

School Behaviour Support and Management Plan – Denham Court Public School

Overview

Our school vision: Empowering our diverse school community with the knowledge, values, and skills to succeed through choice, collaboration and innovation in an ever-changing world.

Our school vision was developed by the staff in consultation with the Parents & Citizens Association and the Student Leadership team of Denham Court Public School. This vision underpins all the school's values and utilising the principles of Choice Theory.

The principles of Choice Theory underpin the school's behaviour plans and procedures. This philosophy is about creating the conditions for each student to progress towards responsible self-management and success, whilst learning about how and why people behave the way they do.

Choice Theory – our psychological base

Choice Theory explains why and how we make choices that determine the course of our lives. Understanding human behaviour at this level gives us the tools to be happy people and build the life we want to live.

Choice Theory states:

- The only person's behaviour I can control is my own (trying to control others ruins the relationships I need)
- Behaviour is always purposeful and chosen (and is our best attempt at the time to satisfy our Basic Needs)
- I choose everything I do (and practically all I think). My emotions and physiology are a direct result of those choices
- We are internally driven by our genes to satisfy our Basic Needs (Survival, Love & Belonging, Power, Freedom, Fun & Enjoyment)
- I can change what I'm doing and thinking if it isn't getting me what I need
- Each person is responsible for their own behaviour
- Many long-lasting psychological problems are relationship problems

How We Use This Information

Choice Theory underpins everything we do at Denham Court Public School. Quality relationships are our focus.

Helping our learners understand how and why they behave and how they can take more effective control of their lives is part of every class, every day.

Some of the ways we do this are:

- Many staff are trained in Choice Theory, Reality Therapy and Lead Management
- Implementing our whole-school social and emotional literacy curriculum, with explicit lessons and experiences taught across all year levels enabling children to lead more effective lives
- Helping our learners to identify and balance their Basic Needs
- Helping our learners to grow from requiring co-management involving adults to being responsibly self-managed
- Continually evaluating our practices by asking, 'Is what we are doing helping us achieve our core values
- Providing a continuum of support for all who need it.

Partnership with parents and carers

Our partnership with parents and carers is essential in supporting the positive development of behaviour for our students. Refer to Appendix 1 for further details.

School-wide expectations

Denham Court Public School has developed a set of school-wide expectations that are explicitly taught during class lessons (weekly) and reinforced during weekly whole-school communication assemblies. Refer to Appendix 6.

Behaviour Code for Students (Appendix 4)

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.

The Behaviour Code for Students can be found at <https://education.nsw.gov.au/policy-library/policyprocedures/pd-2006-0316/pd-2006-0316-01>. This document translated into multiple languages is available here: [Behaviour code for students](#).

Whole school approach across the care continuum

Our school embeds student wellbeing and positive behaviour approaches and strategies in practices across the care continuum to promote positive behaviour and respond to behaviours of concern, including bullying and cyber-bullying behaviour.

These approaches and strategies are built on a foundation of evidence-based effective classroom practices that set the tone for engagement with learning and respectful relationships. (Refer to Appendix 1)

Prevention	Early Intervention	Targeted	Individual
Professional learning Opportunities for professional sharing between staff Student voice Wellbeing Framework for Schools Strategies, interventions and programs that explicitly teach the identified skills needed and/or increase enabling conditions for positive behaviour	Relevant prevention strategies, in addition to: Strategies and interventions that reduce or remove triggers for behaviours of concern, explicitly teach replacement behaviours and/or address contributing factors Consultation with parents and carer groups	Relevant prevention and early intervention strategies, in addition to: Individual student planning Learning and support team processes, systems and staff SMART goals – includes a date for review Engagement with Team Around a School	Relevant prevention, early intervention and targeted strategies, in addition to: Review and modification of individual student planning Matching strategies and interventions to the function of the student's behaviour NCCD adjustments

Planned responses to positive appropriate behaviour, inappropriate behaviour and behaviours of concern, including bullying and cyber-bullying

Identifying behaviour of concern, including bullying and cyberbullying

A behaviour of concern is challenging, complex or unsafe behaviour that requires more persistent and intensive interventions. A behaviour of concern does not include low-level inappropriate or developmentally appropriate behaviour. Bullying behaviour involves the intentional misuse of power in a relationship, is ongoing and repeated and involves behaviour that can cause harm. See Appendix 1.

