

# Willaura Primary School

## Student Code of Conduct

### POLICY

**Rationale:** Our school works to ensure a positive, safe and secure school environment where student learning is fostered and all members of the school community are treated with care, courtesy and respect. Positive and responsible student behaviour is essential to the smooth running of the school, to the achievement of optimal learning opportunities and to the development of a supportive and cooperative school environment.

The Willaura Primary School Student Code of Conduct and associated behaviour management procedures and welfare management practices are based on Department of Education and Training policies and guidelines.

**Aims:** To:

- foster a positive, supportive and productive whole school climate
- ensure the student, staff and parent bodies are aware of their rights and responsibilities
- ensure a fair and consistent approach to behaviour management
- ensure the student, staff and parent bodies are aware of school rules and values, and the consequences of breaching these
- establish well understood and logical consequences for student behaviour
- ensure the implementation of the School Wide Positive Behaviour (SWPB) program (See Attachment 1)

**Rights and Responsibilities:**

**Students**

Students have the **right** to:

- be safe and happy
- learn in a secure, supportive and productive school environment without undue distraction
- learn and play without experiencing harm, bullying or harassment

Students have the **responsibility** to:

- follow school behaviour expectations and rules
- follow the school behaviour management system which outlines positive and negative consequences for their behaviour

**Parents**

Parents have the **right** to:

- feel welcome in their child's school
- expect that their child will play and learn in a safe, friendly, supportive and orderly learning environment
- expect that their child will be treated with care and respect

Parents have the **responsibility** to:

- follow the Parent Code of Conduct
- support the school in its efforts to maintain a positive teaching and learning environment
- encourage their child/ren to approach staff with concerns rather than reporting them at home to parents
- develop a clear understanding of school policies, expectations and rules

**Staff**

Staff have the **right** to:

- work in a safe, friendly, supportive and orderly learning environment
- work without experiencing harm, bullying or harassment

Staff have the **responsibility** to:

- fairly, reasonably and consistently implement the Student Code of Conduct
- develop a clear understanding of school policies, expectations and rules

**School Rules** : Our five simple school rules, developed in consultation with students are: Be Nice, Be Safe, Be Honest, Be Positive, Be a Learner. All members of the school community are expected to follow these rules.

**School Values:** Our values are based on the Federal Government's Values for Australian Schools. They are:

Care and Compassion - care for self and others

Doing Your Best - seek to accomplish something worthy and admirable, try hard, pursue excellence

Fair Go - pursue and protect the common good where all people are treated fairly for a just society

Freedom - enjoy all the rights and privileges of Australian citizenship free from unnecessary interference and control and stand up for the rights of others

Honesty and Trustworthiness - be honest, sincere and seek the truth

Integrity - act in accordance with principals of moral and ethical conduct, ensure consistency between words and deeds

Respect - treat others with consideration and regard, respect another person's point of view

Responsibility - be accountable for one's own actions, resolve differences in constructive, non-violent and peaceful ways, contribute to society and to civic life, take care of the environment

Understanding, Tolerance and Inclusion – be aware of others and their cultures, accept diversity within a democratic society, being included and including others

**School policies:** Other policies concerning students are: Attendance; Community Service; Confiscations; Consolidation/Acceleration; Discipline; Make Up and Jewellery, On-Site Supervision; Student Accident Insurance; Student Dress Code; Student Interviews; Student Leadership; Student Name Changes; Student Representative Council; Student Searches; Student Sponsorship; Student Wellbeing.

**Implementation:**

- The Principal and teaching staff are responsible for developing strategies and activities to implement the Student Code of Conduct, including consequences for breaching rules and values (see Attachment 2).
- School Council will review and approve the Student Code of Conduct every two years as part of the school's policy review cycle.
- Disciplinary measures will consist of a graded series of consequences. These measures should vary to take into account the age and abilities of students and the nature and seriousness of breaches of the school rules and values as outlined above.
- Disciplinary measures will be reviewed regularly e.g. review programs and teaching methods, consult with department specialists, hold informal meetings, form support groups as required.
- Suspension and expulsion procedures will be carried out according to Department of Education guidelines. Strict confidentiality will be maintained.
- Records of student behaviour will be maintained (see Attachment 3). Major incidents must be recorded on the School Behaviour Management Record, kept in the first aid area of the Staff Room. A Parent Notification Slip will be sent home for all Major Incidents (see Attachment 4).
- Students experiencing difficulty achieving positive behavioural outcomes will undertake individualised behaviour management programs focussing upon agreed goals.
- Our school community is committed to the following strategies:

Developing respect and acknowledge differences

Encouraging friendship

Encouraging sharing, tolerance and compassion

Developing specific plans to develop appropriate social skills in students at risk in this area, based on parental involvement and positive reinforcement, with the safety of all students as the prime consideration

Encouraging safe and responsible play within the yard

Promoting an environment free from all bullying and harassment, including that based on race, gender, culture, and ability

Developing resilience in all students so they are able to manage challenges with a positive attitude

**Evaluation:**

This policy will be reviewed annually as part of the school's two-year review cycle.

