








<p><b><u>Fair Treatment</u></b>  <i>All school community members are treated with fairness</i></p> <ul style="list-style-type: none"> <li>• Treat each other with respect and fairness</li> <li>• Respect the rights of others without any discrimination based on religion, culture, race, gender, age, disability, physical appearance or socioeconomic status</li> <li>• Avoid using offensive behaviour including language, gestures, images or text</li> </ul>  <p><i>Habit: Seek First to Understand and then be understood</i></p>	<p><b><u>Intimidation</u></b>  <i>All school community members should be free from all forms of intimidation</i></p> <ul style="list-style-type: none"> <li>• Neither cause nor encourage abuse or harm.</li> <li>• It is not acceptable to tease, bully, harass or gang up on others (people &amp; animals)</li> <li>• Ensure you include others in games so that they feel accepted.</li> </ul>  <p><i>Habit : Be proactive and not reactive</i></p>	<p><b><u>Environment</u></b>  <i>Everyone has the right to work and play in a clean, safe, orderly and cooperative environment</i></p> <ul style="list-style-type: none"> <li>• Place rubbish in bins</li> <li>• Follow instructions and follow the rules set for classrooms, cafeteria, corridors, the yard and school buses</li> <li>• Obtain appropriate permission before leaving class or school grounds</li> <li>• Walk quietly and sensibly when inside buildings</li> <li>• Show care when moving through congested areas</li> <li>• Get on the bus promptly after school is dismissed</li> <li>• Demonstrate good social behaviour</li> <li>• Cigarettes, alcohol, non-prescribed drugs or any dangerous articles and mobile phones are not allowed at school</li> <li>• Students cannot transport another student in a vehicle</li> </ul> <p><i>Habit: Think Win-Win for all school users</i></p>
<p><b><u>School and Personal Property</u></b>  <i>Personal and communal property must be protected from damage or misuse</i></p> <ul style="list-style-type: none"> <li>• Use the property of others only with their permission</li> <li>• Use school and personal property appropriately</li> <li>• We are responsible for the repairing of any damage that we cause to school or personal property</li> </ul>  <p><i>Habit: Begin with the End in Mind</i></p>	<p style="text-align: center;"><b>Student Code Of Conduct</b></p>  <p style="text-align: center;"><b>Strength Through Understanding</b></p>	<p><b><u>Learning environment</u></b>  <i>The school is a learning environment where everyone has the right to work and learn in a supportive environment without interference from others</i></p> <ul style="list-style-type: none"> <li>• Work cooperatively with teachers and peers</li> <li>• Arrive at class punctually with appropriate materials and school diary</li> <li>• Listen when others speak</li> <li>• Feel free to express and share ideas, and to ask questions</li> <li>• Follow classroom procedures</li> </ul>  <p><i>Habit: Put first things first</i></p>
<p><b><u>The School and The Community</u></b>  <i>Work together to create a great school that is highly valued by all and the wider community</i></p> <ul style="list-style-type: none"> <li>• Comply with the uniform policy of the school</li> <li>• Behave appropriately when on trips, excursions, and camps and on school buses</li> <li>• Recognise that when we are at school and in the wider community we are seen as representatives of the school and need to behave accordingly</li> <li>• Act in a way which engenders pride in the school and the achievements of its students</li> </ul>  <p><i>Habit: Synergize</i></p>	<p><b><u>Strength Through Understanding</u></b>  <i>Staff use Restorative Practices when dealing with individual students</i></p> <ul style="list-style-type: none"> <li>• What were you thinking about when you.....?</li> <li>• What have you thought about since it happened?</li> <li>• Did you do the right or the wrong thing?</li> <li>• Who was affected by what you did, in what ways?</li> <li>• How can you fix things up?</li> <li>• What can I do to help you?</li> <li>• Can we put this behind us and move on?</li> </ul>	<p><b><u>Settlement of Disputes</u></b>  <i>Disputes will be settled in a fair and rational manner</i></p> <ul style="list-style-type: none"> <li>• Allow others to put their side of the case</li> <li>• Be honest with all others</li> <li>• Settle differences without resorting to violence or verbal abuse</li> <li>• Seek assistance from a teacher if disputes cannot be settled amicably</li> <li>• Accept the decision of a teacher without continuing conflict</li> </ul>  <p><i>Habit: Seek First to Understand and then be understood</i></p>

# Managing Student Behaviour Incidents

*Restorative practices may be used as an alternative to more punitive consequences. The intention is for students to recognise what harm has been caused by their actions, what needs to be done to repair the harm and to make a commitment to make reparation.*

