

Laurieton Public School

School Behaviour Policy

Revised March 2024

Part 1

School Behaviour Code for Students

Our school rules reflect the **NSW Department of Education's Behaviour Policy** for NSW Government schools. Our school is committed to providing safe, supportive, and responsive learning environments for all students. We teach and model the inclusive and safe behaviours we value in our students.

At Laurieton Public School 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.

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 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.

Behaviour code for students: Student actions

Promoting the inclusion, learning, wellbeing, and safety of all students at Laurieton Public School is a high priority. 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 these expectations, students at Laurieton Public School, 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.

The school takes action in response to behaviour that is detrimental to self or others or to the achievement of high-quality teaching and learning. The Five Fair Rules at Laurieton Public School are instrumental in guiding the good choices students make.

School Rules

Rule 1	I can follow instructions.
Rule 2	I can listen.
Rule 3	I can use my hand and wait.
Rule 4	I can work quietly.
Rule 5	I can control what I do and say.

Excursions

All excursions shall comply with the Department's Excursion Policy and Procedures.

- All school activities in which students leave the school grounds require suitable behaviour and an increased emphasis on the importance of obedience of teacher directions.
- Roads are to be crossed only under direct teacher supervision.
- Students must remain seated and wholly within vehicles while being transported.
- Students must remain with their school group unless given direct permission from their supervising teacher to leave the group.
- Students whose school behaviour is unsatisfactory will be refused permission to accompany out of school excursion groups, including representative sporting fixtures. This decision shall be made at the discretion of the Principal.
- Students should obey directions by any adults who assist in the supervision of students during excursions.

Standards of Dress

- It is the policy of this school and its supporting community to require the wearing of the school uniform.
- Students are strongly encouraged to wear the appropriate uniform, as described in the school information book.

Homework

- Homework is a valuable part of schooling. It allows for practising, extending and consolidating work done in class. Homework provides training for students in planning and organising time and develops a range of skills in identifying and using information resources. Additionally, it establishes habits of study, concentration and self-discipline. (DoE Homework Policy 2022)
- A balanced homework component is part of the school's learning program. Students are expected and encouraged to complete all homework assigned to them.
- Students who comply will receive positive recognition within the school.

Attendance

- All students are expected to attend each day on which the school is open.
- A written or personal explanation of all absences is a legal requirement, including partial absences. Students who are consistently late or absent without explanation shall be referred to the District Home School Liaison Officer for further investigation and/or support.
- Students are expected to attend for the whole school day and to arrive at classes punctually.
- Students who arrive late or leave early must gain written approval through the main office.

Part 2

Strategies to Promote Good Behaviour and Effective Learning

- All students have the right to receive effective curriculum delivery at a level appropriate to their ability and stage of development. It is the responsibility of the school's staff to provide such an educational framework by:
 - (a) Delivering the curriculum in a way which motivates and encourages active participation of students in the learning process
 - (b) Providing recognition and reward for positive achievement and behaviour through a system of class and school merit awards
- Significant planning and resourcing of the school's curriculum is directed towards ensuring that all students are supported in achieving success in learning. Specifically, the following programs support the efforts of classroom teachers:
 - (a) Personalised Learning Plans (PLPs) for Aboriginal students and students who receive special education integration funding support.
 - (b) Learning and Support Teacher (LAST). Targeted students receive support in small groups with a focus on explicit teaching of strategies to improve literacy or numeracy skills. These students are monitored and progress is discussed at Learning Support/Welfare meetings.
 - (c) Other learning programs implemented throughout the school according to needs and available resources, as identified and described in the school plan.
- Encouragement and positive recognition of appropriate student behaviour.
- Consequences and support for students who fail to comply with the school rules.
- Regular training of staff in student welfare practices and DEC child protection procedures.
- Consistent and clear systems of communication with parents/carers.
- Consistently displaying and applying the Five Fair Rules.

Part 3

Responsibilities of Teachers, Students and Parents/Carers

All students and staff have the right to be treated fairly and with dignity in an environment free from disruption, intimidation, harassment, victimisation and discrimination. To achieve this, all schools are expected to maintain high standards of discipline. When parents enrol their children at public schools they enter into a partnership with the school. This partnership is based on a shared commitment to provide opportunities for students to take responsibility for their actions.

