



## Student Behaviour Procedures

### RATIONALE:

The NSW Department of Education is committed to creating engaging and effective classrooms, and inclusive and safe school communities for all NSW public school students. Students and staff have the right and responsibility to engage in positive and respectful relationships based on valuing the interests, abilities and diversity of others. All students and staff have the right to be treated fairly and with dignity in an environment free from intimidation, harassment, victimisation, discrimination and continued disruption. All students and staff have a right not to be subjected to racism or discrimination, including that based on sex, race, religion, disability, sexual orientation or gender identity. Merimbula Public School has developed school discipline procedures in line with the Department's *behaviour Policy and Procedures*, in consultation with school community members, in order to ensure:

- the welfare and safety of all students;
- a climate of respect is maintained;
- the school and its programs are inclusive; *and that*
- children are safe, secure and free from bullying, harassment, victimisation, intimidation racism and discrimination.
- Supporting and enabling positive student behaviour is essential for quality learning, as well as for the wellbeing and safety of all the students and staff. Inclusive practice must be embedded in all aspects of school life and be supported by school culture and everyday practice.

### AIMS:

The aim of our MPS procedures is to ensure students are able to participate in a safe, secure, quality learning environment where they can fully participate and are treated equitably and with dignity and respect; and staff create inclusive, engaging and respectful school environments, implementing behavioural interventions where necessary.

### SPECIAL NOTES:

There are four main components to these Student Discipline Procedures. They include: 1. The Merimbula Public School Values Matrix; 2. Strategies and practices to promote positive student behaviours; 3. Strategies and practices to recognise and reinforce student achievement; *and* 4. Strategies and practices to manage inappropriate student behaviour.

These procedures are consistent with legislation and reflect government and departmental policy, including the Behaviour Code for Students. They incorporate the principles of procedural fairness.

[Student Behaviour Policy](#)  
[Behaviour code for Students](#)

### PROCESS:

Students who do not adhere to the Department's Behaviour Code for Students, the Student Behaviour Procedures and Student Behaviour Policy will participate in reflection activities with a teacher. They will also receive major or minor behaviour notifications. Minor notifications are recorded internally and reported to parents upon a child receiving ten, or fewer than ten in a short period of time or for the same inappropriate behaviour. Major notifications are recorded and reported to parents as soon as practicable (usually within 24 hours) via a telephone call, discussion or in writing. The classroom teacher, or in their absence the Stage Leader, initiates the communication. Major notifications are reported to class teachers as soon as possible, to support improvement. RFF Teachers, Executive Staff, the Learning Assistance and Support Teacher, OSHC educators (where applicable) and Counsellor are notified within 24 hours, or as soon as practicable.

Students who receive 3 notifications within a 50-school-day period are placed on behaviour monitoring and will receive a Formal Suspension Caution (via a conference with the student and written notification to the parent). *This may alter in the case of a student having an individual Behaviour Support Plan.* (\*Please note: Repeated dress code violation will not result in behaviour monitoring, suspension, expulsion or time out, but may restrict the child from taking part in offsite/representative activities in align with the school's *School Uniform Protocol* ).

Behaviour monitoring is one week for students in Kindergarten to Year 2, and support class students, and two weeks for students in Years 3 – 6. Students will be monitored and supported in reaching behaviour targets relating to the reasons they were placed on monitoring in the first instance. Behaviour Monitoring may continue for an additional week if goals are not met. Students being monitored are required to check-in with the Learning Assistance and Support Teacher (LAST), or delegate, each morning and afternoon, to encourage and support the positive behaviours that are expected of the student. They must also present to the 'Chill Out Room' for check-in/reflection on arrival to school. Students on behaviour monitoring are unable to fill representative positions, leadership positions, represent the school, attend out-of-school-hours events, excursions or off-site activities. They may also be required to stay within certain play areas whilst being monitored.

Students who continue to receive behaviour notifications during the monitoring period, may be suspended. In some cases, students may be suspended after receiving fewer than 3 notifications, for more serious actions, in accord with the Department's Student Behaviour Policy and Student Behaviour Procedures (*see our web site for details*).

