



Encouraging Positive Behaviour
Student Wellbeing Procedure

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Endorsed by:

Gillwinga Public School Parents & Citizens
Association, School staff &
Student Representative Council

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Overview

Student Wellbeing Policy

The Student Wellbeing Policy of Gillwinga Public School provides the programs, structures and support to ensure that all students achieve high standards of Respect, Responsibility and Resilience. Gillwinga Public School is a “Positive Behaviour for Learning” (PBL) school, taking a school-wide, systemic and proactive approach to explicitly teach expected behaviour.

Introduction

Student wellbeing encompasses everything the school community does to meet the needs of their students and to enhance their happiness and safety. It is reflected in the way we demonstrate care, ensure safety and provide opportunities for success and recognition of each student. The Student Wellbeing Policy, procedures and programs of this school emphasise the value of prevention and early intervention.

Student wellbeing at Gillwinga Public School will:

- create a safe, caring school environment in which students are nurtured as they learn
- provide honest, open communication across the school community
- provide opportunities for students to enjoy success, make a contribution to the life of the school and derive enjoyment from their learning
- develop leadership and citizenship skills
- include preventative health and social skills programs
- stress the value of collaborative early intervention when problems are identified
- provide ongoing educational accommodations to support student needs
- recognise the diversity within the school community and provide programs and support which acknowledge difference and promote harmony
- recognise the role that the school plays as a resource to link families with community support services
- include effective discipline and behaviour management strategies
- follow a school-wide awards system

SCHOOL WIDE EXPECTATIONS

At Gillwinga Public School we are:

Responsible

Respectful

Resilient



Learning Platform

Gillwanga Public School community believe that quality teaching and learning will be most effective when:

- Students are challenged and extended in a supportive and caring environment
- Students are valued and respected as individuals, with positive relationships based on mutual respect and trust fostered in the school community
- An understanding of the learning process is embedded in quality teaching practice
- Students are motivated to learn through experiences which are relevant, practical and offer a high level of engagement
- Students are provided with clear, explicit instruction and success criteria
- High expectations of students to continually improve as learners
- The teaching and learning process reflects the continual assessment of student learning
- Student reflection and meaningful dialogue is promoted in focused, positive classrooms

Our Student Wellbeing Policy aims to promote effective learning and improve the quality of school life. Our students will:

- Be actively connected to their learning, have positive and respectful relationships and experience a sense of belonging to their school and community.
- Be respected, valued, encouraged, supported and empowered to succeed.
- Grow and flourish, do well and thrive.

This can only be achieved in partnership with parents and the wider school community.

Core Rules For Students in NSW Government Schools

Students in NSW government schools are provided with a high-quality education so that they may learn to the best of their ability and become self-disciplined, tolerant, enterprising and contributing members of the school and community. Core expectations for student behaviour have been developed to establish consistent expectations in all government schools in support of these aims. These expectations are based on our core values of integrity, excellence, respect, responsibility, cooperation, participation, care, fairness and democracy. 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 core expectations and the successful education of their children.

These core expectations are an integral part of our policy and are reflected throughout.

The Core Rules

All students in NSW government schools are expected to:

- Attend every school day, unless they are legally excused, and be in class on time and prepared to learn.
- Maintain a neat appearance, including adhering to the requirements of the school's uniform policy.
- Behave safely, considerately and responsibly, including when travelling to and from school.
- Show respect at all times for teachers, other school staff and helpers, including following class expectations, speaking courteously and cooperating with instructions and learning activities.
- Treat one another with dignity and respect.
- Care for property belonging to themselves, the school and others.

Behaviour that infringes on the safety of others, such as harassment, bullying and illegal or anti-social behaviour of any kind, will not be tolerated.

