



Student Behaviour & Wellbeing Support Management Plan

Introduction

Rationale

At Newtown High School of the Performing Arts we strive for excellence in everything we do. Newtown High School of the Performing Arts is a positive, accepting and tolerant community where the values of Excellence, Creativity and Equity are developed in a safe nurturing environment. Everybody has a right to feel safe, to have person/property respected, to learn, be heard and make a positive contribution. We have a diverse and inclusive learning community where students are supported and challenged to develop their talent to the highest level. We strive to build the individual and collective wellbeing of the whole NHSPA community through a learning environment of care and positivity to promote a school culture that is inclusive, safe and secure. The school is committed to the wellbeing and behaviour code expected of all students attending NSW Department of Education schools and the new DoE's Student Behaviour Policy. This plan was created in consultation with students, staff and community in Terms 1 & 2 2024 and reviewed in December 2024. It will be evaluated in Term 4 each year.

Putting our Values into Action:

Achieve **Excellence**

Excellence is about striving for personal bests, for the highest personal achievement in all aspects of schooling and individual and community action, work, and life-long learning.

Inspire **Creativity**

Creativity reflects the ability to use the imagination to develop new and original ideas. We endeavour to inspire creativity within the creative and performing arts as well as across all disciplines. Creativity is about originality, imagining possibilities and linking ideas to problem solve. Creativity is essential for all learning.

Promote **Equity**

Equity is underpinned by respect and kindness. Equity recognises the benefits that individual differences bring to a learning environment.

Aim

At NHSPA we believe that optimal learning occurs when students:

- strive for their personal best
- are engaged, motivated and appropriately challenged in the classroom
- take responsibility for their learning
- are proud of their school and feel a sense of belonging
- understand the school values of excellence, creativity and equity, and their underpinnings of respect, integrity and kindness.
- demonstrate respect for themselves, for others, for property and for the school

Background

This document contains information about the student wellbeing system and behaviour management protocols for the school. Newtown High School of the Performing Arts is a partially selective (in Dance, Drama and Music), co-educational, comprehensive secondary school located on Gadigal Land approximately 5 kms southwest of Sydney. The student population is approximately 1150.

Underpinning Policies and Procedures

The NHSPA Student Behaviour Management Policy is in alignment with these policies:

Aboriginal Education Policy

<https://education.nsw.gov.au/teaching-and-learning/aec/aboriginal-education-in-nsw-public-schools>

Anti-Racism Policy

<https://education.nsw.gov.au/policy-library/policies/pd-2005-0235>

Behaviour Code for Students

<https://education.nsw.gov.au/content/dam/main-education/policy-library/public/implementation-documents/pd-2006-0316-01.pdf>

Bullying: Preventing and Responding to Student Bullying in Schools Policy

<https://education.nsw.gov.au/policy-library/policies/pd-2010-0415>

Child Protection Policy; responding to and reporting students at risk of harm

<https://education.nsw.gov.au/policy-library/policies/pd-2002-0067>

Drugs in Schools Policy

<https://education.nsw.gov.au/policy-library/policies/pd-2002-0040>

eSafety Commission Best Practice Framework for Online Safety Education

<https://www.esafety.gov.au/educators/best-practice-framework>

Mentoring Students Policy

<https://education.nsw.gov.au/policy-library/policies/pd-2005-0115>

NHSPA Anti-Bullying Plan

<https://newtown-h.schools.nsw.gov.au/about-our-school/rules-and-policies.html>

NSW Anti-bullying Website

<https://education.nsw.gov.au/policy-library/policies/pd-2010-0415>

<https://education.nsw.gov.au/schooling/schooling-initiatives/anti-bullying>

School Community Charter

<https://education.nsw.gov.au/schooling/parents-and-carers/going-to-school/school-community-charter>

Student Welfare Policy

<https://education.nsw.gov.au/policy-library/policies/pd-2002-0052>

Student Behaviour Policy

<https://education.nsw.gov.au/policy-library/policies/pd-2006-0316>

The Wellbeing Framework for Schools

<https://education.nsw.gov.au/student-wellbeing/whole-school-approach/wellbeing-framework-for-schools>

Values in NSW public school <https://education.nsw.gov.au/policy-library/policies/pd-2005-0131>

NHSPA Student Behaviour and Support Management Plan

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:

- 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)
- Follow the "Off and Away" mobile phone policy
- 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.

