



Learning for Life

School Behaviour and Wellbeing Plan

Student Learning: Responsibilities for behaviour

Rationale

Student learning is our priority. We aim to support an environment in which students can be safe, happy, confident and self-disciplined members of the school community. The school climate is one where the limits of acceptable behaviour are clearly defined through the Core Values of New South Wales Public Education and with the Principles of Restorative Justice.

This is best achieved when meaningful partnerships exist between the students, the school staff and the parents.

Undercliffe Public School recognises that the school is responsible for:

- Continuous improvement of educational standards and levels of student success
- The provision of quality education for all, and
- The care and safety of the students

Teachers recognise that the education and care of the students is their first priority and that they are responsible for the delivery of high quality learning programs that meet the needs, capacity and aspiration of the students. Teachers recognise that student achievements will occur best when parents are informed appropriately of their child's academic and social progress.

School Personnel:

- Provide and exemplify role model for students, focusing on language interactions with each other, the student body and the wider community
- Encourage students to develop a sense of personal dignity through implementing the principles and strategies of Restorative Justice and by establishing learning programs such as Growth Mindset, Butterfly Body Bright, Weekly Values, Circle Time, School Camps, Buddy Support, and
- Establish a pastoral care program that integrates the students' personal, social and academic development.

Parents can contribute to the school success through:

- Encouraging their children to have a sense of belonging with the school community
- Participating in a wide range of activities in the school, e.g. excursions, concerts and special days
- Working with the teachers in encouraging agreed socially acceptable behaviours

- Assisting their children to pursue peaceful solutions to conflict
- Reinforcing and using the principles and strategies of Restorative Justice, and
- Ensuring that the students comply with the school dress code.

The School Student Learning: Responsibilities for behaviour incorporates four components:

- School core values
- Strategies to promote good discipline and effective learning within the school
- Practices designed to recognise and reinforce student achievement, and
- Strategies to deal with unacceptable behaviour.

Outcomes of the Policy

- The provision of clear and mutually acceptable guidelines for behaviour. These will be agreed to and known by school personnel, students and parents
- Community values within a school and community partnership will be clearly articulated
- An inclusive environment that affirms diversity and respects difference.

Outcomes for students

- Students will be safe in the school environment
- Students will know what is expected of them and of others in the school community
- Students learning will occur in an environment free of disruptive behaviours
- Students will have access to relevant support programs
- Students will contribute to decision making in the school
- Students will participate as equals in school life
- Students will value and appreciate difference
- Students will be respected and supported in all aspects of their schooling
- Students will be able to acquire the skills to become self-disciplined, autonomous individuals.

Student learning: responsibilities for behaviour (cont'd)

Core Values and what they look like

This code represents the responsibilities of the students to ensure that the rights of every student are protected.

Core Value	Is seen to be demonstrated when:
Care	• The physical environments in the school, including the playground, their classroom, the school hall and the corridors are clean, neat and rubbish free • Everyone takes care of their own belongings and show pride in their own work and that of others • Everyone demonstrates consideration of other people, are actively helpful to people in their environment and are considerate and gentle with their school mates, the wider community and other species, and • Everyone promotes the wise and sensible use of our resources, water, electricity, tree products etc. and demonstrates respect for the upkeep of our Australian environment and heritage.
Cooperation	• Everyone demonstrates support of, and agreement to the standards and codes of their school and community • Everyone is courteous and well-mannered to visitors, school personnel and people in their own community • Everyone abides by school conventions, including uniform, school times and school rules, and • Everyone is an active participant in their learning, joining in all that happens in school and in their local community.
Democracy	• Everyone actively supports their teachers and family as they provide everyone with the skills, knowledge and understandings needed to be a valued Australian citizen • The rights of individuals are promoted and their right to personal choice (within Australian law), education and freedom of speech are respected • Everyone shows respect and understanding of the way that government, both federal and state, provide for their well being • Everyone celebrates the privileges and freedoms that we have as Australians, and • Everyone eagerly accepts their responsibilities and civic duties at school and in the wider community.
Excellence	• There are high expectations and a culture of, "always doing their best" • Classrooms are full of students all focused on learning and working as hard as they can • The whole school environment reflects students' pride in their school, including wearing school uniform and high-quality work displayed around the school • Learning is seen as an opportunity to acquire new ideas and take risks as learners ask questions and explore possible solutions to problems, and • There is a harmonious ambience of friendship and peers supporting and co-operating together.
Fairness	• The school culture is inclusive of the diverse citizenry of Australia, and celebrates difference • Everyone is truthful and honest, respectful of the school and wider community and shows compassion to others, avoiding putting unfair pressure on other members of the school community • There is a climate that celebrates sharing and caring, and recognises and rejects bullying and other inappropriate behaviours • Property is respected, students are responsible for their own property and that of others • Everyone shows good "sportsmanship" at all times, takes turns and allows others to participate in a safe and supportive environment • The diversity of everyone's talents and gifts are celebrated including the arts, academic, sport and social, and • Everyone actively treats all people as they like to be treated i.e. fairly, positively and with friendship.

