

Tuggerah Public School

**STUDENT WELLBEING
KIDSMATTER**

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Everyone, Everywhere, Everytime

STUDENT WELLBEING – KIDSMATTER

A Learning Partnership

At Tuggerah Public School good student welfare and effective learning rely on the positive partnerships between staff, parents, carers, students and community. Student Wellbeing - Kidsmatter is a flexible, whole-school approach to improving children's mental health and wellbeing. It is a set of systems and practices to identify and teach critical social skills.

Mental health in early childhood is understood through risk and protective factors. The relationship between risk and protective factors is complex; however, it is known that reducing risk factors and building protective factors in children has a positive effect on their mental health and wellbeing.

The aim is to take action to be a positive community; one that is founded on respectful relationships and a sense of belonging and inclusion, and that promotes:

1. social and emotional learning (including evidence-based social and emotional learning programs)
2. working authentically with parents, carers and families
3. support for students who may be experiencing mental health difficulties

The seven guiding principles are:

The best interests of children are paramount

Respectful relationships are foundational

Diversity is respected and valued

Parents and carers are recognised as the most important people in children's lives

Parents and teachers support children best by working together

Students need to be active participants

Schools, health and community agencies work together with families.

At Tuggerah Public School we have three expectations in all areas of school life.

Respect - Have regard for yourself and others

Responsibility - Be accountable for your actions

Excellence - Strive for your highest personal achievement



STUDENT WELLBEING – KIDSMATTER

Everyone, Everywhere, Everytime



	Minor Incident <i>Teacher Managed</i>	Major Incident <i>Teacher Managed Repeated: Exec Action</i>	Serious Incident <i>Principal Action</i>
<u>Physical Violence</u> <i>Respect, Responsibility</i>	Pushing/ shoving/ hitting Spitting Grabbing at body or clothing	Pursuing to fight Intention to provoke violence Spitting at others	Striking / punching Fighting Assault teacher
<u>Unsafe Play</u> <i>Respect, Responsibility</i>	No hat Hands and feet not kept to self in games Playing with / tossing sticks or rocks Running on hard surfaces	Tackling / striking during a game Playing a banned game Intentionally throwing sticks or rocks	Aggressive use of projectiles as weapons
<u>Inappropriate language</u> <i>Respect</i>	Low level negative comments /body language Backchat Accidental use of inappropriate language	Intentional swearing	Verbally aggressive Swearing at staff
<u>Non- Compliance</u> <i>Respect, Excellence</i>	Not following instructions Littering	Repeated refusal of request	Absconding from school grounds Hides under buildings
<u>Harrassment</u> <i>Respect</i>	Isolated put downs Annoying / chasing wildlife	Harassment (racial, sexual, cyber) Invading privacy in toilet	Bullying Threats of harm Repeated harassment
<u>Out of bounds</u> <i>Responsibility, Excellence</i>	Playing in non-play areas or toilets Late to lines Climbing on fences / railings	Going to unsafe areas out of sight from teacher eg. into classrooms	Absconding from school grounds Hides under buildings
<u>Destruction of Property</u> <i>Responsibility</i>	Damage to property caused by careless use Using property of others without permission eg; taking hats, toys	Theft Intentional damage to property	Intentional major property damage Damage that may cause harm to others



Continuum of Response

Major Behaviours

Deliver consequences of behaviour immediately.
Instant time out /walk with teacher

Major Playground Referral to be completed by the issuing teacher, logged on SENTRAL & parent notified

CT to give Referral slip to DP SW and Reflection Room letter generated

Student attends Reflection Room
Restorative justice discussed

Repeated Major Behaviour referrals in the term will result in a Warning of Suspension or Excursion Exclusion letter
2 grey time outs - Consequences are executive managed in conjunction with CT at stage meeting

Classroom
Red card will result in Reflection Room DPSW – (Step 2 – 5)
2 grey time outs - Consequences are executive managed in conjunction with CT at stage meetings

Serious Behaviours

Red Card sent to office

Serious Referral to be completed by the issuing teacher, logged on SENTRAL and referred to Principal

