ALBANY RISE PRIMARY SCHOOL
Student Code of Conduct

FIED BY SCHOOL COUNCIL: 6th December 2019   **REVIEW DATE: 2020**

RATIONAL:

The 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.

PURPOSE STATEMENT:

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. This approach includes:
- enhancing student self-esteem through positive reinforcement
- acknowledging student achievement and reinforcing expected positive behaviours
- explicitly teaching students to recognise and respect the rights of others through the SEL *(social, emotional learning)* program
- empowering students to be responsible and accountable for their own behaviour
- developing students' self-discipline and control. *(eg. strategies to regulate behaviour)*
- encouraging students to take pride in their presentation, belongings, work, environment, and community
- developing appropriate classroom and school expectations (ARPS SWPBS Matrix)
- ensuring expectations and consequences are consistent, clear, fair and understood (ARPS Behavioural Response Continuum)
- explicitly modelling the skills required to develop and maintain friendships
- Providing a quiet place for de-escalation and reflection (eg. 'Think time')

GUIDELINES:
The following programs and practices are used at Albany Rise Primary School:
- Social Emotional Learning (SEL) sessions (30 minutes a week)
- Daily circle time in classes
- Compass student behaviour chronicles
- Classroom Dojos for communicating positive behaviours
- De-escalation plan for all students
- SWPB classroom behavioural folder
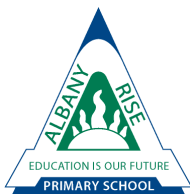
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The following MAJOR and MINOR behaviours are unacceptable:

MAJOR BEHAVIOURS
- Physical Aggression (*hitting, kicking, violent pushing or shaking*)
- Harassment or Bullying
- Absconding
- Defiance/Non-compliance.
- Stealing
- Property Damage

MINOR BEHAVIOURS
- Mild disruption (*calling out, talking out of turn)*
- Inappropriate language
- Property misuse
- Physical contact
- Abusive language
- Dress code violation
- Late to class
- Truancy

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 schools positive behaviour matrix has been developed through school community consultation. Every enrolling student will be given a detailed copy of the ARPS SWPBS Matrix. Parents are expected to discuss these positive behaviours with their child/children and support the school in their implementation of these expectations.

Consequences:

Any breach of the schools positive behaviours will incur a penalty or action in line with our Behavioural Response Continuum. Procedures for dealing with major and minor behaviours are generally sequential in nature and reflect the severity or frequency of misdemeanours as outlined in our Student Engagement, Inclusion & Wellbeing Policy.

These range from warnings and removal to another location, contact parents, involvement with the Principal or Assistant Principal, and for more severe behaviours, exclusion from school in line with DET Guidelines and our whole school Behavioural Response Continuum.

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.
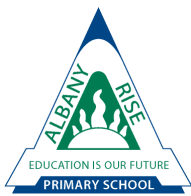
Principal: _____

School Council President: _____

Date ratified by School Council: _____21st November 2018 ____

To be reviewed: _____2019_____

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CODE OF CONDUCT: STUDENT

ARPS POSITIVE BEHAVIOUR MATRIX

	ALWAYS	CLASSROOM/ SPECIALIST	CANTEEN	HALLWAY/ CORRIDOR	TOILETS/TAPS	ONLINE	YARD
RESPECT	Listen and follow all instructions. Use appropriate and acceptable language. Always use my manners. Keep my hands and feet to myself. Respectfully use school equipment.	Use your inside voice. Respect personal and working spaces of others. Wait your turn when speaking in class.	Order in a polite manner. Use manners when speaking to the canteen staff. Give others personal space.	Wait your turn to walk through doorways. Walk quietly and orderly. Knock before entering a classroom.	Respect people's privacy. Always flush the toilet.	Use all online equipment appropriately according to the User Agreement. Follow age restrictions.	Always consider your own and others safety. Include others in games. Look after our gardens, grounds and environment. Listen to staff instruction. If we see rubbish we put it in the bin.
RESPONSIBILITY	Take care of school, others and my own belongings. Arrive at school on time and ready to learn. Be at school every day	Allow others to work uninterrupted. Stay on task and take responsibility for your own work. Manage my time wisely	Put your rubbish in bin. Buy and eat only your own food.	Make way for others when using the hallway and doorways. Keep to the left except when passing others.	Turn the tap off after use. Stay with my partner when I walk to the toilet. Understand toilets are not a play area.	Report any damage to staff. Keep your usernames and passwords safe. Use safe online behaviours. Report cyberbullying to appropriate adults.	Use equipment safely. Keep your hands and feet to yourself. Be aware of the safety of others. Eat only in eating area.
RESILIENCE	Always try my best. Bounce back when things don't go my way. Accept consequences for your actions.	Accept feedback to help achieve my learning goals.	Know to line up. Be patient in line and wait my turn to be served.	Wait patiently if the hallway is busy or the path is blocked.		Respond thoughtfully to online concerns.	Accept consequences of your own actions. Accept the consequences of games.
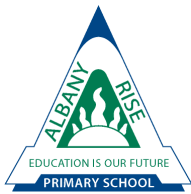
EDUCATION IS OUR FUTURE