Our staff will identify inappropriate behaviour and behaviours of concern, including bullying and cyber-bullying through a range of channels, for example:

- directly observing a student's behaviours, interactions, verbal communications, or work produced (such as written materials, performances or artworks)
- a person disclosing information that is not previously known, either because it is new information or because it has been kept a secret
- concerns raised by a parent, community member or agency.

Students or parents can report bullying to any staff member. NSW public school principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds, including cyberbullying. Students who have been bullied will be offered appropriate support, individualised to the needs of each student.

Responses to all behaviours of concern apply to student behaviour that occurs:

- at school
- on the way to and from school
- on school-endorsed activities that are off-site
- outside school hours and off school premises where there is a clear and close connection between the school and students' conduct
- when using social media, mobile devices and/or other technology involving another student or staff member.

Preventing and responding to behaviours of concern (See Appendix 1)

Planned responses to behaviour that does not meet school expectations are either teacher or executive managed. Staff use their professional judgement in deciding whether a behaviour is teacher managed or executive managed. They should consider whether the behaviour poses a risk to the safety or wellbeing of the student or others.

- **Teacher managed** – low level inappropriate behaviour is managed by teachers in the classroom and the playground.
- **Executive managed** – behaviour of concern is managed by school executive.
- Corrective responses are recorded on Behaviour / wellbeing system (Hero).

The school uses logical consequences and include the following examples:

Classroom	Non-classroom setting
<ul style="list-style-type: none">• expectation reminder• re-direct• offer choice• error correction• prompts• reteach• seat change• stay in at break to discuss/ complete work• conference• reflection and restorative practices• communication with parent/carer.	<ul style="list-style-type: none">• expectation reminder• re-direct• offer choice• error correction• prompts• reteach• play or playground re-direction• walk with teacher• reflection and restorative practices• communication with parent/carer.

Denham Court Public School staff model, explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations.

The use of verbal and non-verbal specific positive feedback is the most powerful way to:

- help adults and learners to focus on positive social behaviour
- increase the likelihood that students will use the expected behaviours and skills in the future
- decrease unexpected behaviour and reduce the need for corrective responses
- enhance self-esteem and build an internal focus of control.

Responses to serious behaviours of concern

- The NSW Department of Education [Student Behaviour policy](#) and [Suspension and Expulsion procedures](#) apply to all NSW public schools.

Reporting and recording behaviours of concern

Staff will comply with reporting and responding processes outlined in the:

- [Incident Notification and Response procedure](#)
- [Student Behaviour policy](#) and [Suspension and Expulsion procedures](#).

Review dates

Last review date: February 2025

(Appendix 1)

Denham Court Public School – Student Behaviour Support and Management Plan

(January 2025)