Principal to log incident on EBS4/Synergy and notify parent , CT & executive

Consequences are Principal managed & may include suspension and exclusion from school events and an alternative program

Meeting with stakeholders to discuss future directions / strategies. These may include District Office

Calm, Consistent, Brief, Immediate, Respectful






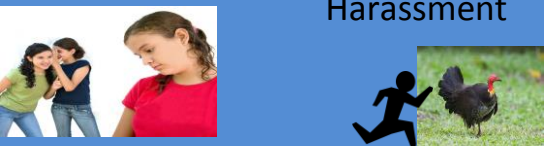

Minor Behaviours - Continuum of Response

<i>Teacher Response</i>	<i>Words/Actions an adult can use</i>
Prompt	<ul style="list-style-type: none">• Provide verbal and/or visual cue
Redirect	<ul style="list-style-type: none">• Restate the expected behaviour from the matrix
Reteach	<ul style="list-style-type: none">• State and demonstrate the matrix behaviour• Have student demonstrate• Provide immediate feedback
Provide Choice <i>(re-engage or apply consequence from Minor Behaviour Consequences Chart)</i>	<ul style="list-style-type: none">• The statement of two alternatives – the preferred or desired behaviour or a less preferred choice (logical consequence)• Give the student a choice and get a response• Apply logical consequence if preferred behaviour not demonstrated
Conference	<ul style="list-style-type: none">• Describe the problem• Describe the alternative behaviour.• Tell why the alternative is better• Practise• Provide feedback
Repeated Minor Behaviour Referral <i>(when student has been spoken to more than twice)</i>	<ul style="list-style-type: none">• Teacher completes Minor Behaviour Referral Slip, records incident on Sentral, notifies parent and gives slip to DP SW.

Calm, Consistent, Brief, Immediate, Respectful









Playground Behaviour and Consequences - Minor

*All minor behaviour is re-taught, modelled and discussed with student. Repeated Minor behaviour referrals in a term may result in Reflection Room and a warning letter.

<u>MINOR BEHAVIOURS</u>	<u>EXAMPLES</u>	<u>CONSEQUENCES</u>
 <p>Physical Violence</p>	<p>Pushing / shoving / hitting</p> <p>Grabbing at body or clothing</p>	<p>Apology and go to the end of the line</p> <p>Apology and 10 minutes time out</p>
 <p>Unsafe Play</p>	<p>No hat</p> <p>Hands and feet not kept to self in games</p> <p>Playing with / tossing sticks or rocks</p> <p>Running on hard surfaces</p>	<p>Go to COLA area for rest of play</p> <p>Time out 10 minutes and observe safe play</p> <p>Stop, go back and walk safely, walk with teacher for 10 minutes</p>
 <p>Inappropriate language</p>	<p>Low level negative comments /body language</p> <p>Backchat</p> <p>Accidental use of inappropriate language</p>	<p>Apology /Problem solve</p> <p>Redirect, provide choice. If not solved time out</p> <p>10 minutes time out</p>
 <p>Non- Compliance</p>	<p>Not following instructions</p> <p>Littering</p>	<p>Redirect, provide choice. If not solved time out.</p> <p>Pick up all the rubbish from that playground</p>
 <p>Harassment</p>	<p>Isolated put downs</p> <p>Annoying / chasing wildlife</p>	<p>Written and/or verbal apology</p> <p>Time out to observe and think about wildlife</p>
 <p>Out of bounds</p>	<p>Playing in non-play areas or toilets</p> <p>Late to lines</p> <p>Climbing on fences / railings</p>	<p>10 minutes time out</p> <p>Loss of 5 minutes play</p> <p>10 minutes time out to observe safe play</p>
 <p>Destruction of Property</p>	<p>Damage to property caused by careless use</p> <p>Using property of others without permission</p>	<p>Loss of equipment and replacement if it belongs to another student</p> <p>Give back the item and apologise</p>








Playground Behaviour and Consequences – Major

* All major behaviour should be re-taught, modelled, discussed, reported to parents and referred to executive.

