



ALBANY RISE PRIMARY SCHOOL

Student Code of Conduct



REVIEW DATE: 21st February 2024



Help for non-English speakers

If you need help to understand this policy, please contact the Albany Rise Primary School Administration.

RATIONAL:

The Albany Rise Primary School community believes that this school should be a happy, productive and safe learning environment which meets the needs of all students across all levels of their primary school life. The Code of Conduct is consistent with Department of Education guidelines and regulations and aligned with School Wide Positive Behaviour practices. Our policy and guidance is based on rights, responsibilities and high expectations with the understanding that positive student conduct results in positive outcomes for all.

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. We do this by:

- Building strong, positive teacher/student relationships and 'knowing' each student
- enhancing student self-esteem through 'free and frequent' 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 (*eg. uniform*), belongings, work, environment, and community
- developing appropriate classroom and school expectations (based on ARPS SWPBS Matrix)
- ensuring expectations and outcomes from behaviours are consistent, clear, fair and clearly understood through explicit classroom instruction
- explicitly modelling the skills required to develop and maintain friendships
- allocating leadership and mentoring roles to students acting as role models
- providing a quiet place for de-escalation and reflection within each learning space
- referring to Department of Education resources and expectations for creating inclusive and accessible classrooms and learning environments.
- Utilising a 'Tiered Behaviour Response Continuum'



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GUIDELINES:

The following Programs and practices are used at Albany Rise Primary School:

- Social Emotional Learning (SEL) sessions (30 minutes a week) based on the Respectful Relationships resources and Victorian Curriculum Personal and Social Capabilities
- Daily Circle Time sessions in classes
- Regular classroom Dojos messages for communicating positive behaviours (whole class and individual)
- SWPB classroom behavioural folder in Specialist Classes
- Compass Chronicle recording of Major and Minor behaviours
- Restorative Conversations with students
- Tiered behavioural outcomes and responses based on student needs and context

The following MAJOR and MINOR behaviours are unacceptable:

MAJOR BEHAVIOURS

- Absconding
- Abusive Language and Harassment
- Bullying
- Disrespect
- Fighting
- Physical Aggression
- Technology Violation
- Theft/Stealing
- Vandalism/Property Damage

'MINOR' BEHAVIOURS*

- Defiance
- Disrespect (minor)
- Inappropriate Language
- Intentional Dress Code Violation
- Late to class
- Lying
- Mild Disruption
- Non-Serious Physical contact
- Property Misuse/Damage
- Technology Violation

*Whilst generally less serious than Major Behaviours, 'Minor' behaviours are still considered serious violations of whole school behavioural expectations.

The Albany Rise *School Wide Positive Behaviour Support* (SWPBS) matrix has been developed through school community consultation. Every enrolling student is provided with a 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 and responses to each of these expectations.

As part of the start of year 'Quality Beginnings' program and new student induction processes, a copy of this Code of Conduct is provided to each student, with age appropriate explicit teaching of expected and acceptable behaviours at Albany Rise Primary School. Student positive behaviours and adherence to these expectations are recognised regularly, as outlined in the 'Purpose Statement' above.

Outcomes and Responses to Student Behaviour

Any breach of the school's positive behaviours will incur a response or outcome in line with our Tiered Behaviour Response Continuum. Procedures for dealing with major and minor behaviours are generally sequential in nature and reflect the severity or frequency of misdemeanours. Responses and outcomes are undertaken through considerations of context, individual student needs, impact on other students, staff, community members and the functioning of the school.

Responses may range from warnings and removal to another location, contacting parents, involvement with the Principal or Assistant Principal, and for more severe behaviours, exclusion



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from school in line with DET Guidelines and our whole school Tiered Behaviour Response Continuum.

SWPBS uses a tiered intervention framework which invests in:

- primary prevention (tier 1): supports for all students, staff and settings
- secondary prevention (tier 2): additional specialised group systems for students with at-risk behaviour
- tertiary prevention (tier 3): specialised, individualised systems for students with high-risk behaviour, provided in addition to primary and secondary prevention.

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

Resources:

<https://www2.education.vic.gov.au/pal/behaviour-students/policy>

<https://www2.education.vic.gov.au/pal/behaviour-students/guidance/5-school-wide-positive-behaviour-support-swpbs-framework>

Google Drive: <https://drive.google.com/drive/folders/0APsGZOeO2A7QUk9PVA>

Website: <https://albanyrise-ps.vic.edu.au/about-us/policies/>

Policy last reviewed	21 st February 2024
Approved by	School Council: Principal:
Next schedule review date:	2025



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ARPS Tiered Behaviour Response Continuum.

