STUDENT CODE OF CONDUCT

The code of conduct for students at Echuca South Primary School has been formulated within and is consistent with DEECD guidelines and regulations and through our school vision statement which states that **we value each child as they develop their potential to be literate, numerate and socially competent citizens who recognize their rights and responsibilities and those of others in a supportive, safe and caring environment.**

Echuca South Primary School is committed to the development of the individual as a caring and contributing member of the community.

We recognise that our school must provide a safe and orderly learning environment that meets the needs of our students at all levels of their primary school life. We recognise that all students are unique individuals, entitled to equal opportunity and continuing support.

These guidelines form the basis of our school’s efforts to encourage all within the school community to interact happily, successfully and co-operatively. They are based on our expectation that all within our school will develop:

- Respect for self
- Respect for others
- Respect for all property

The Code of Conduct is based on DEECD guidelines and regulations and is to be read in conjunction with the Echuca South Primary School’s Welfare and Wellbeing Policy.

**PRINCIPLES**

1. All individuals are to be valued and treated with respect.
2. Students have a right to work and play in a secure environment without intimidation, bullying or harassment.
3. Parents have the responsibility to know and actively support the school’s Student Code of Conduct.
4. Principal and staff have an obligation to accept and implement the school’s Student Code of Conduct fairly and consistently.
5. Students are expected to be responsible for their own behaviour and to accept the consequences of their choices.
6. Parents have the right to expect that their child will be educated in a safe, stimulating healthy and comfortable environment.
7. Staff and volunteers have the right to work in a safe, stimulating, healthy and comfortable environment.
8. Teachers have a right to teach and students have a responsibility to cooperate and learn.

Within this context the school should be a happy learning environment, which meets the needs of children at all levels of their primary school life.
**BROAD GUIDELINES**

All children at Echuca South Primary School have the right to:

- equality of educational opportunity and consistent management.
- be able to work in a safe, stimulating, healthy and comfortable environment.
- work and play without fear of interference, intimidation, discrimination, distraction or annoying behaviour.
- respect from all teachers, children and volunteers.

All children at Echuca South Primary School have the responsibility to:

- respect their environment and accept school rules
- contribute to the formation of school rules whenever possible.
- respect the rights of others.
- care for their property and respect the property of others.

In the development of our Code of Conduct the rules have been divided into classroom rules, school ground rules and bus rules.

**School Rules**

Our playground and classroom rules are based on the following:

1. **Respect the rights of every person**
   This means:
   - Treat people fairly
   - Be kind to others
   - Be honest and truthful
   - Use appropriate language
   - Allow others to express their ideas and feelings
   - Use good manners
   - Help all people in our school to feel safe

2. **Co-operate and act fairly**
   This means:
   - Play and work in appropriate areas
   - Be considerate and follow rules
   - Ask others to join in games/activities

3. **Look after and use all property safely and carefully**
   This means:
   - Your own property
   - Other people’s property
   - School property

4. **Keep our school tidy by putting all rubbish in the appropriate bin**

At least once each school term teachers are responsible for developing classroom strategies consistent with the Echuca South Primary School Code of Conduct. Students will be involved in the development of these strategies to encourage them to adopt appropriate behaviour in the school. These rules and strategies will be revisited on a needs basis.

If students are unable to follow the school rules the processes set out in the Student Code of Conduct Matrix will be implemented.
# Code of Conduct Matrix

## Whole School Approach to Behaviour Management

<table>
<thead>
<tr>
<th>Level One</th>
<th>Student Behaviour</th>
<th>Staff Action</th>
<th>Extra Support</th>
</tr>
</thead>
</table>
| Expected Behaviour | At all times students are expected to be cooperative, self controlled and follow the whole school expectations | • Maintain atmosphere through positive praise and relationships.  
• Reward students  
• Implement ‘You Can Do It’ Program:  
* Teach and implement the 5 foundations of Program Achieve (Getting Along, Persistence, Confidence, Organisation, Resilience)  
• Implement other programs - Quest, Friendly Kids, Friendly Classrooms, Lee Canter’s Assertive Discipline Program, Peer Mediation, Stop Think Do programs  
• Use a cooperative learning approach  
• Use classroom incentive or reward programs. Eg. Stickers, certificates, special time  
• Negotiate and display class and school rules | • You Can Do It Student of the Week  
• Acknowledgement & celebration of achievements in the weekly newsletter  
• Junior School Council  
• Buddy, peer programs  
• Use classroom incentive or reward programs. Eg. Stickers, certificates, special time  
• Use of Behaviour specific feedback directly related to the YCDI 5 foundations  
• Utilize programs such as Lunch time activities  
• Ticket rewards for positive behaviour in the yard. Winner acknowledged at Weekly Assembly.  
• Other |