<https://education.nsw.gov.au/content/dam/main-education/policy-library/public/implementation-documents/pd-2006-0316-01.pdf>

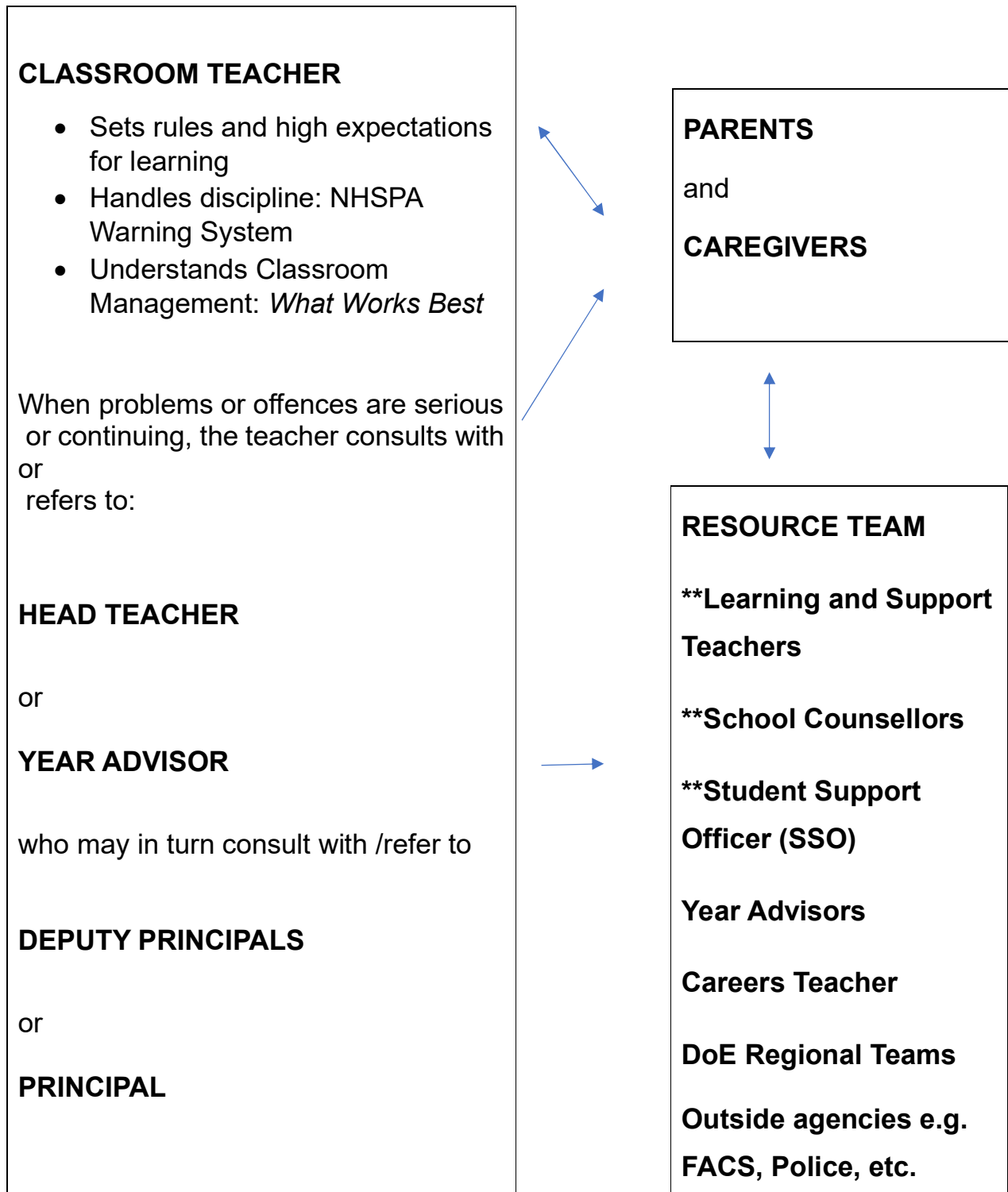
Care Continuum

<https://education.nsw.gov.au/schooling/school-community/attendance-behaviour-and-engagement/behaviour-support-toolkit/support-for-teachers/the-care-continuum>

The care continuum facilitates the implementation of a whole-school, prevention-focused, and positive approach to behaviour support to meet the needs of all students. At NHSPA we aim to positively address individual student behaviour in ways that emphasise both support and repair through a restorative approach. Restorative practice places individual responsibility for inappropriate behaviour in the immediate context of relationships within the school community. The restorative practice model is a whole school teaching and learning approach that encourages behaviour that is supportive and respectful, promoting students to take responsibility for their actions and be aware that there will be consequences for wrong behaviour. A restorative approach focuses on building, maintaining and restoring positive relationships, particularly when incidents that involve interpersonal conflict or wrongdoing occur. Disciplinary consequences centre on 'working with' students making them accountable in an active way. Restorative processes solicit feelings from teachers, parents, students, school staff so that a student can understand the impact of their behaviour. Students must help repair the relationships and take responsibility for the true consequences of their actions.