Teachers have the responsibility to:

- Participate in the development of the school behaviour policy and to support its implementation by consistently following agreed guidelines
- Ensure a safe and secure learning environment
- Foster mutual respect and positive relationships
- Provide interesting and challenging learning programs
- Make expectations clear and explicit
- Model and encourage appropriate forms of behaviour to reinforce the values that underpin harmony in society
- Foster positive self esteem
- Listen to the cares and concerns of students
- Involve parents/carers and communicate with them about progress and behaviour
- Act with consistency and fairness at all times.

Students have the responsibility to:

- Follow the behaviour code and school rules and to comply with staff directions regarding discipline and appropriate behaviour
- Show respect for teachers, fellow students, other staff and school visitors and not engage in any form of harassment, victimisation or intimidation
- Move safely, considerately and responsibly around the school
- Work to the best of their ability and stay on task
- Behave safely, considerately and responsibly at all times, including when travelling to and from school
- Maintain a neat appearance in line with the school uniform code
- Care for property belonging to themselves, the school and others.

Parents/Carers have the responsibility to:

- Support the school in the implementation of the school behaviour policy by helping their children to understand what is required of them at school
- Inform the school of circumstances which may affect their children's learning or behaviour
- Work with the school to resolve any difficulties that may arise
- Support their children to be successful learners through good attendance, punctuality and engagement with all learning activities, including homework.
- Ensure that their children are properly nourished, rested and equipped for learning every school day.

Part 4

Practices Designed to Recognise and Reinforce Student Achievement

Student Welfare focuses on positive strategies that promote an emphasis on what should be done, rather than what should not be done. These strategies include:

1. The School Reward System

- **The School Reward System** acknowledges student achievement using merit certificates. These are allocated for homework, home reading, effort and achievement in class and citizenship. The awards are presented at school and names are published in the school newsletter.

At the end of the school year, each student receives a **Student Behaviour Certificate**, divided into four sections, representing school terms. If the student has 2 or less *Time Out* offences, the following awards will be applied:

BRONZE AWARD: one term with two or less Time Out offences

SILVER AWARD: a second term with two or less Time Out offences

GOLD AWARD: three terms with two or less Time Out offences

PRINCIPAL'S AWARD: four terms with two or less Time Out offences.

The Rewards

End of Term 2

Silver: Movie and disco

Bronze: Disco only

End of Term 4

Principal's Award: Beach, Pool/Water activity, Movie and Disco

Gold: Pool/Water activity, Movie and Disco

Silver: Movie and Disco

Bronze: Disco

- Five Fair Rules: All classes implement the Five Fair Rules Program.
- Positive rewards at class and school levels, including
 - praise
 - stickers
 - win bin prizes for positive playground behaviour
 - special privileges
 - individual class awards
 - Principal's awards
 - Merit Certificates
 - Responsibility and Respect Medallions
 - Annual Presentation Assembly Awards
 - public recognition at assemblies and in the school newsletter, local newspaper, school magazine and school web site

2. Professional Development

Professional development of teachers and other staff members at staff meetings and Learning Support/Welfare meetings, including discussion of Five Fair Rules with Learning and Support Teacher (LaST).

3. Community Involvement

- Parents/carers are involved in the development of the Behaviour Policy and Procedures through discussion at P&C meetings. The policy is available on the school's website and hard copies are available on request. Changes to the policy will be reported in the newsletter and at public meetings as required.

Part 5

Strategies for Dealing With Unacceptable Behaviour

The Classroom Five Fair Rules Program, developed by Rob Schouten, is implemented as a consistent approach to behaviour support across the school. This program is the key component of behaviour management K-6. It provides teachers with a guide to positive classroom language and a structured, consistent approach to maintaining a positive learning environment. In Kindergarten, students are explicitly taught the Five Fair Rules through songs, music and dance. These are reinforced and revisited as students progress through the grades.

The program is supported by a visual **traffic light system**. Each class has a traffic lights chart. Students' names are placed on the lights according to the following agreed guidelines.