Our Wellbeing Policy has four sections:

- Our Code of Behaviour and school wide expectations
- Strategies to promote positive behaviour for effective learning
- Recognising and reinforcing student achievement
- Strategies for supporting/dealing with unacceptable behaviour

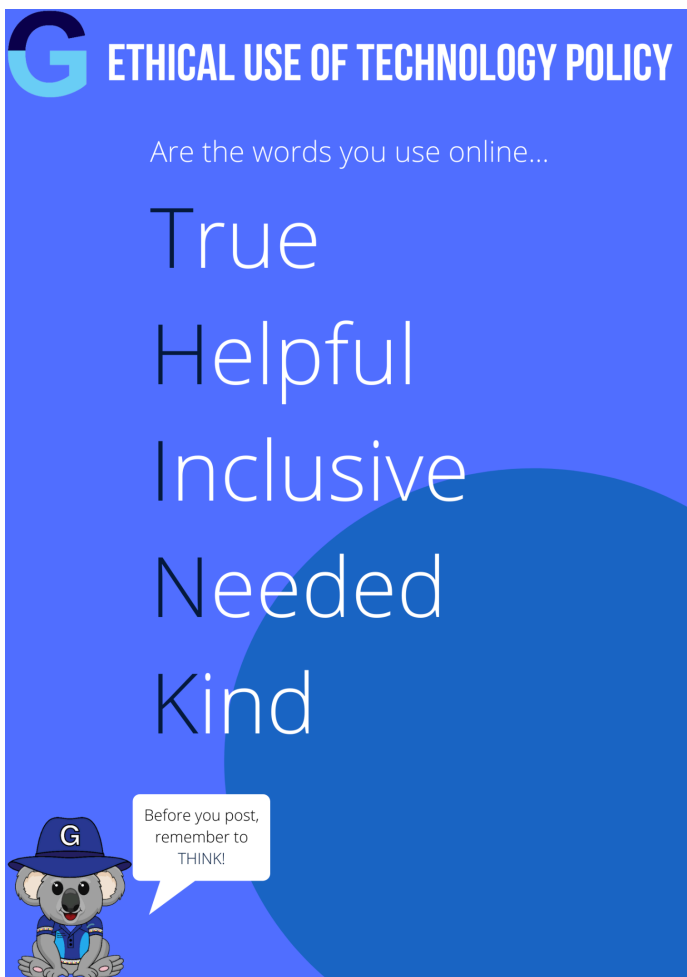
School Digital Devices and Online Services Policy and Procedure

Ethical Use of Technology at Gillwinga Public School

The five dimensions of learning about online safety are:

- Values, rights and responsibilities
- Wellbeing
- Respectful relationships
- Digital media literacy
- Informed and safe use of information and device

Expected behaviour is outlined in the [Student Use of Digital Devices and Online Services Procedure](#).



G ETHICAL USE OF TECHNOLOGY POLICY

Are the words you use online...

True
Helpful
Inclusive
Needed
Kind

Before you post, remember to THINK!

The poster features a blue background with a large white 'G' logo. Below the logo, the text 'ETHICAL USE OF TECHNOLOGY POLICY' is written in white. Underneath, the question 'Are the words you use online...' is followed by five words: 'True', 'Helpful', 'Inclusive', 'Needed', and 'Kind', each on a new line. At the bottom left, there is a cartoon koala wearing a blue cap with a white 'G' and a blue vest. A speech bubble next to the koala says 'Before you post, remember to THINK!'.

ICT CONTRACT

Name: _____
Class: _____
Date: _____

As a student I am responsible for the chromebooks and the following expectations:

- I am responsible for charging my device
- I will carry my device with two hands
- I will keep all food and drinks away from the device
- I will not put anything on top of the device to protect the screen
- I will treat all devices with **care and respect** at all times

- I will be **responsible** and make **safe and smart learning choices** when using devices and the internet
- I will be a **good digital citizen** at all times. I will hold others to account
- I will **immediately** stop what I am doing and listen when a teacher is talking
- I will **only** use the apps and websites my teachers tells me to use

When I am finished using the device I will

- Make sure** my stylus is in the correct place
- Make sure** the device is plugged in the charging cabinet

By signing this contract I agree to follow the school values of **Respectful, Responsible and Resilient** at all times.

By signing this contract I agree that should I misuse this device in any way I lose my right to use it.

Any teacher has the right to take away my right to use this computer at any time.