BEHAVIOUR Management & Support at NHSPA



NHSPA Strategies for Student Behaviour Management

<p>Preventative Strategies</p> <ul style="list-style-type: none"> • Strong teacher/student relationships: <i>Know your students & how they learn</i> • Classroom Management: explicit teaching and modelling of specific skills including behaviour expectations and social skills. • Class based systems of expectations and positive reinforcement. • Consistent teacher expectations, routines, modelling and responses to behaviour. • Differentiated Teaching Strategies • Communication with students and parents around school policies and expectations: assemblies, year meetings, workshops, newsletters, school website, P&C
<ul style="list-style-type: none"> • A restorative approach that focuses on building, maintaining and restoring positive relationships. • Parent/student seminars on the management of substance abuse and social media
<p>Early Intervention</p> <ul style="list-style-type: none"> • Classroom Management, routines and schedules • Communication with parents regarding expectations for respectful and appropriate behaviour • Promote on task behaviour and, where relevant, individual learning plans • Meetings with student (Teacher, Year Advisor, Counsellor, SSO) • Communication with parents & the use of classroom contracts (where relevant) • Monitoring attendance patterns • Explicit teaching and modelling of specific skills including behaviour expectations and social skills • Restorative practice • Peer support and mentoring • Anti-bullying and resilience programs • Other programs, activities to engage such as sport, music, drama and WOMP, external agencies
<ul style="list-style-type: none"> • Engagement with Student Support Officer and School Counsellors
<p>Targeted Interventions</p>
<ul style="list-style-type: none"> • Communication with parent/carer re expectations • Modified individual expectations and rules • Setting individual goals • Monitoring attendance patterns • Classroom contracts • Transition strategies – class to playground, lesson to lesson • Use of SLSO within classroom to support learning or social skill development as required • Time out strategies • School Counsellor and Student Support Officer

- Police Youth Liaison Officers
- External Supports such as Allied Health and related behaviour support services

Individual Intervention for some students:

Students with highly complex and challenging behaviours may need comprehensive systems of support that require regular reviews in consultation with parents, other relevant specialist staff (internal or external to the school), service providers, inter-agency partners, and/or the Delivery Support team.

- Communication with parents/carers by phone and through meetings to ensure strategies to improve behaviour are understood, and where relevant, the use of monitoring cards
- Check-in/check-out system with HT/SSO/DP etc
- Sensory assessment and supports
- Programs to explicitly teach social competence and interpersonal skills, and social-emotional skill development
- Negotiated playground programs
- Attendance Monitoring Program (as required)
- Appropriate supports in place based on strategies recommended by external providers
- Specific programs to teach social skills
- Develop behaviour expectations and plans with appropriate staff
- Integrated student funding supports if relevant

Detention, Reflection and Restorative Practice

- Effective classroom management is important for creating the conditions for learning.
- Data confirms the link between effective classroom management and student performance.
- Effective classroom management minimises and addresses all levels of disengagement and disruptive behaviours. (*What Works Best: evidence-based practices to help improve student performance*)

A **behaviour of concern** is defined as a challenging, complex, or unsafe behaviour that requires more persistent or intensive interventions.

NHSPA aims to clearly communicate high expectations for appropriate behaviour. We recognise that high expectations for behaviour must be established to support quality learning for all students and prevent any “normalising” of unacceptable behaviour. NHSPA uses data collection and record keeping procedures to identify and monitor students who require targeted or individual behaviour support. The below table is an indication of different types and levels of behaviours. The table is intended to set out *some* examples – it is *not* intended to be exhaustive. We want students to take responsibility for their actions, understand that there are rules and boundaries, and be aware that there will be consequences for wrong behaviour. We aim to support all students to maximise their learning potential.

