Student Behaviour & Welfare Policy
Including Supporting Documents

NSW Department of Education Student Behaviour Policy

Audience

All NSW public schools (excluding preschools).

Student behaviour includes behaviour that occurs:

- at school
- on the way to and from school
- on school endorsed activities that are off-site
- outside school hours and off school premises where there is a clear and close connection between the school and students' conduct
- when using social media, mobile devices and/or other technology involving another student or staff member, where there is a clear and close connection between the school and students' conduct.

1. Policy statement

   1.1 NSW Government schools embed positive behaviour approaches, safe practices and inclusive education. Schools implement inclusive and positive student behaviour support and management approaches aligned to the care continuum that establish support and maintain high expectations for student behaviour, in line with the Behaviour code for students.

   1.2 The department rejects all forms of bullying behaviour including online (or cyber) bullying.

   1.3 Schools develop behaviour support and management plans, including anti-bullying strategies, that prioritise continuity of learning and facilitate whole-school, prevention-focused and positive approaches to behaviour support, to meet the needs of all students.

   1.4 Promoting positive behaviour requires schools to access support as early as possible and for system-level support to be proactive and responsive to schools' needs.

   1.5 Some circumstances exist where more intensive and persistent behaviour management interventions are necessary to respond to, manage and address behaviour or behaviours of concern. These may include the following:

- 1.5.1 Detention and timeout are planned interventions to allow students opportunities to reflect on and regulate emotions and behaviour.
- 1.5.2 Formal cautions provide an opportunity for the student and their parents or carers to understand the impact of the student's behaviour or behaviours of concern and to engage in positive behaviour supports and strategies to address the behaviour or behaviours. See the Suspension and expulsion procedures.
- 1.5.3 Suspension can be a critical safeguard that principals may use as a behaviour management intervention when a behaviour or behaviours of concern pose an unacceptable risk to others or to teaching and learning. The purpose of suspension is to allow the school to implement appropriate supports to address the student's complex and challenging behaviour or behaviours, mitigate any unacceptable risks to students and staff and enable the student's return as soon as is appropriate. See the Suspension and expulsion procedures.
- 1.5.4 In the most serious of circumstances, where behaviour management interventions including suspension and other risk management strategies have not been successful in managing serious behaviour or behaviours of concern, expulsion is an option available to schools. The gravity of the circumstances requires that particular emphasis be given to procedural fairness. See the Suspension and expulsion procedures.

1.6 Behaviour support and management interventions are implemented in line with the Australian Professional Standards for Teachers and the Disability Standards for Education in that they must be fair, equitable, inclusive and proportionate, and take into consideration the diverse learning and wellbeing needs of students, including developmental age, trauma, child protection concerns, cultural considerations, disability and individual needs and circumstances.

1.7 Procedural fairness will be afforded to all students and staff in implementing this policy (see Legal Issues Bulletin 3 Procedural fairness).

2 Context

2.1 All children and young people have a right to an education where students can access and fully participate in learning.

2.2 Schools are calm and safe environments that support teaching and learning. Supporting positive student behaviour is essential for quality learning, as well as the wellbeing and safety of all students and staff.

2.3 All students and staff have the right to be treated fairly and with dignity, both online and offline, in an environment free from intimidation, violence, harassment, victimisation and discrimination, including that based on sex, race, religion, disability or sexual orientation.

2.4 A behaviour of concern is challenging, complex or unsafe behaviour that requires more persistent and intensive interventions. A behaviour of concern does not include low-level, developmentally appropriate behaviour.

2.5 Bullying behaviour involves the intentional misuse of power in a relationship, is ongoing and repeated, and involves behaviour that can cause harm.

2.6 Principals, teachers and school staff acting in accordance with this policy (and related implementation documents) are acting with the authority of, and are supported by, the department.

3 **Policy contact**

3.1 Director, Behaviour and Student Participation 02 7814 3809
studentbehaviour@det.nsw.edu.au

4 **Monitoring the policy**

4.1 The Director, Behaviour and Student Participation, monitors the implementation of this policy, regularly reviews its contents to ensure relevance and accuracy, and updates it as needed.

https://education.nsw.gov.au/policy-library/policies/pd-2006-0316

Behaviour Code for Students In NSW public schools

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.

<u>All students have a right to:</u>

• 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.

NSW Department of Education | PD-2006-0316-01-V02.0.0 If this is a printed document, refer to the department's Policy Library for the most recent version.

https://education.nsw.gov.au/policy-library/policies/pd-2006-0316-01

Barnier Public School Implementation Guide

Teacher Management

We believe that exemplary Teaching and Learning practice is the 'keystone' to a happy classroom and is strongly supported by Professional Understanding, Organisation, Classroom Management and Behaviour Management.

