



Rupanyup Primary School

Code of Conduct Behaviour Management POLICY

Rationale:

The Rupanyup Primary school code of conduct outlines students' rights, responsibilities, rules and consequences.

It is our belief that effective learning best takes place in a safe, secure environment. This policy is based on the following rights:

- All children have the right to feel safe
- All children have the right to be treated with respect
- All children have the right to work and play without interference

This school considers that a positive approach to behaviour is desirable to foster a school climate where personal responsibility and self discipline will be developed. A positive approach will be enhanced by the following strategies:

- Providing positive reinforcement
- Developing self worth and confidence
- Developing pride in the school
- Encouraging friendship
- Developing respect for and tolerance of others

Principles

The principles underlying the Code of Conduct are:

- All individuals are to be valued and treated with respect
- Students have a right to work in a secure environment where, without intimidation, bullying or harassment they are able to fully develop their talents, interests and ambitions
- Parents have a right to expect that their children will be educated in a secure environment in which care, courtesy and respect of others are encouraged
- Teachers have a right to expect that they will be able to teach in an orderly and cooperative environment
- Parents have an obligation to support the school in its efforts to maintain a positive teaching and learning environment
- Principals and staff have an obligation to fairly, reasonably and consistently implement the code of conduct
- That principal, staff, students and parents are to encourage all involved with the school to display our core values of integrity, perseverance, respect, responsibility and cooperation

Implementation:

Discipline procedures

At Rupanyup Primary School we use the Step system for disciplinary purposes.

STEP 0 – Cooperative behaviour, getting along with others, treating others with respect and therefore earning the rights and privileges that all students are entitled to.

STEP 1 – Warning

In a calm, non-emotive voice, the teacher states the inappropriate behaviour and informs the student that they are on step 1. If it seems the student will continue with the inappropriate behaviour or argue about it., state “You can choose to continue with that behaviour but understand you are choosing to go onto step 2.”

The teacher should then redirect the student to another student or situation, preferably a positive one where positive reinforcement can be used. This technique should be used at each step.

STEP 2 – Direct the student to a time out space for 10 minutes. For playground offences this is seating outside the staffroom. If the student causes disruption during their timeout, they immediately go to step 3

STEP 3 – The student misses a further 20 minutes and stays outside the staffroom for this time. If the student causes disruption during their time out, they immediately go to step 4.

STEP 4 – Principal’s office (major indiscretion)

If the student settles, time out in office. If unable to settle, step 5 is activated.

STEP 5 – Home

The parent is contacted and the student goes home. This may be suspension or to provide a ‘cool off period’. The student’s behaviour will be discussed with the parents and an understanding of the problem agreed upon before the child returns to school. This is an opportunity for parents to teach alternative behaviours.

STEP 6 – Suspension/In house Suspension

If the behaviour is extreme eg violence or threat, the parent will be contacted. If necessary the suspension may be in-house where the student is isolated in the school setting.

Please note: Any of the steps can be skipped if the behaviour warrants it.

Students can be put on steps for:

- Not treating others with respect. This includes bullying, harassing or intimidating others.
- Disruptive behaviour. This includes anything that threatens the orderly and cooperative environment.
- Not complying with any reasonable and clearly communicated instruction of a staff member.
- Interfering with property other than their own.

Reward sessions

Reward sessions are held every 5 weeks. These are for those students who have not accumulated over 6 steps in the designated period. Once the student has accumulated 4 steps, parents will be notified. This provides an opportunity for parents to discuss how the student has accumulated their steps and possibly implement strategies so that their behaviour can improve.

Evaluation

This policy will be reviewed as part of the school's three year review cycle.

<p>Ratified by School Council</p> <p>Signed:</p> <p>School Council President:</p>	<p>Date: 21/11/17</p> <p>Principal: J Powell</p> <p>M Downer</p>
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