



Student Code of Conduct Policy

At Huntingdale Primary we endeavour to create a safe, positive and supportive school environment in which each student can enjoy their opportunities, both academic and social, and achieve their greatest potential educationally.

This requires accepting responsibilities, demonstrating care and consideration and a respect for the community and each other.

We aim to foster high standards of behaviour based on co-operation, self-discipline and the promotion of positive, non-discriminatory relationships among students.

The Student Code of Practice will comply with DEECD guidelines. The Code of Conduct is based upon the following principles.

Principles

Children

- The right to be valued and treated with respect, regardless of gender, race, religion or individual differences.
- The right to be safe and secure, without intimidation, bullying or harassment so that they can fully develop their talents, interests and ambitions.
- The right to study, learn and play without interference.
- The right to equal access to school equipment and teacher time

Teachers

- The right to be valued and treated with respect, regardless of gender, race, religion or individual differences.
- The right to expect that they will be able to teach in an orderly and cooperative environment.
- Have an obligation to fairly, reasonably and consistently implement the code of conduct.

Parents/Guardians

- The right to be valued and treated with respect, regardless of gender, race, religion or individual differences.
- The right to expect that their children will be educated in a secure environment in which care, courtesy, and respect for the rights of others are encouraged.
- Have an obligation to support the school in its efforts to maintain a positive teaching and learning environment.

Responsibilities

Children have the obligation to:

- Show care and compassion for others.
- Respect the rights and property of themselves, other students, school staff, community members, visitors and the school itself.
- Follow the school rules and teachers instructions.
- Act in a safe and responsible manner.
- Exhibit honesty when dealing with situations.
- Understand that there will be consequences for their actions.
- Give others a fair hearing and develop skills in conflict resolution.
- Adhere to the policies and programs of the school.

Staff have the obligation to:

- Provide adequate supervision in the school grounds.
- Fairly, reasonably and consistently implement the code of conduct.
- Record and communicate serious and continuous breaches of school rules.
- Set appropriate and achievable goals.
- Positively reinforce appropriate behaviour.



- Enhance and encourage staff / family relations.
- Negotiate class rules and expectations with students

Parents have an obligation to:

- Support the school in its efforts to maintain a positive teaching and learning environment.
- Assist children in developing an understanding of safety and respect.
- Enhance and encourage family / staff relations.
- Support the implementation of the Student Code of Conduct.

Approach to Discipline

Huntingdale Primary School promotes a climate within which personal responsibility and self-discipline will be developed. We are committed to strategies that:

- Develop the social skills of all children e.g. Implementation of 'You Can Do It' program and Values Education.
- Give positive reinforcement.
- Improve self-esteem.
- Enhance and encourage parent-teacher contact.
- Provide support to parents, teachers and students.
- Assist and involve children with special needs.
- Apply consistent rules, consequences and procedures.
- Encourage persistence, organisation, getting along, confidence and resilience through the You Can Do It program
- Recognise and celebrate school activities and student's achievements (e.g. Pupil of the Week).
- Provide adequate supervision.
- Encourage school pride and a sense of belonging.
- Encourage the four values of courage, kindness, creativity and personal best.

Resolution of Discipline Matters at Huntingdale Primary School

Each class develop a set of classroom expectations which give students guidance in making appropriate decisions about their behaviour and thus an opportunity to learn in a positive, nurturing classroom environment. As each child deserves the most positive educational climate possible for their growth they jointly construct a set of classroom expectations and consequences for appropriate and inappropriate behaviour during the first week of school. These expectations are positively phrased and limited to five or six to reinforce appropriate behaviours and choices. Rewards and consequences are also agreed upon to ensure a joint vision and understanding for each classroom.

Expectations:

1. Use good manners and wait for your turn to speak.
2. Be cooperative by doing what you are asked to do.
3. Think and act safely by keeping our hands, feet and objects to yourself.
4. Be friendly to each other.
5. Ask the teacher if you need to leave the room, before you leave the room.

Rewards:

To encourage students to follow our expectations I will recognise good choices and appropriate behaviour with praise, certificates, stickers and positive notes.

Consequences:

If a student chooses to behave in an inappropriate fashion the following steps will be taken:

First time a student breaks an expectation:

- Redirect/recognise an appropriate behaviour, warning and reminder of the expected behaviour.

Second time:

- Name on board and reminder of the expected behaviour.



Third time:

- One cross next to their name and 2 minutes time out in the classroom.

Fourth time:

- Second cross next to their name and 5 minutes time out in the classroom.

Fifth time:

- Third cross next to their name and time out in another classroom.

Severe Clause:

- Referral to Principal

When inappropriate behaviour persists the following steps should be taken in consultation with the Principal.

Step 1 Teacher and student plan of action

Aims to assist student to modify own behaviour.

Possible strategies include:

- Detention as per DEECD guidelines.
- Deprivation of privileges.
- Inform parents to organise a meeting.
- Time out away from grounds or classroom.
- Written record of behaviours. Eg. Bullying / Incident Report
- Behaviour Contract negotiated between student and teacher.

Step 2 Calling on external assistance.

For example

- Counselling, support group established with parents, staff or consultants.
- Strategies negotiated in addressing the concern, including such strategies as Behaviour Contract that set out goals and timelines.

Step 3 Suspension procedures

- Implemented as per DEECD guidelines.

Step 4 Expulsion

- Implemented as per DEECD guidelines.

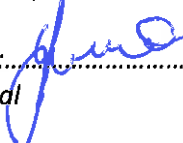
***If at any time a misdemeanour is considered serious enough, some or all of the steps in the sanctions may be skipped so a higher level of discipline action may apply.

Evaluation:

This policy will be reviewed every three years as part of the school's three year review cycle.

Certification:

This policy was endorsed by School Council at the meeting held 20 May 2014

Signed: 
Principal

Signed: 
School Council President