Suspension can be used when students' behaviours of concern: causes *actual harm* to a person; poses an unacceptable risk to health and safety, learning, and/or the wellbeing of any person, including where such a risk is posed by: 1. A students' continuing, consistent, unproductive and disruptive behaviour that results in a detrimental impact on the educational interests of other students; 2. A students behaviour causes damage to or the destruction or loss of property; 3. Actual harm or unacceptable risk to health, safety, learning and/or the wellbeing of any person occurs and may include the student exhibiting the behaviour/s of concern; 4. Behaviours of concern could include physical violence and, verbal abuse or psychological abuse, other examples may include: bullying, cyberbullying/misuse of technology, drugs in schools, weapons and knives in schools, assault, racism or discrimination, including that based on sex, race, religion, disability or sexual/gender orientation.

Maximum days for suspension are: Kindergarten to Year 2 – 5 days; and Years 3 to 12 – 10 days. Maximum suspension days within a calendar year are 30 days for K-2 and 45 days for Years 3 – 12. In addition, Director of Educational Leadership approval is required if any student is to be suspended more than three times in a calendar year, or for more than 30 days within a calendar year.

Students who have been suspended will re- start/commence Behaviour Monitoring (see durations above) on their return to school. Suspended students will not be able to fill representative positions, leadership positions, represent the school, attend out- of-school-hours events, excursions or off-site activities for 50 school days. *This may alter at the Principal's discretion, and will be noted within a students' individual Behaviour Support Plan.*

Students who have a Behaviour Support Plan, and students who are not on Behaviour Monitoring, will still lose the privilege of attending out of school hours events, excursions and off-site activities if they have been physically violent or have absconded within the previous week, or if they pose an unacceptable risk to health and safety, learning, and/or the wellbeing of any person, including themselves.

Students who come off monitoring may return to being monitored should they receive an additional major notification for the same reason(s) within 50 schooldays.

A suspension may be extended should factors mitigating risk not be resolved, to avoid a subsequent suspension being required. Director of Educational Leadership and Principal approval will be required to expel a student under the new policy and procedures. The timeframe to finalise expulsion is 15 days.

#### **Notifications:**

Minor inappropriate behaviours that would result in support/notification include:

- Repeated dress code violation
- Being late to class
- Fractional truancy
- Mild disruption
- Non-compliance
- Inappropriate language
- Physical contact
- Cheating/plagiarism
- Property misuse

Major inappropriate behaviours that would result in a notification include:

- Disruption
- Defiance
- Absconding
- Abusive language
- Physical aggression
- Forgery or theft
- Property damage
- Criminal behaviour

#### **RESPONSIBILITIES OF THE PRINCIPAL:**

The Principal will:

1. *lead and oversee school staff compliance with Department policy, that reflects a strategic, integrated, whole-school approach to implementing the Department's **Behaviour Policy**;*
2. *access advice from Directors, Educational Leadership and Delivery Support teams as needed to support policy implementation;*
3. *promote, model and embed positive, inclusive, respectful and culturally responsive practices in school;*
4. *develop a [School Behaviour Support and Management Plan](#) in consultation with the school community for implementation and monitoring;*

5. *provide a copy of the School Behaviour Support and Management Plan to their Directors, Educational Leadership and upload the plan onto the school's public website;*
6. *review the School Behaviour Support and Management Plan annually, and with school community input at the start of each new School Planning Cycle (or earlier as needed) in line with implementation of the school [Strategic Improvement Plan](#);*
7. *prioritise the continuity of teaching and learning;*
8. *participate in professional learning for school leaders annually developed and delivered by the NSW Department of Education;*
9. *identify and support the professional learning needs for school staff developed and delivered by the NSW Department of Education;*
10. *oversee the development and capacity of teachers to plan and implement a curriculum and pedagogy that supports positive behaviour of students at each level of the [care continuum](#) and ensures continuity of teaching and learning;*
11. *where a student's behaviour presents a risk to themselves, other students or staff, or student learning, ensure that all appropriate steps are taken to assess the risk and develop strategies to minimise it, consistent with departmental policies and procedures;*
12. *proactively manage student behaviour by accessing school and system supports as early as possible;*
13. *ensure that all behaviour management actions, including suspension or expulsion from school, are consistent with the [Student Behaviour Procedures](#);*
14. *monitor school-level data to evaluate progress in behaviour management, including suspensions and expulsions;*
15. *ensure that implementation of this policy at their school is consistent with obligations to ensure a safe and healthy working and learning environment under the [Work Health and Safety \(WHS\) policy](#);*
16. *ensure students, parents and carers can access appropriate complaint processes and that complaints relating to student behaviour are handled promptly, in line with the [Complaints Handling policy](#);*
17. *ensure students, parents and carers can access appropriate complaint processes and that complaints relating to student behaviour are handled promptly, in line with [Compliments and Complaints Procedures](#);*
18. *implement and embed systems at their school that retain and report on records of formal action taken in relation to the implementation of this policy and its supporting procedures and implementation documents.*