Whilst some of these areas may not appear to come directly under Welfare, they impact heavily upon it. Teachers need to establish a class group with conscious planning, skill, positive leadership and management and a clear understanding of the school culture and departmental policies.

Teachers need to take specific action in the normal course of their duties to enhance or protect the welfare of their students. Such action is designed to:

- maintain a school and classroom climate conducive to learning
- ensure a safe and secure environment where basic needs are met
- encourage and demonstrate appropriate forms of behaviour
- protect students from harm

These outcomes are more likely to be achieved when those who teach, advise and counsel students:

- provide interesting and challenging learning programs
- model and reinforce the qualities and values which the school aims to develop and foster
- listen with empathy to the cares and concerns of their students
- respond to questions and provide information and guidance as necessary
- offer students genuine opportunities for choice and participation in decision making
- establish a firm code of school behaviour
- caution students for the sake of their own safety and that of others, and take appropriate disciplinary action when necessary.

PBL & PAX

At Barnier Public School, we utilise a combination of Positive Behaviour for Learning (PBL) and PAX strategies as an approach to embed effective, evidenced based strategies that build a positive and safe learning environment for all of our students.

PBL is an evidence-based framework that brings together the whole-school community to contribute to developing a positive, safe and supportive learning culture. The framework assists schools to improve social, emotional, behavioural and academic outcomes for children and young people.

When PBL is implemented well, teachers and students have more time to focus on relationships and classroom instruction. Students and staff benefit from:

- reduced inappropriate behaviour
- increased time focused on instruction
- improved social-emotional wellbeing
- positive and respectful relationships among students and staff
- support for teachers to teach, model and respond effectively to student need
- a predictable learning environment where staff and students know what is expected to deliver effective practices that can be sustained over time

Our Core Values

At Barnier Public School we strive to be:

- Respectful
- Responsible
- Resilient

OWEN, THE OPTIMISTIC OWL

Part of our PBL approach is the regular explicit teaching of student expectations in a range of scenarios and settings with focus points for our students to work towards. PBL tokens are then awarded to students demonstrating these positive behaviours. These tokens are put towards house points. At the end of each term, there is a reward for the winning house and an overall yearly reward.

PAX Good Behaviour Game is an evidence-based universal preventive intervention applied by all teachers in the classroom at Barnier PS. This evidence-based practice consists of a set of research-based strategies with origins in behavioural science, neuroscience, and cultural wisdom that operate together to improve children's self-regulation. Teachers implement these strategies as part of their daily routines in carrying out tasks such as getting students' attention, selecting students for tasks, transitioning from one task to the next, working as part of a team, limiting problematic behaviour, and reinforcing pro-social behaviour.

The PAX Good Behaviour Game helps to build children's self-regulation, resulting in improved focus and attention, improved test scores and other academic outcomes. PAX is unique in arranging for peer reinforcement for exhibiting prosocial behaviour and peer reinforcement for inhibiting problematic behaviour. PAX truly benefits everyone by making the children the heroes of change.

PAX Strategy	What is it?	Benefits	How to Use
PAX Vision	**PAX Vision** is a strategy used to set clear expectations for what we want to see, hear, feel, and do more or less of during an activity.	**PAX Vision** helps students cooperate more consistently with expectations and complete requests with less reminding.	Collaboratively put together a list of what the students want to see, hear, feel, and do more or less of during classroom activities. This is displayed clearly in the room and continually referred to when discussing student behaviour.
PAX Stix	**PAX Stix** is a strategy to increase fairness, attention, and participation.	**PAX Stix** are used to select students for tasks or answering questions. PAX Stix's help to engage students and eliminates teacher bias.	Each student has their name on a PAX Stix kept at the front of the room. Teachers use the PAX Stix to select students at random to answer a question, provide their idea or to even complete a helpful task. Students can select a buddy to help them with their answer.
Beat the Timer	**Beat the Timer** is a strategy used to help students complete tasks quickly, efficiently, and safely.	**Beat the Timer** helps students stay on task longer and follow directions more completely.	A timer is used and displayed where the students can see.
Tootle Notes	**Tootle Notes** are a strategy used to help children learn to recognize the good and improvement in one another.	**Tootle Notes** help students compliment one another rather than tattle and also resist bullying. Tootles also help to build class moral and inclusion.	Students write a complimentary note to one of their peers or teachers.
Granny's Wacky Prizes	**Granny's Wacky Prizes** are quick, active, fun rewards for a job well done.	**Granny's Wacky Prizes** teach students that working hard, working together, and making good decisions benefits everyone.	Select a Granny's Wacky Prize to reward the students for their completion of a set goal.
PAX OK/Not OK	**PAX OK/Not OK** is a strategy used to deliver non-verbal feedback to students.	**PAX OK/Not OK** teaches students to accept feedback both publicly and privately.	Teachers point to the visual to provide feedback on student actions and behavior. PAX Ok/Not OK visuals are on student desks and at the front of the classroom.