(Student)

Miss Campbell:
Assistant Principal

(Class Teacher)

Attendance Procedure

Time Frame/	Procedure	Responsibility
1 day absent	Text message via Sentral	SAM + SAO
3 consecutive days absent	Phone call home	Classroom Teacher
Any attendance trends/conerns	Report to LST	Classroom Teacher
Attendance below 75%	1st HSLO Letter (Warning 1)	AP Wellbeing
Failure to improve attendance above 75% or to respond to letter 1	2nd HSLO Letter (Warning 2)	AP Wellbeing
Continued failure to improve attendance above 75% or to respond to letter 2	Home School Liaison Program (HSLP) Application for HSLO Caseload	AP Wellbeing

Attendance - SIP Direction 2 Wellbeing

2024 - 2028

System of Consequences for Behaviour Choices

Teacher behaviour is always: Calm, Compassionate, Consistent and Clear - 4 C's

Green Level	
At this level: <ul style="list-style-type: none"> - Student behaviour reflects the school values of being Respectful, Responsible and Resilient - Students are following their Stage Learning Disposition - Rewards Room access after receiving 5 Dunggirr Dollars - Students are advancing towards Bronze, Silver, Gold and Principal Awards 	
Warning Slip (Sentral record)	Teacher responsibility
At this level: <ul style="list-style-type: none"> - After following the incident pathway (3 warnings), incidents are recorded and parent contact must be made by the classroom teacher - 3 x Warning Slips warning slips (approximately within a 2 week period) results in an Orange Level 	<ul style="list-style-type: none"> - Send text message via Sentral + Letter - Conduct restorative conversations
Orange Level - Check in/Check out system (Sentral record)	Teacher responsibility
At this level: <ul style="list-style-type: none"> - The student will remain on Orange Level for 3 days - CICO (Check in, Check out) card for 3 days - Student will remain on Orange Level until the behaviour is accepted and remedied - Warning slip behaviour whilst on an Orange Level is an additional day on Orange Level - 3 x Warning Slips within the week results in a Red Level 	<ul style="list-style-type: none"> - Phone call + letter - Parent/Student/Teacher Meeting - <i>SLSO to photocopy CICO page daily to send home</i>
Red Level - Check in/Check out system (Sentral record)	Teacher responsibility
At this level: <ul style="list-style-type: none"> - Students will remain on Red Level for 5 days. - CICO (Check in, Check out) card for 5 days - Student will remain on Red Level until the behaviour is accepted and remedied - Warning slip behaviour whilst on a Red Level is an additional day on Red Level - 3 x Warning Slips within the week, or an additional red or orange incident results in a Warning of Withdrawal 	<ul style="list-style-type: none"> - Phone call + letter - Parent/Student/Teacher Meeting - <i>SLSO to photocopy CICO page daily to send home</i>
Warning of Formal Caution: Refer to Executive (Sentral record)	Teacher, LST & Executive responsibility
At this point: <ul style="list-style-type: none"> - Students will remain on Warning of Withdrawal for 10 days - Student will attend connection room for 10 days (1st half lunch) - CICO (Check in, Check out) card for 10 days - Student will remain on Warning Level until the behaviour is accepted and remedied 	<ul style="list-style-type: none"> - Parent/Carer Meeting
Formal Caution: Refer to Executive (Sentral record)	Teacher, LST & Executive responsibility
At this point: <ul style="list-style-type: none"> - CICO (Check in, Check out) card for 10 days - Student will attend connection room for 10 days (1st half lunch) 	<ul style="list-style-type: none"> - Parent/Carer Meeting
Suspension: Refer to Executive (Sentral record)	Executive responsibility
At this point: <ul style="list-style-type: none"> - Executives will refer to the Suspension & Expulsion of Students Policy 	<ul style="list-style-type: none"> - Formal parent/teacher/executive/student meeting must occur - Behaviour Management Plan must be reviewed

System of Consequences for Behaviour Choices (Tech)