Student learning: responsibilities for behaviour (cont'd)

Core Value	Is seen to be demonstrated when:
Integrity	• There is a strong school culture of honesty and respect for the truth • The school climate is one in which others are not judged and everyone's contribution is valued • Students are responsible members of the school who undertake to report their concerns to people who can help them, rather than attempting to solve serious issues by themselves, e.g. bullying, damage to school property etc. • It can be seen that all members of the school community are polite, considerate of others and think about how their actions will impact on others • Students demonstrate that they are true to themselves and others.
Participation	• Students are actively engaged in the learning activities at their school and in the wider community • Students are enthusiastic about accepting roles of responsibility and being good ambassadors for their school, e.g. SRC, sports teams, debating, choir, public speaking etc. • Everyone demonstrates pride in being Australian, modelling this through knowing the Australian National Anthem • The school uniform is worn proudly, including our sports uniform • Visitors see students and school personnel working collaboratively, having a go and being supportive of the efforts of all, and • There is an empathic culture in the school.
Respect	• Students are courteous of others, including people who provide service e.g. bus drivers • Everyone speaks politely, observes the conventions of greeting and assistance to visitors and is alert to the needs of others • There is evidence of active listening, comprehension of, and adherence to school standards (rules) • There is evidence that everyone is given the opportunity to learn • Everyone recognises that the focus of school is to learn, and allows everyone to achieve to their potential, and • Everyone actively demonstrates care of the environment and value of our diverse heritage.
Responsibility	• The standard of behaviour both at school and in public is exemplary, including visiting teachers and other visitors to the school • It is clear that all the students value their school, community and global environment • Students show initiative for and acceptance of their own learning • Students apply their knowledge of finite global resources wisely as they go around the school e.g. turning off lights, taps etc. • Students are able to interact harmoniously with each other • There is evidence that the students understand that they are responsible for their own success and need to be in charge of their own educational growth, and are motivated to succeed in all the activities that they undertake, and • The school climate is one of cooperation and happy, motivated learners.

School Rules

The school rules are displayed across the school (see Appendix 1).

Our school rules are:

Be Safe

Do Your Best

Respect Others

Talk and Listen Politely

Care for our Environment

Strategies to promote harmony (good discipline) and effective learning within the school

The staff of Undercliffe Public School will be consistent and vigilant in implementing the principles and strategies which promote good discipline and effective learning.

The staff recognise that they have a responsibility to:

- Be consistent and persistent in their application of Restorative Justice
- Provide appropriate curriculum
- Support students in the learning process
- Promote student wellbeing through school wide programs including Weekly Values, Circle Time, Growth Mindset and Butterfly Body Bright
- Ensure that the rules are clear, fair and consistent, and
- Involve other DoE support personnel when it is appropriate and agreed to by the parents.

Practices designed to recognise and reinforce student achievement and positive behaviour

At Undercliffe Public School we commend and reward students' achievement and positive conduct through:

- Encouragement and acknowledgement of achievements and appropriate behaviour through verbal and written praise and formal awards
- Public recognition of achievements
- Weekly Class Achievement Awards which are presented in class (see Appendix 2)
- Principal's awards which are presented to one student per class for achievement or behaviour at each school assembly (see Appendix 3)
- House points
- Cliffie Slips for behaviour, attendance and uniform (see Appendix 4)

Cliffie Slips

Teachers hand out Cliffie slips to students in the classroom, on the playground or during school activities. Students are awarded Cliffie Slips for following the school rules, attendance and participation and for wearing full school uniform.