This policy was last ratified by School Council in...

**December 2015**

## School Wide Positive Behaviours Program

**Rationale:** School Wide Positive Behaviour Support is a framework to plan and implement practices across the whole school to improve educational and behavioural outcomes for all students.

**Aim:** to improve educational programs for students. It achieves this through:

- Preventing behaviour problems
- Managing existing issues positively and consistently
- Developing skills and knowledge in schools for better teaching and learning
- Creating and maintaining a better school environment for students, teachers and the whole school community

### **Elements of the Program:**

- Data for decision making
- Measurable outcomes supported and evaluated by data
- Practices that are evidence based and support students behaviour and learning
- Systems that efficiently and effectively support staff to implement practices

### **Implementation:**

1. Students and staff will work together to identify every school setting and the appropriate social behaviours required in each of these settings. The settings identified by our staff/students are: classroom; eating lunch; playing outside; assembly; lining up to come inside; on camps/excursions, when in our local community; during incursions (performances/visitors to the school).
2. A grid outlining the settings, our school rules and the social behaviours expected in each setting will be displayed at school, in every classroom and sent home to each school family.
3. All students will be allocated to one of four teams, with each team allocated a colour. These teams will consist of students from all grades, and changed each term.
4. Each classroom teacher will have
  - a list of the teams
  - a set of coloured cards/slips to match team colours
  - a secure box/container to store cards in
5. Teachers allocate the appropriately coloured slip to students (according to their team) to reward the positive behaviour they observe as outlined in the school behaviour grid. Teachers may allocate as many slips as they like over the week.
6. Teachers should have 6 positive interactions with a student for every 1 negative one. So 6 incidents of praise for every identification of something negative a student is doing.
7. Students may be asked by teachers to allocate slips. For example, at assembly, Year 6 students and Junior School Council members may be asked to allocate slips to students they have observed demonstrating positive social behaviours over the previous week. A teacher may ask everyone in their class to allocate a slip to someone. Students should identify why the slip is being allocated. This reinforces the explicit identification of positive social behaviours.
8. To promote the SWPB approach, students and the reasons they received their slips may be reported in the newsletter.
9. At the end of each week, the slips are collected and counted, and the members of the team with the most slips receives a reward. Currently at Willaura Primary School, the reward is a cupcake ☺
10. Over the term, each team should win approximately the same number of times.

## Management Of Student Behaviour

**Rationale:** Consequences for breaching school rules and values will be constructive and logical.

Detentions must be supervised by the student's classroom teacher. The purpose of a detention is to re-build/re-enforce the student/teacher relationship.

It is accepted that breaches of the school rules and values as outlined in the Student Code of Conduct will involve consequences. The consequences will be logically connected to the breaches and will be constructive and age appropriate.

Teachers may develop their own method for displaying/recording school rules, student behaviour and consequences within their own classroom (e.g. traffic light display, charts etc.). Consistency between teachers and classrooms is important.

### **General Principles**

The overall aim is always to prevent incidents from happening. Identifying, teaching and rewarding positive social behaviours forms the basis of our behaviour management program.

Everyday is a fresh start, however it is important that staff identify and manage repeated patterns of behaviour.

Staff need to communicate with each other to develop and maintain a consistent agreement of appropriate student behaviour.

Staff should speak to other students to ensure they have an accurate understanding of what happened during an incident that that themselves did not directly witness.

### **A General Guide to Consequences (for all situations - e.g. bus, excursions, camps, classroom, yard):**

Initial Consequence is always a warning. Teachers should take preventative measures as required, depending on the setting (e.g. moving students, changing groups, changing seating, assisting a child with work, setting them up with a new activity).

Level 1 Consequence are non-punitive, so the onus/responsibility is on the child e.g. completing work, responsibility for own belongings, repairing situation (e.g. picking up equipment, tidying area, taking turns, letting another student join in).

Level 2 Consequences are more significant, and may involve withdrawal of privileges.

Level 3 Consequences require a parent phone call/meeting and involve longer withdrawal of privileges and detention.