PAX Strategy	What is it?	Benefits	How to Use
PAX Leader	**PAX Leaders** are identified students inside and outside the classroom who are following expectations.	**PAX Leaders** help students identify qualities of Pax Leaders in themselves and others in a variety of activities or settings.	Teacher redirects disruptive or disengaged students by identifying alternative Pax Leader behaviour.
PAX Quiet	**PAX Quiet** is a strategy used to gain attention before class-wide instructions and announcements.	**PAX Quiet** enables students to respond quickly and follow through with instructions.	Teacher gains full attention and thanks students or corrects students and practices the process again.
PAX Hands and Feet	**PAX Hands and Feet** is a strategy to remind to students of body expectations during an upcoming activity.	**Pax Hands** and Feet help students and teachers predict body awareness and expectations for upcoming activities.	Teachers make clear the expectations of what PAX hands and Pax Feet look like. Teachers monitor PAX Hands and Feet and provide reminders with visual aids as needed.
PAX Game	**PAX Game** is a strategy where a positive reward and non-emotional references to negative behaviour (Spleem) are used to promote a desired PAX behaviour.	**Pax Game** allows teachers to identify PAX behaviours and accurately monitor Spleems with low emotion. Students are made aware of Spleems and rectify their behaviour	Teacher divides the class into teams and sets a class goal. Teacher identifies the PAX during the game and accurately monitors and notices Spleems with low emotion. The winner is the team with the lowest amount of Spleems. They are given a pre-determined reward (Granny's Whacky Prize)

5Ls of Listening
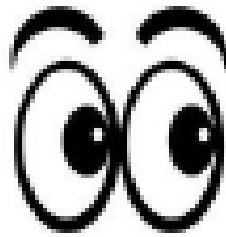
1 Look — Eyes looking at the person who is speaking

2 Listen — You're using your ears to listen to the person speaking

3 Lips — Your lips are together, there is no sound
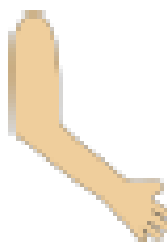
4 Limbs — Your arms are still, they are not moving
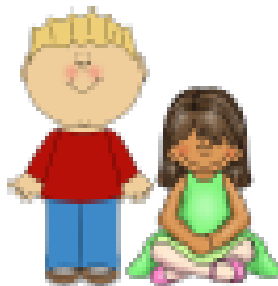
5 Legs — Your legs are still, they are not moving

Noise Levels

0	Silent	Without any noise
1	Whisper	Very soft voice
2	Small Group Talk	Soft voice
3	Conversation Voice Level	Normal voice that can be used for speaking in the classroom or during play.
4	Presenting Voice	Clear loud voice

Whole School Reward System

Barnier Public School's Merit System recognises a wide range of student achievements and is cumulative.

Classroom Tokens

Class teachers monitor students' behaviour through a class management system and distribute classroom tokens to students who adhere to the school values and /or personal achievement.

Bronze Awards

A bronze award is given to a student when they have received 5 classroom tokens or for an outstanding achievement in the classroom.

Silver Awards

Staff distribute Silver Awards to students who have achieved 5 Bronze Awards by adhering to the school values and /or personal achievement. These awards are presented at fortnightly Stage Assemblies.

Students are responsible for keeping merit certificates safe.

Gold Awards

When 4 Silver Awards have been collected the student presents these to the Classroom Teacher to receive a Gold Award.

The teacher signs the back of the Silver Awards and enters the Gold Award into Sentral.

The award is presented at a Whole School Assembly.

Platinum Awards

When 3 Gold Awards have been collected the student presents these to the Classroom Teacher to receive a Platinum Award.

The teacher signs the back of the Gold Awards and enters the Platinum Award into Sentral.

Barnier Public School

These are the awards that you can receive at Barnier.

When we earn 5 Tokens we are given a Bronze Award

Bronze Awards will be handed out
by the classroom teacher, in the classroom when
5 tokens
have been achieved.

When we earn 5 Bronze Awards we receive a Silver Award

Silver Awards will be handed out at a Stage Assembly when
5 Bronze Awards
have been achieved and returned to the classroom teacher.

