the student, classroom teacher and Head Teacher / Assistant Principal	The next break after the Tier has been applied - No longer than half of the occurring break time	Head Teacher / Assistant Principal	Sentral Record System
Tier 3 Reflection – this is to include a restorative	The next break after the Tier has been applied -	Deputy Principal	Sentral Record System

conversation with the student, Head Teacher / Assistant Principal and Deputy Principal	No longer than half of the occurring break time		
Formal Caution Reflection – This is to include restorative conversations with the student and Deputy Principal	The next break after the Tier has been applied OR for a period of 1 break per day for no longer than 1 week. Reflections will not last longer than half of the occurring break time.	Deputy Principal	Sentral Record System
Suspension Reflections	The next break after the Tier has been applied OR for a period of 1 break per day for no longer than 1 week. Reflections will not last longer than half of the occurring break time.	Deputy Principal	Sentral Record System

## REVIEW DATES

Review Date
3/07/2024

## APPENDIX

1. Molong Central School – Anti-Bullying Plan
2. Molong Central School – Mobile Phone Policy
3. Behaviour Code for Student
4. Schools Community Charter
5. Mobile Phone Policy



## **ANTI-BULLYING PLAN**

**Definition:** A person is bullied when one or more people expose them regularly and over time to negative or harmful actions. Bullies are people who deliberately set out to intimidate, exclude, threaten and/or hurt others repeatedly. Bullying is a clear form of harassment. Bullying can come in many forms, verbal, physical, psychological and technological.

**Rationale:** Students learn best when they are happy, safe and able to take educational risks. The school will provide a positive culture, where bullying is not accepted, and neither is by-standing. All students 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.

**Aims:**

- 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 an observer or victim.
- To ensure that all reported incidents of bullying are followed up appropriately and that support is given to both victims and perpetrator.
- To seek parental and peer-group support and co-operation at all times

**Implementation:**

- Parents, teachers, students and the community will be aware of the school's strong position on bullying.
- The school will adopt a three-phase approach to bullying, detailed below:

**Prevention:**

- Professional development for staff relating to bullying, harassment and proven counter measures.
- School 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.
- Police Liaison Officer speaks annually in Term 1- 2 for Years 7- 9.
- Each classroom teacher to clarify at the start of each year the school policy on bullying.
- The curriculum to include anti-bullying messages and strategies through White Ribbon strategies.
- Student Representative Council, Peer Support delegates, staff, parents and students to promote the philosophy of respect and responsibility.

**Early Intervention:**

- Promote the safe and speedy reporting of bullying incidents.
- Parents encouraged to contact school if they become aware of a problem.
- Public recognition and reward for positive behaviour and resolution of

problems.

Intervention:

- Once identified, each bully, victim and witnesses will be spoken with, and all incidents or allegations of bullying will be fully investigated and documented. Investigation could be by the Year Advisor or the Deputy Principal as appropriate.
- Both bullies and victims will be offered counselling and support.
- If student bullying is of a serious nature, or if bullying persists, parents will be contacted in a timely fashion and consequences implemented consistent, with the MCS Wellbeing policy

Evaluation:

*This policy and procedure will be reviewed with whole staff, student, parent and community input as part of the school's three-year review cycle. References: Safe Schools are Effective Schools booklet [www.curriculum.edu.au/mindmatters](http://www.curriculum.edu.au/mindmatters) and [www.bullyingnoway.com.au](http://www.bullyingnoway.com.au)*



## **Use of Mobile Phones in Schools**

### **New South Wales Department of Education: Students Use of Mobile Phones in Schools Policy.**

Direction and guidance on the safe and responsible use of Mobile Phones in NSW Public Schools.

#### **1. Policy Statement:**

- 1.1 Students are not allowed to use mobile phones at school, including during recess and lunch.
- 1.2 Principals will manage individual requests from parents and/or carers, and students, for any exemptions to the policy.
- 1.3 Principals may allow students to use mobile phones in specific circumstances, such as for an educational purpose, to achieve student health and wellbeing outcomes, or as part of a reasonable adjustment to enable students with specific needs to participate in education on the same basis as other students.