	SITUATION A (not in effective control)	WHOLE SCHOOL PRACTICES	SITUATION B (effective and response-able control)
CLASSROOM TEACHER	<ul style="list-style-type: none"> Allow Regulation and processing time (link patterned and repeated process link) Reality Therapy: reframe/self-evaluative questioning <ul style="list-style-type: none"> Use connecting conversation and Reality Therapy Questions (<i>Appendix 2/3</i>) Debrief using the Total Behaviour Car scaffold (<i>Appendix 3</i>) and plan for 'next time' Logical consequences provided to students and restorative practices engaged as necessary Log on Hero, record and include logical consequence details / follow up provided 	<ul style="list-style-type: none"> DOE Behaviour Code for students (<i>Appendix 4</i>) Project Based Learning Focus T.1 - across the whole school (incl. the following): <ul style="list-style-type: none"> establish My Job/Your Job charts set hub/class expectations (internal control) 5 Basic Needs (<i>Appendix 5</i>) how the brain works explore Total Behaviour and create generic classroom examples create individual Total Behaviour plans with identified students Zones of Regulation Check In 	<ul style="list-style-type: none"> Recognise effective and response-able choices and help students self-evaluate these Recognise and celebrate success – co and self-identified based on dominant need Model (role play) effective Total Behaviour to get wants/needs satisfied Conduct end of week recognition meeting (class or hub). 'What did I / we do well this week?' Think / pair / share.
COLLABORATION	<p>If ineffective control continues class teacher coordinates a collaboration between teacher and parents / teacher and supervisor / teacher and student. It is possible for all to be involved. Each collaboration is dependent on the situation and the student.</p> <ul style="list-style-type: none"> Individual Plan is developed as a part of this collaboration 	<ul style="list-style-type: none"> PL for Staff – refresher sessions Choice Theory / Reality Therapy Templates & Forms Connecting and disconnecting habits and conversation charts in all learning spaces (<i>Appendix 6</i>) Needs profiling/identification completed Scope and sequence of knowledge and skills via PD/H/PE syllabus 	<ul style="list-style-type: none"> Collaborate between classroom teacher / students / parents regarding suitable ways to recognise successful choices and achievements (school example) Share celebration posts on Hero for families (student and / or teacher made and instigated) Learner Disposition Badges on Hero (Launching 2025)

EXECUTIVE (any available)	<p>If ineffective self-control continues and CRT / Collaboration interventions are unsuccessful, call for/refer to executive where the following may be implemented (case by case):</p> <ul style="list-style-type: none"> ➤ Reality Therapy follow up – connecting conversation; Total Behaviour plan ➤ Referral to Learning & Support Team, seeking external support ➤ Suspension Process – NSW DoE https://shorturl.at/Hgelt 	<ul style="list-style-type: none"> • K-6 Playground Expectations Introduced annually and reviewed each Term (<i>Appendix 6</i>) • HERO – record and observe behaviour and follow up • Learner Dispositions (Launching 2025) 	
Additional Resources	<ul style="list-style-type: none"> • Anti bullying plan (see DCPS website) • Bullying Response Flowchart – <i>Appendix 7</i>. 	<p>DOE Policy & Procedures Links</p> <ul style="list-style-type: none"> • Information on Restrictive Practices https://shorturl.at/8W5EL • Student Behaviour Policy (NSW DoE) https://shorturl.at/AM9lj 	<ul style="list-style-type: none"> • DCPS Communication Procedures – <i>Appendix 8</i>

Appendix 2 – Connecting Conversations & Reality Therapy



Appendix 3 – Total Behaviour Car

Coaching Total Behaviour



- What has happened?
- What did you do?
- When you did that, what were you thinking?
- And when you were thinking that, what was the feeling/emotion?
- Can you tell me where you felt that in your body?
- Is there something you could do or think that would help you to be more in control?

Connecting VS Disconnecting Habits

* Supporting	# Criticising
* Encouraging	# Blaming
* Listening	# Complaining
* Accepting	# Nagging
* Trusting	# Threatening
* Respecting	# Punishing
* Negotiating differences	# Bribing or rewarding to control

Appendix 4 – Behaviour Code (source – DoE)

DCPS – Behaviour Code for Students



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



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
- 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.

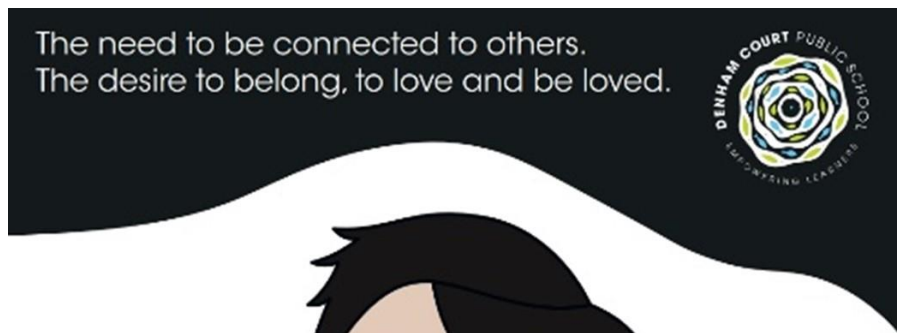
Appendix 5 – The 5 Basic Needs



FREEDOM



FUN



LOVE & BELONGING




POWER

What you need to sustain life, as well
as a sense of safety and security.