Green Level	Teacher responsibility
<p>At this level:</p> <ul style="list-style-type: none"> - Student behaviour reflects the school values of being Respectful, Responsible and Resilient. - Students are using the device for its intended purpose 	
Warning Slip (Sentral record)	Teacher responsibility
<p>At this level:</p> <ul style="list-style-type: none"> - Students have misused technology and have had their device removed from them for a day. - Student has used their personal device on school property breaking the Student use of digital devices and online services policy. - If lessons are to be delivered via technology a printed option needs to be made available. - If a lesson is technology specific that student needs the device to access the learning and cannot be excluded. 	
Orange Level Check in / Check out system (Sentral record)	Teacher responsibility in consultation with ICT Teacher
<p>At this level:</p> <ul style="list-style-type: none"> - The student has misused the device 3 times within a fortnight and has their device removed for a week. - Student has used their personal device on school property to record students either intentionally or unintentionally, accessed social media of any kind breaking the Student use of digital devices and online services policy. - If lessons are to be delivered via technology a printed option needs to be made available. - If a lesson is technology specific that student needs the device to access the learning and cannot be excluded. 	
Red Level: communication check in/ check out (Sentral record)	ICT Teacher + executive responsibility
<p>At this level:</p> <ul style="list-style-type: none"> - The student has significantly broken the Student Use of Digital and Online Services Procedure (eg - recorded a student or themselves on school property with the intent to post online, recorded another student without their knowledge, visited an inappropriate site, bullied or harassed another student, intentionally or repetitively damaged school technology property.) - The student needs to be referred to the ICT teacher for consequences. 	











Behaviour Classification

*Teachers **must be** Calm, Compassionate, Consistent, Clear - the 4 C's

Behaviour









<p>Minor</p> <p>Warning Slip behaviours</p> <p>Repeated behaviours</p>	<ul style="list-style-type: none"> ● Refusing to follow instructions ● School work avoidance or defiance ● Disrupting learning of others ● Rough play ● Back chatting ● Harassing/annoying others ● Lying/Dishonesty ● Leaving class (out of sight) (exempt behaviour plan) ● Bullying ● Swearing at students ● Misuse of technology
<p>*Three warning slips = Intermediate - Orange Level</p>	
<p>Intermediate</p> <p>Orange Level behaviours</p> <p>Teacher Responsibility</p>	<ul style="list-style-type: none"> ● Persistence non-compliance (3x warning slips - fortnight) ● Aggressive/offensive language ● Major disruption to learning ● Stealing (returned) ● Leaves school ground (comes back) ● Physical aggression ● Racist slur ● Misuse of bathrooms (mucking around) ● Misbehaviour in bus line/ drop off/ pick up area ● Inappropriate behaviour on Gillwinga School Bus ● Misuse of technology ● personal device on school property
<p>Major</p> <p>Red Level behaviours</p> <p>Teacher Responsibility in consultation with Executive</p>	<ul style="list-style-type: none"> ● Vandalism/ Property damage ● Leaving school grounds (fails to return) ● Violence ● Bullying ● Intentional misuse of power in a relationship ● Racism (combined with swearing/violence) ● Inappropriate comments of a sexual nature ● Spitting on others ● Stealing and lying about it ● Swearing at staff (including physical gestures i.e giving the finger) ● Misuse of bathrooms (privacy/hygiene) ● Is in in possession of an illegal substance/weapon
<p>Major</p> <p>Refer to executive</p>	<p style="text-align: center;">Formal Caution to Suspend (In school/out of school suspension)</p> <ul style="list-style-type: none"> ● Aggressive Behaviour ● Continued Disobedience ● Bullying
<p>Major</p> <p>Refer to executive immediately</p>	<p style="text-align: center;">Susbandable Behaviours (Suspension and Expulsion Procedures)</p> <ul style="list-style-type: none"> ● Physical Violence - (esp head) ● Possession of a firearm, prohibited weapon or knife ● Uses or supplies an illegal substance/weapon ● Continued disobedience - persistent or serious misbehaviour ● Aggressive behaviour (hostile behaviour directed to students, staff or other persons) ● Serious criminal behaviour related to the school

Playground Incident Pathway

Teacher (in a calm voice)	Student	Level
<p>You are expected to...</p> 	<p>Reminder</p> 	<p>Green</p>
<p>What I expect of you is to...</p> 	<p>Warning</p> 	<p>Green</p>
<p>You continued to... You now have 5 minutes out of play... After 5 minutes release the student by restating the expected behaviour.</p>  <p>What can you do next time to not get into this position?</p>	<p>Time out in designated spot.</p> 	<p>Green</p>
<p>You were expected to... You chose not to do that so you will have a warning slip</p>  <p>Discuss the choice the student made. Aim to restore a positive choice. What will you do to change your behaviour?</p>	<p>Warning Slip</p> 	<p>Warning Slip – responsibility of teacher on duty (Sentral entry)</p>