Examples of Level 1 Behaviours	Examples of Level 2 Behaviours	Examples of Level 3 Behaviours
<ul style="list-style-type: none"> • Level 1 behaviours impact the most students and teachers: fostering an environment of high expectations within the classroom and across the school community is essential • Disruptive or disrespectful behaviours • Lack of effort or focus in class • Not following basic instructions, or rudeness to peers/staff <p><u>Some examples include:</u></p> <ul style="list-style-type: none"> • Accidental property damage • Talking • Distracting others in class • Swearing • Disrespectful behaviour • Out of bounds • Littering • Use of mobile phone or technology for non-educational purposes • Persistent lateness to school or class • Repeatedly not wearing correct uniform • Inappropriate behaviour in class • Truancy 	<ul style="list-style-type: none"> • Aggressive behaviours without intention to cause harm • Behaviours disrupting other’s learning • Continued behaviour from level 1 where guided instruction or restorative practice has not been followed <p><u>Some examples include:</u></p> <ul style="list-style-type: none"> • Inappropriate comments • Malpractice (plagiarism) • Bullying behaviours • Repeatedly not following mobile phone policy • Public misconduct travelling to or from school • Swearing/humiliating peer/teacher • Continued persistent truancy/lateness • Continued refusal to follow teacher instructions or school rules • Significant class disruption 	<ul style="list-style-type: none"> • Unsafe behaviours that put self or others at risk • Illegal actions • Continued disobedient or disruptive behaviour from lower levels where guided instruction and restorative practices have not been followed <p><u>Some examples include:</u></p> <ul style="list-style-type: none"> • Possession or use of vapes or other drugs • Sexual misconduct • Continued bullying/or cyberbullying or harassment of peers • Deliberate damage to or theft of property • Physical aggression • Racism

Restorative Questions

Date:

Class:

Period:

Student's name:

Faculty:

Teacher name:

What happened? _____

<ul style="list-style-type: none"><input type="radio"/> Talking<input type="radio"/> Distracting others<input type="radio"/> Swearing/Inappropriate language<input type="radio"/> Uniform<input type="radio"/> Inappropriate use of device	<ul style="list-style-type: none"><input type="radio"/> Unsafe behaviour<input type="radio"/> Not following instructions<input type="radio"/> Chewing gum<input type="radio"/> Lateness<input type="radio"/> Disruptive behaviour in the playground	Other: _____ _____ _____
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Why did you do/say that? What were you thinking of at the time?

What have you thought about since?

How could you have responded differently or handled the situation differently?

Who has been affected by your behaviour? <ul style="list-style-type: none"><input type="radio"/> Myself<input type="radio"/> Other students<input type="radio"/> Teacher	In what way have they been affected? _____ _____
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What are you going to do to modify your behaviour in order to resolve the issue?

Teacher's Signature

Student's Signature

- As per the Student Behavior Management Policy, if a student is placed on a Behaviour Monitoring Contract the student and Teacher/ Head Teacher or Deputy Principal discuss the restorative questions above. The parent/carer will receive a letter and phone call informing them when a student is placed on the contract.
- All actions taken are recorded on the school's Sentral Wellbeing System.



GUIDE FOR REFLECTIVE, ETHICAL DECISION MAKING

1. What unacceptable action did you do or say?

2. Was the action safe?

3. Does this behaviour reflect your character? I.e. Does it make you feel proud of yourself?

4. What would your family think about this?

5. Does your action reflect the values of Newtown High School of the Performing Arts?

6. Now that you have reflected on your action, what have you learned?

Name: _____ Signature: _____



Date: _____


Optional – any further comment?

NHSPA Behaviour Management & *Warning System*

Classroom management is an umbrella term encompassing a broad range of strategies, approaches and actions undertaken by teachers to encourage a safe, positive and stimulating learning environment for their students. (*What Works Best: evidence-based practices: <https://education.nsw.gov.au/about-us/education-data-and-research/cese/publications/research-reports/what-works-best-2020-update>*)

All staff including casual teachers will follow the student behaviour management process.