Cliffie Slips are drawn out at each assembly, allowing students to be recognised for their achievements.

Class Based Rules and Routines

The classroom is set up based on common rights and responsibilities and rules and routines are established at the start of each year and are revised as required. The school rules alongside the class rules are fundamental to effective classroom practice.

Strategies to manage behaviour

- School and Class Rules are on display in classrooms
- Consequences of behaviour choices are prominently displayed in the classrooms (see Appendix 5)
- The principles of restorative practice are used
- Unacceptable behaviours are recorded, either in a class monitoring system or in School Bytes, depending on the incident
- Records are an important source of documentation for discussions with parents and for tracking behaviour.

Restorative Practices

The principles of restorative practice are used, supporting students in building positive relationships with each other and taking responsibility for their choices. Students are asked to reflect on their behaviour and how their behaviour has affected others.



Student Reflection	Student Reflection
To respond to challenging behaviour What happened? What were you thinking of at the time? What have you thought about since? Who has been affected by what you have done? In what way? What do you think you need to do to make things right?	To help those harmed by the actions of others What did you think when you realised what had happened? What impact has this incident had on you and others? What has been the hardest thing for you? What do you think needs to happen to make things right?

Minor Behaviours - Classroom

Minor behaviours, such as calling out, name calling, disruptive behaviour, are managed on the spot through redirection, reminders and verbal warnings.

A system of warnings is employed by teachers to assist students to modify minor behaviours. Warnings remain current for a day.

Warning One – Students are redirected by the teacher and reminded of the expectations.

Warning Two - Students are redirected again by the teacher and reminded of the expectations.

Warning Three – The student is given 5 minutes time out in the classroom to reflect and redirect their behaviour. A parent slip is sent home to notify the parents/carers and is to be signed and returned to the class teacher (see Appendix 6).

Warning Four - Buddy Class Time Out – Students are given time out in a buddy class to reflect for 10 minutes (see Appendix 7), and parents/carers are contacted by phone. The behaviour is logged in School Bytes.

After three in class/buddy class timeouts in one term, parents are asked to attend an in-person meeting with the classroom teacher and a member of the executive team.

Moderate Behaviours - Classroom

For students demonstrating moderate behaviours, such as direct swearing, aggressive behaviours, pushing, kicking, they are given 10 minutes time out with the class teacher at lunchtime, where they are asked to reflect on their behaviour and a member of the executive team is notified (see appendix 8). Parents/carers are contacted by phone and the behaviour is logged on School Bytes.

Major Behaviours - Classroom

For any major misdemeanor, such as serious physical violence, students will be sent directly to the principal or a member of the executive team. Parents/carers will be contacted, and the behaviour will be logged in School Bytes. If required, the Department's Suspension and Expulsion Policy procedures will be implemented, and the Incident Report and Support Hotline will be contacted.

Minor Behaviours – Playground

Minor behaviours, such as, being out of bounds and rough play, are managed on the spot through redirection, reminders and verbal warnings.

A system of warnings is employed by teachers to assist students to modify minor behaviours.

Warning One – Students are redirected by the teacher and reminded of the expectations.

Warning Two - Students are redirected again by the teacher and reminded of the expectations.

Warning Three – The student is asked to walk with the teacher for 5 minutes. A parent slip is sent home to notify the parents/carers (see appendix 6) and is to be signed and returned to the class teacher.

Warning Four - Time Out – Students are asked to sit out and reflect for 10 minutes and parents/carers are contacted by phone. The behaviour is logged in School Bytes.

Moderate Behaviours - Playground

For students demonstrating moderate behaviours, such as direct swearing, aggressive behaviours, pushing, kicking, they are given 10 minutes time out on the playground, where they are asked to reflect on their behaviour and a member of the executive team is notified (see appendix 8). Parents/carers are contacted by phone and the behaviour is logged on School Bytes.

Major Behaviours - Playground

For any major misdemeanor, such as serious physical violence, students will be sent directly to the principal or a member of the executive team. Parents/carers will be contacted, and the behaviour will be logged in School Bytes. If required, the Department's Suspension and Expulsion Policy procedures will be implemented, and the Incident Report and Support Hotline will be contacted.