Any physical violence or verbal threats/abuse directed at a person – immediately refer to an Executive

Classroom Incident Pathway for Students

Teacher (in a calm voice)	Student	Level
<p>You are expected to...</p> 	<p>Reminder</p> 	<p>Green</p>
<p>- What I expect of you is to...</p> 	<p>Warning</p> 	<p>Green</p>
<p>You continued to...You now have 5 minutes with me at break time to reflect on your behaviour. After 5 minutes release the student by restating the expected behaviour.</p>  <p>What can you do next time to not get into this position?</p>	<p>Reflection time with classroom teacher</p> 	<p>Green</p>
<p>You were expected to...You chose not to do that so you will have a warning slip.</p>  <p>Discuss the choice the student made. Aim to restore a positive choice. What will you do to change your behaviour?</p>	<p>Warning Slip</p> 	<p>Warning Slip – responsibility of classroom teacher</p>
<p>Sent to Buddy Class</p>	<p>Warning Slip</p>	<p>Warning Slip</p>

Any physical violence or verbal threats/abuse directed at a person – immediately refer to an Executive.

Classroom Incident Pathway for Staff

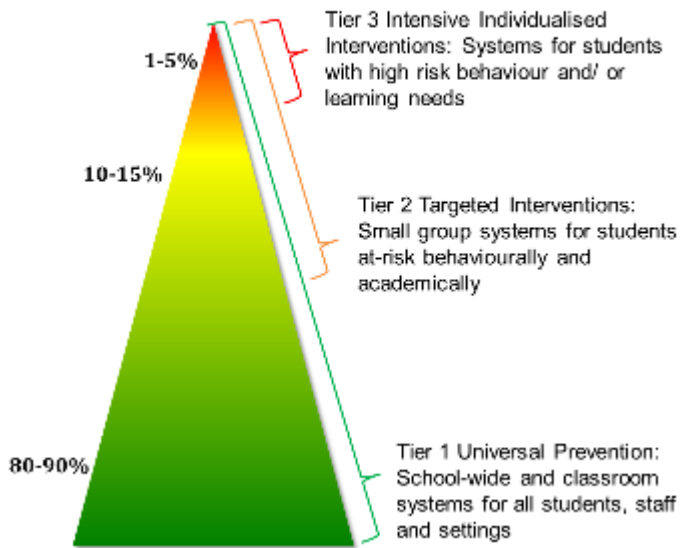
Teachers **must be** Calm, Compassionate, Consistent, Clear - the 4 C's

Teacher (in a calm voice)	Student	Level
<p>You are expected to...</p> <ul style="list-style-type: none"> - Brief, clear verbal reminder of the expected behaviour - Restate the expected behaviour from the matrix 	<p>Redirect (1st warning)</p>	<p>Green</p>
<p>- What I expect of you is to...</p> <ul style="list-style-type: none"> - Brief, clear verbal reminder of the expected behaviour - Restate the expected behaviour from the matrix 	<p>2nd Warning</p>	<p>Green</p>
<p>You continued to...You now have 5 minutes with me at break time to reflect on your behaviour. After 5 minutes release the student by restating the expected behaviour.</p> <p>What can you do next time to not get into this position?</p>	<p>3rd Warning</p>	<p>Green</p>
<p>You were expected to...You chose not to do that so you will have a warning slip.</p> <p>Discuss the choice the student made. Aim to restore a positive choice. What will you do to change your behaviour?</p>	<p>Warning Slip</p>	<p>Warning Slip – responsibility of classroom teacher</p>
<p>Sent to Buddy Class</p> <p>20 minutes supervision only</p> <p>When returned - discuss choice made with teacher</p>	<p>Warning Slip</p>	<p>Warning Slip</p>

Connection Room - Tier 2 + 3 Targeted Approach

Purpose

The connection room is aimed at de-escalating and co-regulating the student by talking through the actions and consequences of their behaviour but more importantly laying the foundation for a healthy, alternate behaviour. This is based on the [Cognitive Behaviour Therapy \(CBT\)](#) model and [Social Emotional Learning \(SEL\)](#).



