

Blayney High School – Behaviour Management & Support Plan

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Overview

Our vision:

Blayney High School is a student-centred school that strives for success for every student. Our high expectations have the theme of respect, and we strive for excellence and respect in learning, for ourselves and how we treat others.

Our core business is to:

- provide learning opportunities for students.
- foster an environment that allows students to grow into responsible, respectful citizens.
- provide professional opportunities for teachers, so they achieve excellence and satisfaction in their profession.
- provide an open and welcoming environment for our parents and carers to feel valued in the decisions made about their child's education.
- provide a caring, inclusive environment where all students have the opportunity to succeed.

Blayney High School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged in their learning.

Our goal is to inspire every child to participate positively in society. We focus on promoting excellence, opportunity and success for every student, every day. We value and strive to develop safe, respectful learners in a caring learning community.

The principles of positive behaviour support, trauma-informed practice, inclusive practice, and social emotional learning underpin our daily practice. High expectations for student behaviour are established and maintained through effective role modelling, explicit teaching, and planned responses.

Our processes are founded on the idea that students must learn to take responsibility for their own actions and to ensure all staff respond to these challenges consistently to support students to acknowledge mistakes and learn from their behaviour.

Restorative practice is a whole school teaching and learning approach that encourages behaviour that is supportive and respectful. A restorative approach focuses on building, maintaining and restoring positive relationships, particularly when incidents that involve interpersonal conflict or wrongdoing occur.

Partnership with parents and carers

Blayney High School will partner with families in establishing expectations for parent engagement in developing and implementing student behaviour management strategies for behaviours of concern by:

- inviting families and student feedback through formal and informal means, for example, through Tell Them from Me Surveys, school surveys, consulting with the school's P & C Association and local AECG.
- using concerns raised through complaints procedures to review school systems, data and practices.

Blayney High School will communicate these expectations to parents/carers through the school newsletter, website, and provide links to information and resources in the Behaviour support toolkit.

School-wide expectations and rules

Blayney High School has school-wide expectations and rules that uphold the expectations of 'Yindyamarra':

Respect for Self,
Respect for Others,
Respect for Learning.



Respect for Self	Respect for Learning	Respect for Others
Strive to do your best each day.	Cooperate and commit to learning.	Treat others as you wish to be treated.
If you make a mistake – try again.	Recognise when you need help.	Celebrate the success of others.
Wear uniform with pride.	Explore and value your potential.	Respect the privacy, property, space, thoughts and ideas of others.

Our expectations in practice:

At Blayney High School we support and encourage all students to uphold the expectations of our school.

Our school wide expectations and rules are underpinned by the NSW Department of Education Behaviour Code for Students. Students are supported to meet the ethos of this code.

<https://education.nsw.gov.au/content/dam/main-education/policy-library/public/supporting-documents/pd-2006-0316-01-behaviourcodestudents.pdf> (Appendix I)

Whole school approach across the care continuum

Our school embeds student wellbeing and positive behaviour approaches and strategies across the care continuum and responds to behaviours of concern, including bullying and cyberbullying behaviour. Behaviours that do not constitute bullying include mutual disagreements or isolated incidents.

