

ALBANY RISE PRIMARY SCHOOL

Student Code of Conduct

RATIFIED BY SCHOOL COUNCIL: 21st June 2017

REVIEW DATE: 2018

Albany Rise Primary School community believes that this school should be a happy and safe learning environment which meets the needs of students at all levels of their primary school life. The Code of Conduct is consistent with Department of Education guidelines and regulations. Our policy is based on rights, rules, responsibilities and consequences and the following beliefs:

Staff, Student and Parent Rights and Responsibilities

The following basic rights and responsibilities have been identified and agreed upon by the whole school community:

Rights	Responsibilities
The right to be physically safe.	To ensure all others are physically safe.
The right to be emotionally safe.	To ensure all others are emotionally safe.
The right to learn.	To allow others to learn and teach.
The right to be treated with respect.	To treat all others with respect.
The right to be heard.	To allow others to be heard.

Strategies:

Our school considers that a positive approach to behaviour is necessary to foster a school climate within which personal responsibility and self-discipline will be developed.












We are committed to the following strategies:

- enhancing student self-esteem through positive reinforcement.
- acknowledging student achievement and reinforcing exemplary behaviour.
- encouraging students to recognise and respect the rights of others.
- encouraging students to be responsible for their own behaviour.
- developing students' self-discipline and control.
- encouraging students to take pride in their school, the community and themselves.
- developing appropriate classroom and school expectations.
- ensuring expectations and consequences are consistent, clear, fair and understood.
- enhancing and encouraging parent-teacher contact.
- encouraging friendships
- providing adequate supervision in the school grounds.



ARPS Positive Behaviour Matrix



	Always	Classrooms, Specialists and Corridors	Yard	Toilets and Taps	Online
Respect	I work and play safely.				
	I listen to all staff by following instructions. I use appropriate and acceptable language. I speak positively to others and use my manners. I keep my hands and feet to myself. I take care of school equipment.	I use my inside voice. I respect personal and working spaces of others. I walk quietly and sensibly. I wait my turn to walk through doorways. 	I play fairly with others. 	I respect other people's privacy in the toilets. 	I use all online equipment appropriately according to the User Agreement. 
Responsibility	When I see rubbish I put it in the bin.		I stay inside the red lines (out of bounds). 	I flush the toilet and wash my hands. I keep the wall, floors and doors and ceiling clean. I turn the tap off after use. I stay with my partner when I go to the toilet. I understand toilets and breezeways are not play areas. 	I will report any damage to staff. I keep my usernames and passwords safe. I use safe online behaviours. I report cyberbullying to appropriate adults. 
	I take care of school, others and my own belongings. I will arrive at school on time and ready to learn. I will be at school every day unless I have a valid reason. I take responsibility of my own actions and behaviors. 	I allow others to work uninterrupted. I stay on task and take responsibility for my own work. I manage my time wisely. 			
Resilience	I do my best. I bounce back when things don't go my way. I will accept consequences from my actions.	I accept feedback to help me achieve my learning goals.			I will respond thoughtfully to online concerns.
		I accept the outcomes of games with good sportsmanship.			

BEHAVIOUR: STUDENT



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The following behaviours are unacceptable:

- fighting, bullying or any other form of aggressive or intimidating behaviour.
- insolence, disobedience and disruptive behaviour.
- actions which may pose a danger to oneself or others.
- teasing, name-calling and offensive language.
- disregard for property.
- leaving the school without permission.
- riding bicycles, skateboards, scooters or rollerblades in the school grounds whilst school is in operation
- running in the school buildings.
- Cyberbullying of any kind

Given these expectations it is recognised that there will be specific occasions when it is necessary to establish temporary or short-term rules to ensure the safety and uninterrupted education of the students.

The school expectations have been developed through school community consultation. Every enrolling student will be given a detailed copy of the school expectations. Parents are expected to discuss these expectations with their child/children and support the school in their implementation.

Consequences:

Breaches of school expectations may incur some penalty or action. Procedures for dealing with inappropriate behaviour are generally sequential in nature and reflect the severity or frequency of misdemeanours as outlined in our and our outlined in the Student Engagement, Inclusion & Wellbeing Policy.

These range from warnings and removal to another location, contact parents, involvement with a guidance officer, or for more severe behaviours, exclusion from school in line with DET Guidelines and our whole school 5 step approach.

This Student Code of Conduct should be used in conjunction with the Student Engagement, Inclusion & Wellbeing Policy, the Bully Prevention Policy and supporting policies including Attendance, Cyber safety, Homework, Uniform and Emergency Management.

I have read and understand the ARPS Student Code of Conduct:

Student: _____ Class: _____

Parent: _____ Date: _____

CODE OF CONDUCT: STUDENT



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LEVELS OF BEHAVIOUR MANAGEMENT LEVEL

	STUDENT BEHAVIOUR	TEACHER ACTION	CONSEQUENCES	EXTRA SUPPORT
1	Students respect the rights of self and others (<i>is co-operative and self-controlled</i>)	Positively reinforce behaviour, with appropriate comments and specific feedback		Involve colleagues in the celebration of student achievements
2	Basically respects the rights of others but has difficulties which affect self-esteem. Some degrees of frustration, low concentration levels. Minor disruptions e.g. rudeness and annoying others, no homework, punctuality a problem, incorrect equipment.	Supportive teachers seek solutions to problems with students restoratively. Consultation with other colleagues, support staff and parents. Reinforce success, behaviour contracts between home and school. Documentation given to support staff describing problems. Class meetings.	Discussion followed by warning. Written or verbal apology. Repeat the given task until an acceptable standard is achieved. Written explanation Reflection/Think page Parent contact, if appropriate.	If necessary gain collegial help from staff and Admin in defining problem and solution.
3	Persistently violates the rights of others in a minor way. Has continuing, but minor problems, e.g. continues Level 2 behaviour, violates the rights of others (classroom/playground), poor attitude to own learning and work, rude and unresponsive.	Teacher consults with colleagues and ES Staff. Teacher to contact parents. As for Level 2	Counselling. Repeat the task until an acceptable standard is achieved. Removal from group activity. Written or verbal apology. Yard restrictions. Time out. Written explanation Reflection/Think page Parent Contact.	Involve support from colleagues, Principal Class Officers and support staff, if necessary.
4	Continually breaches the rights of others. Regular and serious infringements of the rights of others, e.g. verbal or physical assault, bullying, intimidation, vandalism, defiance, disruption, etc. Isolated serious breaking of rules, continued deterioration in behaviour, ignoring help.	Teacher consults with colleagues and support staff and contacts parents. Incidents documented and filed.	Referral to Principal Class Written explanation Reflection/Think page Parent contact. Counselling/referral to student services. Internal suspension. Limited access to yard facilities. Reparation of property damage. Deprivation of privileges.	Must involve Principal Class support staff if appropriate and parent/s. Parent meeting necessary
5	Seriously violates the rights of others and shows no signs of an ability to change e.g. abusive, poor relationships with peers, dangerous, uncontrollable, and unco-operative	Teacher refers problems directly to Principal Class. After discussions with parent/s student may be suspended.	As for Level 4 and: Suspension in line with DET guidelines. Expulsion in line with DET guidelines	As for Level 4. DET Regional involvement if expulsion is appropriate.

<http://www.education.vic.gov.au/school/teachers/studentmanagement/Pages/discipline.aspx>

Principal: _____
 School Council President: _____
 Date ratified by School Council: _____ 21st June 2017 _____
 To be reviewed: _____ 2018 _____

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