



Molong Central School

STUDENT BEHAVIOUR GUIDELINES

2023-2024

Revision and updated: Nov 2023

Based on :- The Department of Education's guidelines, including The Student Behaviour Procedures K-12, Restrictive Practices Reduction and Elimination policy

Statement of Purpose:

Student Wellbeing at Molong Central School includes all things the school community does to meet the personal, social and learning needs of students. The components of our wellbeing program are suited to all students regardless of cultural background, ability, religion, age, gender, sexuality or socio-economic status. These Wellbeing and Discipline Guidelines has been developed with consultation with staff, students and community members.

Molong Central School promotes respectful relationships which are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school.

Everything within these guidelines is designed to help nurture students to develop and demonstrate the attributes of respect specifically respect for learning, respect for self, respect for others and respect for environment. Although the details of these guideline are explicit in relation to the daily implementation of student wellbeing procedures, it is understood that ongoing training and development will occur for staff in developing a repertoire of effective behaviour management strategies to complement this. Concurrently, Student wellbeing initiatives and other programs across the school will assist students in enhancing their understanding of behaviour, and that all behaviour choices lead to either positive or negative outcomes. Underpinning these guidelines are the Department of Education's policies and as such:

- incorporates the principles of procedural fairness i.e. the right to be heard and the right to an impartial decision.
- has been developed within a strong student wellbeing context and reflects the identified needs of the community.
- defines the responsibilities of teachers, students and parents.

As a school community we expect

- that all staff will firstly take a proactive approach to managing school behaviour by providing a supportive school environment where all students are valued and cared for and challenged by an appropriate learning environment and classroom curriculum that is exciting, meaningful and engaging.
- parents have joint responsibility with the school, for the education of their children. They are responsible for ensuring their children attend school. They share in the responsibility of shaping their children's understanding and attitudes about acceptable behaviour and looking after the physical, social and emotional needs of their children so that they are ready and able to learn to the best of their ability when at school. The information in this booklet forms the basis of the partnership between the school and parents. This partnership is based on shared responsibility for achieving positive outcomes for all students.
- students will adhere to these guidelines which are based on the behaviour code for students.

BEHAVIOUR CODE for STUDENTS

All students in NSW Government Schools 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.

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

EVALUATION:

Evaluation will be undertaken annually. Extensive revision will occur every 3 years. The evaluation process will incorporate data that will be collected and collated from Sentral Wellbeing (the student wellbeing database used at Molong Central School), focus groups, online surveys, parent meetings and consultation, student input and school reviews. This data will be used to determine the effectiveness of our Student Wellbeing guidelines and will determine which elements, if any, require modification and review.

ESTABLISHING A POSITIVE SCHOOL CLIMATE:

Our school aims to enhance school climate by:

- maximising student participation in decision making and ensuring that principles of equity and fairness are reflected in school practice. The Student Representative Council is encouraged to have an active voice in our learning community and has been actively involved in the review of the 2022-2026 school plan and in this and other school policies.
- providing opportunities for students to demonstrate success in a wide range of activities e.g. SRC, school band, school choir, debating and public speaking, sporting groups, youth parliament.
- developing and implementing guidelines to protect the rights, safety and health of all school community members.
- establishing clear school expectations which are known and understood by all school community members.
- monitoring attendance and supporting students to attend school regularly.
- valuing and providing opportunities for all students to develop the skills involved in positive relationships, social responsibility, problem solving and dispute resolution.
- valuing difference and discouraging narrow and limiting gender stereotypes.
- valuing our First Nation students and parent/carer community, providing opportunities for them to participate in school decision making.
- establishing networks to support students and making sure that students and parents know about and have ready access to this support.
- recognising the relationship between student and staff wellbeing and ensuring that staff wellbeing is also a priority.

Behaviours managed by CLASS TEACHER	
Behaviour	Definition
Verbal misconduct	Student delivers inappropriate verbal messages e.g. swearing, gossiping, lying
Physical misconduct	Student engages in actions involving physical contact where unintentional injury may occur e.g. potentially dangerous behaviour, rough play
Disruption	Student engages in behaviour causing interruptions to a class or activity e.g. calling out, talking, out of seat
Defiance	Student engages in initial refusal to follow reasonable directions e.g., refusal to follow instruction, talks back
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
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 or device not in pouch and turned off.
Incorrect uniform	Student fails to comply with uniform guidelines. This is recorded in Secondary during GRAB.
Damage to property	Student participates in an activity that results in minor damage to property e.g. littering, minor graffiti, damage to property.
Unsatisfactory classwork	Student does not complete classwork to a satisfactory standard e.g. not engaging, failure to complete work, poor standard, copying, plagiarism.
Not in correct place	Student is not in the right place at the right time e.g. late to class, out of bounds

Possible Interventions:

- Refer to the Behaviour Code for Students.
- Positive reinforcement of achievement and/or appropriate behaviour.
- Arrange to privately address the issue with the student (remove the audience factor).
- Alternate seating arrangement in class.
- Provide a choice.
- Recess or lunch support to allow the student to understand positive behaviours relevant to the Behaviour Code for Students and involving reparation e.g. complete work, assisting with Assessment Tasks, discussing expected positive behaviours, reflecting on learning goals etc.
- If it is a minor playground issue, remind them of the core values and follow restorative practices.
- Notify parent explaining the impact on the learning environment.
- Escalation to AP/HT intervention if necessary e.g. the behaviour continues.
- Monitoring card to look for positive behaviour changes, after discussion with an executive staff member.
- Device stored in school safe with parent/carer to collect.