5x [Bronze Award] = [Silver Award]

When we earn 4 Silver Awards we receive a Gold Award

Gold Awards will be handed out at a
Whole School Assembly by the Principal when
4 Silver Awards
have been achieved and returned to the classroom teacher.

4x [Silver Award] = [Gold Award]
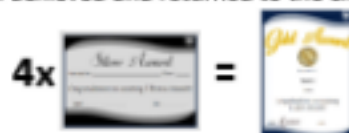
When we earn 3 Gold Awards we receive a Platinum Award

Platinum Awards will be handed out at a
Whole School Assembly when
3 Gold Awards
have been achieved and returned to the classroom teacher.
Parents and/or Guardians will be invited to attend.

3x [Gold Award] = [Platinum Award]

Tokens x5 = [Bronze Award] x5 = [Silver Award] x4 = [Gold Award] x3 = [Platinum Award]
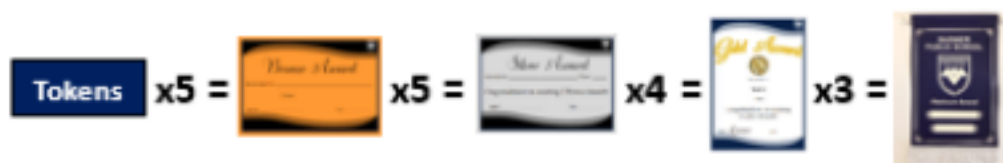
Breaches of the Student Behaviour Code

Barnier PS utilises a Behaviour Management Step Chart Guide to help staff manage and support the varying levels of student behaviour and breaches of the Student Behaviour Code.

Barnier Public Schools Classroom Behaviour Management Step Chart Guide

Step 1-Level 1 Classroom Teacher	Step 2- Level 2 Classroom Teacher	Step 3 – Level 3 Classroom Teacher	Step 4 – Level 4 Assistant Principal	Step 5 – Level 5 Senior Executive
Prompt then Redirect	**Reteach and Provide Choice**	**Conference with Student**	**Send to Executive**	**Send to Senior Executive**
Typical L1 Behaviour • Property misuse • Inappropriate use of ICT • Off task • Not playing by the rules • Not following PAX classroom expectations **PAX Not OK:** Refer and Point to PAX Not Ok desk Visual **Prompt:** Provide verbal and/or visual cue (Refer to PAX Vision) **Redirect:** Restate positive replacement behaviour IF BEHAVIOUR PERSISTS MOVE TO STEP 2: >>>	**Typical L2 Behaviour** • Repetition of L1 Behaviour • Non-compliance • Disruption to the learning of others • Minor physical contact **Re-Teach:** State and demonstrate the desired behaviour. Have the student demonstrate and provide immediate feedback. **Provide Choice:** Provide two teacher directed choices or a first/then option. IF NEGATIVE BEHAVIOUR CONTINUES, MOVE TO STEP 3: >>>	**Typical L3 Behaviour** • Regular repetition of L1 & L2 behaviour • Purposeful disruption • Inappropriate language and behaviour **Conference with Student:** Conference with student in order to find cause of behaviour and preventative solutions. Expectations of appropriate behaviour made clear and goals set. **Follow Up Actions:** • Teacher to document on Sentral. • Classroom Teacher to seek advice. Speak to AP, Stage Team and/or LaST for additional classroom strategies. • Classroom Teacher to contact parents. IF NEGATIVE BEHAVIOUR CONTINUES MOVE TO STEP 4: >>>	**Typical L4 Behaviour** • Repetition of L1, L2 or L3 behaviours after student conference • Abusive language/ profanity • Threatening harm (verbal or physical) • Repeated physical contact • Deliberate property damage • Theft • Racism • Bullying **Reflection Room with Executive:** Students reflect on impact of behaviour and positive strategies are discussed and agreed upon. Behaviour Goals are co-constructed. **Possible Loss of School Privileges** **Follow Up Actions:** • Classroom Teacher to document on Sentral • AP to refer to BPS Anti Bullying Policy (if appropriate) • AP to refer student to BPS Anti-Racism Contact Officer (if appropriate) • CT (in consultation with AP) to contact parents. IF NEGATIVE BEHAVIOUR CONTINUES REPEAT REFLECTION ROOM. IF THE SAME NEGATIVE BEHAVIOURS CONTINUE AFTER THAT MOVE TO STEP 5: >>>	**Typical L5 Behaviour** • Repetition of L1-4 behaviours after Reflection Room • Major physical aggression (Intent to hurt) • Repeated / purposeful property damage / Destruction • Absconding/ truancy • Problamatic or harmful sexual behaviour towards staff/students • Objects as weapons • Criminal behaviour **Possible Loss of School Privileges** **Possible Suspension in line with DoE Policy** **Follow Up Actions:** • CT/AP/DP/P to Document on Sentral. • AP/DP/P to Contact Parents.