SURVIVAL

Appendix 6 – Whole School Expectations



Encourage and share with others, be respectful, and keep our hands and feet to ourselves.


Neat and tidy – Organise bags and personal belongings on a hook, or against the wall, ensuring a safe pathway.


Glue sticks, pencils, scissors, chairs and your personal belongings are to be cleaned up. Place paper in the recycling bin and your fruit in the compost bin.

Actively listen and participate in all learning experiences by embracing all challenges.

GratITUDE– use your manners and demonstrate kindness towards others.

Ensure you are walking in the hub and using the furniture and equipment responsibly. Take pride in your learning hub!





Ensure you stay in inbound areas where a teacher can see you.

Make sure all play equipment are used safely and responsibly and used in the correct play spaces.

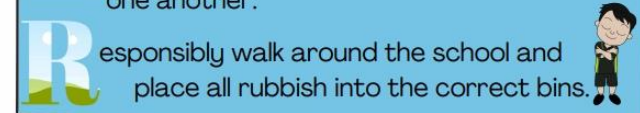
Pack up all play equipment at the start of the song.


Organise yourself into class lines as soon as the song starts.

Wear your school hat at all times, you must stay under the cola if you do not have a hat.

Empower and uplift others by sharing equipment, being kind and playing safely with one another.

Responsibly walk around the school and place all rubbish into the correct bins.





Speak with kind words and manner.

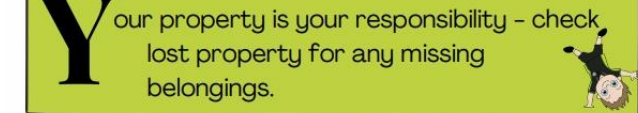
Always wait at the counter.

Follow the instructions of all staff members in the office.

Ensure you have a blue slip or a note from a teacher.

Take notes and payments to the letter box at the student counter before school.

Your property is your responsibility – check lost property for any missing belongings.



Appendix 7 - Bullying Response Flowchart

The following flowchart explains the actions Denham Court Public School staff will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. The timeframes will vary depending on the professional judgment of staff who receive the bullying complaint and their assessment of immediate risk to student/s.





Denham Court
Public School
EMPOWERING LEARNERS

Operational Procedures & Guidelines **COMMUNICATION**

This document is to be read in conjunction with the NSW Department of Education Online Communication Services: acceptable usage for school students Policy PD/2002/0046/V04, the Code of Conduct PD/2004/0020/V06.

Introduction

Effective communication amongst staff members, community members, parents and students is critical for organisational efficiency and success. Communication protocols help to guide the manner and nature of face to face and electronic communication, as well as identify the best staff member to respond to a query or concern.

Responsibilities

School leaders will:

- Develop School Implementation Guidelines for communication
- Ensure access to translations and interpreters is simple and well-known
- Monitor the effectiveness of communication procedures and refine communication procedures as appropriate
- Lead administrative staff in utilising nominated communication platforms including providing professional learning as appropriate
- Ensure suitable lead time of no less than two weeks if provided when communicating about school events which represent a variation to normal routine

School teachers will:

- Listen to parents/carers concerns and feedback respectfully
- Adhere to school communication procedures
- Work in partnership with parents/carers with a focus on achieving positive outcomes for all students

Administration staff will:

- Service the reception desk courteously and with a focus on meeting the needs of the customer
- Answer telephone calls politely, directing enquiries as appropriate
- Follow-up queries and provide a timely and effective response
- Adhere to school communication procedures
- Participate in professional learning as appropriate to maintain currency of skill in using nominated communication platforms

Parents and carers will:

- Actively seek information from the school, including by reading the website, parent handbook, Hero posts and any paper notes
- Download the Hero smart device application and action notifications as appropriate
- Clarify with school personnel when further information is required
- Approach each communication with the school positively, with respect, and with a focus on achieving a suitable shared outcome.