Level 1 Behaviours	Observing Teacher (classroom/playground/sport/excursions)
	First Warning Issued
	<ul style="list-style-type: none"> Reason for 1st warning explicitly stated.
	Second Warning Issued
	<ul style="list-style-type: none"> Reason for 2nd warning explicitly stated. <p>If a student receives two warnings in two consecutive lessons, student will be placed on a Classroom Contract.</p>
Level 2 Behaviours	<p>If continued:</p> <p style="text-align: center;">Restorative Discussion and Classroom Contract/Letter of Concern</p> <p>Possible Consequences</p> <p>Will be appropriate to the behaviour:</p> <ul style="list-style-type: none"> Student and teacher discuss the restorative questions together and determine a resolution. Parent phone call made and/or Classroom Contract or Letter of Concern generated and sent home to parents/carers outlining the specific issue/s and the agreed resolution strategies to be implemented. Lunchtime detention/s A verbal or written apology to teacher and/or peer Teacher records actions on Sentral and monitors student behaviour over six lessons.
	<p>***If behaviours are repeated, or in increasing seriousness, or further advice/support is needed, the observing teacher escalates to relevant Head Teacher.</p>
	<p>Head Teacher</p> 
	<p>Responsibility</p> <ul style="list-style-type: none"> The relevant Head Teacher has responsibility to manage the behaviour of concern and record actions on Sentral. <p>Actions</p> <ul style="list-style-type: none"> Restorative conversation with the student to explain how this behaviour does not match school expectations or values Mandatory call to parent/carer Letter of concern issued Engagement with Student Support Officer and/or School Counsellor <p>Possible Consequences</p> <p>Will be appropriate to behaviour, e.g.</p> <ul style="list-style-type: none"> Community service i.e. removing graffiti, picking up litter etc. Lunchtime detentions (half lunchtimes) Head Teacher Contract Withdrawal of privileges (in consultation with Deputy Principal) Written apology
	<p>***If behaviours are repeated, or in increasing seriousness, or evident across multiple classes, or further advice/support is needed, the observing teacher escalates to Deputy Principal.</p> 

Level 3 Behaviours	Deputy Principal 
	<p>Responsibility</p> <ul style="list-style-type: none"> The Deputy Principal assigned to the year group has the responsibility to manage the <i>behaviour of concern</i> and record actions on Sentral.
	<p>Actions</p> <ul style="list-style-type: none"> Restorative conversation with the student to explain how the behaviour does not match school expectations DP Contract issued if required Mandatory call with parent or carer Communication with external agencies as required Engagement with Student Support Officer and/or School Counsellor and/or Police Conferencing
	<p>Possible Consequences</p> <p>Will be appropriate to behaviour, e.g.</p> <ul style="list-style-type: none"> Withdrawal of privileges Lunchtime detentions (half lunchtimes) and/or community service Written apology Deputy Principal Contract After School Detention (1 hour, in consultation with Principal) Formal Caution to Suspend (in consultation with Principal) Suspension (in consultation with Principal)

Suspension

Suspension is not intended as a punishment. Suspension is only one strategy within the school's student behaviour management policy. Suspension is the removal of a student from a school for a period of time. Suspension allows time for the school to plan appropriate support for the student to successfully re-engage with learning at school. We only use suspension under certain circumstances and only after first considering all possible alternative behaviour support measures. Suspensions are behaviour management interventions. Principals can use suspension as a behaviour management intervention when *a behaviour or behaviours of concern pose an unacceptable risk to others or to teaching and learning*. When assessing grounds for suspension, principals should consider the diverse learning and wellbeing needs of students, including developmental age, trauma, child protection concerns, cultural considerations, disability and individual needs and circumstances. The purpose of suspension is to allow the school to implement appropriate supports in the absence of the student to mitigate the unacceptable risks to health, safety, learning and wellbeing posed by the student's complex and challenging behaviour.

<https://education.nsw.gov.au/policy-library/policyprocedures/pd-2006-0316/pd-2006-0316-06#2.2>

At NHSPA, we use preventive, restorative, whole-school strategies and practices across the care continuum to support positive behaviour. Our policy enables transparent understanding for the entire community of our procedures to ensure positive school behaviour. The principles of procedural fairness underpin these procedures and are fundamental for implementing the School Behaviour Support and Management Policy. Essential elements of procedural fairness include an individual's right to be heard, to know how issues and decisions will be determined, and to a fair and impartial decision. For privacy reasons, details relevant to the parent/ carer of their child only are disclosed and not detailed information relating to another child. Our policy fosters high standards of behaviour and respect for all members of the NHSPA community. 

Anti-Bullying

<https://newtown-h.schools.nsw.gov.au/about-our-school/rules-and-policies.html>

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.

Newtown High School of the Performing Arts 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. Staff are committed to establishing evidence-based approaches and strategies that promote a positive climate where bullying is less likely to occur.

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.

Students have a responsibility to:

- Follow the DoE **Behaviour Code for Students**: to model respect, safety, and engagement with learning at school.
<https://education.nsw.gov.au/content/dam/main-education/policy-library/public/implementation-documents/pd-2006-0316-01.pdf>
- Use strategies taught through school-based programs to respond appropriately to instances of bullying
- Behave as responsible upstanders to bullying: upstanders are the most powerful participants in bullying incidents. It is imperative that upstanders make it clear to the bully that his/her behaviour is unacceptable, support the target of bullying, and report the bullying incident to a trusted adult
- Behave as responsible digital citizens – this means interacting with others online in a positive and respectful manner, and ensuring that comments, images, videos and other material shared online respect the privacy and reputation of all
- Inform a responsible adult such as parent, teacher, counsellor or Deputy Principal, if you are being bullied OR have seen another student being bullied

All members of the school community have a responsibility to:

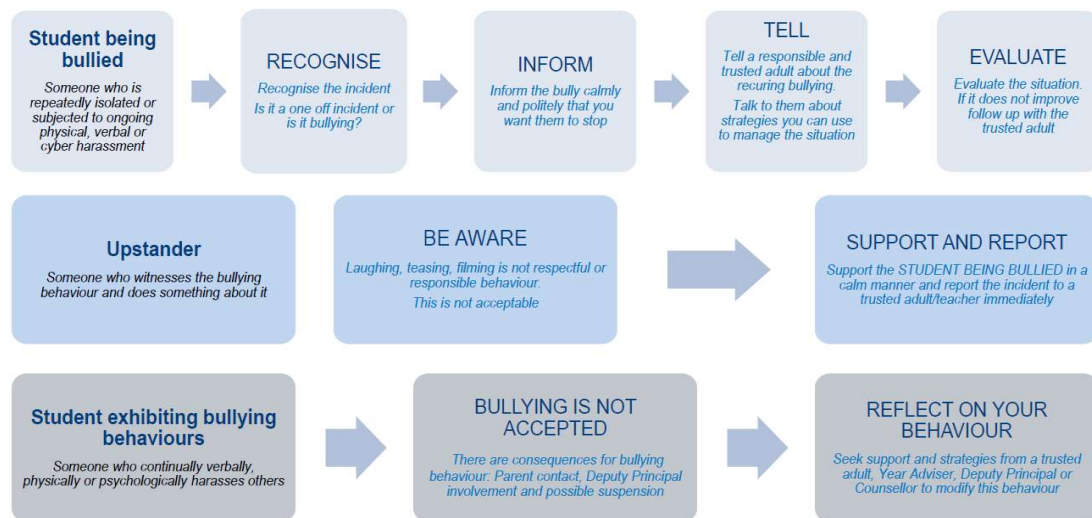
- Model and promote positive relationships that respect and accept individual differences and diversity within the school community and work collaboratively and constructively with the school to resolve any incidents of bullying, in line with the **School Community Charter**:
<https://education.nsw.gov.au/content/dam/main-education/public-schools/going-to-a-public-school/media/documents/school-community-charter.pdf>
- Be empowered with information and resources about the School's Anti Bullying Plan and the Student Behaviour Management Policy and Wellbeing Support Structures (on the NHSPA website)

Examples of practices in which our school engages to promote a positive school culture.