ALBANY RISE PRIMARY SCHOOL
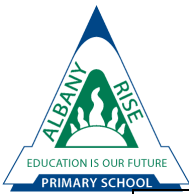## Student Code of Conduct

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LEVELS OF BEHAVIOUR MANAGEMENT

CODE OF CONDUCT: STUDENT

	STUDENT BEHAVIOUR	TEACHER ACTION	CONSEQUENCES/REWARDS	EXTRA SUPPORT
	DESIRED BEHAVIOUR			
	Students respect the rights of self and others *(is co-operative and self-controlled)*	Positively reinforce behaviour, with appropriate comments and specific feedback	Dojo points awarded Positive recognition	Involve colleagues in the celebration of student achievements
	UNDESIRED BEHAVIOUR			
1	Student displays some degrees of frustration, low concentration levels and minor disruptions e.g. rudeness and annoying others, no homework, punctuality, incorrect equipment.	**STEP 1:** **NON VERBAL PROMPT** – *eg. (Student is out of bounds, move towards student make eye contact)*		
2	Student repeats the minor behaviour as per our ARPS Behaviour Continuum.	**STEP 2:** **CORRECTIVE** – *eg. ("Adam move in bounds, thanks")* **(FIRST CIRCLE)**	A circle is placed in the class behavioural folder next to the student's name.	
3	Student repeats the minor behaviour as per our ARPS Behaviour Continuum.	**STEP 3:** **RE-TEACH THE RULE** *eg. ("Remember, to be safe Adam, we stay in bounds")* **(SECOND CIRCLE)** *Refer to student De-escalation plan*	A second circle is placed in the class behavioural folder next to the student's name. *Refer to student De-escalation plan*	
4	Student has ignored non-verbal and verbal prompts and has continued to repeat the minor behaviour.	**STEP 4:** **CHOICE** *eg. ("Adam you either return to the inbounds area or you will have to walk with me")* **(THIRD CIRCLE, REMOVED FROM CLASS AND GIVEN 'THINK TIME')**	A third circle is now placed in the class behavioural folder next to the student's name - Removed from the classroom to buddy class - Required to attend Think Time session during lunchtime - Written or verbal apology - Written explanation.	Involve colleague in buddy class and make them aware of the negative behaviour that has resulted in the student being sent to their room. Provide task for student to complete in buddy class.
5	Student is still non-compliant and has ignored all attempts to correct their behaviour.	**STEP 5:** **(FOURTH CIRCLE, SENT TO LEADERSHIP)** Student is now sent to Leadership staff in administration building. If leadership staff unavailable, the team leader of PLC team who is planning at the time will take responsibility for the student in question.	A fourth and final circle is now placed in the class behavioural folder next to the student's name. - Out of class for the remainder of the day - Parent contacted - Think time session	Must involve Principal Class support staff if appropriate and parent/s. Parent meeting necessary Student will be sent to leadership over in the administration building. If leadership staff are busy the team leader of the PLC

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		- Limited access in yard - May be excluded from incursions/excursions/camps or school sports activities - Reparation of damaged property - Deprivation of privileges - Internal suspension.	team who is planning at the time will take responsibility for the student in question.
MAJOR BEHAVIOUR			
Student displays an ARPS major behaviour.	Student is sent to Leadership staff in administration building. If leadership staff are unavailable, the team leader of the PLC team who are planning at the time will take responsibility for the student in question.	Student removed from area and referred to leadership (available senior staff member). - Parent contacted - Limited access in the yard - Exclusion from incursions/excursions/camp and school sporting events - Internal/external suspension in Line with DET guidelines - Expulsion in line with DET guidelines.	Student sent to leadership. PLC level leader support for team member. Other possible Supports: Meeting with parent & student. Development of Behaviour Support Plan. Involve Student Support Services. Referral to School Counsellor. Review De-escalation plan.

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

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

Student: _____ **Class:** _____

Parent: _____ **Date:** _____

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