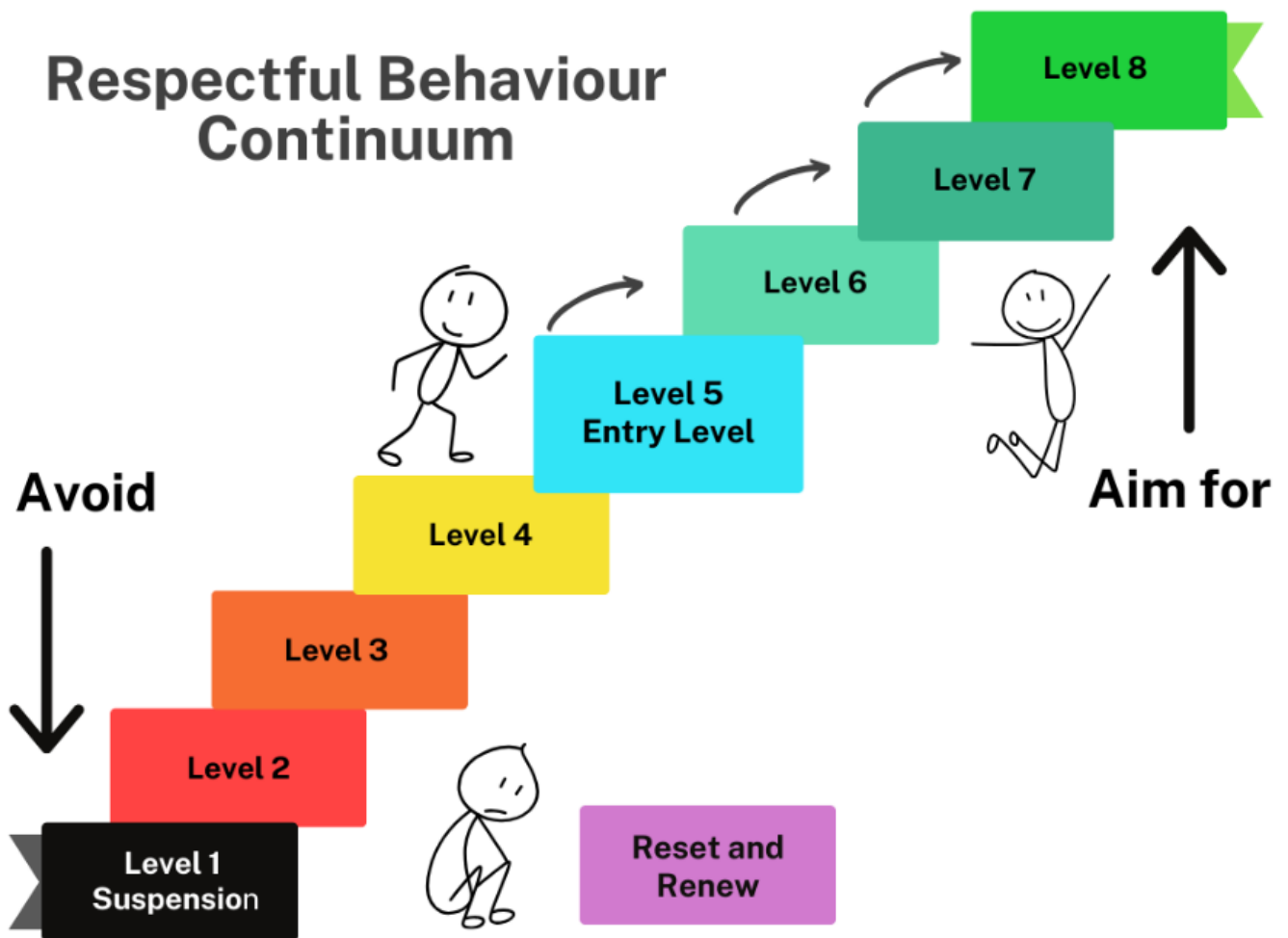
These approaches and strategies are built on a foundation of evidence-based effective classroom practices that set the tone for engagement with learning and respectful relationships. These practices include:

- explicitly teaching classroom expectations
- establishing predictable routines and procedures that are communicated clearly to students.
- encouraging expected behaviour with positive feedback and reinforcement
- discouraging inappropriate behaviour
- actively supervising students
- maximising opportunities for active engagement with learning
 - providing carefully sequenced engaging lessons that provide options for student choice
- differentiating learning content and tasks to meet the needs of all learners.



Planned responses to positive appropriate behaviour.

Respectful Behaviour Continuum



Response to Behaviour Continuum (Levels) Overview:

Overview: The continuum is designed to encourage and recognise positive behavior and academic progress while providing clear guidelines for students moving within the level continuum. If a student receives 5 Tier One Incidents and/or Tier Two incidents across a term, they will receive a DP Warning they are risking a potential level drop. Once they receive 10 referrals across more than one faculty across a term, the student will drop a level. Depending on what level the student is on, this may see them placed on a behaviour monitoring card.

The continuum is designed to encourage and recognise positive behavior and academic progress while providing clear guidelines for students moving within the level continuum.

LEVEL:	STATUS:	To get to this level:	To maintain this level:
Level 8	Students have priority for non-compulsory excursions including reward excursions. NB.	Collect 5 signatures After level 7 has been maintained. (10 total)	Collect a minimum of 6 signatures.
Level 7	Students have a higher entitlement to non-compulsory excursions.	Collect 5 signatures After level 6 has been maintained. (9 total)	Collect a minimum of 5 signatures.
Level 6	Students are entitled to non-compulsory excursions and represent their school in sport, music, or other activities.	Collect 10 signatures. This will happen across two signature periods.	Collect a minimum of 4 signatures.
Level 5	Entry level – no privileges at this level. At the start of each year, each student will begin at level 5. Students will return to this level after successfully completing their card OR returning from suspension.		
	Behaviour monitoring card	How students are placed on this level:	To return to level 5:
Level 4	YELLOW CARD Students are placed on a yellow discipline card for 10 days. Their parents are contacted, they are required to work their way off the card.	Students receive 10 Tier 1 referrals across more than one faculty over a term.	Principal or Deputy Principal monitor. Satisfactory completion of card. Students skip a card if they have a 'perfect' day. Students repeat a card if their behaviour is unsatisfactory.
Level 3	ORANGE CARD Students are placed on an orange discipline card for 10 days. Parents are contacted, they are required to work their way off the card.	Unsatisfactory completion of yellow card AND/OR further referrals.	Attend Reset and Reflect L3 at lunch. Satisfactory completion of card. Students skip a card if they have a 'perfect' day. Students repeat a card if their behaviour is unsatisfactory.
Level 2	RED CARD and/or FORMAL CAUTION Students are placed on a red discipline card for 10 days. Parents are contacted, they are required to work their way off the card.	Unsatisfactory completion of orange card AND/OR further referrals.	Attend Reset and Reflect L3 at lunch. Playground withdrawal. Satisfactory completion of card. Students skip a card if they have a 'perfect' day. Students repeat a card if their behaviour is unsatisfactory.
Level 1	SUSPENSION LEVEL	Committed serious and/or consistent disrespect.	Return from suspension meeting with DP or P.
RESET AND RENEW	Students closely monitored for a 5-day period. (Senior Exec)	Return from Suspension	Attend Reset and Reflect L3 at lunch. Playground withdrawals.