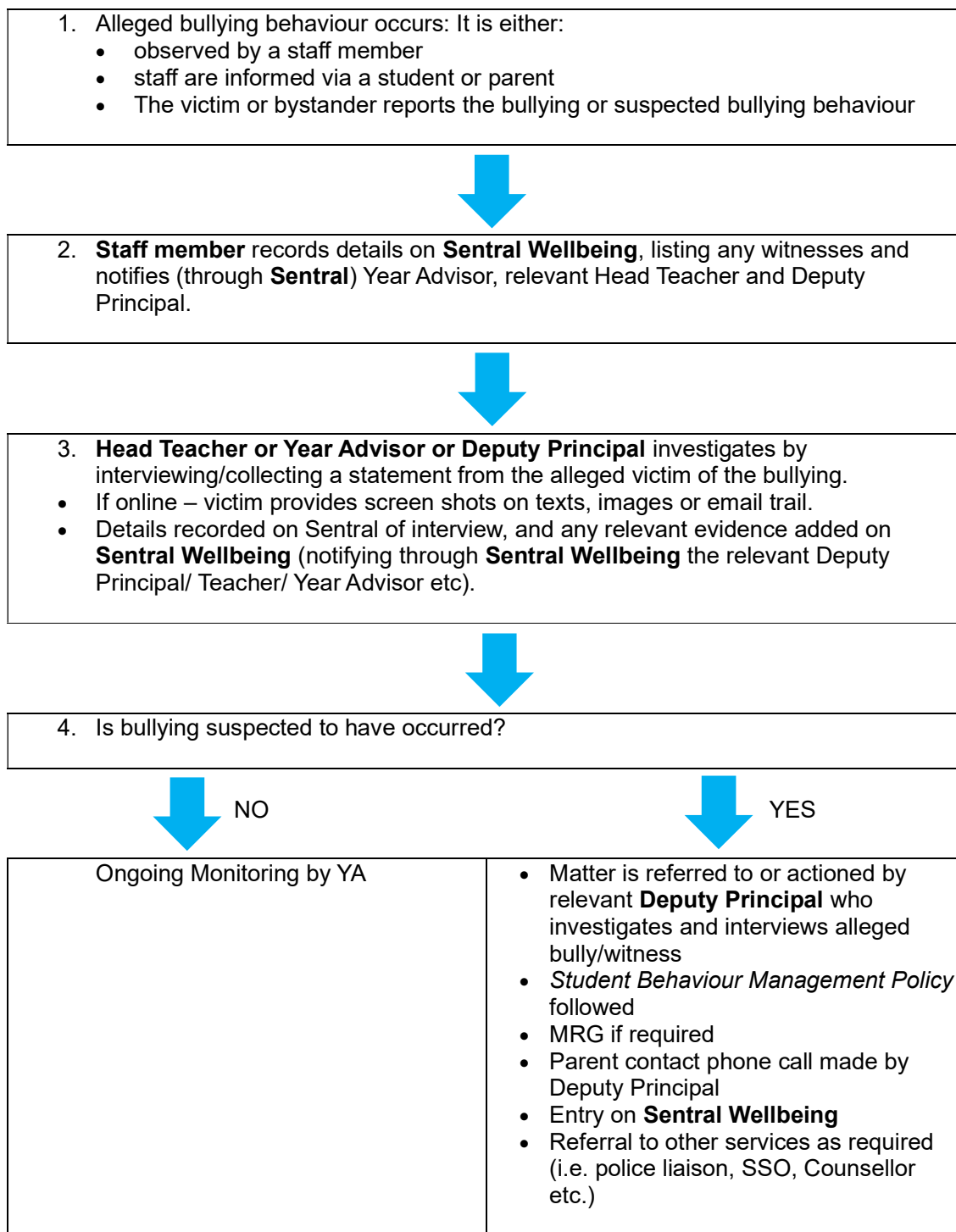
- Year Meetings with Positive Psychology focus – Positive Relationships, Resilience, Meaning & Purpose, Engagement
- Year 9 and 10 Coaching Program
- Peer Support Program
- Year 7 & 11 Transition Programs
- Year 12 Mentoring program
- RAISE mentoring
- Top Blokes mentoring
- Duke of Edinburgh Award scheme
- Positive Psychology Focus Days – Year 7, 8 and 9
- Community Centre Visits
- Presentation Assemblies – All Year groups
- Social, Emotional and Environmental Development (S.E.E.D.) Leadership Program
- Year 8 Digital Citizenship
- Restorative Practice – School-wide
- Year 9 Leadership Camp
- Year 11 Life Ready Camp
- Wellbeing Team comprising: Deputy Principal, Year Advisers, Assistant Year Advisers, school counsellors and student Support Officer
- Learning & Support Program
- Signage in the Classroom to promote school values: Excellence, Creativity and Equity (with explicit communication that equity is underpinned by kindness and respect)
- Performing arts opportunities and extensive enrichment programs to nurture creativity, positive wellbeing, and develop talents and interests in the creative, physical, social-emotional and intellectual domains
- Explicit culture of inclusivity, acceptance and diversity
- Celebrations of achievement through whole school and formal year assemblies

How students should respond to bullying behaviour:

How STUDENTS handle bullying behaviour



NHSPA Procedures for Reporting Bullying Behaviours



Partnerships with Parents and Carers

Parents and carers play an important role in the school community. The *School Community Charter* informs parents and carers on how to positively engage with NSW public schools.

<https://education.nsw.gov.au/content/dam/main-education/public-schools/going-to-a-public-school/media/documents/school-community-charter.pdf>

NHSPA partners with parents/carers to promote high expectations for parent engagement and support for our student behaviour management strategies. We will communicate with our community our expectations for respectful student behaviour through our fortnightly Bulletins, P&C meetings, social media posts, and our website. We promote community and student involvement, and we will proactively build collaborative relationships to create a shared understanding of how to support student learning, safety and wellbeing.

