

STUDENT CODE OF CONDUCT

The Research Primary School community of students, parents and teachers is committed to providing a safe, secure and supportive learning environment. This code also acknowledges the *Racial and Religious Tolerance Act 2001* which supports racial and religious tolerance and prohibits vilification on the ground of race or religion.

The Code of Conduct for Students is based on the following principles:

- Individuals within the school community are valued and will be treated with respect;
- Students have a right to work and learn in a secure environment without intimidation;
- Self-discipline is an important component of acceptable student behaviour;
- All students are responsible for their own behaviour;
- Parents have a right to expect that their children will be educated in a safe environment;
- Parents have an obligation to support the school in its efforts to maintain a positive learning environment
- Teachers have a right to be able to teach in an orderly and cooperative environment.

Our goals are to:

- allow effective teaching and learning to take place
- promote the values of fairness and respect for others
- enable students to be focused on their learning
- develop student self discipline and self control
- facilitate and mediate conflict resolution
- promote the health and well being of all students
- enable students to recognise and respect the rights of others and to be accountable for their own behaviour

Strategies to enhance our positive behaviour framework:

- Give positive reinforcement to improve self-esteem.
- Provide positive role models as teachers.
- Encourage a sense of community amongst students, staff and the wider community.
- Acknowledge achievement in all aspects of life, both within and outside school.
- Promote a sense of pride through building a caring school community.
- Encourage friendships and value harmonious relationships.
- Develop respect and acceptance of the rights and needs of others.
- Discourage all forms of discrimination, prejudice, intimidation and harassment.
- Promote sharing, tolerance, cooperation and teamwork.
- Provide adequate supervision in the playground.
- Apply logical consequences which are consistent and fair following breaches of the code.
- Encourage awareness and understanding of school rules.
- Involve students in decision making to promote pride in their school.
- Promote the development and understanding of life skills through the development of social skills, effective communication strategies, conflict resolution skills, and positive behaviour development.

There are six basic school rules

- 1 Move and play safely.
- 2 Care for yourself, others and property.
- 3 Resolve problems calmly, sensibly and fairly.
- 4 Respect others through your speech and behaviour.
- 5 Work as well as you can and allow others to do the same.
- 6 Always do as you are asked straight away.

Sanctions:

Consequences are logically connected to any breach of the behaviour code, with an emphasis on students being accountable and learning to take responsibility for their own behaviour. Teachers will be consistent and fair in the application of consequences, which will be clearly understood by all students.

The following examples of unacceptable behaviour may necessitate immediate firm action: the throwing of dangerous missiles such as sticks or stones; engaging in acts of violence such as fighting, bullying or abuse; abusing members of the school community including parents, teachers and fellow students.

Sanctions should reflect the seriousness of the breach and encourage the choice of more appropriate behaviour in the future. Teachers will use a range of strategies to maintain an effective and positive learning environment. The following sanctions are not linear, they may be invoked at any stage.

Procedures for sanctions within the classroom:

- Indication to the child of the unacceptable behaviour
- Firm talk in private
- Temporary isolation in classroom
- Withdrawal of classroom related privileges

- Extra duties in classroom or around school
- Set tasks to be completed during recess or lunch break
- School community-service work
- Withdrawal from classroom into another room

- Withdrawal from classroom to outside Principal's office
- Meeting with Principal or designated staff member

Procedures for sanctions outside the classroom:

- Indication to the child of the unacceptable behaviour
- Firm talk in private
- Temporary isolation in timeout zone

- Extra duties around school
- Set tasks to be completed during recess or lunch break
- School community-service work
- Meeting with Principal or designated staff member

Both procedures may then follow on to:

- Note or phone call from teacher to parent to discuss the unacceptable behaviour
- Additional work after school of up to 30 minutes duration*
*Parent consent will be obtained and travel modes taken into account

- Discipline meetings with principal, teacher, parents and student
- Help sought from support agencies
- Formal Behaviour Support Group involving parents, welfare agencies or psychological services.
- Suspension following DEECD guidelines
- Expulsion following DEECD guidelines