CBT aims to:

- modify behaviour to produce changes in emotional wellbeing
- teach children to manage their problems by changing the way they think and behave
- help children learn to control self-defeating thoughts, impulsivity, defiance and replace negative reactions with improved self-image, new coping mechanisms and problem solving skills

<https://www.healthline.com/health/mental-health/cbt-for-kids>

SEL develops understanding and skills to:

- nurture a positive sense of self
- promote respectful relationships
- build capacity to manage emotions, behaviours and interactions with others

Tips for Restorative Conversations

- Asking students how they feel is labeling their emotions and making them aware of their emotions. This is the first step of emotional regulation.
- Going through the script shouldn't illicit shame or judgment - it is a restorative process aimed at opening different neural pathways (making different/new connections in the brain)
- If you want to co-regulate there can't be a hierarchy – relationships are the key.

You want the child to catch your calm, not your chaos.

A dysregulated adult cannot regulate a student.

This conversation does not need to happen in the moment.

Restorative Justice Practice - Teacher Script

Regulate → Relate → Reason

Action: What happened?

Behaviour: What were you thinking and feeling at the time?

Consequence: Who was harmed by what has happened/what you've done?

Summarising: Summarise the above. (No judgement - Teachers must be Calm, Compassionate, Consistent, Clear - the 4 C's).

Next time: What can you do to make things right?

How could you have behaved differently?

Who can you go to for help?

What happened?

What were you thinking and feeling at the time?

Who has been harmed by what you've done?

What can you do to make things right?

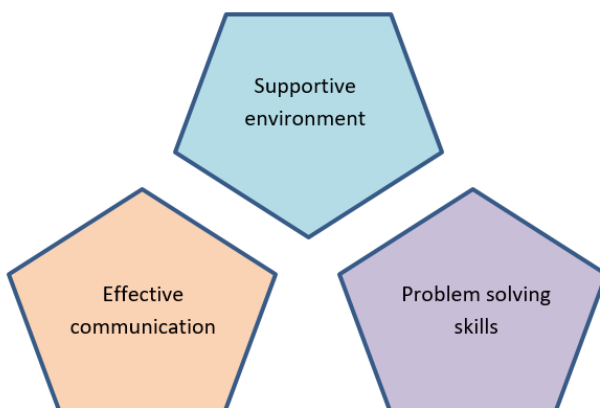
How could you have behaved differently?

Who can you go to for help?

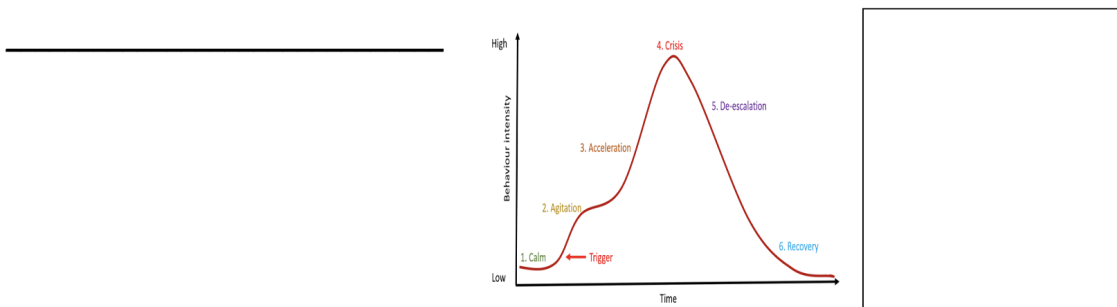
Facilitating Conflict Resolution

Classroom Teacher and victim conversation

- 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?
- Who can you go to for support?



Student Voice Scaffolds



When I'm CALM/GREEN ZONE I:	When I'm AGITATED (Yellow) I:	When I'm having a CRISIS I:	When I'm RECOVERING I:
Teachers who can help me:	Teachers who can help me:	Teachers who can help me:	Teachers who can help me:
Teachers can help me by:	Teachers can help me by:	Teachers can help me by:	Teachers can help me by:
I can help myself by:	I can help myself by:	I can help myself by:	I can help myself by:

Orange/Red Level Letter to Parents/Carers



Dear _____,

Date: _____

_____ has been placed on _____ level as part of the Student Wellbeing procedures. _____ has been placed on this level because of the following behaviour:

Your child will participate in the Check In – Check Out monitoring system at school. _____ will set one to three achievable goals in conjunction with CICO teacher (these goals are based around our school's PBL expectations & behaviour concerns that the student can self-identify).