This is a guide only. Student behaviour will be managed on a case by case basis, with individual needs, circumstances and context taken into consideration. Ongoing behaviour concerns require Individualised Behaviour Support Plan.

Barnier Public Schools Playground Behaviour Management Step Chart Guide

Step 1-Level 1 Duty Teacher

Prompt then Redirect

Typical L1 Behaviour
- Property misuse
- Littering
- Not playing by the rules
- Not following simple playground expectations

PAX Not OK: Refer and Point to PAX Not Ok Visual

Prompt: Provide verbal and/or visual cue

Redirect: Restate positive replacement behaviour

IF BEHAVIOUR PERSISTS MOVE TO STEP 2: >>>

Step 2- Level 2 Duty Teacher

Reteach and Provide Choice

Typical L2 Behaviour
- Repetition of L1 behaviour
- Playing out of bounds
- Minor physical contact

Re-Teach: State and demonstrate the desired behaviour. Have the student demonstrate and provide immediate feedback.

Provide Choice: Provide two teacher directed choices or a first/then option.

Follow Up Actions:
- Duty Teacher to report to Classroom Teacher

IF NEGATIVE BEHAVIOUR CONTINUES, MOVE TO STEP 3: >>>

Step 3 – Level 3 Duty Teacher/Classroom Teacher

Conference with Student

Typical L3 Behaviour
- Regular repetition of L1 & L2 behaviour
- Non-compliance
- Inappropriate language & behaviour

Conference with Student: Conference with student in order to find cause of behaviour and preventative solutions. Expectations of appropriate behaviour made clear.

Personal Reflection Time Ask student to sit in a nearby shaded location to reflect on behaviour choices.

Follow Up Actions:
- Duty Teacher to document on Sentral
- Classroom Teacher to contact parents.

IF NEGATIVE BEHAVIOUR CONTINUES MOVE TO STEP 4: >>>

Step 4 – Level 4 Assistant Principal

Send to Executive

Typical L4 Behaviour
- Repetition of L1, L2 or L3 behaviours after student conference
- Abusive language/ profanity
- Repeated physical contact
- Threatening harm (verbal or physical)
- Deliberate property damage
- Bullying
- Racism

Reflection Room with Executive: Students reflect on impact of behaviour and positive strategies are discussed and agreed upon. Behaviour Goals are co-constructed.

Possible Loss of School Privileges:

Follow Up Actions:
- Duty Teacher to document on Sentral
- AP to refer to BPS Anti Bullying Policy (if appropriate)
- AP to refer student to BPS Anti-Racism Contact Officer (if appropriate)
- CT (in consultation with AP) to contact parents.

IF NEGATIVE BEHAVIOUR CONTINUES REPEAT REFLECTION ROOM. IF THE SAME NEGATIVE BEHAVIOURS CONTINUE AFTER THAT MOVE TO STEP 5: >>>

Step 5 – Level 5 Senior Executive

Send to Senior Executive

Typical L5 Behaviour
- Repetition of L1-4 behaviours after Reflection Room
- Major physical aggression/fighting (Intent to hurt)
- Repeated / purposeful property damage / destruction
- Problamatic or harmful sexual behaviour towards staff/students
- Objects as weapons
- Criminal behaviour

Possible Loss of School Privileges

Possible Suspension in line with DoE Policy

Follow Up Actions:
- DT/AP/DP/P to document on Sentral
- AP/DP/P to contact parents.

This is a guide only. Student behaviour will be managed on a case by case basis, with individual needs, circumstances and context taken into consideration. Ongoing behaviour concerns require Individualised Playground Support Plan.

Level 1, Level 2 & Level 3 Behaviour- Low level breaches of the Student Behaviour Code

Teacher managed incidents are to be managed by the classroom or duty teacher. Teacher to apply proactive response to behaviour. Strategies teachers may use include:

- Prompt - Provide verbal and/or visual cue. Low key responses.
- Redirect - Restate the matrix behaviour
- Re-teach - State and demonstrate the matrix behaviour. Have student demonstrate. Provide immediate feedback.
- Provide Choice - A statement of two alternatives - the preferred or desired behaviour or a less preferred choice.
- Conference with Student- Conference with student in order to find cause of behaviour and preventative solutions. Expectations of appropriate behaviour made clear and goals set.
- Logical Consequence - Consequence is applied (Level 3).

