



Code of Conduct



1. Purpose

The purpose of the code of conduct is to provide students and staff with the right to work in a secure and orderly environment and parents with the right to expect that their children will be educated in a purposeful environment in which the principles of care, courtesy and respect for the rights of others are valued.

2. Aims

Our whole school approach is based on the following expectations:-

- 2.1. All individuals are to be valued and treated with respect.
- 2.2. Students have a right to learn in a secure environment where, without intimidation, bullying or harassment, they are able to fully develop their talents, interests and ambitions.
- 2.3. Parents have a right to expect that their children will be educated in a secure environment in which care, courtesy and respect for the rights of others are encouraged.
- 2.4. Teachers have a right to expect that they will be able to teach in an orderly and cooperative environment.
- 2.5. Parents have an obligation to support the school in its efforts to maintain a positive teaching and learning environment.
- 2.6. Principal class personnel and staff have an obligation to fairly, reasonably and consistently implement the code of conduct.
- 2.7. A positive approach to behaviour is desirable to foster a school climate within which personal responsibility and self discipline will be developed.

3. Implementation

- 3.1. The principal class, personnel and teaching staff have the responsibility for developing strategies and activities for implementing the code of conduct.
- 3.2. A Code of Conduct committee will be formed to evaluate, review and monitor the implementation of this document.
- 3.3. Disciplinary measures will consist of a graded series of consequences. These measures should vary to take into account the age and disabilities and impairments of students and the nature and seriousness of breaches of the Code of Conduct.
- 3.4. Our school community is committed to the following strategies:-
 - Give constant positive reinforcement.
 - Improve self concept.
 - Encourage friendship.
 - Develop respect and acknowledge differences.
 - Encourage sharing, tolerance and compassion amongst all children.
 - Enhance and encourage parent/teacher contact.
 - Active involvement with the students.
 - Specific plans made to observe, assist and involve children with problems.
 - Encourage organised and responsible play within our playground.
 - Promote an environment free from all harassment including: racism; sex-based; cultural and any discrimination related to disabilities and impairment.



- 3.5.** A Teacher Code of Conduct Handbook will be developed and distributed to all staff. Information will include guidelines for: setting classroom rules; developing classroom and student management plans; parent contact and consultation during code of conduct breaches/preparation of management plans; assessing student's curriculum requirements and developing appropriate teaching strategies and curriculum programs and forming and using support groups etc.
- 3.6.** Each teacher will negotiate a classroom management plan with the student welfare coordinator. Copies will be displayed in classrooms and sent home by class teachers.
- 3.7.** A playground management plan will be developed and implemented. Copies of rules and responsibilities will be sent to parents and students will be regularly reminded of them.
- 3.8.** Parent communication is imperative and should be practised by all staff as a normal component of each classroom management plan. Teachers are required to contact/notify parents regarding problems students may be experiencing during the school day.
- 3.9.** 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 inappropriate behaviours should incur some logical consequence.

Consequences shall be:-

- Reasonable, related and respectful - eg. finishing assigned task, written or verbal apologies, reimbursement for lost or damaged items, detention, withdrawal of privileges, withdrawal from class,
 - Non-punitive (onus/responsibility is with the child) - eg. meeting deadlines, contracts, responsibility for own belongings.
 - Reviewed regularly - eg. review programs and teaching methods, consult with others, incident record book, informal meetings or support groups.
 - Positive, constructive, natural and logical where appropriate and possible - picking up papers if papers dropped, negotiated rules and consequences, material rewards, eg. stamps, stickers, special treats, extra responsibilities.
- 3.10.** School and support service personnel will cooperate in sharing expertise and resources to assist with extreme student behavioural problems and students.
 - 3.11.** Provide relevant, regular professional development to ensure implementation of this policy.
 - 3.12.** Suspension and expulsion procedures will be carried out according to Department of Education guidelines. Strict confidentiality will be maintained.