#### **2. Context:**

- 2.1 Learning environments should support students to develop technological, social, and emotional competencies. This support should maximise the benefits and minimise the risks of digital environments and prepare students for life beyond school.

### **Students' Use of Mobile Phones at Molong Central School**

#### **Rationale and Objectives:**

Molong Central School (MCS) supports the restrictions of mobile phones in accordance with the NSW Department of Education (NSWDoE): Students' Use of Mobile Phones in Schools policy.

Mobile phone use in schools can impact student learning and wellbeing. Restricting mobile phone use at school aims to increase focus in classrooms, remove distractions and promote positive social interactions while reducing the potential for online bullying.

MCS has strong teaching and learning practices to support students in the classroom using various forms of appropriate technology, which maximises the benefits and minimises the risks of digital environments and prepares students for life beyond school. We foster a safe learning environment that supports and enhances each child's social and emotional health through our wellbeing and learning support teams.

MCS has elected to use the following approach to implement this mandate.

- All mobile phones are required to be turned off and placed in a locked mobile phone pouch for the full school day, including at recess and lunch.



This will mean that students will have a responsibility to turn off their phone, place it in the pouch, lock the pouch and store it safely. This is an approved NSWDoE option and will limit unnecessary distractions and complement our ongoing approach to ensure every student maximises their learning and social growth in a safe and supportive environment.

### **Exemptions:**

Students with special needs, including medical and learning needs, may apply for an exemption. These will be considered on a case-by-case basis.

Parents/Carers wishing to apply for a medical exemption will need to provide a written request, supported with medical documentation (e.g. letters of recommendation from a pediatrician, psychologist, etc.), to the principal at [molong-c.school@det.nsw.edu.au](mailto:molong-c.school@det.nsw.edu.au)

Exemptions will only be granted to students with significant health and wellbeing needs.

### **Contacting Students:**

MCS understands there will always be emergencies when parents/carers need to get in contact with students or vice versa during the school day. We try to keep this to a minimum, apart from emergencies, to avoid disturbing the students' learning.

Parents/carers can contact the school through the school office at **(02) 6366 8224** and students will also be able to contact parents/carers through the school office or the Deputy Principal if urgent.

### **In Summary:**

- The new mobile devices management plan at MCS will apply to mobile phones and will occur during all school hours, including break times such as recess and lunch. Students will still be able to carry their phones while travelling to and from school.
- Access to mobile phones during excursions/sport will be dealt with on a case-by-case scenario. In most cases phones will be locked in the pouch during the excursion.
- Students will be responsible for locking their Mobile Phones in their Mobile Phone Locker Pouches each morning when they arrive on the school grounds.
- At the commencement of Period 1, all students will place their locked Mobile Phone Locker Pouch containing their Mobile Phones on their desks where the teachers will inspect that they are locked.
- School staff can allow students to use their mobile phones in specific circumstances, such as for an educational purpose, for their wellbeing or to support students with specific needs.
- All students will receive a free Mobile Phone Locker Pouch that is their responsibility to manage. Should a student misplace, damage, or lose the pouch they will be responsible for the replacement cost of \$20.
- If a student forgets to bring their pouch to school, they must lock their mobile phone in the schools phone lockers in the Deputy office for the day.
- Any student who brings a mobile phone to school will be responsible for ensuring the above conditions and courtesies are observed.
- As with all valuable items, students are strongly discouraged from bringing mobile phones to school due to the potential for loss, theft, or damage of the item.
- MCS cannot accept responsibility for the loss, theft, or damage to such items. These items are brought to school at your own risk.

### **Students Must:**

- Turn off and lock phones in their Mobile Phone Locker Pouches when they arrive on school grounds.
- When granted permission to use their mobile phone, ensure they are always used appropriately.
- Unlock their Mobile Phone Locker Pouch at the conclusion of the school day.