Home / School Communication

The school and its staff communicate with parents and the community in a variety of ways. It is the responsibility of parents and community members to read all communications and act accordingly. The below table demonstrates how the school communicates with parents and community members.

School to Home Method	Purpose & Protocols
Hero app	Whole school or Stage news and notifications are made using the Hero app. School excursions and events are also posted on Hero. Teachers use Hero to send posts about individual student achievement which contribute to a student's progress report over time. Hero is also used for individual messages to parents regarding students as needed.
Telephone Call	Staff members telephone parents and community members when a discussion is required around a particular matter. It may be related to student learning, behaviour or school events. [If your matter is urgent please make a call to the school office.]
Email	Email is used sparingly. You will receive an acknowledgement of your email within a 48 hour time period. The school's guideline for email response is 3-5 business days. Email is also used to send statements of account to parents.
Parent Calendar	Events are added to the parent Google calendar, that can be viewed on the school website and on Hero with organisational details and copies of notes associated with the event. A weekly 'Upcoming Events' post supports this.
Notes Home	Excursions, statements of account and invitations to special events may be promoted through paper notes and through the Hero application. Parents are asked to check their child's school bag each day and check Hero notifications daily.
Website	The school website acts as a prospectus for the school with a significant amount of static information available to the public including a parent handbook. The website contains information that community members can reference regarding procedure. Most notes sent home are also attached to the school website. The school website can be found at https://denhamcourt-p.schools.nsw.gov.au/
Facebook	Facebook is sometimes used to promote the school, or events, and to celebrate student and school successes. It is not recommended for questions from the community. Community members with queries should instead call the administration office or send an email to the school's email address.

It is acknowledged that parents and community members often seek to initiate contact with the school. The below table demonstrates appropriate methods for contacting key personnel. This information should be read in conjunction with the communication flow chart in the appendix at the back of this document.

Home to School Method	Purpose & Protocols
Hero app	Using the Hero application parents/carers are able to directly contact the learning hub teachers. Teachers are expected to reply to parents within a reasonable timeframe – within two school days - during business hours of 8:40am – 4:00pm. Occasionally a survey or permission note is sent via Hero – parents are expected to respond to these via the Hero app. If a response to your message is not received within two school days please contact the school via telephone.
Email	Emails should be sent to the general school email address denhamcourt-p.school@det.nsw.edu.au particularly when matters are of an administrative nature. Expected response time varies. Teachers are not expected to respond to emails outside of normal work hours of 8:00am – 4:30pm, nor are they encouraged to email during times when they are working with students during the school day. You will receive an acknowledgement of your email within a 48 hour time period. The school's guideline for email response is 3-5 business days. The principal can also be contacted via the school email, however, in most cases, the best person to address an issue or concern is the stage supervisor.
Telephone Call	Where matters require a back-and-forth discussion, the use of telephone or face to face meeting is highly recommended. Parents may call the administration office during hours of 8:40am – 3:30pm using 8777 3222. Office staff can take messages and pass them onto relevant staff members, or if the staff member is available can connect the call accordingly. Office staff have limited capacity to relay messages to students after 2:40pm. For changes to routine such as amendments to after-school plans, the office will notify the student's teacher who will in turn pass the message on. Telephone interpreters can be arranged for most languages at a moment's notice. Parents are encouraged to use this service.
Meeting	Where matters require a back-and-forth discussion, the use of telephone or face to face meeting is recommended. Engaging in a meeting with the class teacher, executive staff member or principal can be an extremely productive activity, allowing viewpoints to be heard and consensus reached. Meetings must always be conducted in a positive spirit with the best interests of students at the core of all interactions. Interpreters can be arranged for most languages with sufficient notice.
Note	Parents may send written notes to school for many purposes including but not limited to: <ul style="list-style-type: none"> • Explanation of student absence • Feedback on a program or initiative • General communication to class teacher about student wellbeing concerns Notes should be sealed in an envelope addressed to the intended recipient.