<u>MAJOR BEHAVIOURS</u>	<u>EXAMPLES</u>	<u>CONSEQUENCES</u>
 <p>Physical Violence</p>	<p>Pursuing to fight Intention to provoke violence</p>	<p>1. Instant time out or walk with teacher for the remainder of the session</p>
  <p>Unsafe Play</p>	<p>Tackling / striking during a game Playing a banned game Intentionally throwing sticks or rocks</p>	<p>2. Major behaviour referral slip to be completed & issuing teacher logs incident on SENTRAL and notifies parent</p> <p>3. Behaviour referral slip is given to DP SW & Reflection Room letter generated</p>
 <p>Inappropriate language</p>	<p>Intentional swearing</p>	<p>4. Student attends Reflection Room and Restorative justice discussed</p>
 <p>Non-Compliance</p>	<p>Repeated refusal of request</p>	<p>5. Repeated Major Behaviour referrals in the term will result in warning of suspension & or excursion exclusion letter</p>
 <p>Harassment</p>	<p>Bullying Harassment: racial, sexual, cyber Invading privacy in toilet</p>	<p>*It is the CTs responsibility to refer these to executive at stage meetings and to DP SW.</p> <p>*Consequences may include apologies, replacement of items, structured play programs.</p>
 <p>Out of bounds</p>	<p>Going to unsafe areas out of sight from teacher eg. into classrooms</p>	
 <p>Destruction of Property</p>	<p>Theft Intentional damage to property</p>	

Playground Behaviour and Consequences – Serious

* All serious behaviour is Principal managed and parents notified.

<u>SERIOUS BEHAVIOURS</u>	<u>EXAMPLES</u>	<u>CONSEQUENCES</u>
 <p>Physical Violence</p>	<p>Striking / punching / fighting</p> <p>Assault teacher</p>	<p>1. Red card sent to office</p> <p>2. Serious behaviour referral slip to be completed, logged on SENTRAL and referred to Principal</p>
 <p>Unsafe Play</p>	<p>Aggressive use of projectiles as weapons</p>	<p>3. Principal to log incident on EBS4/ Synergy and notify parent, CT and executive</p>
 <p>Inappropriate language</p>	<p>Verbally aggressive</p> <p>Swearing at staff</p>	<p>4. Consequences are Principal managed and may include, suspension and exclusion from school events and an alternative program</p>
 <p>Non-Compliance</p>	<p>Refusal leading to absconding from school grounds</p>	<p>5. Meeting with stakeholders to discuss future directions / strategies. These may include District Office</p>
 <p>Harassment</p>	<p>Bullying</p> <p>Threats of harm</p>	
 <p>Out of bounds</p>	<p>Absconding from school grounds</p>	
 <p>Destruction of Property</p>	<p>Intentional major property damage</p> <p>Damage that may cause harm to others</p>	

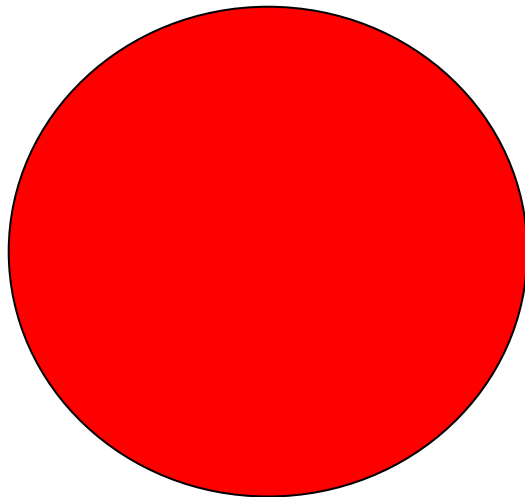


Tuggerah Public School Expectations

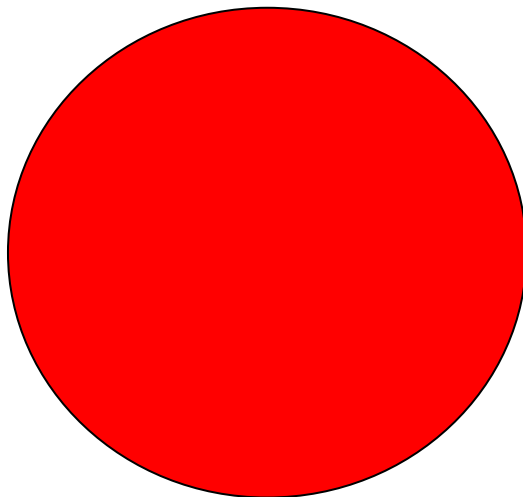


	Respect	Responsibility	Excellence
All Settings	<ul style="list-style-type: none"> ✓ Care for ourselves, others and the environment 	<ul style="list-style-type: none"> ✓ Right place, right time ✓ Move safely 	<ul style="list-style-type: none"> ✓ Always do your personal best
Classrooms	<ul style="list-style-type: none"> ✓ Listen to others (6L's) ✓ Own space 	<ul style="list-style-type: none"> ✓ Follow instructions ✓ Move safely 	<ul style="list-style-type: none"> ✓ Right equipment ✓ Personal best
Playground (Hard Surfaces)	<ul style="list-style-type: none"> ✓ Hands and feet to self ✓ Speak kindly 	<ul style="list-style-type: none"> ✓ Walk ✓ Sun safe 	<ul style="list-style-type: none"> ✓ Follow game rules
Playground (Oval)	<ul style="list-style-type: none"> ✓ Hands and feet to self ✓ Include others 	<ul style="list-style-type: none"> ✓ Sun safe 	<ul style="list-style-type: none"> ✓ Right way, right play
Playground (Equipment)	<ul style="list-style-type: none"> ✓ Hands and feet to self ✓ Wait your turn 	<ul style="list-style-type: none"> ✓ Sun safe 	<ul style="list-style-type: none"> ✓ Right way, right play
Canteen	<ul style="list-style-type: none"> ✓ Polite talk ✓ Wait your turn 	<ul style="list-style-type: none"> ✓ Buy only for yourself 	<ul style="list-style-type: none"> ✓ Know what you want to buy
Toilets	<ul style="list-style-type: none"> ✓ Respect the privacy of others 	<ul style="list-style-type: none"> ✓ Flush, wash, go 	<ul style="list-style-type: none"> ✓ Keep it clean
Assemblies	<ul style="list-style-type: none"> ✓ Stand quietly ✓ Listen (6L's) 	<ul style="list-style-type: none"> ✓ Seated, settled, silent 	<ul style="list-style-type: none"> ✓ Celebrate the achievements of others
Bus	<ul style="list-style-type: none"> ✓ Use a quiet voice 	<ul style="list-style-type: none"> ✓ Wait safely ✓ Stay in your seat 	<ul style="list-style-type: none"> ✓ Be on the right bus
Transitions	<ul style="list-style-type: none"> ✓ Walk quietly and safely 	<ul style="list-style-type: none"> ✓ Keep left on walkways 	<ul style="list-style-type: none"> ✓ Right place, right time
Library	<ul style="list-style-type: none"> ✓ Look after equipment ✓ Soft voice 	<ul style="list-style-type: none"> ✓ Pack up 	<ul style="list-style-type: none"> ✓ Play by the rules
Computer Lab	<ul style="list-style-type: none"> ✓ Soft voice 	<ul style="list-style-type: none"> ✓ Look after equipment 	<ul style="list-style-type: none"> ✓ Practice cybersafety
Office	<ul style="list-style-type: none"> ✓ Enter quietly ✓ Polite talk ✓ Wait your turn 	<ul style="list-style-type: none"> ✓ Have permission 	<ul style="list-style-type: none"> ✓ Say messages clearly

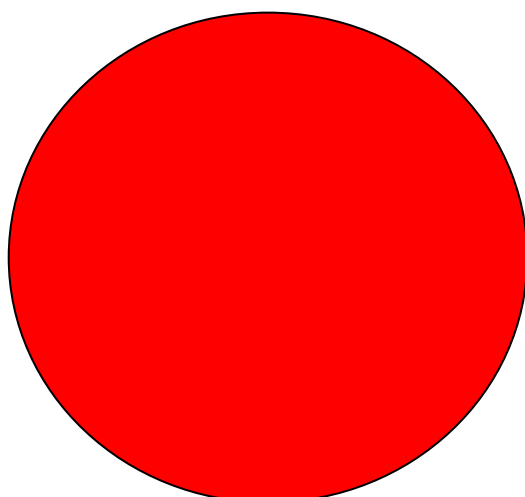
Tuggerah Public School- Behaviour Signals



1st Warning
**(Rule
reminder)**



Time Out
Own Class
**(Thinking/Fixing
time 5-10min)**



**Time Out Buddy
Class**
**(10 min – Complete
reflection sheet)**



STUDENT WELLBEING - KIDSMATTER

Everyone, Everywhere, Everytime



Positive Recognition of Student Achievement

Award	Purpose	Frequency
Gurandi Token	To be given out in the playground or classroom to encourage positive behaviour choices and reinforce classroom and playground rules. Each token can be traded for 10 house points. Alternatively, teachers may use their own reward system in class. (Free & Frequent) eg. Prize box etc	Unlimited
Thumbs Up Awards	These are given out by the class teacher to reward the 3 specific values, Respect, Responsibility and Excellence. Students collect and track their 'Thumbs Up' awards in their Gurandi Rewards Booklet, to work towards a bronze, silver, gold or platinum award.	As required
Respect certificate Towards Bronze	After receiving 3 Thumbs Up awards for Respect, students will receive a Respect Certificate in class. Students colour in a star at the back of the book for each Thumbs Up Award and teacher signs when certificate is given.	Worth 3 'Thumbs Up'
Responsibility Certificate Towards Bronze	After receiving 3 Thumbs Up awards for Responsibility, students will receive a Responsibility Certificate in class. Students colour in a star at the back of the book for each Thumbs Up Award and teacher signs when certificate is given.	Worth 3 'Thumbs Up'
Excellence Certificate Towards Bronze	After receiving 3 Thumbs Up awards for Excellence, students will receive an Excellence Certificate in class. Students colour in a star at the back of the book for each Thumbs Up Award and teacher signs when certificate is given.	Worth 3 'Thumbs Up'
Bronze Award	After students receive all 3 certificates, they will receive a Bronze award at assembly. Parents will be notified and the teacher will sign the Bronze Award page in the booklet.	Worth 3 Certificates (Respect, Responsibility, Excellence)
Respect certificate Towards Silver	After receiving 4 Thumbs Up awards for Respect, students will receive a Respect Certificate in class. Students colour in a star at the back of the book for each Thumbs Up Award and teacher signs when certificate is given.	Worth 4 'Thumbs Up'
Responsibility Certificate Towards Silver	After receiving 4 Thumbs Up awards for Responsibility, students will receive a Responsibility Certificate in class. Students colour in a star at the back of the book for each Thumbs Up Award and teacher signs when certificate is given.	Worth 4 'Thumbs Up'
Excellence Certificate Towards Silver	After receiving 4 Thumbs Up awards for Excellence, students will receive an Excellence Certificate in class. Students colour in a star at the back of the book for each Thumbs Up Award and teacher signs when certificate is given.	Worth 4 'Thumbs Up'

Silver Award	After students receive all 3 certificates, they will receive a Silver award at assembly. Parents will be notified and the teacher will sign the Silver Award page in the booklet.	Worth 3 Certificates (Respect, Responsibility, Excellence)
Respect certificate Towards Gold	After receiving 5 Thumbs Up awards for Respect, students will receive a Respect Certificate in class. Students colour in a star at the back of the book for each Thumbs Up Award and teacher signs when certificate is given.	Worth 5 'Thumbs Up'
Responsibility Certificate Towards Gold	After receiving 5 Thumbs Up awards for Responsibility, students will receive a Responsibility Certificate in class. Students colour in a star at the back of the book for each Thumbs Up Award and teacher signs when certificate is given.	Worth 5 'Thumbs Up'
Excellence Certificate Towards Gold	After receiving 5 Thumbs Up awards for Excellence, students will receive an Excellence Certificate in class. Students colour in a star at the back of the book for each Thumbs Up Award and teacher signs when certificate is given.	Worth 5 'Thumbs Up'
Gold Award	After students receive all 3 certificates, they will receive a Gold award at assembly. Parents will be notified and the teacher will sign the Gold Award page in the booklet.	Worth 3 Certificates (Respect, Responsibility, Excellence)
Respect Certificate Towards Platinum	After receiving 6 Thumbs Up awards for Respect, students will receive a Respect Certificate in class. Students colour in a star at the back of the book for each Thumbs Up Award and teacher signs when certificate is given.	Worth 6 'Thumbs Up'
Responsibility Certificate Towards Platinum	After receiving 6 Thumbs Up awards for Responsibility, students will receive a Responsibility Certificate in class. Students colour in a star at the back of the book for each Thumbs Up Award and teacher signs when certificate is given.	Worth 6 'Thumbs Up'
Excellence Certificate Towards Platinum	After receiving 6 Thumbs Up awards for Excellence, students will receive an Excellence Certificate in class. Students colour in a star at the back of the book for each Thumbs Up Award and teacher signs when certificate is given.	Worth 6 'Thumbs Up'
Platinum Award and Pin	After receiving a certificate for Respect, Responsibility and Excellence, a Platinum Award and Pin to be handed out at Assembly. Parents will be notified and the teacher will sign the Silver Award page in the booklet.	Approx. 10% of class
Merit Awards	To encourage and reinforce learning and achievements in the classroom.	2 per class at fortnightly assembly
Encouragement Awards	Encouragement awards are handed out for KLA's, Citizenship and Library.	5 awards per class at Term 2 & 3 whole school assemblies
Academic Achievement Awards	Academic achievement awards are handed out for KLA's, Citizenship and Library.	5 awards per class at Term 4 whole school assemblies

Teachers will be required to enter all certificates on SENTRAL immediately

Student Discipline in Government Schools Policy

Good discipline is fundamental to the achievement of Government priorities for the public school system. In line with this, schools must have a school discipline policy which is developed in consultation with school community members.

1. Objectives - Policy statement

1.1

Good discipline is fundamental to the achievement of government priorities for the public school system. In line with this, schools must have a school discipline policy which is developed in consultation with school community members. The policy must contain four components.

These are:

- the discipline code or school rules
- strategies and practices to promote positive student behaviour, including specific strategies to maintain a climate of respect
- strategies and practices to recognise and reinforce student achievement
- strategies and practices to manage inappropriate student behaviour.

1.2

The school discipline policy must:

- be consistent with legislation and reflect government and departmental policy
- incorporate the principles of procedural fairness
- be developed within a strong student welfare context
- reflect the identified needs of the community
- grow from existing policies and practices
- outline expected standards of behaviour
- define the responsibilities of teachers, students and parents.

1.3

Consistent with the Education Act (1990) and Departmental policy, schools may develop additional components for their school discipline policy to meet local needs.

2. Audience and applicability

2.1 NSW Government schools.

3. Context

3.1

Schools and their communities work together to provide quality learning environments which are:

- inclusive
- safe and secure
- free from bullying, harassment, intimidation and victimisation.

3.2

All students and staff have the right to be treated fairly and with dignity in an environment free from disruption, intimidation, harassment, victimisation and discrimination. To achieve this, all schools are expected to maintain high standards of discipline.

3.3

When parents enrol their children at public schools 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 staff, students and parent(s) or carer(s) is an important feature of discipline in government schools.

3.4

The aim of the partnership between school community members and schools is to develop socially responsible young people who are capable of making informed decisions. This is achieved through an effective social, cultural and academic curriculum which caters for the individual needs of students.

3.5

In implementing the school discipline policy, no student is to be discriminated against, harassed or victimised on any grounds as required by legislation.

3.6

This policy is to be implemented consistent with Work Health and Safety (WHS) Policy obligations for ensuring a safe and healthy working and learning environment for staff, students and visitors at schools.

3.7

All schools must develop and implement an Anti-bullying Plan consistent with the Bullying: Preventing and Responding to Student Bullying in Schools Policy

3.8

The school discipline policy may apply outside of school hours and off school premises where there is a clear and close connection between the school and the conduct of students.

3.9

Document history and details

4.Responsibilities and delegations

4.1 Principals

4.1.1 Principals are accountable through their Directors, Public Schools for ensuring a safe, secure and harmonious work environment for students and staff.

4.1.2 Principals are responsible for the development, implementation and monitoring of the school's discipline policy.

4.1.3 Principals are responsible for ensuring that the school's policy is evaluated and reviewed by the school community at least every three years.

4.1.4 Principals must ensure that students, staff and parent(s) and carer(s) are provided with opportunities to contribute to the development of the policy and that staff are provided with training and development opportunities in behaviour management.

4.1.5 Principals must provide a copy of their school discipline policy to their Directors, Public Schools when the policy is developed or whenever it is reviewed. A copy must also be made available to the families of children enrolled at the school.

4.1.6 Parents and students are to be given a copy of the discipline code or school rules when the policy is developed or whenever it is reviewed.

4.1.7 Principals must ensure that all disciplinary actions involving suspension or expulsion from school are managed consistent with the Suspension and Expulsion of School Students Procedures.

4.2 Parents

4.2.1 Parents are expected to support the school in the implementation of the school discipline policy.

4.3 Teachers

4.3.1 Teachers are expected to participate in the development of the school discipline policy and to support its effective implementation.

4.4

Students

4.4.1 Students are expected to follow the discipline code or school rules and to comply with staff directions regarding discipline and appropriate behaviour.

4.4.2

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

5.Monitoring, evaluation and reporting requirements

5.1 Directors, Public Schools will monitor the local implementation of this policy and will report to their Executive Directors, Public Schools.

5.2 The Director, Student Engagement and Interagency Partnerships will monitor the state-wide implementation of this policy.

6.Contact Leader, Social Inclusion, Ph: (02) 9244 5189.

Behaviour Code for Students

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

In NSW public schools students are expected to:

- Respect other students, their teachers and school staff and community members
- Follow school and class rules and follow the directions of their teachers
- Strive for the highest standards in learning
- Respect all members of the school community and show courtesy to all students, teachers and community members
- Resolve conflict respectfully, calmly and fairly
- Comply with the school's uniform policy or dress code
- Attend school every day (unless legally excused)
- Respect all property
- Not be violent or bring weapons, illegal drugs, alcohol or tobacco into our schools
- Not bully, harass, intimidate or discriminate against anyone in our schools

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

Behaviour Code for Students: Actions

Promoting the learning, wellbeing and safety of all students in NSW Public Schools is a high priority for the Department of Education and Communities.

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

Respect

- Treat one another with dignity
- Speak and behave courteously
- Cooperate with others
- Develop positive and respectful relationships and think about the effect on relationships before acting
- Value the interests, ability and culture of others
- Dress appropriately by complying with the school uniform or dress code
- Take care with property

Safety

- Model and follow departmental, school and/or class codes of behaviour and conduct
- Negotiate and resolve conflict with empathy
- Take personal responsibility for behaviour and actions
- Care for self and others
- Avoid dangerous behaviour and encourage others to avoid dangerous behaviour

Engagement

- Attend school every day (unless legally excused)
- Arrive at school and class on time
- Be prepared for every lesson
- Actively participate in learning
- Aspire and strive to achieve the highest standards of learning

The principal and school staff, using their professional judgment, are best placed to maintain discipline and provide safe, supportive and responsive learning environments. The department provides a policy framework and resources such as Legal Issues Bulletins, access to specialist advice, and professional learning to guide principals and their staff in exercising their professional judgment. In this context the NSW Government and the Department of Education and Communities will back the authority and judgment of principals and school staff at the local level.