NB: To be eligible for an end of term Rewards Excursion a student must reach Level 8 by the week 6 signature week each term. To maintain eligibility, a student must not receive any negative referrals between week 6 and the excursion date. Eligibility for the Rewards Excursion will be monitored on a case-by-case basis by the principal and excursion co-ordinator.

Level System Reward Calendar.

Term 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
			Signature Week			Signature Week			Signature Week		
					Attendance		Level 6 ONLY Milkshake Wednesday (Lunch).				
Term 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
			Signature Week			Signature Week			Signature Week		
					Attendance		Level 7 ONLY Pancake breakfast.			Level 8 ONLY Excursion	
Term 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
			Signature Week			Signature Week			Signature Week		
					Attendance		Level 8 ONLY Sausage Sizzle and soft drink.			Level 8 ONLY Reward Activity	
Term 4	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
			Signature Week			Signature Week			Signature Week		
					Attendance		Level 8 ONLY Movie and Popcorn afternoon in Hall.			Level 8 ONLY Excursion	

Signature Booklet

Subject	YINDYAMARRA			
	Respect for Self	Respect for Others	Respect for Learning	Date
Teacher				Signature
English	80% of the class attended.	Received zero referrals in class.	Complete ALL work to the best of your ability.	Date:
Math	80% of the class attended.	Received zero referrals in class.	Complete ALL work to the best of your ability.	Date:
Science	80% of the class attended.	Received zero referrals in class.	Complete ALL work to the best of your ability.	Date:
PD.H.PE	80% of the class attended.	Received zero referrals in class.	Complete ALL work to the best of your ability.	Date:
Elective 1	80% of the class attended.	Received zero referrals in class.	Complete ALL work to the best of your ability.	Date:
Elective 2	80% of the class attended.	Received zero referrals in class.	Complete ALL work to the best of your ability.	Date:
Elective 3	80% of the class attended.	Received zero referrals in class.	Complete ALL work to the best of your ability.	Date:
Sport	80% of the class attended.	Received zero referrals in class.	Complete ALL work to the best of your ability.	Date:
Skills (Year 7 ONLY)	80% of the class attended.	Received zero referrals in class.	Complete ALL work to the best of your ability.	Date:
Current Level:		New Level:		YA Signature:

The BHS Merit System

The Merit System supports students who are demonstrating Respect for Self, Respect for Others and Respect for Learning in a substantial OR sustained way. Merits are awarded throughout the year and are acknowledged at formal assemblies.

In summary:

Summary		Special Conditions	Students receive
10 merits	Year Advisor Merit	NA	Certificate at Stage assembly
20 merits	Bronze Certificate	NA	Certificate at Stage assembly
30 merits	Year Advisor Merit	NA	Certificate at Stage assembly
40 merits	Silver Medallion	NA	Medallion at Presentation Night
50 merits	Year Advisor	NA	Certificate at Stage assembly
65 merits	Gold Medallion	NA	Medallion and Citation at Presentation Night
130 merits	School Shield	2 Gold Awards, Senior Achievement Award, application and interview	Certificate, shield and citation

SENIOR ACHIEVEMENT AWARD

All senior students can participate in this Scheme and all Year 12 students are eligible for a Senior Achievement Award by completing the school achievement form. A Gold medallion is not required to apply for a Senior Achievement Award.

PRINCIPAL ACHIEVEMENT AWARD

The Principal will acknowledge the achievement of all students who receive 4 or more academic achievement awards and certificates at semester 1 and 2

Prevention strategies to recognise and reinforce positive, inclusive and safe behaviour.

Blayney High School prides itself on offering a comprehensive, inclusive range of prevention strategies to recognise and reinforce positive, inclusive and safe behaviour from students.

Our strong core values underpin everything that we aim to achieve within the school and underpins the expectations for students to achieve.

Prevention Strategies	Recognition of positive, inclusive behaviour	Restorative/Support Strategies
School wide expectations Wellbeing Hub Stage Teams Individualised Education Plans Wellbeing Programs Notifications to parents.	PAT Merit System Rewards Excursions Recognition Assemblies Extra -curricula excursions Notifications to parents	Reset and Reflect.

Planned responses to inappropriate behaviour and behaviours of concern, including bullying and cyber-bullying.

Planned responses to behaviour that does not meet school expectations are either teacher or executive or senior executive managed. Staff use their professional judgement in deciding whether a behaviour is teacher managed, executive managed or senior executive managed. All decisions should consider whether the behaviour poses a risk to the learning, safety, or others. A behaviour of concern is challenging, complex or unsafe behaviour that requires more persistent and intensive interventions.

- **Teacher managed** – low level inappropriate behaviour is managed by teachers in the classroom and the playground.
- **Executive managed** – continued inappropriate behaviour of concern is managed by school executive.
- **Senior Executive managed** – severe dangerous, abusive and aggressive behaviour is managed by the senior executive.

Teacher corrective responses may include:

- preventative strategies, differentiated teaching practices and learning activities.
- reminder of expectations with invitation to self- correct.
- re-direct, offer choice or error correction.
- prompts, take up time, re-set break.
- quiet teacher check-in and reminder of expectations.
- learning space adjustment to reset. e.g. in foyer or other class/play or playground re-direction.
- supporting strategic seating plan for the whole class or individuals as needed.
- student report to teacher at recess or lunch for restoration.
- contact made with guardian/parent to collaborate in supporting improvement.
- referral to executive staff for further action as appropriate.
- executive directed detention, reflection, alternative learning spaces and restorative practices

At Blayney High School:

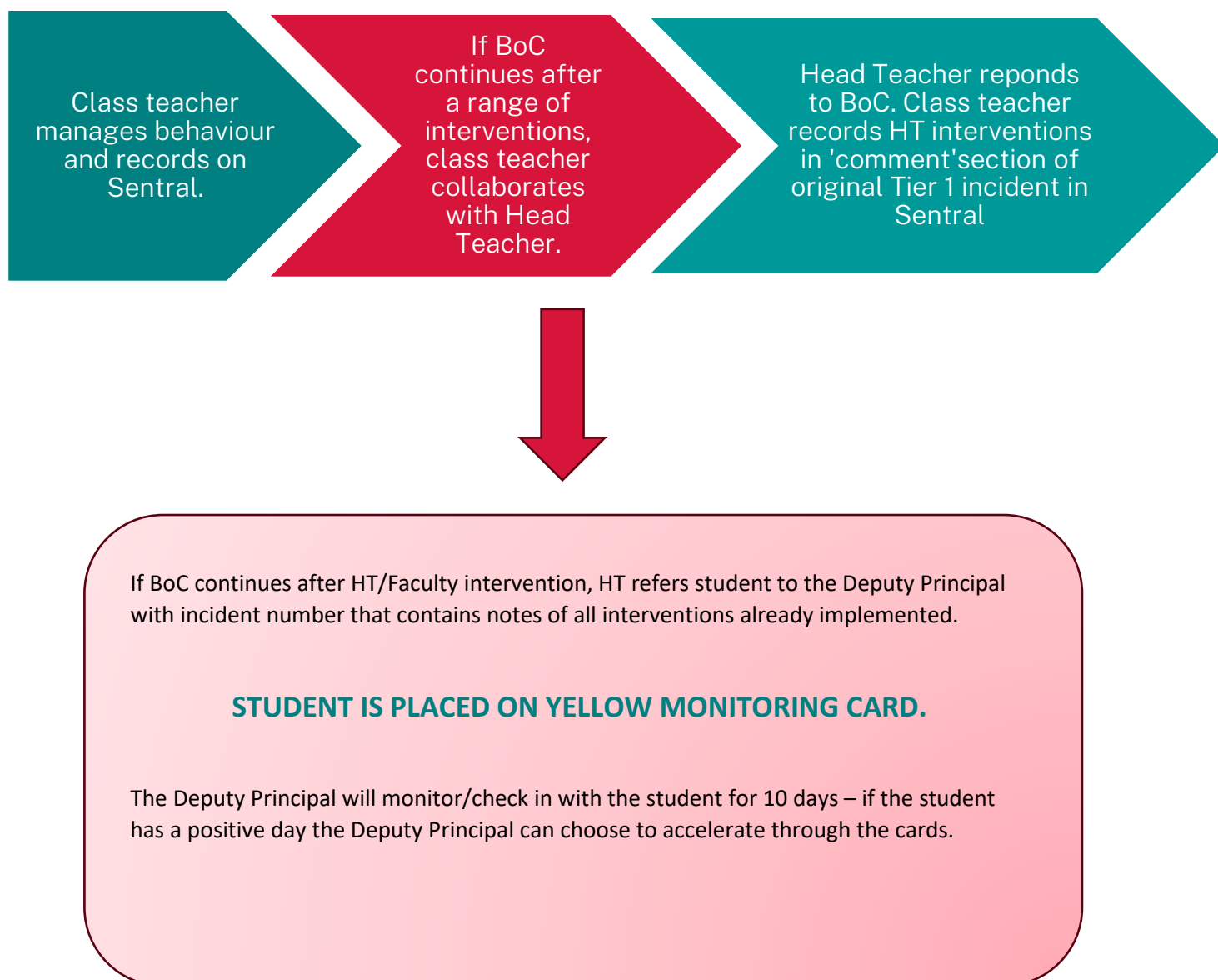
All responses for behaviours of concern (BoC), are recorded on Sentral.

Tier 1: Minor Behaviours of Concern

Tier 1 behaviours can include:

Disrespect, swearing; inappropriate conversations; gender-based discrimination; discrimination (other); inappropriate use of technology (mild); phones not off and away; refusal to follow instructions; disrupting the learning of others; classwork incomplete; no equipment; truancy (subject specific); harassment/bullying (low level/class specific); irresponsible behaviour; out of bounds; low level banned item; inappropriate use of Self-Regulation card.

Tier 1 Response flowchart:



Tier 2: Major/Ongoing Behaviours of Concern

Tier 2 behaviours can include:

Continued Tier 1 Behaviours; dangerous behaviour; repeated truancy (KLA); failure to follow PED policy; persistent disruption of the learning of others; disrespect and/or harassment of others; gender-based discrimination; severe or ongoing discrimination (other); out of bounds; banned item.

Tier 2 Response flowchart:



If BoC continues after Tier 1 DP intervention, or the incident is of a serious enough nature student will be placed on an orange monitoring card. P or DP creates a Tier 2 incident.

STUDENT IS PLACED ON ORANGE MONITORING CARD.

The DP will monitor/check in with the student for 10 days at the beginning of lunch in the "Reset & Reflect" room, Lab 3. The Senior Executive will determine the course of action for the rest of the day after monitoring card and checking Sentral. At this stage Senior Exec. may decide on an Alternative Learning Plan (ALP) or an early exit. If the student has a positive day the Senior Exec. can choose to accelerate through the cards.

Tier 3 Behaviours of Concern

Tier 3 behaviours may include:

Ongoing Tier 2 behaviours; causing damage to, loss of or destruction of property; sustained unproductive and disruptive behaviours negatively impacting the learning of others; persistent disobedience; persistent truancy (across KLA's); actual harm to any person (abuse, threats, violence or banned substances); extreme or ongoing gender-based discrimination; extreme or ongoing discrimination (other).

Tier 3 Response flowchart



If BoC continues after orange monitoring card, incident is escalated to red monitoring card.

A formal caution of suspension may be issued.

STUDENT IS PLACED ON RED MONITORING CARD.

The P/DP will monitor/check in with the student for 10 days at the beginning of lunch in the "Reset & Reflect" room, Lab 3. The Senior Executive will determine the course of action for the rest of the day after checking monitoring card and Sentral. At this stage Senior Exec may decide on an ALP or an early exit. Reset & Reflection will run for the first half of lunch. If the student has a positive day the Senior Exec can choose to accelerate through the cards. P will have daily contact with parent/carer to communicate student progress through monitoring level.

Suspension:

When a BoC continues after a full range of adjustments have been implemented and a formal caution has been issued, a suspension may be imposed. Suspensions imposed will be underpinned by the Departments Suspension & Expulsion Policy. <https://acrobat.adobe.com/link/track?uri=urn:aaid:scds:US:90adbacb-ee12-3a8e-a83f-af2960b77726>

Any behaviour of concern that puts any person in an unsafe environment or results in a critical incident will result in immediate suspension.

Return from Suspension

- Students returning from suspension are placed on probation for 5 days.
- Students are removed from the playground for the first half of lunch to attend the “reset and reflect” room. (They are not on a card, but they are still being monitored.)
- Students complete Reflection and Restoration program.
- After successful return from suspension students return to Level 5.

The NSW Department of Education [Student Behaviour policy](#) and [Suspension and expulsion procedures](#) apply to all NSW public schools.

Blayney High School Tier Incident System

Minor Behaviour Interventions a teacher may use:

- Expectations/Respect reminders
- Positive Redirection
- Restorative chat
- Seating Plan
- School Service
- Reset Time (5 mins)
- Short-term removal
- Phone call home
- Non-verbal cues
- Teacher proximity
- Student choice
- Recess lunch detention

Tier One: Classroom Teacher Managed OR Minor Behaviour

Classroom teacher records an incident for a student where they have implemented a range of interventions in a lesson and/or across several lessons. This level is for Minor classroom behaviours such as (listed in Sentral under Tier One):

Disrespect for others/Harassment/Bullying; Disrespect for Learning/Classwork Incomplete; Refusal to follow Instructions; Inappropriate Conversation/Swearing; gender-based discrimination; Discrimination (other); Inappropriate use of technology; Phones not off and away; Disrupting the learning of others; Out of Bounds; Low level banned item (paper wasp, rubber bands, deodorant etc.); subject specific truancy.

If the student does not respond to the interventions the classroom teacher is implementing, this then becomes a Tier Two Incident.

Tier One: Classroom Intervention is complete.

The student has responded to the interventions put in place. There are no further interventions required.

Major Behaviour Interventions a Head Teacher may use:

- Peer mediation
- Withdrawal + ALS
- Student interview + reflection
- Restorative Conversation
- Phone call home
- Parent/Student Meeting
- Check in with HT to ensure you are ok.
- LST referral
- Buddy senior class/senior study
- Head Teacher Detention- Rm 5

Tier Two: Head Teacher Intervention for On-Going Behaviour OR Major Incident

If the student has not responded to interventions at the Tier One level, the Head Teacher becomes involved. This reflects that the behaviours exhibited are on-going.

Only Head Teachers enter these incidents to indicate they are managing behaviour at their level after working with the classroom teacher. Examples of behaviour at this level are:

Health and Safety risk/dangerous behaviour; Repeated Truancy (KLA); Failure to Follow PED policy (phone or computer); persistent disobedience; On-going disruption of the learning of others; Consistently Out of Bounds; Banned item (low level)

Tier Two: Head Teacher Intervention is complete.

The student has responded to the interventions put in place. There are no further interventions required.

Key Severe Interventions

- Formal caution (if requirements are met)
- Suspension (if requirements are met)
- Playground/class withdrawal
- Parent/Carer Contact & Meeting
- LST referral
- Work with HT Wellbeing and/or SSO.
- Exclusion from school representation
- Behaviour support plan
- External Agency support
- Alternate pathways investigated.
- Complex Case Meeting

Tier Three: Executive Intervention OR Key Severe Behaviour

If the student has not responded to interventions at the Tier Two level, the Deputy Principal or Principal becomes involved.

OR

A student exhibits a behaviour that requires immediate senior executive attention e.g. swears at a staff member, makes a threat of violence toward a student or staff member, is involved in a physical altercation, commits an act of vandalism or uses or is in possession of a banned substance.

In the instance of a key severe behaviour, it is appropriate for all staff to enter an incident at this level.

Blayney High School uses the following strategies and systems to explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations:

Responses to all behaviours of concern apply to student 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.

Students or parents can report bullying to any staff member. NSW public school principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds, including cyberbullying. Students who have been bullied will be offered appropriate support, for example through their year advisor or school counselling service.

Reporting and recording behaviours of concern

Staff will document incidents and related supports and interventions in the Blayney High Sentral system.

Staff will comply with reporting and responding processes outlined in the [Incident Notification and Response policy](#); [Incident Notification and Response Procedures](#); [Student Behaviour policy](#) and [Suspension and expulsion procedures](#)

Students and/or parents/carers can report cyberbullying to the [eSafety Commissioner](#) and reporting links for most sites, games and apps can be found at the [eSafety Guide](#).

Detention, reflection and restorative practices

Toilet and food breaks are always included when students are withdrawn from the playground as a planned response to behaviour. The maximum length of time will be appropriate to the age/developmental level of the student.

Strategy	When and how long?	Who coordinates?	How are these recorded?
Restorative Practice Meetings/Reflection Time – peer mediation , restorative discussions, teacher or faculty meeting for reflection, make up work, or other restorative practices.	Scheduled as soon as all involved are available	Classroom Teachers, Year Adviser, Executive Staff, other staff according to the context.	Behaviour / wellbeing systems.
Alternate Learning Setting (ALS) Students given a supervised alternative learning setting for a single lesson as a reset opportunity to reflect upon and improve behaviour.	Single subject/lesson as appropriate	Classroom Teachers or Head Teachers	Behaviour/wellbeing systems.
Alternate Learning Plan (ALP) Students given a supervised alternative learning setting for part or all of a school day as a reset opportunity to reflect upon and improve behaviour.	Whole school for a partial or full day as appropriate	Executive Staff.	Behaviour/wellbeing systems.

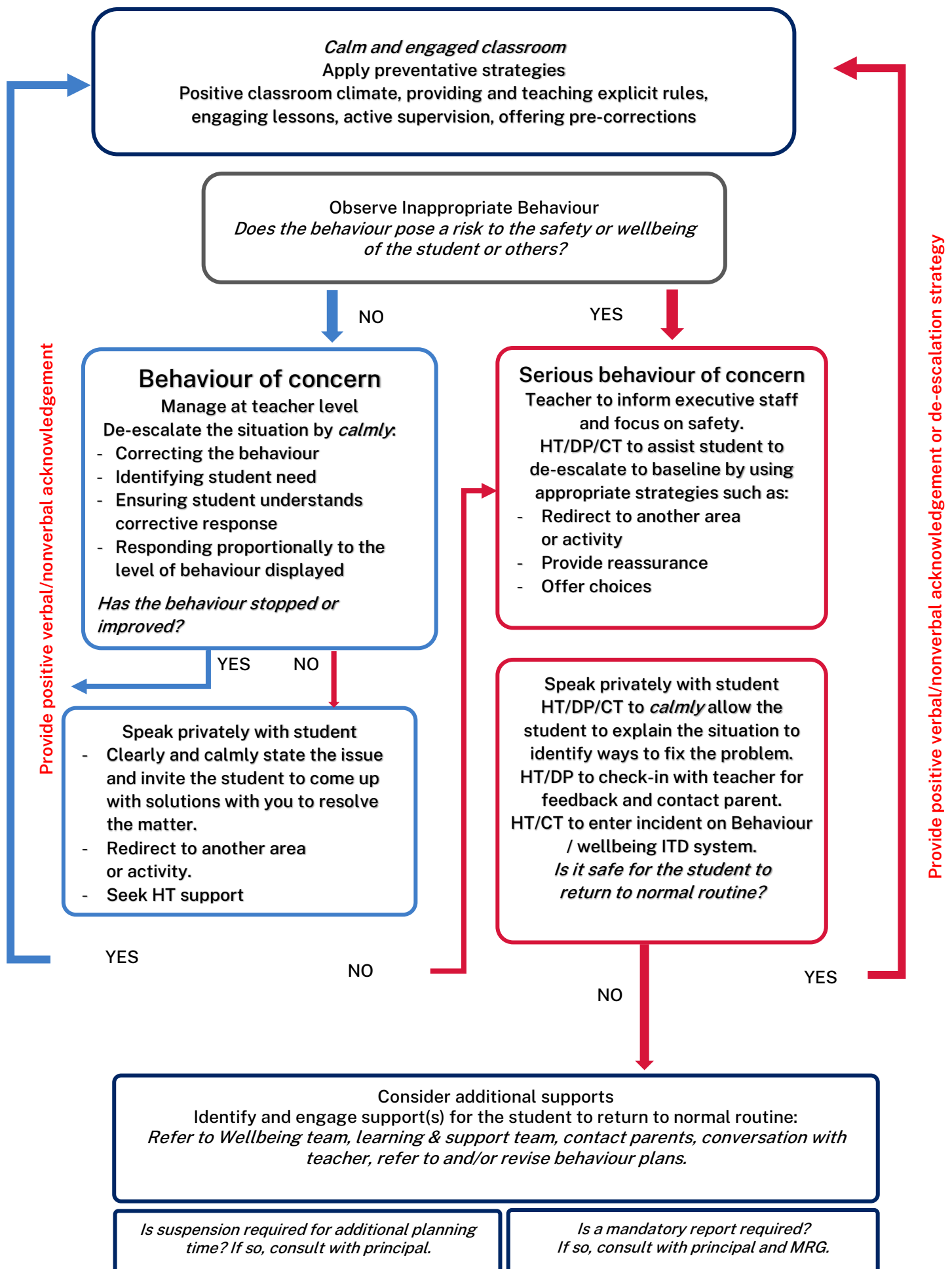
Lab 3 Reset and Reflect (cards) Check in for students on an orange or red card to review progress for the day and receive appropriate feedback and intervening supports as needed.	Lunch 1 Up to 20 minutes depending on how student is going that day.	Senior Executive Staff	Behaviour/wellbeing systems.
Level 4 Monitoring Check in with Stage Coordinator for students on yellow card to review progress for the day and receive appropriate feedback and intervening supports as needed.	Before school For 10 days	Stage Coordinator	Behaviour/wellbeing systems.
Room 5 Reflection Supervised break time for students who have had behaviours of concern in the playground and/or assemblies in a supervised setting to help them reflect upon their choices and support them in achieving the desired behaviours.	Lunch 1 20 minutes.	Executive Staff	Behaviour/wellbeing systems.
Alternate break plan Supervised alternate space instead of playground during breaks and re-allocation to office/classroom for supervised breaktime following breach in behaviour. OR Alternative break times instead of regular school scheduled breaks to support student safety and other needs. The purpose is to assist the student to achieve the desired behaviour, to reflect on their behaviour and make positive choices – individual or group (detention).	Recess/lunch	Executive Staff	Behaviour/wellbeing systems.
Lab 3 Reset and Reflect (return from suspension). Student supervised as an intervention to support student in resetting and renewing to help set them up for success following whilst on orange and red monitoring card or return from suspension.	Lunch 1 for 5 school days upon return from suspension.	Senior Executive Staff	Behaviour/wellbeing systems.