The ultimate goal is for the student to work consistently towards achieving their goals set over the level period. Students on an orange level complete the CICO for 3 days while students on red level complete the CICO for 5 days.

This process is about the student learning and creating their own success with positive behaviour, through explicit teaching of expected behaviour and opportunities to practice this behaviour.

The sheet is not to be used as a negative consequence but rather a tool for conversation.

This letter is to let you know what is happening with your child at school. The tear off form at the bottom of this letter is so we are sure that you know about _____ recent behaviour. If you would like to discuss any aspect of the above information, please telephone the school on 6642 2344 to speak with the classroom teacher.

Please remember our school believes in keeping parents informed about their child's behaviour while at school. We value your support in providing a safe, caring learning environment for your child and fellow students.

Yours sincerely,

Classroom Teacher

Gillwinga Public School

PLEASE SIGN & RETURN NEXT SCHOOL DAY Student Level Notification

I have spoken to _____ about been placed on a behaviour level due to not following our schools' values:
Respectful, Responsible and Resilient.

Please tick one of the following and return to school.

- I am aware that my child has been placed on _____ Level.
- I wish to discuss my child's behaviour with the class teacher.

Signed: _____ Parent/Caregiver Date: _____

Letter of Commendation to Parents/Carers



LETTER OF COMMENDATION

Dear: _____,

I am writing to you regarding your child, _____.

_____ work ethic and participation at Gillwinga Public School is to be commended. _____ has modelled our school values of:

Respectful, Responsible and Resilient.

_____ has achieved this by:

It is my absolute pleasure to pass on the news of your child's achievements and dedication to his/her schooling.








Please congratulate _____ on his/her efforts and encourage him/her to keep up the good work.

Yours sincerely,

Classroom Teacher

Gillwinga Public School

Gillwinga Public School Award System

	<p style="text-align: center;">Student of the Week Award Respectful, Responsible and Resilient</p>
	<p style="text-align: center;">Classroom Dojo Fast, free and frequent Respectful, Responsible and Resilient</p>
	<p style="text-align: center;">Dunggiirr Dollars Max 5 per fortnight per student in class 25 receive a classroom award</p>
	<p style="text-align: center;">BRONZE Award 4 classroom awards</p>
	<p style="text-align: center;">SILVER Award 10 classroom awards</p>
	<p style="text-align: center;">GOLD Award 16 classroom awards</p>
	<p style="text-align: center;">PRINCIPAL AWARD 24 classroom awards (achieved in year 6)</p>
<ul style="list-style-type: none"> ● Attendance (ES1-S3) on Friday morning assembly – top attending class – Dunggiirr Koala ● Rewards Room access after receiving 5 Dunggiirr Dollars. 	
<ul style="list-style-type: none"> ● Teachers monitor progress on class charts and enter awards on Sentral when achieved e.g., Rewards Room and Classroom Awards. ● Teacher/SLSO to enter Classroom Awards data onto the spreadsheet on the drive for whole school tracking. ● No rewards while on levels. 	

Rewards Room

5 Dungiirr Dollars = entry into the rewards room on stage day

Open – LUNCH BREAK 1:20pm - 1:50pm

Tuesday	Wednesday	Thursday
Years K/1/2	Year 3/4	Year 5/6

When the play bell sounds, line up outside the reward room.

3 deep breaths before entry.

Please follow school values!



