<table>
<thead>
<tr>
<th>Fair Treatment</th>
<th>Intimidation</th>
<th>Environment</th>
</tr>
</thead>
</table>
| *All school community members are treated with fairness*  
- Treat each other with respect and fairness  
- Respect the rights of others without any discrimination based on religion, culture, race, gender, age, disability, physical appearance or socioeconomic status  
- Avoid using offensive behaviour including language, gestures, images or text | *All school community members should be free from all forms of intimidation*  
- Neither cause nor encourage abuse or harm.  
- It is not acceptable to tease, bully, harass or gang up on others (people & animals)  
- Ensure you include others in games so that they feel accepted. | *Everyone has the right to work and play in a clean, safe, orderly and cooperative environment*  
- Place rubbish in bins  
- Follow instructions and follow the rules set for classrooms, cafeteria, corridors, the yard and school buses  
- Obtain appropriate permission before leaving class or school grounds  
- Walk quietly and sensibly when inside buildings  
- Show care when moving through congested areas  
- Get on the bus promptly after school is dismissed  
- Demonstrate good social behaviour  
- Cigarettes, alcohol, non-prescribed drugs or any dangerous articles and mobile phones are not allowed at school  
- Students cannot transport another student in a vehicle |

**Habit:** Seek First to Understand and then be understood

**Habit:** Be proactive and not reactive

**Habit:** Think Win-Win for all school users

<table>
<thead>
<tr>
<th>School and Personal Property</th>
<th>Student Code Of Conduct</th>
</tr>
</thead>
</table>
| *Personal and communal property must be protected from damage or misuse*  
- Use the property of others only with their permission  
- Use school and personal property appropriately  
- We are responsible for the repairing of any damage that we cause to school or personal property | **Strength Through Understanding** |

**Student Code Of Conduct**

**School**

**Habit:** Begin with the End in Mind

<table>
<thead>
<tr>
<th>The School and The Community</th>
<th>Strength Through Understanding</th>
<th>Settlement of Disputes</th>
</tr>
</thead>
</table>
| *Work together to create a great school that is highly valued by all and the wider community*  
- Comply with the uniform policy of the school  
- Behave appropriately when on trips, excursions, and camps and on school buses  
- 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  
- Act in a way which engenders pride in the school and the achievements of its students | *Staff use Restorative Practices when dealing with individual students*  
- What were you thinking about when you…….?  
- What have you thought about since it happened?  
- Did you do the right or the wrong thing?  
- Who was affected by what you did, in what ways?  
- How can you fix things up?  
- What can I do to help you?  
- Can we put this behind us and move on? | *Disputes will be settled in a fair and rational manner*  
- Allow others to put their side of the case  
- Be honest with all others  
- Settle differences without resorting to violence or verbal abuse  
- Seek assistance from a teacher if disputes cannot be settled amicably  
- Accept the decision of a teacher without continuing conflict |

**Habit:** Synergize

**Habit:** Put first things first
### Managing Student Behaviour Incidents

<table>
<thead>
<tr>
<th>Level</th>
<th>Incident</th>
<th>Examples</th>
<th>Staff Involved</th>
<th>Likely Consequence</th>
</tr>
</thead>
</table>
| 1     | • Isolated, minor infringements of the rules                              | • Uncooperative or annoying behaviour which upsets the smooth running of the class or school.  
• Thoughtless behaviour where there is no intent to cause harm or damage or to “victimise”. | • Classroom teacher  
• Yard duty teacher i.e. teacher with immediate supervisory responsibility | • 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.  
• The interaction may include a reminder or explanation of the rule, discussion of the incident or a reprimand |
| 2     | • Minor infringements of the rules on more than one or two occasions  
• An isolated incident where a consequence is appropriate | • A student’s behaviour has caused some damage, harm, disadvantage or unpleasantness for others which can be compensated in some way | • Classroom teacher  
• Yard duty teacher i.e. teacher with immediate supervisory responsibility  
• Year Level Coordinator  
• Subschool Leaders may be involved | • Where possible a logical consequence will be used.  
• Parents may be contacted if appropriate.  
• Actions may include  
• Making an apology to the injured party, payment for any damage  
• The student being required to prepare a written explanation of why the behaviour is unacceptable and show it to their parents  
• Complete unfinished work  
• Completing some community service  
• A detention or being confined to a specified part of the yard for a short time |
| 3     | • Continual minor infringements  
• An isolated incident of a more serious nature | • A student has caused distress to another member of the school.  
• A disruption to the learning environment that has prevented a teacher from teaching effectively.  
• Another person or group are likely to have had their rights ignored by the student involved  
• 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 | • Year Level Coordinator  
• Subschool leaders | • Logical consequences which also include an element of punishment.  
 o Exclusion from activities  
 o Required to complete additional work,  
 o An attendance or behaviour report  
 o Community service  
 o Detention  
 o Yard restriction  
 o Behaviour agreement  
• Parents may be contacted if appropriate |
| 4     | • Continual, serious breaches of the rules  
• An incident of a particularly serious nature | • Incidents of physical violence  
• Overly aggressive behaviour  
• Behaviour which is clearly very offensive to others  
• Isolated theft  
• Behaviour which undermines the authority of the teacher in charge and includes deliberate disobeying of teacher instruction | • Year Level Coordinator  
• Subschool leaders.  
• Principal class | • Parents and Principal class will be involved  
• 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  
• Suspension in line with DET guidelines may be considered |
| 5     | • Continual, serious breaches of the rules  
• An unacceptable behaviour of a very serious nature | • Excessive physical violence,  
• Premeditated or repeated theft  
• Behaviour which shows contempt for the wellbeing of others or the school  
• Illegal activity | • Principal class with possible involvement of Year Level Coordinator or Subschool Leaders or police | • Suspension in line with DET guidelines.  
• Extreme situations may lead to expulsion in line with DET guidelines |

**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.