

Girraween Primary School Code of Conduct

The Staff & School Council of Girraween Primary School believe that for the school to be effective, it should provide a safe and happy learning environment which meets the needs of our students at all levels of their primary school life. Our policy is based on the recognition of student, teacher/support staff, and parent/carer rights and responsibilities. It is based on Restorative Justice, Crisis Prevention Intervention & our **'Seeds of Success'** which are posted in every classroom and explicitly taught by every classroom and specialist teacher. As a means of promoting such an environment, the school has a Code of Conduct and the following principles underpin this policy:

- all individuals are to be treated fairly and with respect
- students have the right to work in a secure environment where they feel free to develop to the fullest, their talents, interests and ambitions without intimidation
- parents/carers have a right to expect that their children will be educated in a secure environment in which expectations of care, courtesy and respect for the rights of others will be encouraged
- parents/carers accept their obligation to support the school in its efforts to maintain a positive teaching and learning environment
- teachers have the right to teach in an atmosphere of order and cooperation
- the school Principal and staff members accept their obligation to fairly, reasonably and consistently implement the Code of Conduct
- our school considers that a positive approach to behaviour is essential in fostering a school climate within which personal responsibility and self-discipline will be developed. Therefore everyone has responsibilities.

STUDENT RIGHTS AND RESPONSIBILITIES

All students have the right to:

- be safe
- learn and do their work
- feel valued

All students have the responsibility to:

- treat everyone with respect and demonstrate thoughtfulness
- participate in all school learning activities
- follow instructions
- refrain from dangerous activities that are violent and/or unacceptable
- refrain from intimidating behaviour or harassment
- report any dangerous activity to the teachers
- look after their own and others property
- stay within the school grounds unless with a teacher
- remain out of the buildings during recess and lunchtime
- know where they can play particular games safely

TEACHER/SUPPORT STAFF RIGHTS AND RESPONSIBILITIES

All teachers and school support staff have the right to:

- be free from disruption in the teaching and learning process
- be treated fairly and with respect by all members of the school community
- the support and assistance of other staff
- implement the Code of Conduct
- expect strong support from the school community in the discipline process

All teachers and school support staff have the responsibility to:

- continually provide good teaching and learning practices and evaluate teaching strategies

- provide adequate supervision
- encourage awareness and understanding of school rules
- fairly, reasonably and consistently implement the Code of Conduct using the Seeds of Success
- request advice and assistance when needed
- treat others as they would like to be treated themselves

PARENT/CARER RIGHTS AND RESPONSIBILITIES

All parents/carers have the right to:

- be recognised as the major influence in their child's development
- have access to staff at convenient, mutually agreed times
- be kept informed and given the opportunity to express themselves on matters of school policy
- be consulted/informed of inappropriate behaviours
- be treated fairly and with respect by all members of the school community

All parents/carers have the responsibility to:

- encourage good behaviour habits in their children
- support the school in its effort to maintain a positive teaching and learning environment
- support the school in its discipline procedures associated with implementation of the Code of Conduct
- treat others as they would like to be treated themselves

SCHOOL STRATEGIES-GUIDELINES FOR DEALING WITH UNACCEPTABLE STUDENT BEHAVIOUR

Given that students understand the school's Code of Conduct and the effect that breaches could have on themselves and others, it is therefore logical that choosing to breach the Code of Conduct should incur a logical consequence. The consequences of breaches of our Code of Conduct range from discussion around the Restorative Justice principles and a warning, withdrawal to buddy class, community service on the school grounds, Chill Zone (blue slip), 1:1 supervision with yard duty teacher (purple slip) withdrawal to the office for time-out with the Assistant Principals or Principal, meeting with parents, formal withdrawal after discussion with the parents by a member of the leadership team. If further breaches occur students are placed on a positive behaviour plan so the behaviours are monitored closely by teachers and parents.

We believe that the discipline of students is a shared responsibility between home and school. Consequences for inappropriate behaviour are decided upon by students and teachers together and are consistent across the school. Furthermore, our school considers that a Restorative Justice approach to behaviour is desirable in order to foster the concept of self-respect and fairness to students, teachers and the wider community. In order to develop a positive approach to behaviour our school is committed to the following strategies:

- give constant positive reinforcement
- develop self-esteem
- encourage friendships
- develop pride in the school and the wider community
- encourage sharing, tolerance and compassion amongst all students
- enhance and encourage parent/carer teacher contact
- be consistent and fair in expectations of behaviour and their consequences
- encourage organised and responsible play within our playground
- ensure that students understand the Code of Conduct by explicitly teaching the "Seeds of Success"
- be consistent in reinforcing the Seeds of Success
- explicit teaching of the Child Protection Curriculum

Behaviour Expectations

We consider that the following forms of behaviour are intimidating or dangerous and are therefore unacceptable:

- fighting, bullying or any other form of aggressive behaviour
- throwing sand, stones or other dangerous objects
- using or carrying weapons (sticks, rocks etc)
- harassment (cultural, religious, racial, sexual and disabilities)
- teasing , name calling and swearing
- stealing
- damaging property and graffiti of school property
- leaving the school ground without permission
- climbing trees, roofs or structures other than designated playground equipment
- being in school buildings without teacher supervision

Reflection Time Procedures

- Each class has a designated 'reflection time' area in the classroom. Students need to be clear about why they are being sent to reflection time and the behaviours they are reflecting for. Each teacher is familiar with the Restorative Justice process and will use it consistently when managing behaviour.
- Each class has a 'reflection time' class. Students who have not responded to 'reflection time' in their own room can be sent to their 'reflection time' class. If time permits at the end of the 'reflection time' period, supervising teacher could have a brief discussion about appropriate behaviours using the Restorative Justice questions.
- Teachers need to be consistent in their use of 'reflection time'.

Chill Zone

CHILL ZONE STATEMENT

The 'Chill Zone' is an area outside of the office designed to provide an opportunity for restorative conversations and to deal with issues in a timely manner through quiet supervised play.

Students may be sent to this area if they:

- Are feeling lonely or sad in the playground
- Need constructive play and company during recess or lunch
- Are not behaving safely or respectfully in the classroom or playground
- Need to finish work set by a teacher
- Need a 'restorative justice' conversation with an adult

A blue slip explaining why the child has been sent to the 'Chill Zone' needs to be filled out and sent to the teacher on duty. This slip also needs to indicate the length of time that the child should spend in this area. A member of the Leadership Team will be on duty in the Chill Zone. They will collect and record the names of the students who have attended. This data is collated in Grade Expert.

Community Service

Community Service – Purple Slip 'walking with a teacher on yard duty'

Community Service is a pre- negotiated consequence for undesirable behaviour displayed during class, eg being rude to the teacher or inhibiting own or other's opportunity to learn.

If a child has been given community service;

- Teachers must fill out Purple Slip; stating reason for Community Service and a given duration. This slip will be return to either student to return to classroom teacher or placed in teacher pigeon hole.
- Child will walk with the teacher for a restorative justice conversation.
- Child will help teacher on duty by; picking up rubbish or doing some other minor service for that teacher.

Time Out At Lunch (TOAL)

- TOAL is to be used as the consequence of inappropriate behaviours such as swearing at another student or staff member, non-compliance, stealing, damaging property, inappropriate use of property, graffiti, bullying or harassment.
- Teachers sending students to TOAL need to fill out a TOAL slip and should inform the Principal, Assistant Principals or the Senior Teacher that a student will be attending TOAL.
- Students need to go to C2 at 12:50 until 1:15pm.

- The students will complete a reflection sheet based on Restorative Justice Questions to give them a chance to consider their actions and the effect they had on others.
- All TOALs will be recorded in SAMS.
- Parents are to be informed by the class teacher or leadership where required.

Individual Behaviour Management Plans

Students who are having ongoing difficulty following the code of conduct will be placed on an Individual Behaviour Management Plan (IBMP). These plans are confidential and are developed in consultation with the parents, class teacher, senior staff and student. Students are usually on an IBMP for at least 6 weeks, at Girraween they are tailored to suit the needs of the individual student. Students are only taken off the plan after a meeting with all parties has been arranged. All teachers and members of the leadership team are notified that the student has made significant progress with their behaviour goals and is ready to become independent again. Students on an IBMP report to the chill zone at recess and lunch to ensure effective monitoring of the students’ progress on a daily basis. Classroom teachers develop in consultation with the students’ parents daily communication so they are on board throughout the whole process and can reward their child as they see fit. The IBMP are effective and do work when used consistently. Students who end the year on an IBMP will start the following year on a positive; a new IBMP will be negotiated at the new teachers’ discretion. Students exhibiting extreme behaviour may be placed on a levelled behaviour plan that is individualised and caters for behaviours of a higher need. This is completed in consultation with the student’s team of advisors and school personnel.

The Suspension Process

This process exists for severe breaches of the Code of Conduct and behaviours are reportable to the Regional Director of Schools Performance for the PARR region, Mr Bryan Hughes.

A student may, by order of the Principal Mrs Helen Chatto, be suspended if, whilst engaged in any school activity at or away from the school, including travel organised by the school, the student does any of the following:

- behaves in such a way as to constitute a danger to the health of any staff member, student or any other person assisting in the conduct of school activities
- commits an act of significant violence, or causes significant damage or destruction to property, or is knowingly involved in the theft of property
- possesses, uses or deliberately assists others to use illegal drugs or substances prohibited by the Department of Education
- fails to comply with any reasonable and clearly communicated instruction of a principal or teacher
- consistently behaves in a manner that interferes with the educational opportunities of any other student or students
- engages in unacceptable discriminatory behaviour (including harassment) towards another person based on gender, race, including colour, nationality and ethnic or national origin, or physical or mental disability or impairment