### **Consequences for Incidents in Class**

**Minor incidents in class:** (e.g. not finishing work; persistent talking; not following instructions; distracting others; minor rudeness)

**Major incidents in class:** (e.g. argument, disrespect, disobedience, physical incident)

Major incidents must be recorded on the School Behaviour Management Record, kept in the first aid area of the Staff Room. A Parent Notification Slip will be sent home so parents are informed of Major Incidents.

**Logical consequences for minor incidents start with a warning.**

**Logical consequences for major incidents start at Level 2.**

Initial Consequence: a warning

Level 1 Consequence: discussion of appropriate behaviour/rules and consequences, warning, teacher takes preventative measures as required (moving/separating students, modifying task, closer supervision)

Level 2 Consequence: discussion of appropriate behaviour/rules and consequences, 10 minutes detention at next break that suits classroom teacher, completing unfinished work as required, repairing damage as required (e.g. tidying messy area), verbal apology (e.g. if incident impacted on another student, on teacher)

Level 3 Consequence: additional 10 minutes detention (so 20 minutes in total), discussion with Principal, and further consequences as decided by Principal/teacher in charge (e.g. withdrawal of privileges, written apology, completion of work).

Level 4 Consequence: decided in consultation with Principal, and involves discussion with parents.

### **Consequences for Incidents in the Yard**

**Minor incidents in the yard:** (e.g. deliberately kicking ball out of bounds; climbing trees; running in a walking area; low-level inappropriate language; accidental, minor damage to school property; minor defiance; unkindness to peers; accidental rough play)

**Major incidents in the yard:** (e.g. physical altercation, major verbal argument with another student, major disrespect, major disobedience, major damage to school property). A Parent Notification Slip will be sent home so parents are informed of Major Incidents.

**Logical consequences for minor incidents start with a warning.**

**Logical consequences for major incidents start at Level 2.**

Initial Consequence: a warning, discussion of appropriate behaviour/rules and consequences, repair of situation as appropriate (picking up rubbish, putting equipment away, verbal apology as required).

Level 1 Consequence: discussion of appropriate behaviour/rules and consequences, 5 minutes time out walking with Yard Duty Teacher, repair of situation as required, verbal apology as required.

Level 2 Consequence: discussion of appropriate behaviour/rules and consequences, 10 minutes time out walking with Yard Duty Teacher, repair of situation as required, verbal apology as required.

Level 3 Consequence: sent inside for additional detention, discussion with Principal, and further consequences as decided by Principal/teacher in charge (e.g. reimbursement for damaged items, written apology, repair of situation as required, phone call/meeting with parents, withdrawal from yard for longer term).

Level 4 Consequence: decided in consultation with Principal, and involves discussion with parents.

### **Consequences for Incidents on the Bus**

**Minor incidents on the bus:** those where the student may make a poor choice but they are re-directed by the Bus Captain and settle quickly (e.g. loud talking, minor rudeness, distracting other students, silliness, momentarily out of seat)

**Major incidents on the bus:** (e.g. persistent noise, persistently out of their seat, distracting the driver, an argument, disrespect, inappropriate behaviour, disobeying driver and/or Bus Captain, physical incident, damage to bus, damage to others property, dangerous behaviour when boarding or alighting from bus, dangerous behaviour at bus stop)

Major incidents must be recorded on the School Behaviour Management Record, kept in the first aid area of the Staff Room. A Parent Notification Slip will be sent home so parents are informed of Major Incidents.

**Logical consequences for minor incidents start with a warning.**

**Logical consequences for major incidents start at Level 2.**

Initial Consequence: a warning

Level 1 Consequence: discussion of appropriate behaviour/rules and consequences, warning, Principal/Bus Driver/Bus Captain takes preventative measures as required (moving/separating students, re-stating expectations and rules, closer supervision)

Level 2 Consequence: discussion of appropriate behaviour/rules and consequences, 10 minutes detention at recess or lunchtime that day, repairing damage as required (e.g. tidying messy area), verbal apology (e.g. if incident impacted on another student, on Bus Driver)

Level 3 Consequence: additional 10 minutes detention (so 20 minutes in total), discussion with Principal, and further consequences as decided by Principal/teacher in charge (e.g. withdrawal of privileges, written apology).

Level 4 Consequence: decided in consultation with Principal, and involves discussion with parents.

### **Consequences for Incidents using ICT- eSmart**

**Minor incidents on ICT:** those who make a poor choice for minor incidents listen to teacher and do not repeat. (eg. Not protecting passwords, silly searches on Google, not being careful with equipment, playing unauthorised games, using photos without permission, bringing mobile phone/ICT device into classroom)

**Major incidents on ICT:** eg. Persistent misuse of equipment, persistent incorrect use of games, accessing sites of pornographic/adult in nature, bullying/harassment online, causing others to feel unsafe online.