Level 4 & Level 5 Behaviour- Ongoing/Sever breaches of the Student Behaviour Code

If a student displays a severe breach of the Student Behaviour Code or continues to display inappropriate behaviour in the classroom or playground the Deputy Principal/Principal may enforce one or more of the following actions:

- Reflection Room with Executive - Students reflect on impact of behaviour and positive strategies are discussed and agreed upon. Behaviour Goals are co-constructed.
- An interview is requested to discuss the inappropriate behaviour by the student.
- A Behaviour Support Plan is completed. The plans can be developed in consultation with the Teacher, Stage Supervisor, Deputy Principal, student and parents.
- The student is placed on a Playground Card to monitor behaviour and this report is signed off by the Teacher and parent each day.
- Removal of student privileges: This may include some playtime and/or participation in PSSA, school events, incursions and excursions.
- A Formal Caution/Warning of suspension may be given to the parent about the student's behaviour.
- Long/Short Suspension or Expulsion of the student from school.

Reflection Time

Students may be placed in Reflection Time. This is a time that students discuss and reflect on the behaviour that breaches the Behaviour Code for Students.

A collaborative and restorative approach is adopted where the student is encouraged to accept responsibility for their behaviour and take ownership of the plan to improve. Reflection Time also gives the student opportunities to discuss strategies with a teacher for modifying their behaviour and alternative methods of dealing with problems and or situations.

Formal Caution/Warning of Suspension

There may be circumstances where an individual student's behaviour is of such concern that formal communication with parents or carers will be required.

If such behaviour persists, the principal can issue a formal caution of suspension, in writing, to the parents or carers.

The purpose of the formal caution is for the student and their parents or carers to understand the impact of the student's behaviour or behaviours of concern and to engage them in positive behaviour supports and strategies.

A formal caution is valid for up to 50 school days from the date the caution is issued. Formal cautions will not be carried over into the next calendar year unless consultation has occurred with the Director, Educational Leadership.

There will be circumstances where a principal may determine that a student must be suspended without first issuing a formal caution to suspend due to immediate and significant risks to students or staff, or unacceptable risks posed to teaching and learning, that cannot be mitigated with the student at school.

Suspensions

There will be cases of unacceptable behaviour where a student may need to be removed from the school for a period of time. Suspension is an action available to the principal in these situations.

The purpose of the suspension is to allow the school to implement appropriate supports during the student's absence to address the student's complex and challenging behaviour or behaviours. This is to ensure a successful return to school, and mitigate any unacceptable risks posed to teaching and learning, and the health, safety and wellbeing of staff and/or students.

Grounds for Suspension

Principals can use suspension as a behaviour management intervention when a behaviour or behaviours of concern pose an unacceptable risk to others or to teaching and learning. When assessing grounds for suspension, principals should consider the diverse learning and wellbeing needs of students, including developmental age, trauma, child protection concerns, cultural considerations, disability and individual needs and circumstances.

Principals can suspend a student engaging in behaviour or behaviours of concern on grounds that could include but are not limited to:

- continued/persistent disobedience and/or disruptive behaviour
- malicious damage to or theft of property
- verbal abuse
- bullying and cyberbullying
- misuse of technology
- discrimination, including that based on sex, race, religion, disability, sexual orientation or gender identity.

Due to the immediate and/or significant risk of harm to students or staff, it is important principals consider issuing an immediate suspension to any student who engages in serious behaviour or behaviours of concern that could include but are not limited to:

- being in possession of, uses or supplies tobacco, vaping devices, alcohol and e-cigarettes
- being in possession of, uses or supplies a suspected illegal/restricted substance
- being in possession of, or using weapons including knives (excluding Kirpans, in line with guidance set out in Legal Issues Bulletin 22 – Knives in schools) and firearms
- using an implement as a weapon
- seriously threatening or engaging in physically violent behaviour
- engaging in serious criminal behaviour related to the school
- engaging in sexual harassment, sexual assault or other sexualised behaviour that may pose a risk of or has caused physical, psychological or emotional harm to others.

Duration of a suspension

The principal must decide the duration of the suspension with consideration of appropriate time to implement supports for the student and/or put in place appropriate safety measures where relevant.

The duration can be:

- up to 5 consecutive school days for students in Kindergarten to Year 2
- up to 10 consecutive school days for students in Year 3 to Year 12 (If a student is suspended for 3 days at a shared site that they only attend one day a week, then

the period of the suspension is from the starting date for 3 consecutive school days. It is not for 3 weeks as they only attend one day a week).

