



Jiggi Public School

Whole School Behaviour Management & Discipline Procedure

NSW public schools work to create positive environments for students, staff and the entire school community that support student learning. We strive to ensure that every student is known, valued and cared for with children and young people being at the centre of all our decision-making.

All students and staff have a right to be treated fairly and with dignity in an environment free from disruption, intimidation, harassment, victimisation and discrimination.

The aim of the partnership between school community members and schools is to develop socially responsible young people who are capable of making informed decisions. This is achieved through an effective social, cultural and academic curriculum which caters for the individual needs of students.

The critical role of parents and caregivers is recognised as the primary influence on each child's character and behaviour and as essential partners in supporting the Department's Values and the successful education of their children. They play an important role in creating school harmony as outlined in the School's Community Charter.

Department of Education Values

- Excellence
- Equity
- Accountability
- Trust
- Integrity
- Service

We respect the differences and abilities of our students and we are able to respond to their individual academic, wellbeing and welfare needs. The school enjoys considerable achievements in many areas.

Our school has a highly supportive community who want to see the school thrive in its environment and be a leader in learning, welfare and extra-curricular activities. This is supported by a dedicated team of teachers who are highly committed to the school and care deeply about all students.

The school's policy is a means of providing a safe, challenging, and creative environment for all members of our school community.

It addresses the management of behaviour, which ensures the acknowledgement of appropriate behaviours and the prevention and/or correction of inappropriate behaviour through a system of relationships, rules, rewards, and sanctions that are designed to develop a high standard of discipline within our school.

Jiggi Public School Expectations

Respectful

Responsible

Caring

Achievers

Jiggi Public School is a Positive Behaviour for Learning (PBL) School and incorporates PBL strategies into the teaching and learning cycle and incorporated them within the recognition and reinforcement of student achievement.

Behaviour code for students

NSW public schools

NSW public schools are committed to providing safe, supportive and responsive learning environments for everyone. We teach and model the behaviours we value in our students.

In NSW public schools students are expected to:

- Respect other students, their teachers and school staff and community members
- Follow school and class rules and follow the directions of their teachers
- Strive for the highest standards in learning
- Respect all members of the school community and show courtesy to all students, teachers and community members
- Resolve conflict respectfully, calmly and fairly
- Comply with the school's uniform policy or dress code
- Attend school every day (unless legally excused)
- Respect all property
- Not be violent or bring weapons, illegal drugs, alcohol or tobacco into our schools
- Not bully, harass, intimidate or discriminate against anyone in our schools

Schools take strong action in response to behaviour that is detrimental to self or others or to the achievement of high quality teaching and learning.

Behaviour Code for Students: Actions

Promoting the 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 to support the development of skills needed by students to meet our high standards for respectful, safe and engaged behaviour.

Respect

- Treat one another with dignity
- Speak and behave courteously
- Cooperate with others
- Develop positive and respectful relationships and think about the effect on relationships before acting
- Value the interests, ability and culture of others
- Dress appropriately by complying with the school uniform or dress code
- Take care with property

Safety

- Model and follow departmental, school and/or class codes of behaviour and conduct
- Negotiate and resolve conflict with empathy
- Take personal responsibility for behaviour and actions
- Care for self and others
- Avoid dangerous behaviour and encourage others to avoid dangerous behaviour

Engagement

- Attend school every day (unless legally excused)
- Arrive at school and class on time
- Be prepared for every lesson
- Actively participate in learning
- Aspire and strive to achieve the highest standards of learning

The principal and school staff, using their professional judgment, are best placed to maintain discipline and provide safe, supportive and responsive learning environments. The department provides 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.



School Community Charter

 **Collaborative. Respectful. Communication.**

The following School Community Charter outlines the responsibilities of parents, carers, educators and school staff in NSW public schools to ensure our learning environments are collaborative, supportive and cohesive.

We treat each other with **respect**

What our schools provide

NSW public schools work to create positive environments for students, staff and the entire school community that support student learning. We strive to ensure that every student is known, valued and cared for.

The best education happens when parents and schools work together.

The School Community Charter aligns with the NSW Department of Education Strategic Plan 2018 – 2022.



Positive environments

It is important that our NSW public schools are positive environments and that parents and carers are kept informed of students' progress and school announcements.

Parents and carers can expect:

- To be welcomed into our schools to work in partnership to promote student learning.
- Communication from school staff will be timely, polite and informative.
- Professional relationships with school staff are based on transparency, honesty and mutual respect.
- To be treated fairly. Tolerance and understanding are promoted as we respect diversity.

We **prioritise the wellbeing** of all students and staff

Unsafe behaviour is not acceptable in our schools

We work **together** with the school

Ensuring respectful learning environments for all members of NSW Public Schools communities.

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We create **collaborative** learning environments

We all play **our part**

We work **in partnership** to promote student learning

Communicating with our schools

Our staff will find a time to talk to you when they can give you their full attention. Please remember that while our staff are in class or dealing with other matters, they may not be available to answer your questions immediately.

Our schools and communities will make sure that written communication is appropriate, fair and easy to read. We encourage you to use email and social media appropriately to connect with your school and stay up-to-date with up-coming events in the school community.

Our guide for parents, carers and students provides useful information about the complaints process:
education.nsw.gov.au/about-us/rights-and-accountability/complaints-compliments-and-suggestions/guide-for-parents-carers-and-students

Respectful communication is a right

In all workplaces people have the right to feel respected. Unacceptable and offensive behaviour has no place in our school communities.

To ensure the wellbeing of students, staff and the community in our schools, steps will be taken to address unacceptable behaviour. This may include restricting contact with the school community or, in more serious cases, referral to NSW Police.



