

Code of Conduct Policy

MELROSE PRIMARY SCHOOL
NOVEMBER 2018

CODE OF CONDUCT POLICY

Context

Melrose Primary School is all about our students. We create and uphold a nurturing environment for our students, families, staff, volunteers, and the wider community. We are a small rural community based school of educators and students, who strive for excellence in education. Our purpose is to maintain a sense of belonging for all our students, encouraging them to reach their full potential.

Melrose Primary School therefore recognises and celebrates the good in each individual. Therefore, our school has a responsibility to its students, families and staff to ensure that the behaviour of students is appropriate and leads to the building of an environment where all members of the school community feel safe, cared for and respected.

All policies and procedures in relation to student behaviour emanate from:

- The right of students to feel happy, safe and respected, and to learn and play free from undue interference and distraction resulting from the inappropriate behaviour of others
- The right of educators to feel happy, safe, and respected, and to teach free from undue interference and distraction resulting from inappropriate student behaviour
- The need for all members of the community to respect themselves, one another, our environment and the property of others.

Purpose

This policy supports the growth of each person, their dignity, uniqueness and their relationship with others. The policy focuses on the development of personal and social responsibility in students and the opportunities that Melrose Primary School provides for this development.

Principles

The development of social and emotional competencies and personal and social responsibility contribute to the lifelong learning of all students and prepare them for active participation in the wider community.

This policy strengthens the effective teaching and learning practices already occurring in our school, that supports student behaviour, learning and wellbeing.

This policy aims to maintain the safety, wellbeing and protection of all students, to build positive relationships within the school community and to promote successful learning.

Learning and wellbeing are interconnected and will flourish where teaching and learning is inclusive, dynamic, student centred and relevant.

Accountability

All in our school community, including Governing Council members, students, parents, staff and volunteers, are responsible for promoting adherence to the policy, and complying with it.

Policy and Procedures

Rights and Responsibilities of Staff

Rights

- To be respected as professionals in the community
- To work in a safe, caring and valued environment
- To access professional development which aligns with the School Improvement Plan
- To be supported by the parents

Responsibilities

- To model and teach the school values of **Respect, Learning, Honesty, Responsibility and Excellence**
- To create a safe and supportive learning environment
- To develop and maintain inclusive and engaging learning programs and initiatives for all students, with a focus on building social and emotional competencies, and the development of personal and social responsibility
- To develop and implement specific behaviour intervention programs and strategies where necessary
- To recognise and reinforce in students a greater understanding, acceptance and demonstration of responsibility for their own behaviour
- To increase the opportunities for students to experience a range of successes, and to acknowledge these successes
- To inform and support parents in the education of their child

Rights and Responsibilities of Parents

Rights

- To be informed and participate in their child's education
- To work in partnership with teachers in the education of their child
- To be welcomed and acknowledged as part of the school community
- To be involved in decision making
- To express genuine concerns via the Grievance Procedure

Responsibilities

- To become actively involved in the education of their child
- To encourage their child to respect and support the rights of others
- To support an inclusive and welcoming school community
- To support school policies and procedures of the policies

Rights and Responsibilities of Students

Rights

- To work in a safe, caring and inclusive environment based on the school values of **Respect, Learning, Honesty, Responsibility and Excellence**
- To be respected and supported in their learning
- To access a curriculum which is engaging and relevant
- To grow in a safe environment
- To be involved in school decision-making, when appropriate

Responsibilities

- To respect and support the rights of other students, staff and themselves
- To respect and maintain a safe and clean environment
- To be aware of, and take responsibility for their own behaviour choices

Empowering students to make wise choices about their behaviour is supported through the teachings of:

Growth Mindset

- Embracing Challenges
- Persisting in the face of setbacks
- Seeing effort as a path to mastery
- Learning from feedback
- Finding lessons and inspiration in the successes of others

Play is the Way

- Being reflective
- Having good relationships
- Being resilient
- Being resourceful
- Taking risks

School Rules

Treat others as you would like others to treat you.

Be brave and participate to progress

Pursue your personal best no matter who you work or play with.

Have reasons for the things you say and do.

Show great strength to be sensible.

Look after our school property.

Play safely and stay within the school yard.

Sit down to eat your lunch before you play.

See Appendix 1

Classroom Expectations and Response Process

Teachers and students will discuss and decide points relevant to their class

Suggestions for Positive Reinforcement

- School awards presented at assemblies
- Class rewards
- Praise specific behaviour
- Special privileges
- Note in diaries to parents
- Special daily helper

See flowchart page 4 - Code of Conduct Flowchart - Melrose Primary School Behaviour Steps

Code of Conduct Flowchart - Melrose Primary School Behaviour Steps



Student Action Plan

At the time-out stage, students will be required to undertake a reflection process.

During time-out a written reflection is completed. At the appropriate time (best option is at re-entry) a restorative based discussion should ensue.

Suspension / Exclusion

- In the event of a serious breach of school rules, or continual inappropriate behaviour the Principal will take the following action which may include – take-home (parent collecting the student), internal suspension, suspend the student from school.
- A family meeting will be held prior to student re-entry to the school
- A contract of re-entry into school will be negotiated and signed by the student, parents/caregivers and the principal
- This action will be undertaken in accordance with Department for Education’s Suspension and Expulsion Policy.

Procedures for Suspension, Exclusion and Expulsion of Students from Attendance at School

The school to follow the Department for Education Regulations 44 to 50 in relation to suspension of students, exclusion of students and expulsion of students.

The **effective use of suspension and exclusion** is dependent on the following:

- Suspension and exclusion being used as a **part of behaviour change plan developed for the particular student** and situation
- Suspension and exclusion being a time when **education is expected to continue**, albeit in a different format or location
- Appropriate supervision being provided by caregivers to **reduce the likelihood of student being exposed to harm** or to potential illegal activities
- The student being **re-integrated appropriately** upon return to school
- **Support for those affected** by the student's irresponsible behaviour.

Reference

Government of South Australia, Procedures for Suspension, Exclusion and Expulsion of Students from School Attendance at School, June 2013, p.8

<<https://myintranet.learnlink.sa.edu.au/library/document-library/controlled-guidelines/procedures-for-suspension-exclusion-and-expulsion-of-students-from-attendance-at-school.pdf>>

At any time in the process it may be felt appropriate for the student to be involved in:

- Peer mediation
- Writing a letter or reflection to articulate the problem and work towards a solution
- Community service
- Negotiated class and or school rules to support the student
- Individual action plan
- Peer mentoring in the classroom
- Parent contact
- Support agency assistance
- Counselling
- Routines and structures established to support the student
- Service to others

Parent/Principal Action Plan

As a result of repeat pattern or extreme behaviours, a more detailed re-entry plan will be developed. Consultation with the child's parents, school staff and appropriate Department for Education support personnel will be convened. The purpose of this action is to:

- gather home /school information
- identify areas of discord in student behaviour
- provide support networks to assist the student, school and family
- establish support networks which may include external support agencies
- communicate with all stakeholders

Excursions and Incursions

When a student is on an excursion/incursion or school camp, school rules will apply and it will be the responsibility of the supervising teacher to use their professional judgement in dealing with inappropriate behaviour. In extreme cases the supervising teacher will contact the Principal and a discussion will be held to provide direction on the necessary requirements to keep all involved safe. Parents will be notified at an appropriate time.

Supervising Parents/Caregivers

If a parent/caregiver is supervising students and is finding a student's behaviour difficult, they are to inform the supervising teacher immediately and appropriate action will be taken.

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