Where a principal originally issues a suspension with fewer days than up to 5 for Kindergarten to Year 2 and 10 for Years 3 to 12, they may increase the length of the suspension up to those maximum days if required without it being considered an extension.

However, if the number of consecutive school days are insufficient to implement appropriate supports for the student, the principal can extend the suspension for up to 5 additional school days.

This would extend the suspension to:

- 6 to 10 school days for students in Kindergarten to Year 2
- 11 to 15 school days for students in Years 3 to 12.

The principal will inform the Director, Educational Leadership of their decision to extend the suspension. The principal and Director, Educational Leadership should discuss additional system support the school may require and escalate as necessary.

In serious circumstances, and if additional system support and resources are still required to be put in place, a principal can consider further periods of 5-day extensions, in consultation with the Director, Educational Leadership, with each 5-day period to be reviewed.

Expulsion

There may be some serious circumstances where behaviour interventions, including suspensions and risk management strategies have not been successful in managing significant behaviours of concern.

In these circumstances a principal can consider expelling a student from the school.

In all cases where consideration is being given to expelling a student, the gravity of the circumstances requires that particular emphasis be given to procedural fairness.

Grounds for an expulsion

The principal and Director, Educational Leadership can consider expelling a student from a particular school on the following grounds:

- serious behaviour or behaviours of concern where behaviour interventions and risk management strategies, including suspensions, have not been successful

https://education.nsw.gov.au/policy-library/policy-library-a---z

Bullying

The **national definition** of bullying for Australian schools says:

> *Bullying is an ongoing misuse of power in relationships through repeated verbal, physical and/or social behaviour that causes physical and/or psychological harm. It can involve an individual or a group misusing their power over one or more persons. Bullying can happen in person or online, and it can be obvious (overt) or hidden (covert).*
>
> *Bullying of any form or for any reason can have long-term effects on those involved, including bystanders.*
>
> *Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.*

It is vital that incidents of bullying are reported to a teacher or Executive member.

Behaviours that do not constitute bullying include:
- mutual arguments and disagreements (where there is no power imbalance)
- not liking someone or a single act of social rejection
- one-off acts of meanness or spite
- isolated incidents of aggression, intimidation or violence.

However, these conflicts still need to be addressed and resolved.

Bullying has three main features:
- It involves a misuse of power in a relationship
- It is ongoing and repeated, and
- It involves behaviours that can cause harm.

There are **three types** of bullying behaviour:

Verbal Bullying	Physical Bullying	Social Bullying
• name calling • insulting/swearing • repeated teasing • racist remarks • threats • harrassment	• hitting • kicking • rude gestures • intimidation • extortion • damaging/stealing belongings	• spreading rumours • exclusion/isolation • sharing information or images

If any of these behaviours occur only once, or are part of a conflict between equals (no matter how inappropriate) they are not bullying. **The behaviours alone don't define bullying.**

Online Bullying (also known as Cyberbullying)

Online bullying is bullying carried out through the internet or mobile devices.

Types of behaviour in online bullying

Online bullying can include:

- sending insulting or threatening messages
- posting unkind messages or inappropriate images on social networking sites
- excluding others from online chats or other communication
- inappropriate image tagging
- sharing someone's personal or embarrassing information online
- creating hate sites or starting social exclusion campaigns on social networking sites
- sharing unflattering or private images, including naked or sexual images
- assuming the identity of the another person online and representing them in a negative manner or manner that may damage their relationship with others
- repeatedly, and for no strategic reason, attacking players in online gaming.

For it to be called bullying, inappropriate actions online must be between people who have ongoing contact and be part of a pattern of repeated behaviours (online or offline). Single incidents or random inappropriate actions are not bullying.

One action – such as an insulting comment or an embarrassing photo – which is repeated through sharing and forwarding to others, can be called bullying if the individuals involved know each other, and have ongoing contact either on or offline.

Online bullying has the potential to have social, psychological and educational impacts.

Ref: **Bullying No Way!**

Managing Bullying- Identifying and Reporting

Identifying Bullying Behaviour

Programs will be put into place which will ensure:

- All school students, staff and community members will be aware of the School's Anti Bullying definition and what constitutes bullying
- The development of a common language in regards to bullying, how it should be dealt with and building strategies for promoting positive behaviour

Dealing with Bullying Behaviour

Programs will be put into place which will ensure:

- response to bullying is principle centred – 'Bullying is not OK'
- the focus when dealing with bullying behaviour will be on behaviour change, a whole school approach through effective and consistent reporting, education, intervention, community involvement and peer support.
- consequences for bullying behaviour will be consistent with and outlined in this policy.
- professional development for staff to promote common investigation techniques, questioning, recording and communication of issues