Echuca South Primary School students are expected to:
- Move and play safely
- Care and respect for yourself, others and property
- Resolve problems calmly, sensibly and fairly
- Work to the best of ability and allow others to do the same
<table>
<thead>
<tr>
<th>Level Two</th>
<th>Student Behaviour</th>
<th>Staff Action</th>
<th>Extra Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minor infringements</td>
<td>Not abiding by Level 1 expectations By not:</td>
<td>• Restate rule</td>
<td>• Class meetings</td>
</tr>
<tr>
<td></td>
<td>• Moving and playing safely</td>
<td>• Redirection of task</td>
<td>• Support from other colleagues</td>
</tr>
<tr>
<td></td>
<td>• Caring for and respecting themselves, others and property</td>
<td>• Withdrawal of privileges</td>
<td>• Counselling</td>
</tr>
<tr>
<td></td>
<td>• Resolving problems calmly, sensibly and fairly</td>
<td>• Making up wasted time</td>
<td>• Input from support workers</td>
</tr>
<tr>
<td></td>
<td>• Working to the best of ability and allowing others to do the same</td>
<td>• Verbal, written apology</td>
<td>• Buddy grade network established</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Cooling off time before mediation begins</td>
<td>• Positives for a child who shows</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Discussion with colleague or teaching team</td>
<td>improved behaviour</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Discuss issue with a colleague</td>
<td>• Regular follow up by yard</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Temporary removal of child from class</td>
<td>duty teachers, CRTs and Specialists.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Withdrawal of privileges</td>
<td>• Other</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Parent contact via phone call, meeting</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Time out</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Use of classroom discipline diaries (date, name, time and behaviour)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• All staff (specialist, CRTs, Yard Duty staff) to use documentation</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Peer Mediation</td>
<td></td>
</tr>
<tr>
<td>Level Three</td>
<td>Student Behaviour</td>
<td>Staff Action</td>
<td>Extra Support</td>
</tr>
<tr>
<td>-------------------</td>
<td>-----------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Persistent or</td>
<td>Persistent or severe infringement of school rules considered to be an escalation</td>
<td>Withdrawal of privileges Eg. Missing classroom activity, excursion or camp</td>
<td>As above</td>
</tr>
<tr>
<td>Severe Misbehaviour</td>
<td>of Level 2 behaviour By not:</td>
<td>• Behaviour plans with parents support</td>
<td>• Discipline meetings, student conferences, community support services</td>
</tr>
<tr>
<td></td>
<td>• Moving and playing safely</td>
<td>• Restitution – apologies, financial, etc</td>
<td>• Referral for Psych/education assessment</td>
</tr>
<tr>
<td></td>
<td>• Caring for and respecting themselves, others and property</td>
<td>• Counselling</td>
<td>• Use of counselling services</td>
</tr>
<tr>
<td></td>
<td>• Resolving problems calmly, sensibly and fairly</td>
<td>• Involve principal, leadership team, colleagues, unit leaders, welfare</td>
<td>• Student Welfare Team involved</td>
</tr>
<tr>
<td></td>
<td>• Working to the best of ability and allowing others to do the same</td>
<td>services</td>
<td>• Use of teacher discipline diaries.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Regular and formal contact with parents</td>
<td>• Implement Behaviour Management Plan with parent support</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Use of Behaviour Card where necessary</td>
<td>• In House suspension</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Continued use of communication book where applicable</td>
<td>• Use of other agencies-CAMHS,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Automatic time out procedures in place</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Walking with teacher on duty, withdrawal from playground</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Withdrawal from class, working in buddy classroom</td>
<td></td>
</tr>
<tr>
<td>Level Four</td>
<td>Student Behaviour</td>
<td>Staff Action</td>
<td>Extra Support</td>
</tr>
<tr>
<td>------------</td>
<td>-------------------</td>
<td>--------------</td>
<td>---------------</td>
</tr>
</tbody>
</table>
| Controlled Attendance | • Danger to health and well being of students, staff or volunteers  
• Consistently behaves in a manner that interferes with the teaching and learning of others  
• Fails to comply with any reasonable and clearly communicated instruction of a principal or teacher  
• Commits an act of significant violence or destruction or theft of property  
• Possesses, uses or assists others to use illegal drugs  
• Engages in unacceptable discriminatory behaviour (Including harassment)  
• See suspension grounds p13 – 14 Student Conduct DE&T 1994 | • Refer matter to Student Welfare Team, Leadership Team and Principal  
• Suspension process/documentation completed by Principal Class team.  
• Parent meetings. | • As above  
• Controlled attendance  
• Employment of support staff  
• In House Suspension  
• Suspension as per DE&T guidelines  
• Student Welfare Team involved |
<table>
<thead>
<tr>
<th>Level Five</th>
<th>Student Behaviour</th>
<th>Staff Action</th>
<th>Extra Support</th>
</tr>
</thead>
</table>
| Expulsion  | • See grounds for expulsion p 15-20 Student Code of Conduct DE&T 1994 | • Matter remains with the principal | • Official DE&T enquiry  
• Expulsion and/or second chance program as per agreed district protocol  
• Student Welfare officer involved |
Appendix A