**Staff Will:**

- Inspect Mobile Phone Locker Pouches at the commencement of Period 1.
- Ensure the Students’ Use of Mobile Phone Policy is followed closely during the school day.
- Follow the MCS: Failure to Adhere to the Students’ Use of Mobile Phone Policy and consistently implement the Hierarchy of Consequences.

**MCS: FAILURE TO ADHERE TO THE STUDENTS’ USE OF MOBILE PHONE POLICY**

	<b>HIERARCHY OF CONSEQUENCES</b>
<b>1<sup>st</sup> Offence</b>	<ul style="list-style-type: none"> <li>- The student’s mobile phone is confiscated and locked in the school safe.</li> <li>- The student’s first Mobile Phone Breach is recorded on SENTRAL.</li> <li>- The student’s Parent/Carer is contacted and informed of the breach (HT/DP).</li> <li>- The Parent/Carer will need to arrange a time with the supervising Deputy Principal to collect their child’s phone from the school safe.</li> </ul>
<b>2<sup>nd</sup> Offence</b>	<ul style="list-style-type: none"> <li>- The student’s mobile phone is confiscated and locked in the school safe.</li> <li>- The student’s second Mobile Phone Breach is recorded on SENTRAL.</li> <li>- The student’s Parent/Carer is contacted and informed of the breach (DP).</li> <li>- The Parent/Carer will need to arrange a time with the supervising Deputy Principal to collect their child’s phone from the school safe.</li> <li>- The student is issued with a <b>Formal Caution of Suspension</b>.</li> <li>- The student will need to present to the office and have their phone locked in the school safe for the duration of the school day for the next two days.</li> </ul>
<b>3<sup>rd</sup> Offence</b>	<ul style="list-style-type: none"> <li>- The student’s mobile phone is confiscated and locked in the school safe.</li> <li>- The student’s third Mobile Phone Breach is recorded on SENTRAL.</li> <li>- The student’s Parent/Carer is contacted and informed of the breach.</li> <li>- The student will be suspended for two days.</li> </ul> <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> <li>- With consultation, the Parent/Carer may choose to have their child’s phone suspended and locked in the school safe for two school days (including overnight) in-lieu of a two-day suspension – phone is then returned at the end of the second day.</li> </ul>
<b>4<sup>th</sup> Offence</b>	<ul style="list-style-type: none"> <li>- After the third offense, every further breach of the Students’ Use of Mobile Phones policy will result in suspension.</li> <li>- The length of each suspension will continue to escalate.</li> </ul>

**Please Note:**

- A Head Teacher or Deputy Principal will be called to support teachers if any student refuses to adhere to this policy.
- Failure to comply with any of these actions could result in an immediate formal caution/suspension.
- This process will refresh each calendar year.

**PHONE LOCKER POUCH IMPLEMENTATION: FAQ's PARENTS/CARERS**

<b>What if a student does not comply with the mobile phone plan and accesses it at during the school day?</b>	As with all school rules, student refusal will result in appropriate action being taken, possibly leading to suspension.
<b>What if a student needs to make an urgent phone call home?</b>	Students will be allowed to call home via the front office or via the Deputy Principal.
<b>What if a student with a medical condition requires their phone to record medical information?</b>	If your child has special medical requirements, you may apply for an exemption through the Principal.
<b>How do I arrange permission for my child to use their phone for medical reasons?</b>	You will be able to make a request for an exemption. If appropriate, an individualised plan for usage will be developed. It will consider their medical needs and set the terms and conditions for phone use, that incorporate school guidelines.
<b>What happens with mobile phones on excursions/sporting events?</b>	Exemptions may be made for excursions/sporting events on a case-by-case scenario. In most cases phones will be locked in the pouch during the excursion.
<b>How will the school manage the administration of parent enquiries?</b>	Schools will connect with parents in the usual ways and can be contacted anytime via the front office.
<b>What if my child needs to purchase food at the canteen?</b>	Students are encouraged to bring their physical Debit Cards to school with them to enable cashless transactions. It will not be possible to use the phone.
<b>What if my child needs to use their phone for classwork?</b>	There may be situations where students may be required to use their phones in class as part of the lesson. In these situations, the staff member will need to monitor the use of the phones by the

	students, to ensure that they are used for the designated purpose, and once the lesson/activity is completed, ensure that students comply with managing their phones in line with the school management strategy.
<b>Will the school send a message to my child if I need to contact them?</b>	Messages from parents to students will be passed on as usual.
<b>What if my child chooses to leave their phone at home?</b>	There is no requirement to bring a mobile phone or related accessories to school.
<b>What happens if my child loses or damages their pouch?</b>	The school will fund and provide all students with their first mobile phone pouch. If a pouch is lost or damaged, parents/carers and students will be responsible for purchasing a new pouch from the school office for \$20.
<b>What happens if my child forgets to bring their mobile phone pouch to school?</b>	The student will need to present to the office and have their phone locked in the school safe for the duration of the school day.

### **PHONE LOCKER POUCH IMPLEMENTATION: FAQ's STUDENTS**

<b>What if I don't possess a mobile phone or have not brought it to school that day?</b>	There is no requirement to bring a mobile phone to school.
<b>Can I use my phone before and after the school day?</b>	As soon as you arrive at school, all mobile phones should be switched off and locked in your personal mobile phone locker pouch. Mobile phones cannot be accessed until you leave the school grounds at the end of the day.
<b>What if I need to contact my parent/carer during the school day?</b>	Students will be allowed to call home via the front office or via their supervising Deputy Principal.
<b>What if my parent/carer needs to contact me in the event of an emergency?</b>	In the case of an emergency, your parent/carer can contact the school via the front office.
<b>What if I have a medical condition that requires me to use my phone to record or monitor medical information?</b>	If you require the use of a mobile phone for medical or other reasons, you will be granted an exemption and the details of any exemption will be added to your learning support, individual education plan, or flagged on SENTRAL.  You will be made aware of this exemption.

<p><b>I use my phone to purchase food from the canteen or buy uniform items.</b></p>	<p>Students are encouraged to bring their physical Debit Cards to school with them to enable cashless transactions. It will not be possible to use the phone.</p>
<p><b>I have a job. How can my employer contact me about work shifts?</b></p>	<p>Students should alert their employers about the school's mobile phone policy and advise that they may not see any messages the employer sends until after school.</p> <p>Alternative methods of contact such as email could also be used.</p>
<p><b>Can I take my mobile phone to excursions/sporting events?</b></p>	<p>Exemptions may be made for excursions/sporting events on a case-by-case scenario. In most cases phones will be locked in the pouch during the excursion.</p>
<p><b>What happens if I lose or damage my pouch?</b></p>	<p>The school will fund and provide all students with their first mobile phone pouch. If a pouch is lost or damaged, parents/carers and students will be responsible for purchasing a new pouch from the school office for \$20.</p>
<p><b>What happens if I forgot to bring my Pouch?</b></p>	<p>Your mobile phone must be locked in the school safe for the day.</p>

## Behaviour code for students

### Information for students and parents or carers

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

**In NSW public schools students are expected, to the best of their ability, to:**

- show respect to 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
- act in a courteous and respectful way that makes all members of the school community feel valued, included and supported
- resolve conflict respectfully, calmly and fairly
- meet the school's agreed uniform policy or dress code
- attend school every day (unless legally excused)
- respect all property
- be safe and not be violent or bring weapons, illegal drugs, alcohol, vapes, e-cigarettes or tobacco into our schools
- not bully, harass, intimidate, or discriminate against anyone in our schools.

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

**All students have a right to:**

- safety at school
- access and fully participate in their learning
- be treated with respect by other students, teachers and school staff
- express their views, set goals and self-advocate.