- promoting the use of PBL strategies and core values to empower students in conflict resolution

School programs will aim to:

- embed a philosophy of Anti - Bullying and zero tolerance into school life
- provide students with conflict resolution skills
- develop bystander skills
- build productive school citizens who capably deal with a variety of social situations and willingly support their peers
- encourage positive and supportive intervention
- promote community education and problem solving skills
- establish clear consequences for bullying activity
- implement behaviour modification plans for students exhibiting ongoing bullying behaviour
- encourage staff vigilance

Procedures for Reporting Bullying

Student reports to Teacher/Executive
Student reports incident to another student
Parent reports to teacher/executive

↓

Make inquiries and/or conduct mediation using the questioning guidelines

Inquiry/Mediation results in resolution

↓

Monitor situation and follow up with student involved

Inquiries/mediation warrants further action
(in line with with School Behaviour Policy)
Notify/consult with AP or DP

↓

Monitor situation and follow up with student involved

For any ongoing or serious bullying incidents, restitution and resolution needs to follow all inquiries. This will involve working with the bully and the victim

AP and DP are responsible for this step.

Teachers and parents to be kept informed of all actions, programs and counselling

↓

Continuation of bullying behaviour should be referred to the Learning Support Team to investigate further options for support

Principles for Reporting and management of bullying

- It is vital that the teacher who the student reports to follows up the incident, informs the student that they have investigated and followed up the incident, and checks back with the student to monitor. Consequently, it is anticipated that a culture of trust will develop where students are confident that they will be listened to.
- Effective reporting and management must be supported by thorough communication to all parties involved.

Managing Bullying- Guidelines for Inquiry & Mediation

Student/s report the incident:

- Take down any details offered in this first instance
- let the student/s know that you will be speaking to the suspected bullies
- Ask what has happened to them and who was involved
- Make sure that you write down the students name and class
- Empathise with the student, acknowledge how they are feeling and reassure them that you will be speaking to them again once you have spoken to all other students involved

Before you look into the claims:

- Wait until all parties involved are calm, allow for cool off time if needed
- Allow all students involved the opportunity to have a say, uninterrupted
- Do not send students who are involved in the incident to get other students who are involved

The Method of Shared Concern

Investigation and Mediation is based upon The Method of Shared Concern. This aims to make the students exhibiting the bullying behaviour a significant part of the resolution. It aims to encourage them to empathise with the victim and propose solutions to the problem and acknowledge more appropriate ways to behave.

Stage 1

- Speak to each individual child accused of bullying behaviour
- Ask each of them 'What do you know about what has been happening/happened?'
- Be constructive and pose probing questions which are neutral and do not accuse any wrong doing at this point.

Most children will be co-operative and share events that have happened which allow you to ask questions which encourage the bully to consider their actions, how the victim felt and more appropriate ways to respond.

Stage 2

- Speak to the victim
- Ask the student generally how they have been going at school
- Ask the student if there is any reason that they can see why the students may want to intentionally hurt them?
- Ask the student what they think could be done to improve the situation
- Let the student know that you have been talking to the other students involved and that everyone is working to find a solution to the problem (a way to make it better)
- Invite the student to meet with other students involved to all work together to resolve the situation

Stage 3
- Meet with the bully/group of bullies
- Respond to, (or elicit) a suggestion that the victim be invited to join them for a final meeting to assess whether the situation has been resolved
- Reassurances must be given by group members that they will act positively towards the victim at the meeting
- You should NOT arrange this meeting until you are certain that it is evident that a constructive outcome can be obtained

Stage 4
- The final meeting is to provide confirmation that the bullying is over and acceptable relations between all the students have been established
- Where the victim has behaved in a provocative manner, you need to ensure that adjustments in behaviour are committed to from both sides
- Mediate an agreement on how the students will behave towards each other in the future. Older students can sign an agreement if deemed appropriate and useful

It is important to note that if serious incidents have occurred, (eg violence) consequences should occur as per this Student Behaviour Policy. If the steps are unsuccessful in reaching acceptable resolutions the situation is to be monitored, continuous support offered and the Student Behaviour Policy followed.

Accountability and Restitution

To promote productive accountability and reflection any student who has been involved in bullying other students or issued with a Formal Caution or Suspension following bullying behaviour will spend time in Reflection Time with the Stage Supervisor discussing the incidents in which they were involved.

For example:
- what has been happening?
- what were your actions?
- what were the implications upon the other person?
- What school rules did you break?
- What could you do to help make things better?
- How will other people know that you are trying to make things better?