How PARENTS & CARERS can respond to bullying

If your child says they are being bullied:

- listen calmly and get the full story
- Discuss and practise strategies to respond to bullying
- If required, encourage your child to report the incident to their Year Adviser or Counsellor
- Work collaboratively with the school to resolve the incident

If your child is bullying others:

- Talk with your child and explain why bullying is unacceptable
- Consider what else might be happening for your child
- Teach conflict resolution skills
- Discuss the behaviours with the school

If your child has seen bullying:

- Encourage your child to talk about what happened
- Talk about being a supportive upstander
- If your child tells you that the bullying is continuing or increasing, contact the school

NHSPA Anti-Bullying Plan (school website):

https://newtown-h.schools.nsw.gov.au/content/dam/doe/sws/schools/n/newtown-h/download-box/Newtown_HSPA_Anti-bullying_Plan1.pdf

PARENT ADVICE for Cyber Bullying from the eSafety Commissioner

Use parental controls: Parental controls are software tools that allow you to monitor and limit what your child sees and does online.

They can be set up to do things like:

- **Block** your child from accessing specific websites, apps or functions (like using a device's camera, or the ability to buy things).
- **Filter** different kinds of content — such as 'adult' or sexual content, content that may promote self-harm, eating disorders, violence, drugs, gambling, racism and terrorism.
- Allow you to **monitor** your child's use of connected devices, with reports on the sites they visit and the apps they use, how often and for how long.
- Set **time limits**, blocking access after a set time.

If a device or program is shared by multiple members of your family, you should be able change the tool settings to reflect each user's age and skills. For further parental support please see the below links:

<https://www.esafety.gov.au/parents/issues-and-advice/parental-controls>

<https://www.esafety.gov.au/parents/issues-and-advice/cyberbullying>

NSW Department of Education

Behaviour code for students



Information for students and parents or carers

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

In NSW public schools students are expected, to the best of their ability, to:

- show respect to other students, their teachers and school staff and community members
- follow school and class rules and follow the directions of their teachers
- strive for the highest standards in learning
- act in a courteous and respectful way that makes all members of the school community feel valued, included and supported
- resolve conflict respectfully, calmly and fairly
- meet the school's agreed uniform policy or dress code
- attend school every day (unless legally excused)
- respect all property
- be safe and not be violent or bring weapons, illegal drugs, alcohol, vapes, e-cigarettes or tobacco into our schools
- not bully, harass, intimidate, or discriminate against anyone in our schools.

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

All students have a right to:

- safety at school
- access and fully participate in their learning
- be treated with respect by other students, teachers and school staff
- express their views, set goals and self advocate.

The principal and school staff, using their professional judgment, are best placed to maintain discipline and provide safe, supportive and responsive learning environments and apply an appropriate action when students are not meeting these expectations. The department is responsible for the provision of a policy framework and resources such as legal issues bulletins, access to specialist advice, and professional learning to guide principals and their staff in exercising their professional judgment. In this context, the NSW

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Government and the Department of Education will back the authority and judgment of principals and school staff at the local level.

Behaviour code for students: Student actions

Promoting the inclusion, learning, wellbeing, and safety of all students in NSW public schools is a high priority for the Department of Education.

We implement teaching and learning approaches across a range of settings to support the development of skills needed by students to meet our high standards for respectful, safe and engaged behaviour.

To meet the expectations set out above, students in NSW public schools, to the best of their ability, should adhere to the following principles.

Respect

- Treat one another with dignity.
- Communicate and behave courteously.
- Act and work cooperatively with other students, teachers, and school staff.
- Develop positive and respectful relationships.
- Value the interests, ability and culture of others.
- Respect the learning needs of other students.
- Dress appropriately by wearing the agreed school uniform or dress code.
- Take care with school property and the property of staff and other students.

Safety

- Model and follow school and class rules and expectations around behaviour and conduct.
- Negotiate and resolve conflict.
- Be aware of and take responsibility for how their behaviour and actions impact others.
- Care for self and others.
- Be safe and help others to make safe choices that do not hurt themselves or others.

Engagement

- Arrive at school and class on time.
- Be prepared for every lesson.
- Actively participate in learning.
- Aspire and strive to achieve the highest standards of learning.