Unacceptable behaviour may include but is not limited to:

- Aggressive or intimidating actions, such as violence, threatening gestures or physical proximity.
- Aggressive or intimidating language, including the use of obscenities, making sexist, racist or derogatory comments or using a rude tone.
- Treating members of the school community differently due to aspects such as their religion or disability.
- Inappropriate and time wasting communication.



School Community Charter

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To recognise and reinforce student achievement staff;

- Highlight two students of the week in the weekly school newsletter.
- Merit awards and student achievements awards at weekly assembly.
- Positive praise and regular feedback.
- Stickers, stamps and age appropriate rewards.
- A combination of 6 merit, student achievement and student of the week awards equals a principal's award. Students keep their awards and hand into school when they have 6 awards.
- End of Term Principal's Award benefit.
- Twice a term rewards for level 0 behaviour
- Individual support plans to support positive student behaviour

To deal with unacceptable behaviour staff will employ the strategies of:

- In the classroom – non-verbal behaviour management → verbal reminder → name on boards → cross next to name → second cross next to name and loss of playground time (If a student moves to this level they are recorded on Sentral) → moved to partner classroom or principal.
- Encouragement to move places and display behaviour consistent with school expectations.
- Redirection of unacceptable behaviour
- Level system as outlined on the following page.

To monitor student behaviour staff will record disobedient and violent incidents in both the classroom and playground into on Sentral. Consequences for incidences of inappropriate or unacceptable behaviour will be administered in accordance with the level process.

Sequence of School Consequences

Level 0	Base level – All students begin on level 0. Students get all school privileges.
Level 1	Student move to this level after 3 incidents are recorded on Sentral in a 5 day period. Parent/Carers are informed that their child moved to level 1. Students return to level 0 after 3 days with no incidents recorded on Sentral. 1 incident will add 1 day to level 1.
Level 2	Students move to this level if they have 2 incidents recorded on Sentral while on level 1. Students will have formal detention for 1 day (Diamond), 2 days (Opals). They will complete a reflection of their behaviour while sitting out. Students will lose school privileges such as computer time (lunch and after school), representative sporting opportunities and similar activities while on level 2. Parent/Carers are requested to attend a formal meeting about their childs' behaviour. Serious acts such as violence and theft can move directly from level 0 to level 2. Students move back to level 0 after 4 days without any incidents in the behaviour log. 1 incident will add 1 day to level 2. If a student gets to level two they miss out on the upcoming PBL event.
Level 3	Students move to this level if they have 2 incidents recorded on Sentral while on level 2. Students will lose playground privileges for 3 days (Diamonds) and 5 days (Opals). Students will not be able to attend off-site school activities. A formal suspension warning letter is provided to students' parents/carers and they are invited up for a follow up meeting. Serious acts such as violence and theft can move straight from level 0 to level 3. Students return to level 0 after 5 days without any incidents on Sentral. 1 incident will add 1 day to level 2.
Level 4	Short suspension. Work to be sent home for students to complete. This could be an in-school suspension if that is most appropriate. Return from suspension meeting is scheduled with parents/carers. Students return to school on level 0. Families have a right to appeal suspensions and can request support for the school for this process.
Level 5	Long suspension. Following 2 shorts suspensions in a term a long suspension will be enforced. Return from suspension meeting is scheduled with parents/carers. Students return to school on level 0. Families have a right to appeal suspensions and can request support for the school for this process.

Throughout this process procedural fairness is a basic right. The essential elements for the right to be heard and the right for an impartial decision will be adhered to.

Suspension and Expulsion - (Suspension and Expulsion of School Students – Procedures 2007)

There will be cases of unacceptable behaviour where it will be in the best interests of the school community and/or the student involved, for the student to be removed from the school for a period of time or completely. Suspension and expulsion are the options available to the principal in these situations.

Suspension allows students time to reflect on their behaviour, to acknowledge and accept responsibility for the behaviours which led to the suspension and to accept responsibility for changing their behaviour to meet the school's expectations in the future. It also allows time for school personnel to plan appropriate support for the student to assist with successful re-entry. School suspensions are not a punishment for student behaviour.

Short and Long Suspensions

The principal may choose to impose a short suspension of up to and including four school days. 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; minor criminal behaviour related to the school; use of alcohol or persistent 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 verbal abuse and abuse transmitted electronically such as by email or SMS text messages.

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 20 school days. Principals can impose a long suspension for:

- Physical violence: Which results in pain or injury, or which seriously interferes with the safety and well-being of other students and staff.
- Use or possession of a prohibited weapon, firearm or knife: When the student uses or possesses a weapon, which is listed in Schedule 1 of the Weapons Prohibition Act; the student uses a knife or possesses a knife (without reasonable cause); the student uses or possesses a firearm of any type.
- Possession or use of a suspected illegal substance: Not including alcohol or tobacco, but including supplying other students with illegal drugs or restricted substances such as prescription drugs.
- Use of an implement as a weapon or threatening to use a weapon: When any item is used as a weapon in a way which seriously interferes with the safety and well-being of another person. This includes an offensive implement, which is anything made, or adapted to cause injury to a person.
- Serious criminal behaviour related to the school: Including malicious damage to property (school or community), or against the property or person of a fellow student or staff member on, or outside of the school premises.

- Persistent misbehaviour: Including repeated refusal to follow the school discipline code; making serious threats against students or staff; behaviour that deliberately and persistently interferes with the rights of other students to learn or teachers to teach.

Expulsion

In serious circumstances of misbehaviour, the principal may expel a student of any age from the school.

Students expelled from a particular school for misbehaviour may not re-enrol in that school without the approval of the regional director.