Behaviours referred to EXECUTIVE STAFF	
Behaviour	Definition
Verbal misconduct	Student delivers loud, disruptive verbal messages e.g. such as swearing at a student, repetitive lying, name calling, sexual remarks/gestures
Physical misconduct	Student engages in aggressive or repetitive actions involving physical contact where injury may occur e.g., Pushing, aggressive behaviour, repetitive dangerous behaviours.
Disruption	Student engages in behaviour causing ongoing interruptions to a class or activity. Such as Constant calling out, sustained loud talk, constantly out of seat
Defiance	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
Bullying/ harassment	Student delivers disrespectful messages to another student on more than one occasion in regard to: race, ethnicity, disability, religion, gender, age, national origin, and/or sexual orientation e.g., such as written, verbal or social media
Device misuse	Student repeatedly uses their device in an inappropriate manner or fails to comply with device procedures e.g., such as repeated unauthorised use of mobile phone/headphones/watch, failure to hand over mobile phone/headphones, repeated inappropriate use of laptop or device not turned off and in pouch
Lack of equipment/uniform	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.
Damage to property/Theft	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.
Unsatisfactory classwork	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.
Lack of attendance/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

Possible Intervention:

- Remind and reiterate the school core values.
- Interview student to ascertain reason for their behaviour.
- Adjust seating arrangements in the classroom to enable students to best focus on the work.
- Contact home to inform parents of classroom issues and discuss options to support positive behaviour.
- Inform student of their deviation from the core values and how they will be supported to improve the learning environment.
- Arrange for the student to be supervised temporarily in another class to give support.
- Send student to AP/HT/Buddy class to provide time for self-regulation or to continue the work in a different environment. A note from the teacher and work must be provided.
- For playground incidents, refer to Executive member on duty. If required supervised breaks may be organised.
- Discuss a behaviour management plan with the appropriate executive staff member.
- For Bullying/harassment refer to appropriate procedures.
- Executive staff member conducts a restorative meeting with the student and the classroom teacher. This results in the production of a class support plan for the student in SENTRAL.
- If appropriate refer to Learning Support Team or Deputy Principal.
- Arrange parent interview or phone call this could be part of the restorative meeting or follow-up from the meeting.
- Formal caution of suspension and parent/care to collect device from school.

Behaviours referred to SENIOR EXECUTIVE	
Behaviour	Definition
Verbal misconduct	Threatening verbal or gestural interactions e.g. swearing at a teacher, threatening a student, lying to cause distress
Physical misconduct	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.
Disruption	Student engages in behaviour causing major persistent interruptions to a class or activity e.g. constant calling out, sustained loud talk, constantly out of seat
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 or behaviour is repeated after executive intervention e.g. refusal to follow executive member's instructions, ongoing high-level defiance
Bullying/ harassment	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
Device misuse	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 or repeated failure to have device off and in pouch.
Damage to property/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.
Unsatisfactory classwork	Student presents someone else's work as their own in Stage 6 e.g plagiarism of assessment task or cheating in an exam
Lack of attendance	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.
Substance misuse	Student is in possession of or in association with those, caught using, or under the influence of illegal substances e.g. drugs, cigarettes, alcohol or vapes. Distribution of drugs/medication.
Possessing a prohibited item	Student is in possession or a dangerous/illegal item e.g. knife, guns, matches/lighters, pornography or an item intended for use as a weapon.

<p>Unacceptable risk to others.</p>	<p>Causes actual harm to any person. Poses an unacceptable risk to health and safety, learning, and/or the wellbeing of any person, including where such a risk is posed by:</p> <ul style="list-style-type: none"> - a student's continuing, consistent unproductive and disruptive behaviour that results in a detrimental impact on the educational interests of other students and all possible interventions and supports to redirect or minimise this behaviour have already been attempted. - A student's behaviour that causes damage to or the destruction or loss of property.
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Possible Interventions:

- Isolate or remove student in accordance with the Restrictive Practice Guidelines.
- Call on Assistant Principal/Head Teacher or other executive for assistance.
- In extreme cases seek direct assistance from the Senior Executive.
- Manage the welfare of the students either in class or in close proximity of the incident if it occurred in the playground.
- Arrange for student to be immediately supported in a safe supervised environment.
- Liaise with the Senior Executive to establish a behaviour management plan before allowing the student to participate in normal lessons.
- **Deputy Principal will contact parent and discuss the problem/issues and arrange a meeting to formulate an individual intervention plan to support the student.**
- Deputy Principal will investigate other targeted and individual interventions to develop a Behaviour Support and Management Plan and a Risk Management Plan if required that may assist the student these may include, Support from in-school experts, SSO, Counsellor, AEO, Learning Support team.
- External experts
- Partial exemption, time out card, whole class monitoring books, etc. feedback will be provided to all staff.
- Issuing a valid Formal Caution and adjusting any previous Formal Cautions as needed.
- **A suspension may be issued without a formal caution** if there is immediate and significant risks to health, safety and wellbeing for students or staff that cannot be otherwise mitigated.
- Failure to comply with the conditions set down may result in the student being suspended and incur a range of other consequences.
- Deputy Principal implements Suspension and Expulsion procedures as directed by the Principal;
 - Complete or revise existing individual student support planning, in partnership with the student, school learning and support staff, parents and carers, and other persons providing support. This should incorporate a plan for the student returning to school and following their return, to ensure the suspension is resolved successfully.
 - Set up access to online learning.