

Casula Public School Behaviour Code and Level System



Casula Public School is committed to providing an inclusive, proactive, prevention focused approach to behaviour where all students receive behaviour support appropriate to their needs. We explicitly teach and model the behaviours we value in our students in a safe, supportive and responsive learning environment.

All students have the right to be treated fairly and with dignity in an environment free from disruption, intimidation, harassment, victimisation and discrimination. To achieve this, the Casula Public School Behaviour Code incorporates comprehensive and inclusive strategies that create an environment with clearly defined behavioural expectations.

When parents enrol their children at Casula Public School they enter into a partnership with the school. This partnership is based on a shared commitment to provide opportunities for students to take responsibility for their actions and to have a greater say in the nature and content of their learning. Collaboration between school, students and parent(s) or carer(s) is an important feature of the behaviour code.

Casula Public School has an early, targeted and individual intervention levelled system that was introduced to address students displaying negative behaviours both in the classroom and the playground. This system will be implemented in the following manner:

Level 1 – Students will be given the opportunity to reflect upon their behaviour choices and provided with support and guidance in the learning and practice of expected behaviours.

Level 2- School and parents/carers work together to determine a more positive direction for the student.

Level 3 – School and parents/carers work together to determine a more positive direction for the student.

Caution of Suspension

Suspension



Level One (Warning Level)- Managed by Classroom Teachers

Reasons For Being Placed On This Level	Consequences For Being On This Level
<p>Incidents of negative behaviours may include:</p> <ul style="list-style-type: none"> • Acting or playing in a manner that is dangerous to oneself and/or others. • Being in areas that may place oneself and/or others in danger. • Bringing unsafe/ inappropriate objects to school. • Impolite manners and not considering the rights and needs of others. • Inappropriate language. • Failing to follow teacher instructions. • Disruptive behaviour. • Rough play without intent to hurt 	<ol style="list-style-type: none"> 1. Teachers will speak to the student about the behaviour choices he/she has made and the impact of those choices. 2. Students will be supported in making more appropriate behaviour choices and practicing expected behaviours. 3. Teachers will reinforce school behaviour expectations and explain to the student what will happen if these expectations are not met. 4. Teachers will record the incident on SENTRAL. 5. Note is sent home to parent / carer informing them of their child's placement on Level One, the reasons why they have been placed on this level and how the student can work towards meeting school behaviour expectations. Teachers contact parents by phone prior to sending home a letter. 6. Student remains on Level One for five (5) school days. Students are expected to demonstrate positive behaviour choices during this time reflecting expected school behaviours. <p>Lack of noticeable improvement in expected school behaviours or continued student misconduct can lead to progression to Level Two.</p>

NOTE: These are only an example of behaviours that can result in children being placed on Level One and are by no means exhaustive. Each incident will be assessed individually and the appropriate behaviour level determined.

Level Two- Managed by Executive	
Reasons For Being Placed On This Level	Consequences For Being On This Level
<p>Incidents of negative behaviours may include:</p> <ul style="list-style-type: none"> ● Repeated breaches of Level One behaviours ● Initiating or encouraging a fight. ● Intentional bullying and/or taunting of others. ● Stealing. ● Damage to school or other students' property. ● Absconding from the classroom ● Inappropriate use of technology 	<ol style="list-style-type: none"> 1. School executive will inform student's parents of the placement of their child on Level Two and the reasons for this placement. 2. Students will be placed on three (3) days of full recess time reflection. Students will take part in reflective practices during these sessions designed to develop a positive behaviour plan that reflects the school behaviour expectations. 3. Students may lose the opportunity to attend excursions or represent the school whilst on Level Two. 4. Students will remain on Level Two for five (5) school days. <p>Lack of noticeable improvement in expected school behaviours or continued student misconduct can lead to progression to Level Three.</p>

NOTE: These are only an example of behaviours that can result in children being placed on Level Two and are by no means exhaustive. Each incident will be assessed individually and the appropriate behaviour level determined.