Our School Rules

Be Safe

Do Your Best

Respect Others

Talk and Listen Politely

Care for Our Environment

Appendix 1

ACHIEVEMENT AWARD	
AWARDED TO	
FOR BEING FOCUSED AND MOTIVATED DURING WRITING LESSONS	
TEACHER	CLASS
PRINCIPAL	DATE
	

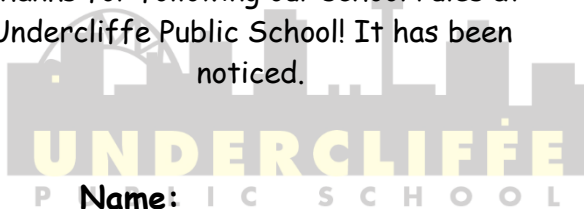
Appendix 2

PRINCIPAL AWARD	
AWARDED TO	
FOR HAVING A GROWTH MINDSET DURING ALL CLASSROOM ACTIVITIES	
TEACHER	CLASS
PRINCIPAL	DATE
	

Appendix 3

CLIFFIE SLIP - Expectations

Thanks for following our school rules at Undercliffe Public School! It has been noticed.

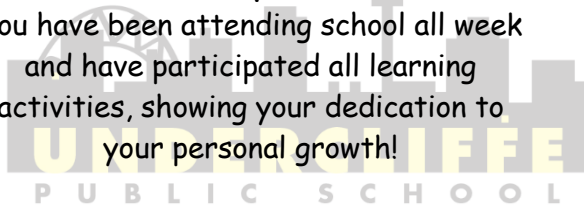


Name: _____

Class: _____

CLIFFIE SLIP - Attendance and Participation

You have been attending school all week and have participated all learning activities, showing your dedication to your personal growth!



Name: _____

Class: _____

CLIFFIE SLIP - School Uniform

You are wearing your full school uniform, this shows your dedication and respect for Undercliffe Public School.



Name: _____

Class: _____

Appendix 4



Classroom Behaviour Plan

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Learning Everything is good and I am able to work.
Redirection A little bit unsettled. My teacher reminds me what to do.
Warning My teacher reminds me of the expectations.
In Class Time Out I have had 3 warnings, so my teacher asks me to have 5 minutes time out in the classroom. Parent notification sent home by class teacher to be signed and returned.
Buddy Class Time Out I have had 4 warnings, I go to a buddy class to reflect for 10 minutes and then return to my class and start back at green level. Class teacher will contact parent by phone.

After three in class/buddy class timeouts in one term, parents will be asked meeting with the classroom teacher and a member of the executive team.

Appendix 5



Date: _____

Behaviour Notification

_____ received 3 warnings today and was given 5 minutes time out in class because he/she:

Please sign and return this slip to acknowledge that you have received this behaviour notification.

If you would like to discuss this further, please contact the school to make a time to meet with me.

Class Teacher _____

Parent Signature: _____

Appendix 6



Date: _____

Buddy Class Time Out

_____ has had three warnings and in Class Time Out for 5 minutes today.

They have now received their fourth warning and are on 10 minute Buddy Class Time Out for:

- ☐ not keeping hands/feet to themselves
- ☐ not respecting his/her peers
- ☐ disruptive behaviour
- ☐ defiance
- ☐ other _____

Class Teacher _____

Assistant Principal Follow Up

Class teacher has:

Contacted the parent by phone ☐

Logged the behaviour and communication in School Bytes ☐

Once completed please pass on to Mrs

Appendix 7



Date: _____

Moderate Level Time Out

_____ has had time out at lunchtime today for _____

I have:

Contacted the parent by phone ☐

Logged the behaviour in School Bytes ☐

Class Teacher _____

Once completed please pass on to Stage AP

Assistant Principal Follow Up

Assistant Principal has:

Followed up the behaviour with the student ☐

Once completed please pass on to Mrs

Appendix 8

Staff -Quick Reference Table - Behaviour



	Minor Level	Moderate Level	Major Level
Examples of Behaviour	- Off task - Calling out - Work avoidance - Defiance/refusal - Disruptive - Teasing - Name calling - Indirect swearing - Put downs - Out of bounds - Rough Play	- Direct swearing - Aggressive behaviour - Bullying - Mis-use of Technology - Property damage/vandalism - Racism/discrimination - Verbal abuse - Pushing - Shoving - Kicking - Spitting	- Serious physical violence - Destruction of property - Repeated bullying
In class Teacher Action	- Teacher managed on the spot through redirection/reminder/verbal warning - Time out in class on the 3rd warning – 5 minutes - Parent Behaviour Notification sent home - Behaviour logged on School Bytes - AP class time out for the 4th warning – 10 minutes - Parent phone call (Parent Behaviour Notification for 3rd warning not required if a phone call is made) - Behaviour logged on School Bytes	- Time out at lunch time for 10 minutes with the class teacher - Parent phone call - Behaviour logged on School Bytes - AP provided with a Moderate Behaviour Notification	- Contact an executive immediately - Parent phone call - Behaviour logged on School Bytes - Inform the principal immediately - Consideration for suspension by principal - Incident Report and Support Hotline contacted, if required
Playground Teacher Action	- Teacher managed on the spot through redirection/reminder/verbal warning - Walk with me on the 3rd warning for 5 minutes - Parent behaviour notification sent home by teacher on duty - Behaviour logged on School Bytes by teacher on duty - Teacher on duty provides classroom teacher with a Parent Behaviour Notification - Student sits out on playground for the 4th warning for 10 minutes - Parent phone call by teacher on duty - Behaviour logged on School Bytes by teacher on duty - Teacher on duty provides classroom teacher with a Behaviour Notification	- Time out at lunch time with teacher – walk with me or sit out (5-10 minutes) - Parent phone call by teacher on duty - Behaviour logged on School Bytes by teacher on duty - AP provided with a Moderate Behaviour Notification	- Contact an executive immediately. - Parent phone call - Behaviour logged on School Bytes - Inform the principal immediately - Consideration for suspension by principal - Incident Report and Support Hotline contacted, if required

If a student receives three parent notifications/parent phone calls in a term, the classroom teacher will organise an in-person meeting with themselves, a parent, Assistant Principal and the Principal. The classroom teacher is responsible for keeping track of when a parent meeting is required.

Undercliffe Public School

Anti-bullying Plan 2024

Bullying behaviour has three key features. It involves the intentional misuse of power in a relationship. It is ongoing and repeated, and it involves behaviours that can cause harm. The NSW Department of Education requires all NSW public schools to have an Anti-bullying Plan which details the strategies implemented to reduce student bullying behaviours.

Resources

The NSW anti-bullying website (see: <https://antibullying.nsw.gov.au/>) provides evidence-based resources and information for schools, parents and carers, and students. Schools are encouraged to visit the website to support whole-school prevention, early intervention and response approaches and strategies for student bullying behaviour.

Undercliffe Public School's commitment

Our school rejects all forms of bullying behaviours, including online (or cyber) bullying by maintaining a commitment to providing a safe, inclusive and respectful learning community that promotes student wellbeing. Executive staff are committed to establishing evidence-based approaches and strategies that promote a positive climate where bullying is less likely to occur.

1. School culture and inclusion

All members of the school community are active participants in building a welcoming school culture that values diversity and fosters positive relationships. A key component of a supportive school culture is building respectful relationships and an ethos that bullying is not accepted, in both online and offline environments. School staff will actively respond to student bullying behaviour.

Our school engages in the following practices to promote a positive school culture.

1.1. Student assemblies and meetings

Student bullying and expectations about student behaviour will be discussed and information presented to promote a positive school culture where bullying is not accepted.

Dates	Communication topics
Term 1 Week 1	The Behaviour Code for students and school expectations are covered in class at the start of the year. Classroom rules are negotiated and established.
Terms 1-4	Students are reminded during school assemblies of the expectations of the school in promoting a positive culture where bullying is not accepted.
Term 1 -4	Classes participate in regular circle time where students are given the opportunity to share playground and classroom issues that concern them in a non-threatening environment.
Term 1 - 4	Weekly Values Program – Students focus on a different value each week. These values promote and contribute to a positive school culture.
Term 2 - 4	Butterfly Body Bright Program – Themes are covered across the school on a regular basis and shared with the community to promote positive attitudes towards the body, eating and physical activity.
Terms 1-4	Whole class, small group intensive social/emotional skills lessons are taught as the need arises.
Term 3	Bullying. No Way! – Students participate in lessons which cover positive interactions, social awareness, definitions and types of bullying, strategies and being a bystander.