The principal and school staff, using their professional judgment, are best placed to maintain discipline and provide safe, supportive and responsive learning environments and apply an appropriate action when students are not meeting these expectations. The department is responsible for the provision of 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 will back the authority and judgment of principals and school staff at the local level.

**Behaviour code for students: Student actions**

Promoting the inclusion, 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 across a range of settings to support the development of skills needed by students to meet our high standards for respectful, safe and engaged behaviour.

**To meet the expectations set out above, students in NSW public schools, to the best of their ability, should adhere to the following principles.**

#### Respect

- Treat one another with dignity.
- Communicate and behave courteously.
- Act and work cooperatively with other students, teachers, and school staff.
- Develop positive and respectful relationships.
- Value the interests, ability and culture of others.
- Respect the learning needs of other students.
- Dress appropriately by wearing the agreed school uniform or dress code.
- Take care with school property and the property of staff and other students.

#### Safety

- Model and follow school and class rules and expectations around behaviour and conduct.
- Negotiate and resolve conflict.
- Be aware of and take responsibility for how their behaviour and actions impact others.
- Care for self and others.
- Be safe and help others to make safe choices that do not hurt themselves or others.

#### Engagement

- 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.





# School Community Charter

 **Collaborative. Respectful. Communication.**

The following School Community Charter outlines the responsibilities of parents, carers, educators and school staff in NSW public schools to ensure our learning environments are collaborative, supportive and cohesive.

We treat each other with **respect**

## What our schools provide

NSW public schools work to create positive environments for students, staff and the entire school community that support student learning. We strive to ensure that every student is known, valued and cared for.

The best education happens when parents and schools work together.

The School Community Charter aligns with the NSW Department of Education Strategic Plan 2018 – 2022.



## Positive environments

It is important that our NSW public schools are positive environments and that parents and carers are kept informed of students' progress and school announcements.

Parents and carers can expect:

- To be welcomed into our schools to work in partnership to promote student learning.
- Communication from school staff will be timely, polite and informative.
- Professional relationships with school staff are based on transparency, honesty and mutual respect.
- To be treated fairly. Tolerance and understanding are promoted as we respect diversity.

We prioritise the wellbeing of all students and staff

**Unsafe behaviour** is not acceptable in our schools

We work together with the school

**Ensuring respectful learning environments for all members of NSW Public Schools communities.**



We create  
**collaborative**  
learning  
environments

We  
all play  
**our part**

We work  
**in partnership**  
to promote  
student  
learning

## Communicating with our schools

Our staff will find a time to talk to you when they can give you their full attention. Please remember that while our staff are in class or dealing with other matters, they may not be available to answer your questions immediately.

Our schools and communities will make sure that written communication is appropriate, fair and easy to read. We encourage you to use email and social media appropriately to connect with your school and stay up-to-date with up-coming events in the school community.

Our guide for parents, carers and students provides useful information about the complaints process:  
[education.nsw.gov.au/about-us/rights-and-accountability/complaints-compliments-and-suggestions/guide-for-parents-carers-and-students](https://education.nsw.gov.au/about-us/rights-and-accountability/complaints-compliments-and-suggestions/guide-for-parents-carers-and-students)

## Respectful communication is a right

In all workplaces people have the right to feel respected. Unacceptable and offensive behaviour has no place in our school communities.

To ensure the wellbeing of students, staff and the community in our schools, steps will be taken to address unacceptable behaviour. This may include restricting contact with the school community or, in more serious cases, referral to NSW Police.

### Unacceptable behaviour may include but is not limited to:

- Aggressive or intimidating actions, such as violence, threatening gestures or physical proximity.
- Aggressive or intimidating language, including the use of obscenities, making sexist, racist or derogatory comments or using a rude tone.
- Treating members of the school community differently due to aspects such as their religion or disability.
- Inappropriate and time wasting communication.



**Collaborative.**  
**Respectful.**  
**Communication.**

**School Community Charter**

education.nsw.gov.au