Level	Incident	Examples	Staff Involved	Likely Consequence
1	<ul style="list-style-type: none"> <li>Isolated, minor infringements of the rules</li> </ul>	<ul style="list-style-type: none"> <li>Uncooperative or annoying behaviour which upsets the smooth running of the class or school.</li> <li>Thoughtless behaviour where there is no intent to cause harm or damage or to “victimise”.</li> </ul>	<ul style="list-style-type: none"> <li>Classroom teacher</li> <li>Yard duty teacher i.e. teacher with immediate supervisory responsibility</li> </ul>	<ul style="list-style-type: none"> <li>Verbal interaction between a staff member and the student: The aim is for the student to acknowledge that s/he has broken a rule and make a commitment not to do it again.</li> <li>The interaction may include a reminder or explanation of the rule, discussion of the incident or a reprimand</li> </ul>
2	<ul style="list-style-type: none"> <li>Minor infringements of the rules on more than one or two occasions</li> <li>An isolated incident where a consequence is appropriate</li> </ul>	<ul style="list-style-type: none"> <li>A student’s behaviour has caused some damage, harm, disadvantage or unpleasantness for others which can be compensated in some way</li> </ul>	<ul style="list-style-type: none"> <li>Classroom teacher</li> <li>Yard duty teacher i.e. teacher with immediate supervisory responsibility.</li> <li>Year Level Coordinator</li> <li>Subschool Leaders may be involved</li> </ul>	<ul style="list-style-type: none"> <li>Where possible a logical consequence will be used.</li> <li>Parents may be contacted if appropriate.</li> <li>Actions may include</li> <li>Making an apology to the injured party, payment for any damage</li> <li>The student being required to prepare a written explanation of why the behaviour is unacceptable and show it to their parents</li> <li>Complete unfinished work</li> <li>Completing some community service</li> <li>A detention or being confined to a specified part of the yard for a short time</li> </ul>
3	<ul style="list-style-type: none"> <li>Continual minor infringements</li> <li>An isolated incident of a more serious nature</li> </ul>	<ul style="list-style-type: none"> <li>A student has caused distress to another member of the school.</li> <li>A disruption to the learning environment that has prevented a teacher from teaching effectively.</li> <li>Another person or group are likely to have had their rights ignored by the student involved</li> <li>A student has intended not to follow a school expectation or rule e.g. hurtful teasing, isolated instances of bullying, ignoring safety requirements, creating a potentially dangerous situation</li> </ul>	<ul style="list-style-type: none"> <li>Year Level Coordinator</li> <li>Subschool leaders</li> </ul>	<ul style="list-style-type: none"> <li>Logical consequences which also include an element of punishment.                             <ul style="list-style-type: none"> <li>Exclusion from activities</li> <li>Required to complete additional work,</li> <li>An attendance or behaviour report</li> <li>Community service</li> <li>Detention</li> <li>Yard restriction</li> <li>Behaviour agreement</li> </ul> </li> <li>Parents may be contacted if appropriate</li> </ul>
4	<ul style="list-style-type: none"> <li>Continual, serious breaches of the rules</li> <li>An incident of a particularly serious nature</li> </ul>	<ul style="list-style-type: none"> <li>Incidents of physical violence</li> <li>Overly aggressive behaviour</li> <li>Behaviour which is clearly very offensive to others</li> <li>Isolated theft</li> <li>Behaviour which undermines the authority of the teacher in charge <i>and includes deliberate disobeying of teacher instruction</i></li> </ul>	<ul style="list-style-type: none"> <li>Year Level Coordinator</li> <li>Subschool leaders.</li> <li>Principal class</li> </ul>	<ul style="list-style-type: none"> <li>Parents and Principal class will be involved</li> <li>Consequences will be specific to each case but are likely to include contracts, restrictions on the student’s movement or privileges and may include one or more of the consequences from a prior level</li> <li>Suspension in line with DET guidelines may be considered</li> </ul>
5	<ul style="list-style-type: none"> <li>Continual, serious breaches of the rules</li> <li>An unacceptable behaviour of a very serious nature</li> </ul>	<ul style="list-style-type: none"> <li>Excessive physical violence,</li> <li>Premeditated or repeated theft</li> <li>Behaviour which shows contempt for the wellbeing of others or the school</li> <li>Illegal activity</li> </ul>	<ul style="list-style-type: none"> <li>Principal class with possible involvement of Year Level Coordinator or Subschool Leaders or police</li> </ul>	<ul style="list-style-type: none"> <li>Suspension in line with DET guidelines.</li> <li>Extreme situations may lead to expulsion in line with DET guidelines</li> </ul>