1.2 Staff communication and professional learning

Staff will be supported with professional learning that provides evidence-based ways to encourage and teach positive social and emotional wellbeing and discourage, prevent, identify, and respond effectively to student bullying behaviour.

Dates	Communication topics and Professional learning
SDD	Staff revisit School Discipline Plan and Anti- Bullying plan.
Term 1	Code of Conduct
Term 1	Staff Professional Learning: Mandatory Updated Child Protection Training
Term 1-4	Student wellbeing is discussed at staff meetings as required and Learning Support Team meetings address issues as they arise.
Term 3	Staff are provided with resources and an outline of topics to be covered in the lead up to Bullying. No Way! Day.
Term 1-4	Teachers are supported in ways to encourage and teach social and emotional wellbeing. Teachers are also encouraged to engage in professional dialogue around ways to discourage, prevent, identify, and respond effectively to student bullying behaviour.
Term 1-4	Social and emotional wellbeing is discussed in stage meetings. Stage meetings are also an opportunity to discuss strategies used and share experiences.

1.3. New and casual staff

New and casual staff will be informed about our school's approaches and strategies to prevent and respond to student bullying behaviour in the following ways.

- Information is provided in casual handbook to staff when they enter the school on duty.
- Casual handbook provides class profiles which outline student information and school rules.
- An executive member of staff is assigned as a mentor to new staff when they enter on duty at the school.
- Induction program for new staff.
- Each classroom has behaviour expectations and rules displayed.
- School executive follow up incident slips and record incidents.

2. Partnerships with families and community

Effective schools have high levels of parental and community involvement. This involvement is strongly related to improved student learning, attendance and behaviour. Our school proactively builds collaborative relationships with families and communities to create a shared understanding of how to support student learning, safety and wellbeing.

2.1. Website

Our school website has information to support families help their children to regulate their emotions and behaviour and develop socially. Information is provided to assist if children have been involved in bullying behaviour (as the person engaging in bullying behaviour, as the person being bullied or as the person witnessing the bullying behaviour).

The following are published on our school's website. Check the boxes that apply.

- ☒ School Anti-bullying Plan ☐ NSW Anti-bullying website ☐ Behaviour Code for Students

22. Communication with parents

Our school will provide information to parents to help promote a positive school culture where bullying is not acceptable and to increase parent's understanding of how our school addresses all forms of bullying behaviour.

Dates	Communication methods
Term 1	School Code of Conduct and Charter for Dignity and Respect distributed to all parents.
Term 1	Meet the Teacher Meetings – Staff explain school and class procedures, including the School Anti Bullying Plan and School Behaviour Support and Management Plan.
Term 1-4	Parent communication as the need arises.
Term 1-4	School Counsellor Referrals as required.
Term 1-4	Parent teacher meetings scheduled as needed to discuss student wellbeing and behaviour.
Term 3	Bullying. No Way! Day – Parents provided with information prior to the planned school event. Parent information/support cards provided on the day.

3. Support for wellbeing and positive behaviours

Our school's practices support student wellbeing and positive behaviour approaches that align with our school community's needs.

Social and emotional skills related to personal safety, resilience, help-seeking and protective behaviours are explicitly taught across the curriculum in Personal Development, Health and Physical Education (PDHPE).

Examples of other ways our school will embed student wellbeing and positive behaviour approaches and strategies in practices include the following.

- Explicit teaching for all K-6 students of stage appropriate PDHPE programs which promote positive relationships and incorporate strategies to deal with bullying.
- Buddy program for Kindergarten and Year 6 to support the transition to school for Kindergarten students.
- Buddy Benches for students who do not have anyone to play with during break times.
- Behaviour system and Sport House points to support and promote positive behaviour across the school.
- Participated in 'Bullying. No Way!' Day and promoting the messages and strategies as a school.
- Wellbeing Week – Week 6 of each term.
- Police Visit on Cyber Bullying.
- Individual Behaviour Support Plans as required.
- Harmony Day which include lessons on respecting diversity.
- Accessing DoE Wellbeing resources: for example, behaviour specialists, Assistant Principal Behaviour Learning Support.
- Collaboration with external agencies for example speech pathologists, paediatricians and psychologists.