CLASSROOM RULES

Level 1 and 2
Always do your best
Work quietly
Help everyone
Keep your hands to yourself
Listen carefully

Level 3
We always show respect for others, their ideas and their belongings
We allow others to work quietly and without interruption
We follow instructions quickly and quietly
We put our hands up to ask and answer questions
We use acceptable language and volume control

Level 4
Listen attentively and use our manners when communicating
Show respect for others and their property
Move sensibly and safely around the room
Work quietly and do our best
Solve problems in a peaceful and co-operative manner

Library
Use all library equipment carefully
Speak and treat others politely at all times
Raise my hand to speak and walk at all times
Work quietly
Keep my hands, feet, pencils, rulers, etc to myself

Art
Use all art equipment with care
Keep my hands, feet and all other equipment to myself
Speak to and treat others politely at all times
Work and walk quietly
Tidy up after myself

Computer Lab
Enter quietly ready to listen and work
Treat all computer equipment with care and respect
Speak to and treat others politely at all times
Ask permission to use internet and printers
Use “fairy fingers” on keyboard and mouse
SCHOOL GROUND RULES

1. Respect the rights of every person
   This means:
   Treat people fairly
   Be kind to others
   Be honest and truthful
   Use appropriate language
   Allow others to express their ideas and feelings
   Use good manners
   Help all people in our school to feel safe

2. Co-operate and act fairly
   This means:
   Play and work in appropriate areas
   Be considerate and follow rules
   Ask others to join in games/activities

3. Look after and use all property safely and carefully
   This means:
   Your own property
   Other people’s property
   School property

4. Keep our school tidy by putting all rubbish in the appropriate bin
BUS AND EXCURSION GUIDELINES

Students are expected to behave responsibly when travelling to and from school and when on buses on a school excursion. For their own safety and the safety of others some special rules are needed. If behaviour is not good enough children may miss out on excursions or be banned from travelling on the school bus.

In addition to all school rules, students must:
1. Be on time for the bus.
2. Stand at a safe distance from the kerb or roadway while waiting.
3. Remain on the path or back from the roadway until the bus has moved away.
4. Wait quietly in a line without pushing.
5. Use steps and handrails when boarding and leaving.
6. Sit quickly and quietly and always remain seated when the bus is moving.
   Wait until it comes to a complete stop before standing up.
7. Keep all parts of the body inside the bus.
8. Never throw objects out of the bus.
10. Look after the bus and others' property.
11. Listen carefully to the bus driver's, teachers' and parents' directions.

School Council Approved this Student Code of Conduct and Discipline Policy at November 2005 Meeting
Reviewed at Council October 2014