Level Three - Managed by Executive	
Reasons For Being Placed On This Level	Consequences For Being On This Level
<p>Incidents of negative behaviours may include:</p> <ul style="list-style-type: none"> • Repeated breaches of Level Two behaviours • Aggressive, violent and dangerous behaviour towards staff, students and community members. • Vandalism. • Serious threatening of another student • Swearing at a teacher – a direct verbal assault. 	<ol style="list-style-type: none"> 1. Student's parents will be contacted by the school executive. 2. Students will be placed on five (5) days of full recess time reflection. During these reflective sessions students will be supported in the development of a positive behaviour plan that reflects the school behaviour expectations. 3. Students will lose the opportunity to attend excursions or represent the school whilst on Level Three. 4. Daily behaviour monitoring sheets will be completed to monitor behaviour choices whilst on Level Three. Where there has been a noticeable increase in the practice of expected school behaviours students will be removed from Level Three. <p>Lack of noticeable improvement in expected school behaviours or continued student misconduct can lead to progression to Level Four.</p>

NOTE: These are only an example of behaviours that can result in children being placed on Level Three and are by no means exhaustive. Each incident will be assessed individually and the appropriate behaviour level determined.

Formal Caution of Suspension

Reasons For Being Placed On This Level	Consequences For Being On This Level
<p>Incidents of negative behaviours may include:</p> <ul style="list-style-type: none">● Repeated breaches of Level Three behaviours● Is in possession of a suspected illegal drug.● Is in possession of a prohibited weapon● Is violent or threatens serious physical violence.● Engages in criminal activity related to the school.● Extreme vandalism.● Absconding from school grounds.● Smoking on school grounds.	<p>The Principal will:</p> <ol style="list-style-type: none">1. Contact parent/carer and a meeting may be arranged to inform them of the formal caution and encourage a partnership in the process of engaging support of their child's learning.2. Students will be placed on five (5) days of full recess time reflection. During these reflective sessions students will be supported in the development of a positive behaviour plan that reflects the school behaviour expectations.3. Students will remain on Formal Caution of Suspension for the specified behaviour for up to 50 days.4. The student is referred to the Learning and Support Team ongoing incidents involving behaviour.5. Students will lose the opportunity to attend excursions or represent the school for the 5 days after being placed on this level.. <p>Lack of noticeable improvement in expected school behaviours or continued student misconduct can lead to progression to Suspension.</p>

Suspension

Reasons For Being Placed On This Level	Consequences For Being On This Level
<p>Incidents of negative behaviours may include:</p> <ul style="list-style-type: none"> ● Repeated breaches of Level Three behaviours ● Continued/persistent disobedience and/or disruptive behaviour ● Malicious damage to or theft of property ● Verbal abuse ● Bullying and cyberbullying ● Misuse of technology ● Discrimination, including that based on sex, race, religion, disability, sexual orientation or gender identity. <p>Due to the immediate and/or significant risk of harm to students or staff an immediate suspension will be considered for any student who engages in serious behaviour or behaviours of concern that could include but are not limited to:</p> <ul style="list-style-type: none"> ● being in possession of, uses or supplies tobacco, vaping devices, alcohol and e-cigarettes ● being in possession of, uses or supplies a suspected illegal/restricted substance ● being in possession of, or using weapons including knives (excluding Kirpans, in line with guidance set out in Legal Issues Bulletin 22 – Knives in schools) and firearms ● using an implement as a weapon ● seriously threatening or engaging in physically violent behaviour ● engaging in serious criminal behaviour related to the school ● engaging in sexual harassment, sexual assault or other sexualised behaviour that may pose a risk of or has caused physical, psychological or emotional harm to others. 	<p>The Principal will:</p> <ol style="list-style-type: none"> 1. Contact parent/carer and provide them with an opportunity to meet with the school. Written confirmation will be provided detailing the reasons and duration of the suspension. <p>The duration of suspension can be:</p> <ul style="list-style-type: none"> ● up to 5 consecutive school days for students in Kindergarten to Year 2 ● up to 10 consecutive school days for students in Year 3 to Year 6 <p>Resolution</p> <ol style="list-style-type: none"> 2. A suspension resolution meeting will be held prior to the student being allowed to return to school. Where necessary, a risk management plan will be developed prior to the students commencing back at school. 3. If no resolution is possible, a further suspension may be imposed and the matter referred to the Director Public Schools. 4. In the case of issues involving violence and weapons, all issues must be satisfactorily resolved to the satisfaction of the school, prior to a student being returned to school. 5. The student is referred to the Learning and Support Team and School Counsellor, if required.