Whole School Behaviour Matrix



Gillwinga Public School – Whole School Behaviour Matrix

AREA	Be RESPECTFUL	Be RESPONSIBLE	Be RESILIENT
CLASSROOMS <i>-All learning spaces</i>	<ul style="list-style-type: none"> Follow staff instructions promptly Be kind with my words Listen and look when others are speaking Raise hand and wait your turn to speak Work quietly - Use quiet voices Be aware of others and their learning Knock before entering 	<ul style="list-style-type: none"> Care for yourself, others, property, and the environment Use appropriate language Be ready to learn & let others learn Treat all equipment with care Recycle waste in the appropriate bin 	<ul style="list-style-type: none"> Stay on task Trying my best Learn how to learn Know how to ask for help Learn from and be accountable for my mistakes Positive attitude towards my learning- high expectations (I can) Knowing my strengths and weaknesses (goal setting) I set brave goals I can take risks Celebrate process, not just success
PLAYGROUND <i>-Equipment -Sporting fields -COLA</i>	<ul style="list-style-type: none"> Follow staff instructions promptly Stay calm and regulate emotions accordingly Play fairly – fair game = fair rules Include and encourage others Borrow equipment – Sign in/out register? Be aware of the games being played around you 	<ul style="list-style-type: none"> Care for yourself, others, property, and the environment Use equipment in appropriate area and for its purpose Return equipment correctly Ask for help when needed Share equipment when playing together Stop play on the music 	<ul style="list-style-type: none"> Accept defeat (its ok to lose) Celebrate other’s successes Humble in victory/ gracious in defeat Take a break I can take safe risks
ASSEMBLIES <i>-Morning -Whole school -Special</i>	<ul style="list-style-type: none"> Follow staff instructions promptly Sit still in class lines Stand and sit quietly Listen to and look at the speaker Applaud appropriately 	<ul style="list-style-type: none"> Care for yourself, others, property, and the environment Be punctual Stop play on the music Be quiet, patient, and good audience members Be ready for assembly (toilets beforehand) 	<ul style="list-style-type: none"> Celebrate other’s successes
TOILETS	<ul style="list-style-type: none"> Use quiet voices One person in a cubicle Close the door of the cubicle Flush the toilet 	<ul style="list-style-type: none"> Care for yourself, others, property, and the environment Return quickly to class Wait for friends outside Use toilets during the breaks 	<ul style="list-style-type: none"> Wait your turn Be patient

EATING AREAS & CANTEEN	<ul style="list-style-type: none"> ● Follow staff instructions promptly ● Wait for instructions to leave ● Use your manners: Say, 'please,' and, 'thank you.' ● Wait for patiently for your turn ● Stay seated while we eat ● Wait for teacher to check your area before playing 	<ul style="list-style-type: none"> ● Care for yourself, others, property, and the environment ● Sit down while eating ● Recycle waste in the appropriate bin ● Put my canteen order in at the beginning of the day ● Spend my own money ● Line up quietly for my turn 	<ul style="list-style-type: none"> ● Wait your turn in line ● Be patient ● Do not get upset if the food choice you want is not available
TECHNOLOGY	<ul style="list-style-type: none"> ● Follow staff instructions promptly ● Only view and send appropriate messages, images and information ● Use equipment appropriately 	<ul style="list-style-type: none"> ● Care for yourself, others, property, and the environment ● Take photographs and videos under staff supervision ● Report the misuse of devices ● Ask for help when needed ● Adhere to technology contracts 	<ul style="list-style-type: none"> ● Be patient ● Humble in victory/ gracious in defeat (rage quit) ● Manage screen time
EXCURSIONS <i>-Carnivals</i> <i>-Off school grounds</i>	<ul style="list-style-type: none"> ● Follow staff instructions promptly ● Wear my school uniform with pride ● Be kind with my words ● Listen to others 	<ul style="list-style-type: none"> ● Care for yourself, others, property, and the environment ● Put rubbish in appropriate bins ● Be prepared for learning ● Look after your belongings ● Represent our school with pride 	<ul style="list-style-type: none"> ● Accept defeat (its ok to lose) ● Celebrate others successes ● Humble in victory/ gracious in defeat ● Take a break ● Know my strengths and weaknesses
BEFORE/AFTER SCHOOL <i>-School Bus</i> <i>-Bus lines</i> <i>-Before School</i>	<ul style="list-style-type: none"> ● Follow staff instructions promptly ● Follow the bus driver's instructions ● Remain seated under the COLA until advised by staff 	<ul style="list-style-type: none"> ● Care for yourself, others, property, and the environment ● Sit down straight away ● Be prompt to your line 	<ul style="list-style-type: none"> ● Talk to someone (Parents/family - Debrief)

Resources

- NSW DET [Behaviour Policy](#)
- NSW DET [Student Behaviour Strategy](#)
- [Conflict Resolution](#)
- [Inclusive Practice](#)
- [Facilitating Conflict Resolution](#)

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.