**Logical consequences for minor incidents start with a warning.**

**Logical consequences for major incidents start at Level 2.**

Initial Consequence: a warning, discussion of appropriate behaviour/rules and consequences, repair of situation as appropriate (verbal/written apology as required).

Level 1 Consequence: discussion of appropriate behaviour/rules and consequences, referring back to ICT Acceptable Use Agreement, time out, moved to another area, fill out ICT behaviour report, letter home, 'Needs Work' point on Class Dojo

Level 2 Consequence: discussion of appropriate behaviour/rules and consequences, referring back to ICT Acceptable Use Agreement, time out, verbal apology as required, parent contact, letter home, removal of ICT equipment for period of time, fill out ICT behaviour report, letter home, 'Needs Work' point on Class Dojo

Level 3 Consequence: sent inside for additional detention, discussion with Principal, and further consequences as decided by Principal/teacher in charge (e.g. reimbursement for damaged items, written apology, repair of situation as required, phone call/meeting with parents, withdrawal from technology for longer period of time, fill out ICT behaviour report, 'Needs Work' point on Class Dojo

Level 4 Consequence: decided in consultation with Principal, and involves discussion with parents.



**ATTACHMENT 3**

**WILLAURA PRIMARY SCHOOL BEHAVIOUR INCIDENT RECORD SHEET**

**PURPOSE:**

1. To provide a record of all incidents that occur at school, recording their location and severity so that patterns can be identified and preventative measures put in place
  2. To ensure behaviour and incident records are kept for future reference.
- MINOR incidents do not have to be recorded, however if a teacher wishes to record these (e.g. for persistent occurrences) see rating explanations below:

**Minor Incidents =**

In Class: not finishing work; persistent talking; not following instructions; distracting others; minor rudeness

In the Yard: deliberately kicking ball out of bounds; climbing trees; running in a walking area; low-level inappropriate language; accidental, minor damage to school property; minor defiance; unkindness to peers; accidental rough play

On the Bus: loud talking, minor rudeness, distracting other students, silliness, momentarily out of seat

**Major Incidents =**

In Class: argument, disrespect, disobedience, physical incident

In The Yard: physical altercation, major verbal argument with another student, major disrespect, major disobedience, major damage to school property

On the Bus: persistent noise, persistently out of their seat, distracting the driver, an argument, disrespect, inappropriate behaviour, disobeying driver and/or Bus Captain, physical incident, damage to bus, damage to others property, dangerous behaviour when boarding or alighting from bus, dangerous behaviour at bus stop

Staff	Date	Time	Location	Students Involved & Year Level	Student hurt/injured	Nature of injury	Rating (Maj/Min)	Brief Description	Consequence/Outcome

**WILLAURA PRIMARY SCHOOL STUDENT BEHAVIOUR PARENT NOTIFICATION SLIP**

Dear \_\_\_\_\_

Date \_\_\_\_\_

Strong relationships between home and school are founded on good communication. In the day to day lives of schools there are invariably incidents between students and/or occasions where students do not make good decisions. These are a normal part of growing up and importantly they can act as learning experiences. However at times parents need to be made aware of these. We classify behaviour incidents as Minor (e.g. not finishing work, persistent talking, not following instructions, distracting others, minor rudeness to fellow students or staff) or Major (e.g. physical altercation, major unkindness, major verbal argument, major disrespect, major disobedience, damage to school property). Minor incidents are dealt with at school and parents are not informed of these. Some incidents may be classified as Minor, however if they are regularly repeated, parents may also be informed.

All Major Incidents are recorded on the School Behaviour Management Record and Parent Notification Slips are also sent home.

Today your child \_\_\_\_\_ was involved in a Behaviour Incident at school that we wanted you to be aware of.

This incident occurred:            in class    on the bus    in the yard    other - details:

Brief description of the incident:

Consequences for the student according to our Student Code of Conduct:

If you would like to discuss this or have any questions or concerns, please contact the school. **Please sign and return the slip below.** The consequence for this incident has occurred at school. Further action is not necessarily required. This slip is to communicate accurate and timely information to parents.

Thank you for your support.

Teacher: \_\_\_\_\_ Principal \_\_\_\_\_

Date \_\_\_\_\_

Parent Name \_\_\_\_\_

I have read the Student Behaviour Parent Notification Slip sent home regarding my child

Comments if required: