



Watsonia Heights Primary School STUDENT CODE OF CONDUCT POLICY

Rationale:




At Watsonia Heights Primary School we strive to provide a positive, safe, caring and supportive environment that focuses on the needs and emotional well-being of all students. We provide a stimulating learning environment in which students accept increasing responsibility for their own learning and actions.

Our Student Code of Conduct and welfare management practices, based on DEECD (Department of Education and Early Childhood Development) guidelines, aims to foster a whole school climate where personal responsibility and self-discipline are developed.

Parents have an obligation to support the school in its efforts to implement the Student Code of Conduct in a fair and consistent manner.

Students, staff and parents have a clear understanding of the school's policies, expectations, rights and responsibilities and rules, all of which reflect the School Values. Students are empowered to assess their own behaviour and develop strategies to act in a responsible manner. They look at how their learning is going to make a difference and how it will affect other people.

The Watsonia Heights primary School values and underlying principles are:

-  Respect, Tolerance and Cooperation
-  Honesty, Integrity and Equality
-  Good manners and Work Habits

The foundation of 'Resilience' is focused on how the child adapts and builds relationships. A profile of resiliency includes social competence, problem solving skills, autonomy and a sense of purpose and future.

Guidelines:

Students, teachers and parents all have *rights* and *responsibilities*.

Rights

A **right** is something which belongs to you and cannot be taken away by anyone.

Other children, teachers and parents have the same rights.

- ✚ **Students** have the right to work, play and learning in a safe, friendly and supportive school environment in which they are able to fully develop their talents, interests and ambitions.
- ✚ **Teachers** have the right to teach in a safe, orderly and co-operative school environment.
- ✚ **Parents** have the right to feel welcome and to know their children work, play and learn in a safe, friendly and supportive school environment.

Responsibilities

There are some things you should do without being told. Some of these things you do for others and some you do for yourself. These are **responsibilities**. Consequently:

We expect students at our school to:

- demonstrate courtesy and respect for others;
- respect the property of others;
- remain within the safety and security of designated areas;
- care for themselves and their school environment; and
- work, learn and play co-operatively together.
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We expect the Principal and staff to:

- implement a whole school approach to discipline, including a planned approach for recognising and responding to appropriate and inappropriate behaviour;
- employ a range of appropriate strategies to manage children's behaviour;
- encourage positive, non-discriminatory relationships between all students; and apply school rules fairly, reasonably and consistently.

We expect parents to:

- support the school in its efforts to maintain a safe, productive teaching and learning environment.

All members of the school community have the responsibility to ensure nobody is denied their rights.

Implementation:

- + The Principal and staff have the responsibility for developing and implementing strategies for the implementation of the Code.
- + Evaluation and review of the policy will involve consultation between all members of the school community.
- + School goals and rules will be clearly established to delineate the expectations of the school and to assist in the management of behaviour.
- + Consequences for breaching the school rules will be established and consistently applied. These consequences will be graded in severity. Emphasis will be on children being accountable for their own behaviour.
- + Each teacher will be responsible for developing classrooms rules and strategies consistent with the school's Student Code of Conduct.
- + Replacement teachers will be supplied with a copy of the Student Code of Conduct. These teachers will support the program as outlined.
- + All members of the school community will be fully informed of the school rules and the graded consequences which will apply.
- + The Principal has the power to suspend or expel a student as outlined under the School Discipline Procedures 1994.
- + The School Council is responsible for monitoring the implementation of the Student Code of Conduct, evaluating its success and reporting to the school community and the Minister.

STRATEGIES FOR RECOGNISING AND RESPONDING TO APPROPRIATE BEHAVIOUR

Our school adopts a positive approach to behaviour management which fosters a school climate within which personal responsibility and self-discipline are encouraged and developed through the following strategies:

- Giving constant reinforcement of appropriate behaviour, eg. Student of the Week, class rewards
- Recognising and celebrating individual and group efforts and achievement.
- Improving self esteem and confidence.
- Encouraging acceptance and friendship within the school community, eg. Friendship seats
- Developing pride in the school.
- Fostering personal pride in hygiene, dress, punctuality and work presentation.
- Developing mutual respect whilst acknowledging differences.
- Encouraging sharing, tolerance and compassion amongst all children.
- Enhancing open communication between ALL members of the school community.
- Encouraging organised and responsible play within our playground.
- Encouraging team games with a focus on fair play and decision making.
- Involving and encouraging decision making through the Junior School Council, Leadership Program
- Striving for merit and equity of opportunity.
- Developing a united approach to welfare and discipline.
- Being actively involved with the children - making a special effort to observe, assist and involve children to resolve difficulties.
- Applying logical forms of discipline, consistently and fairly.
- Establishing behaviour books and discipline support groups as appropriate.

SCHOOL RULES

The students have the responsibility to work, learn and play to the best of their ability and to abide by the school rules that are based on the School Values, safety, learning and communication.

1. Safety

We can keep ourselves and others safe by playing suitable games, using equipment properly and by playing in a safe manner.

Consequently children will:

- Remain in the school grounds during school hours unless permission to leave has been granted
- Remain in classrooms unless given permission to leave
- Play safe games without hurting one another
- Use school crossings appropriately
- Follow the school procedures for entering and leaving the school grounds
- Refrain from carrying or throwing any dangerous object
- Climb only on designated playground equipment

2. Learning

We should set a good example by co-operating with others.

Consequently children will:

- Be on time for school each day
- Respond to bells promptly
- Work quietly and productively together
- Follow classroom rules
- Co-operate with others and share equipment

3. Communicating

At school we speak politely and kindly to other people.

We show respect in the way we speak and act.

Consequently children will:

- Use polite speech and good manners at all times
- Listen to others
- Explain actions and feelings where necessary
- Treat all visitors and helpers with courtesy
- Keep parents informed of school activities

4. Respect

We should treat and respect others the way we would like to be treated and respected ourselves.

Consequently children will:

- Respect the teacher's right to teach and the students' right to learn without interference, disruption or distraction
- Wear the compulsory school uniform
- Respect the property of others and the school
- Follow instructions promptly
- Show care and thoughtfulness to others without teasing, bullying, violence, swearing, rude gestures, harassment or discrimination
- Care for the gardens, trees and environs
- Place litter in bins
- Maintain an appropriate standard of personal hygiene

5. Conflict Settling

We try to solve problems with others by ourselves. If we are unable to do this we consult a teacher for advice.

Consequently children will:

- Try to solve problems in a calm, sensible and fair manner
- Communicate clearly and effectively the grievance
- Ask a teacher should help be required

6. Movement

We need to move quietly and carefully between rooms and within the school grounds.

Consequently children will:

- Walk when inside the buildings
- Walk around buildings and on pathways. (Walk in designated 'Walk' areas between buildings)
- Take care when moving about outside and using equipment
- Move around the school in an orderly manner

CONSEQUENCES OF DISREGARDING SCHOOL RULES

These may include:

Step 1: Let the child know he/she has broken a school rule

- Discussion followed by warning
- Use strategies from 'You Can Do It' Program

Step 2: Require the child to repeat his/her actions correctly, or repair the damage,. Or apologise etc.

[Parents notified of serious or repeated breaches.]

- Verbal or written apology
- Requirement to clean up or fix/pay for damage or repeat task to acceptable level
- Yard duty.

Step 3: Require the child to complete a punishment appropriate to the misconduct.

[Parents notified of serious or repeated breaches.]

Where a student is beginning to build up a history of unsatisfactory behaviour, parents should be notified with a view to negotiating an agreed approach to solving the problem before it becomes a more serious matter.

- Time out from given activity
- Deprivation of privileges
- Accompaniment of yard duty teacher
- Deprivation of special events such as theatre performances, etc.
- Remain supervised in classroom for short period at recess [not more than half of the allocated recess time]
- Daily monitoring of behaviour with an individual contract
- Time out from play in playground

Step 4: Time out, parent notified, counselling

- Time out from given activity
- Referral to the Principal for counselling
- Conference with parent/guardian

Step 5 Detention, parent notified, counselling.

[In accordance with school and DEECD guidelines.]

- After school detention; notification to be sent home to parents

Step 6: Counselling including parent.

- Negotiation between Principal, parent, student and others directly involved

Step 7: Formal procedures within DEECD guidelines will be instituted for extreme or repeated breaches of the code of behaviour.

[In accordance with DEECD Student Discipline Procedures 1994.]

- Discipline meeting.
- Establishment of a discipline support group.
- Suspension procedures.
- Expulsion within DEECD guidelines.

DETENTION

Detentions may be imposed for incidents of the following types of behaviour:

- inappropriate language
- breaches of school/classroom rules
(teacher to decide whether this is a classroom timeout/detention)
- anti-social behaviour eg. bullying, harassment, antagonistic behaviour to others
- accessing out of bounds areas in the school eg. carparks, down the banks and in areas where students cannot be seen

Detentions will be held on Tuesday and Thursday at 12.30-1.00pm. in the room of the supervising teacher. In some instances the inappropriate behaviour may warrant immediate timeout/withdrawal from the school yard/classroom.

Student detentions are recorded in the Student Management Diary. When a detention has been imposed, parents will be notified with a 'Detention Notice'. Parents are then to sign and return the form as acknowledgement of notification. Notices are to be stored in the 'Student Behaviour Management' folder located in the Staffroom. Teachers are to contact parents if, at anytime they concerned about a student's behaviour.

Teachers on Detention duty are to check attendance

During the supervised detention students will be working on a set task, which reflects on actions and consequences. This will be then discussed with the supervising teacher.

Serious misbehaviour will be recorded in the Discipline Register. (procedures in accordance with the Student Discipline Procedures 1994)

MISCONDUCT NOTICE

Misconduct Notices are issued for continued intentional disobedience, or severe offences. A Misconduct Notice incurs five consecutive lunchtime detentions.

Types of behaviour may include:

- continued refusal after being spoken to
- continued intentional behaviour after being spoken to
- using inappropriate language
- displaying inappropriate behaviour towards a teacher
- severe anti-social behaviour
- damaging or defacing property

The Misconduct involves completion of 'Detention Sheet' on first day and writing out the Student Code of Conduct in remaining sessions.

On the issuing of a Misconduct Notice a written form/notice will be completed by the administering staff member in consultation with the Principal. This will then be sent home to inform parents who must sign and return to the school. First Misconduct Notice contact with the parent is at the discretion of the teacher and parent. Second or consequent Misconduct Notice involves a parent meeting with the teacher and Principal.

SUSPENSION

Suspension is a serious disciplinary measure and would usually only be used for serious incidents or where other disciplinary measures have not produced a satisfactory result.

A pupil may be suspended for up to ten days at any one time, to a maximum of twenty days in a year. Suspension may initially be a two/three day period. If close to a Term break, the suspension will carry over into the next term. The decision for suspension will be made in consultation with the teacher. The principal has the ultimate decision. The length of further suspensions will be determined

by the Principal in consultation with the teacher and consideration of the seriousness of the incident. Parents will meet with the Principal and teacher. Outside agencies may be involved at all stages. A student may, by order of the Principal of a state school, be suspended if, whilst attending school or travelling directly to school or engaged in any school activity away from the school, including travel organised by the school, the student:

- behaves in such a way as to constitute a danger to the health of any staff member, student or any other person assisting in the conduct of school activities
- commit an act of significant violence or causes significant damage or destruction to property, or is knowingly involved in the theft of property
- possesses, uses, or deliberately assists other to use illegal drugs or substances prohibited by the Director of School Education
- fails to comply with any reasonable and clearly communicated instruction of a Principal or teacher
- consistently behaves in a manner that interferes with the educational opportunities of any other student or students
- behaves in a way which threatens the good order of the school's program or facility
- engages in unacceptable discriminatory behaviour or harassment towards another person based on sex, race, marital status, religious beliefs, political beliefs, or physical or mental disability or impairment

EXPULSION

The Principal can expel a student from the school if, whilst attending the school or travelling directly to or from school or engaged in any school activity away from the school, including travel organised by the school:

- The student does anything mentioned under Grounds for Suspension.
- The student's behaviour is of such magnitude that having regard to the need of a student to receive an education compared to the welfare and safety of other students at the school and the need to maintain order and discipline within the school, a suspension is inadequate to deal with that behaviour.

Procedures — Suspension and Expulsion procedures are set out in "Student Code of Conduct", Directorate of School Education 1994

Evaluation

Ongoing review of the Student Code of Conduct will occur and adjustments made where deemed necessary.