#### **RESPONSIBILITIES OF STAFF:**

All staff will work collaboratively with students, parents and carers, service providers and the community to promote and manage positive, inclusive and safe student behaviour and use effective practices and evidence-informed strategies consistent with the School Behaviour Support and Management Plan to:

- explicitly teach all students about inclusive, respectful and safe behaviours in line with developmentally appropriate curriculum, and the core values of the school setting;
- provide early, visible, consistent and planned responses to behaviours of concern to foster trust and confidence between the school, student and parent or carer and ensure continuity of teaching and learning;
- support the participation and inclusion of all students, and be responsive to individual students' needs; and
- make reasonable adjustments to support the inclusion of students with disability.

Staff will also:

1. *support school leaders in implementing this policy;*
2. *be supported to implement this policy;*
3. *support the development and implementation of the [School Behaviour Support and Management Plan](#) to enhance student learning and wellbeing;*
4. *model and promote behaviour that values diversity, demonstrates respect for and inclusion of all students, and promotes a positive school climate;*
5. *participate in professional learning to progress skill development, knowledge and confidence and provide purposeful and personalised responses to behaviours of concern; and*
6. *will ensure that they comply with their obligations under the [Work Health and Safety \(WHS\) policy](#).*

## RESPONSIBILITIES OF THE SCHOOL LEARNING AND SUPPORT TEAM:

The School Learning and Support Team will:

1. support the principal and school staff to develop, implement, monitor and review the School Behaviour Support and Management Plan;
2. provide support for all students requiring additional and targeted learning, wellbeing and behavioural supports across the care continuum, considering any specific needs of individual students;
3. develop, implement, monitor and review individual student support planning;
4. evaluate, analyse and monitor student learning, wellbeing and behavioural data, and communicate relevant student information to teachers for better classroom support; and
5. organise and/or provide professional learning on behaviour support and management topics.

## RESPONSIBILITIES OF STUDENTS:

Students are expected to follow the Department's *Student Behaviour Code*, the school's *Behaviour Procedures*, *Anti-Bullying Plan* and related school rules.

They are also expected to comply with staff directions regarding discipline and appropriate school behaviour, whether that be: in the classroom; on the playground; off-site in an outdoor learning environment, on excursions, at sporting or representative events, supervised activities outside of the school grounds; and when on route to/from school. They are also expected to maintain appropriate behaviour when online, in their interactions with and about others.

Students will show respect for teachers, fellow students, other staff and school visitors and not engage in any form of harassment, victimisation, intimidation, racism or discrimination.



## RESPONSIBILITIES OF PARENTS/CAREGIVERS:

Parents/Caregivers are expected to:

1. work in partnership with the school, service providers and the wider school community to support their child's behavioural development and successful engagement in learning as consistent with the School Community Charter;
2. understand the Behaviour Code for Students and the importance of maintaining high standards of behaviour to create a positive, safe, inclusive and respectful school environment;
3. support the school to implement the School Behaviour Support and Management Plan; and
4. proactively engage with the school to resolve concerns around behaviour when incidents occur, including discussing issues as soon as possible, in accordance with the School Behaviour Support and Management Plan.

## EVALUATION:

This policy will be evaluated annually in consultation with staff, students, the P&C and school community. *Implemented: 2009; Current update: November 26, 2023 in accord with the new Department of Education [Student Behaviour Policy](#) (Implementation date 8/5/2022); [Student Behaviour Procedures](#) (effective October 10, 2022); [Inclusive, Engaging and Respectful Schools Package](#); [Behaviour Code for Students](#); and [School Community Charter](#).*



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