School Community Charter

The School Community Charter outlines the responsibilities of parents, carers, educators and school staff in NSW public schools to ensure our learning environments are collaborative, supportive and cohesive. Parents/carers are asked to read the School Community Charter to ensure they understand how important it is to create a positive learning environment for our students. The Charter is appended to this document.



Staff Members Communicating With Students

Positive and respectful communication between staff members and students is an important component of an effective wellbeing framework. Denham Court Public School staff members prioritise communication with students which seeks to raise personal responsibility and to develop trusting relationships which underpin engaged learning. Working With Children Check procedures and the Code of Conduct must be considered when communicating with students.

In supporting effective communication, the following roles and responsibilities have been agreed between school leaders, the school's NSW Teachers Federation representative and the Parents and Citizens Association.

Responsibilities

School leaders will:

- Model effective communication with students
- Lead effective English as an Additional Language or Dialect programs to ensure students with growing proficiency in English are supported in their communication needs
- Provide professional learning for staff members to support productive and respectful communication with students
- Comply with Working With Children procedures

School teachers will:

- Prioritise polite, friendly, warm and caring interactions that signal an investment in a student's wellbeing
- Listen to students, seeking first to understand and then to be understood
- Apply procedural fairness including a right to be heard and to respond
- Present evenly and in-control; avoiding demeaning or punitive approaches

Students will:

- Develop understandings that they are responsible for their behavioural and learning choices
- Listen to teachers, showing respect and courtesy
- Engage in discussion when issues arise that is focused on positive future behavioural choices

Internal Staff Communication

Staff members use a range of mechanisms to communicate about organisational and operational facets of the school. At all times, communication must be professional and purposeful in line with the Code of Conduct and Dignity and Respect in the Workplace Charter.

Communication Method	Purpose & Protocols
Muster Meeting	Weekly events schedule summarising information contained with the Google Calendar. General reminders are also listed related to administrative tasks which may be due at the time. WHS matters raised. Located in Staff Notebook.
Whole School Microsoft Team	Depository for timetables, rosters, roles/responsibilities, SIP and other organisational information which staff members may need to access remotely. Only information for staff should be shared through staff communication. All other student-related matters should be directed to Hero. Posts- Sharing of information such a VOR, new rosters/timetables, staff related information.
Stage Microsoft Team	Files-Scope and sequences, programs, units of work contained in Files. Members of the team are to create copies to their individual tab and use their individual copy to annotate and evaluate programs, as required by NSW Education Standards Authority.
Hero	Staff Feed- Information which is to be passed on to students by teachers during morning roll-call. Daily notice examples might be 'debating practice at lunch time today in the special programs room' or 'permission notes for Stage 2 excursion are due tomorrow – don't forget!' or 'lost property'. Teachers must read these notices when marking the roll each morning to their learning hub. Pages- Individual Education Plans, Personalised Learning Pathways and student work samples/ assessments for tracking student progress.
Instant Messaging ie teams chats, What's app etc	Used for short conversations- nothing ongoing that requires staff to read back through messages to be informed or aware of events.
Public Announcement System	Used for emergency evacuation and lockdown, and urgent messages relevant to the whole school. Used outside learning time to remind staff members of meetings. Used as a last resort to locate a student required to leave school early, after telephone call to the classroom and walk to the room fails to locate student.
Internal Telephone Calls	Used for interactions between staff members. Staff must only use this platform sparingly during face-to-face teaching time. It is appropriate for quick fact-checking, messages and to seek support from colleagues when managing a challenging situation. The office will use this for messages that need to be communicated immediately for staff and students.
Email	Messages from one staff member to another or to a group of staff members which contain dissemination of information pertinent to the profession from outside the school ie. DoE correspondence, parent emails forwarded from the office.
Pigeon Hole	Used to deposit hard-copy notices and correspondence between staff members. Staff members must check their pigeon hole daily.
Google Calendar	Every school event must be added to the school calendar within G-Suite. Executive and office staff members have editing rights, meaning that they are able to add events to the calendar. Every event must have information listed under headings such as: WHAT: WHEN: WHERE: COORDINATING STAFF MEMBER: INFORMATION NOTE ATTACHED: YES/NO Placeholder events may be added with "more information to come closer to the date" and the name of the coordinating staff member. The administration office can publish information/permission notes on the school website and link the note to the calendar event.

Appendices

1. School Community Charter
2. Teams Channel overview
3. Staff posting on Hero VS Teams



School Community Charter

 **Collaborative. Respectful. Communication.**

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

What our schools provide

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

The best education happens when parents and schools work together.

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



Positive environments

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

Parents and carers can expect:

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

We treat each other with respect

We prioritise the wellbeing of all students and staff

Unsafe behaviour is not acceptable in our schools

We work together with the school

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

© NSW Department of Education



We create
collaborative
learning
environments

We
all play
a part

We work
in partnership
to promote
student
learning

Communicating with our schools

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

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

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

Respectful communication is a right

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

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



Unacceptable behaviour may include but is not limited to:

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



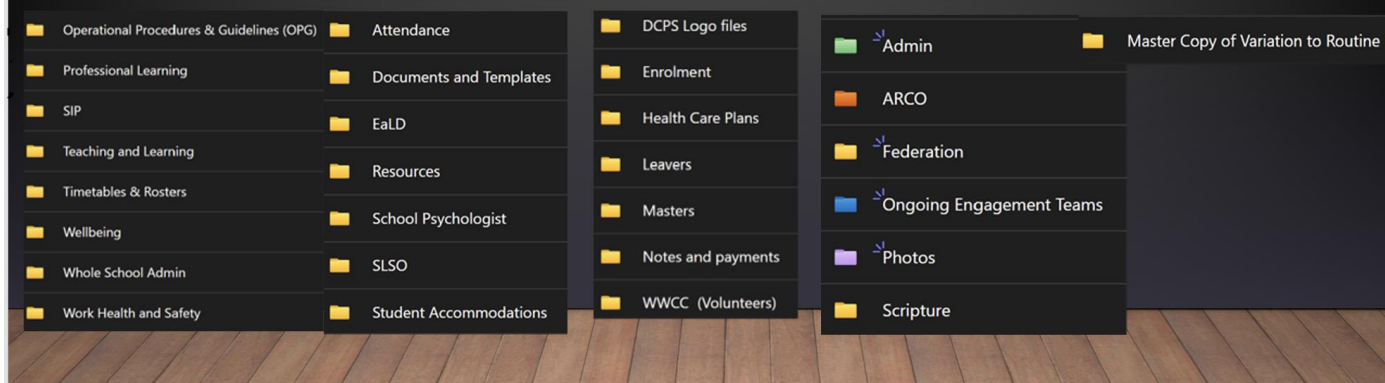
**Collaborative.
Respectful.
Communication.**

School Community Charter

education.nsw.gov.au

EACH CHANNEL

General	Learning and Support	Office	Staff Communication	Variations to Routine
Mostly used for storage of whole school docs such as Timetables Muster meeting will occur here	SLSO timetables, resources and communication will occur here	Our office staff will use this channel to communicate any messages they require to share.	Used for whole school communication not related to students.	All communication and organisation for any event that occurs within the school. You will need to create a folder for your event here and put your VOR into it with the year in the file name



What goes on Hero on staff Feed?	What goes on Teams in staff Communication?
Lost items	Daily messages to staff
Staff Noticeboard	Requests for information from staff
Daily reminders of students i.e. lunch clubs	Important changes advised last minute eg scripture cancellation
What Tags are there on Teams	
@dcps staff (all members of the team) @Infants (K-2 team) @Primary (3-6 team)	@ES1 (Kindy team) @S1 (Stage 1 team) @S2 (Stage 2 team) @S3 (stage 3 team) @Bilima