ARPS Student Code of Conduct

Available Supports	Reponses and Outcomes
<p>Tier 1 – Universal Supports - for all students, staff and settings</p>	<p>Staff will:</p> <ul style="list-style-type: none"> • Explicitly teach SWPBS matrix expected behaviours and reinforce these in all locations and learning environments for all students • Explicitly teach Social and Emotional Learning skills in weekly lessons • provide individualised recognition through ‘free and frequent’ positive verbal acknowledgement (4 to 1 practice) • proactively ‘get to know’ students and build positive relationships in all year levels • develop learner profiles with each student in their class • utilise classroom resources and facilities to create orderly, inclusive and safe learning environments <p>Student outcomes may include:</p> <ul style="list-style-type: none"> • whole class rewards and celebrations • inclusion in special events and opportunities • leadership roles within the class/school • tangible individual & team rewards (house points, Dojo Points, stickers on work books, ‘free time’) • Student of the Week awards • Recognition from leadership (Principal award) and at assembly • SWPBS awards
<p>Tier 2- additional specialised group systems for students with at-risk behaviour</p> <p><u>‘MINOR’ BEHAVIOURS*</u></p> <ul style="list-style-type: none"> • Defiance • Disrespect (minor) • Inappropriate Language • Intentional Dress Code Violation • Late to class • Lying • Mild Disruption 	<p>During ‘Minor’ incident staff may:</p> <ul style="list-style-type: none"> • Respond early and consistently using SWPBS matrix as reference • Move student within learning environment or to another location within the school • Remove item/s causing concern from student for a set period (eg. Inappropriate technology use may result in no access for a set period) • Promptly follow up with student 1-1 at next available ‘break’ • Request student write out what happened and what they were thinking • Refer student to SWPBS matrix and explicitly reinforce expected behaviours <p>During/After ‘Minor’ incident staff will:</p> <ul style="list-style-type: none"> • Record student behaviour for future tracking and reference (Compass and/or class based system) • Detain student at lunchtime for a conversation • Initiate a restorative conversation with any other students involved • Contact parents/family and request meeting/communication • Explicitly re-teach expected behaviours to class/group impacted • Reinforce positive behaviours with a focus on the target behaviour through 4 to 1 reinforcement practices



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ARPS Tiered Behaviour Response Continuum.





<ul style="list-style-type: none"> • Non-Serious Physical contact • Property Misuse/Damage • Technology Violation 	<p>Post 'Minor' incident outcomes for student may include:</p> <ul style="list-style-type: none"> • Removal from activity or positions of responsibility for a set period of time • Initiating an appropriate conciliatory action (eg. Apology letter, clean up mess, community service) • Individualised Safety plan and limited yard access for a set period • Additional staff support, including regular 'check-ins' with Student Wellbeing Officer • Access to School Support Services for counselling/support
<p>Tier 3 specialised, individualised systems for students with high-risk behaviour, provided in addition to primary and secondary prevention</p> <p><u>MAJOR BEHAVIOURS</u></p> <ul style="list-style-type: none"> • Absconding • Abusive Language and Harassment • Bullying • Disrespect • Fighting • Physical Aggression • Technology Violation • Theft/Stealing • Vandalism/Property Damage 	<p>During Major incident staff will:</p> <ul style="list-style-type: none"> • Remain Calm • Take steps to maintain personal safety • Keep others safe (hands on only if necessary) • Call for help (office – school leadership) • Contact parents • Refer to known triggers and Behaviour Support Plan (BSP) if appropriate <p>During/After Major incident staff will:</p> <ul style="list-style-type: none"> • Undertake a prompt and thorough debrief with all involved including school leadership • For students with BSP, refer to BSP, classroom teacher, leadership and external supports (eg psychologist) • Share updated BSP with everyone on staff, student and parents • Complete Edusafe report online • Complete ISOC report • Communicate with Health and Wellbeing Key Contact and consider School Support Service Officer (Counselling, psychologist) supports • Contact Police (as required) • Contact Child protection or Orange Door (as required) • Contact regional supports (as required) • Access knowledgeable specialists • Meet with student and parents to confirm supports, outcomes and responses for student <p>Post incident outcomes for student may include:</p> <ul style="list-style-type: none"> • Safety plan for student and others impacted overseen by leadership team • Restriction of Play as part of BSP • Additional personalised supervision in class/yard • Exclusion from events (at discretion of teacher and leadership) • Individualised timetable for counselling and school based supports • Suspension for up to 5 days • Referral to specialist learning setting



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	ARPS POSITIVE BEHAVIOUR MATRIX					
	ALWAYS	LEARNING ENVIRONMENTS	HALLWAY/ CORRIDOR TRANSITION	TOILETS/TAPS	ONLINE/ TECHNOLOGY	YARD OUTDOOR ENVIRONMENTS
RESPECT 	We are polite in our words and actions We keep our hands and feet to ourselves We are kind, helpful and considerate of others	We raise our hand to talk We listen to and follow instructions We take care of school equipment	We walk safely, carefully, and quietly together We line up and wait patiently	We respect others' privacy We talk quietly We use water wisely	We use all technology with respect/care We follow our code of conduct	We share equipment and include others in games We take care of our outdoor spaces
RESPONSIBILITY 	We own our actions and choices We ask before using items that we do not own We represent our school with pride	We are organised and prepared We join in and try our best We focus on our own tasks	We go straight to our destination We enter the class ready to learn	We use toilets and sinks correctly and keep them tidy We wash and dry our hands thoroughly	We tell a trusted adult if something makes us feel uncomfortable We pack up all ICT equipment We keep our usernames and passwords private	We play fairly We play on the appropriate playground
RESILIENCE 	We try to solve our own problems and ask for help when we can't solve it We adapt when things don't go our way We accept and learn to value feedback	We put in our best effort We take risks in our learning and challenge ourselves We bounce back from disappointments	We wait patiently and walk sensibly	We walk, wait respectfully, and return to class together	We take turns using digital equipment	We give new experiences a go We accept that sometimes we win and sometimes we lose We accept and follow the rules of the game

I have had the ARPS Code of Conduct explained to me and I understand my rights and responsibilities in supporting a positive whole school learning environment:

Student: _____ Class: _____

Parent: _____ Date: _____