Green Light

This is an official warning. Teachers may use other forms of classroom management before using a green light warning. This would usually involve the child's name being placed on or against the green light symbol and the child would be made aware that it has been placed there, either verbally or by gesture.

Orange Light

This results from more serious misbehaviour or a continuation of behaviour which previously warranted being placed on a green light. Orange light is accompanied by a consequence, managed by the teacher which could involve loss of play at the next available opportunity, asking the child to write reflections relevant to their behaviour, staying in the classroom, walking with the teacher on the playground or remaining in a designated place for some of the play time.

Red Light

This is for serious misbehaviour or continued defiance of behavioural expectations. It involves the removal of the student from the classroom to a buddy class. It emphasises the seriousness of the misbehaviour and offers time for cooling off and reflection.

The referred student takes a red light card to the buddy class teacher and is accompanied by another student. Generally a student would be returned to their classroom within 30 minutes depending on their response to the punishment. Students who are disruptive during their red light time in the buddy class shall be referred to the Principal.

Time Outs for Reflection: Class

Additional to the immediate buddy class punishment is the imposition of a Time Out for Reflection for the red light behaviour. This will be written clearly in the Time Out Reflection Book and recorded on the Sentral Student Welfare computer database. The Time Out for Reflection should be completed at the next available opportunity. A Time Out for Reflection involves the loss of play for the second half of lunch time under the direct supervision of an Executive.

Red light can also be used without any other lights if:

- The behaviour is very serious – e.g. open defiance or violence.
- The behaviour is a continuation or repetition of previously punished behaviour.
- A student fails to comply with a behaviour modification program that has been implemented in the class for that child.

Green, orange or red lights imposed in any given week are to remain active for the remainder of that school week. A green light imposed on one day may be followed by an orange and/or red light on a subsequent day within that week. All lights should be removed at the end of the week unless behaviours occur late on the Friday.

Time Outs for Reflection: Playground

- Teachers on playground duty may use Time Out for Reflection for serious misbehaviours in the playground. These would include playing too roughly, hurting other students, disrupting others' play and rudeness or defiance of teacher instructions. Any Time Out for Reflection incidents must be written in detail and recorded in the Time Out book. This information will later be transferred to the Sentral Welfare computer system for record keeping purposes.
- Any particularly complex incidents and their relevant investigations and witness statements should be provided by teachers in a word processor format for inclusion in the Sentral report. All Sentral entries should be clear to persons unfamiliar with the incident. Reports can be emailed to the Principal or members of the executive.
- Teachers are encouraged to use other strategies for modifying student behaviour for minor misbehaviours. A teacher who moves continually around the playground, engaging with the students is well placed to intervene in potential conflict situations and to provide on the spot social skills advice and guidance, as well as minor sanctions where appropriate. These could include:
 - expecting an apology between students,
 - student to walk with teacher for 5 (or more) minutes
 - exclusion from a game if playing too roughly
 - stopping a game if many students are playing incorrectly.
- Restriction of playground areas for a week or more can be imposed if students do not heed warnings. Any such restrictions should be communicated to staff verbally and on the staff room whiteboard. Such restrictions should be clear and indicate when they expire.

Loss of Reward Status

- Students who are on Time Out for Reflection on more than two occasions during one term will lose access to the reward for that term. For example, students who have three or more Time Outs in Term 1 will miss the Silver Reward at the end of Term 2.
- Students who have earned the rewards for some terms will generally retain their relevant awards if they exceed two Time Outs for Reflection in a later term. However, the Principal may, at his discretion, remove previous reward entitlements if a student's behaviour record deteriorates with repeated Time Out for Reflection infringements. This clause is intended to eliminate the "nothing to lose" approach of a student who has exceeded the two Time Out for reflection level early in a term.
- It is generally expected that parents would be contacted in the event of a student receiving two Time Outs for Reflection. Teachers should explain the two offences and clarify the policy regarding the consequences of a further Time Out for Reflection in that term.

Suspension in any given term automatically removes the right to the reward for that term. School representative privileges may be revoked in the case of serious or repeated misbehaviour.

Suspensions

All suspensions will be invoked in accordance with the Department of Education and Community's Procedures for the Suspension and Expulsion of Students (2023).

Suspension Warning

A student who has demonstrated unacceptable behaviour may be issued with a formal Suspension Warning. The student's parents/guardians will be notified in writing that the student has behaved in a manner that is unacceptable and that if this type of behaviour was to continue then the student could face suspension. A student who receives a Suspension Warning will be ineligible to represent the school or accompany his/her class on out of school activities for two weeks from the date of the Suspension Warning.

Short Suspensions

The principal may impose a short suspension of up to and including 4 school days in cases where a range of appropriate student welfare and discipline strategies have been implemented and been unsuccessful in resolving inappropriate behaviour. The principal may also impose a short suspension if he determines the behaviour of the student is of a type that warrants immediate suspension.

Short suspensions may be imposed for the following reasons and will be reported in the following categories:

1. **Continued Disobedience.** This includes, but is not limited to, breaches of the school discipline code such as: refusal to obey staff instructions; defiance; disrupting other students; use of alcohol or repeated use of tobacco
2. **Aggressive Behaviour.** This includes, but is not limited to, hostile behaviour directed towards students, members of staff or other persons, including: damaging the property of the school or students; bullying (including cyberbullying); verbal abuse and abuse transmitted electronically such as by email, SMS text messages or by other electronic means.

Long Suspension

If short suspensions have not resolved the issue of inappropriate behaviour, or the misbehaviour is so serious as to warrant a long suspension, the principal may impose a long suspension of up to and including 10 school days. Long suspensions may impose a long suspension for:

- Physical violence
- Use or possession of a weapon, firearm or knife., including replica firearms.
- Possession, supply or use of a suspected illegal substance, not including alcohol or tobacco. It does include supplying other students with illegal drugs or restricted substances such as prescription drugs.
- Serious criminal behaviour related to the school.
- Use of an implement as a weapon.
- Persistent or serious misbehaviour, including but not limited to, repeated refusal to follow the school discipline code, threatening to use a weapon, making credible threats against students or staff or behaviour that deliberately and persistently interferes with the rights of other students to learn or teachers to teach including bullying, harassment and victimisation.

The duration of a suspension is designed to enable consultation with teacher, counsellor, parents and any other stakeholders in a suitable re-entry plan for the student involved.

A student who is suspended will be ineligible to represent the school or accompany his/her class on out of school activities for four weeks from their return to school. If a student returns on a partial attendance program then the four weeks starts from when they return to school on a full attendance basis.

Expulsion

Expulsion from the school or from the State school system is an option for continual and/or extremely serious misbehaviour. These options are to be considered where all previous efforts to rectify a student's behaviour have failed. These options are to be implemented in accordance with the Departmental Procedures for the Suspension and Expulsion of School Students (2023).

Discipline Committee

When an incident involving serious unacceptable behaviour occurs, a meeting of the discipline committee will take place. Where possible, a discipline committee will consist of the Principal, an Assistant Principal and the teacher of the student who is before the committee. The staff member(s) involved who witnessed the incident will be invited to attend the Discipline Committee meeting. Where possible, the student who is the subject of the referral will attend. The student will be given the opportunity to have a support person present at the meeting. The preferred support person is the parent/caregiver of the student.

The discipline committee will be given all relevant information relating to the student's unacceptable behaviour. The student shall be present while this information is being given. The student will be given the opportunity to give their view of what occurred. All aspects of procedural fairness are to be observed.

After all information has been received, the Discipline Committee will ask the student and support person to leave and a decision will be reached as to the appropriate punishment. The student, accompanied by the support person, will be invited to return to the Discipline Committee meeting where he/she will be told of the decision of the committee.

Relevant Documents

[Student Behaviour policy statement](#)

[Behaviour code for students](#)

[Detention and time-out procedures](#)

[Suspension and expulsion procedures](#)

[Restrictive Practices Reduction and Elimination policy statement](#)

[Restrictive Practices Planning Procedures](#)

[Environmental Restraints Planning Procedures](#)

- Anti bullying plan Laurieton Public School December 2020
- SunSmart policy
- Playground duty at Laurieton Public School (updated 2024)