Review dates

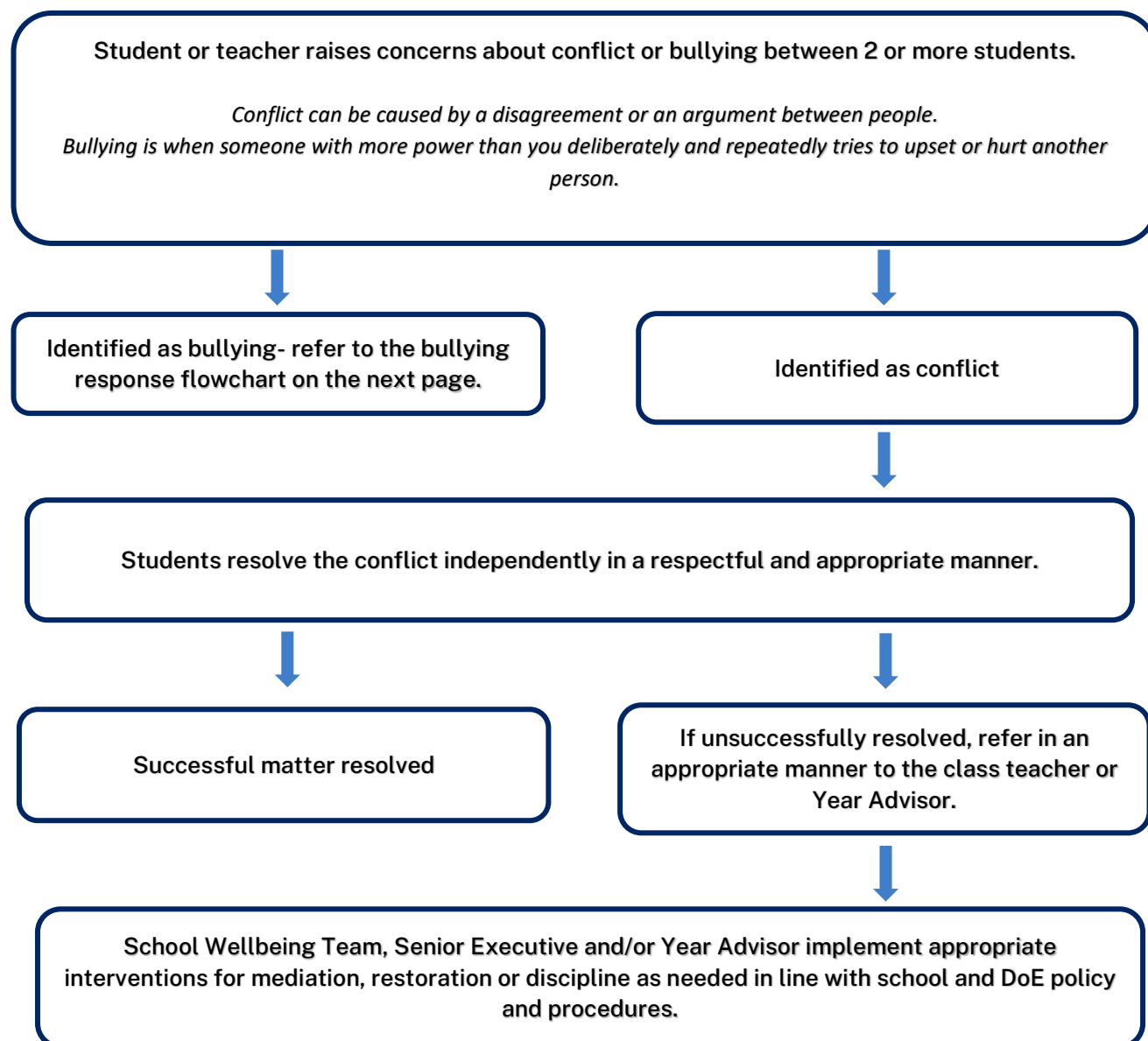
Last review date: Term 3 Week 5 - 22.08.25.

Next review date: Term 4 Week 5.

Behaviour management flowchart



Resolving Conflict at Blayney High-Responsibilities and Actions



Bullying Response Flowchart

The following flowchart explains the actions Blayney High School staff will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. The timeframes will vary depending on the professional judgment of staff who receive the bullying complaint and their assessment of immediate risk to student/s.

Incidents of bullying reported to any staff MUST follow this flowchart of actions.



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.