

STUDENT CODE OF CONDUCT



Stirling East Primary School

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Student Code of Conduct

Purpose and Background

In accordance with the Department for Education and Child Development's School Discipline Policy, Stirling East Primary School is accountable to the community, through the Minister for Education and Children's Services, for managing student behaviour and creating positive learning environments⁽¹⁾.

At Stirling East Primary School we aim to create a safe, caring and supportive learning community where students are encouraged to take responsibility for their own behaviour and respect the rights of others. Central to this are the School values that create the foundation for behaviour expectations and relationships for all members of the School community. The School values are:

Care
Acting Responsibly
Respect
Effort

Stirling East Primary School applies a restorative justice approach to behaviour management. The School will approach any behaviour situation as an opportunity to support and educate all students involved.

Scope

This procedure applies to students, parents/caregivers and staff of Stirling East Primary School.

Definitions

Restorative Justice;

Is a range of processes that: advocates the people most effective at finding a solution to a problem are the people most directly impacted by the problem; creating opportunities for those involved in a conflict to work together to understand, clarify, and resolve the incident; and repair the harm caused.


Leadership Team;

The Leadership Team comprises the Principal and two Assistant Principals.

Interagency Behavior Team;

This is a regionally-based team that supports schools in managing complex student behavior by providing advice on alternative placements, training and development and whole-of-school support.

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Student Development Plan;

This plan is used to support students who are re-entering the school after suspension. It documents goals, actions, and specific learning and behavior goals. The Principal, class teacher, parents and agencies are involved in documenting the plan.

Restorative Circle;

As with the restorative process of mediation and conferencing, circles provide a space for participants to the process to have a voice. Circles build on the values of respect, honesty, listening, truth and sharing. They promote social and emotional learning in the classroom through an active non-judgmental process.

Reflection sheet;

Reflection sheets are used by students after an incident to write about and reflect on what happened, how they felt, what they can do to make the situation better for the other students involved and how they would change their behavior in the future.

Responsibilities

Responsibilities of Principals

Principals will:

- develop, implement and regularly review, in consultation with the school community and Governing Council, a school code of conduct which is consistent with the DECD's School Discipline Policy;
- ensure that student behaviour is managed through procedures supported by a strong theoretical understanding of how student learning and behaviour are best supported;
- ensure that new staff, students and their families are aware of the school community's negotiated code of conduct and the decision-making procedures open to them if they wish to influence school practice;
- ensure that parents or caregivers:
 - have access to DECD's School Discipline Policy, support materials and related documents; and
 - are aware of their rights to advocacy and of avenues open to them should they have grievances relating to the school's management of student behaviour;
- promote structures at class and school level to:
 - enable students to be involved in the management of their behaviour;
 - support and enable parents or caregivers and teachers to form relationships within which student behaviour may be managed positively;
 - ensure that the school's response to gender, cultural differences, family circumstances or disabilities does not reduce the learning opportunities for students;
 - increase students' opportunities to experience intellectual, social and physical success;
 - teach and model decision-making in groups and ensure structures are in place for the student to have a voice;
 - provide opportunities for staff training and development;

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- involve district support services and other agencies, when appropriate, to support staff and families in managing student behaviour effectively; and
- use system level consequences and interagency support programs with students who do not respond to class and school consequences.

Responsibilities of school-based staff

School staff will:

- develop and foster positive relationships with students and families;
- communicate and interact effectively with students and engage in cooperative problem-solving relationships to address issues faced by the learning community;
- participate in developing, implementing and reviewing the school's procedures for managing student behaviour;
- critically reflect on practices and develop the knowledge and skills needed to manage behavioural change successfully;
- establish, maintain, make explicit and model the school's expectations relating to student behaviour; and
- respond positively to responsible student behaviour and apply consequences if students interfere with teaching and learning and the safe school environment.

In particular, teachers will:

- structure the teaching program to facilitate learning and encourage students to achieve their personal best;
- cater for the developmental, social and emotional needs of individual students and use a range of teaching methods;
- provide formal and informal feedback on students' learning to students and parents or caregivers, and review teaching programs in the light of students' learning outcomes;
- develop classroom management strategies which:
 - involve negotiation;
 - support the participation of all students;
 - value differences in gender and the cultural and linguistic backgrounds of students;
 - acknowledge positive learning and social behaviours;
 - deal effectively with sexual harassment, racism and bullying;
 - take into account the impact of physical and intellectual disability, trauma and disadvantage on the learning process; and
 - establish and maintain safe and supportive learning environments.

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Responsibilities of parents and caregivers

When they enrol a student in the school, parents or caregivers accept responsibility to:

- ensure that the student attends school and that school staff are notified of absences;
- keep the school informed of health issues, concerns about behaviour or other matters of relevance; and
- comply with DECD and school policies including the Student Behaviour Policy

Process

1. Establishing Awareness of the School Community Values and Behavior Principles

1. As the foundation for behavior, interactions and relationships within the School community, it is vital the School values are clearly and consistently communicated, modeled and reinforced.
2. New students and families are made aware of the School values and the Code of Conduct via the parent/student induction program and in the induction pack information provided to all new families.
3. The Code of Conduct and the School's values are clearly communicated via the School's web-site.
4. Continuing students' awareness and knowledge of the School values are reinforced and promoted each year via the School's Quality Start Week. This program engages the whole School and seeks to instil a sense of pride, ownership and responsibility by students for their peers, class and School.
5. Students will be expected to model the School values whilst at school or when representing the School.

The Stirling East Primary School values have been developed in collaboration with the students, parents and staff of the School community:

CARE

- Being considerate of the basic learning and social needs of others.
- Being supportive of others when assistance is required especially in those situations where others are in need of help or are in distress.
- We all have a right to feel safe.

ACTING RESPONSIBLY

- We all have a responsibility to behave in a manner that does not put the safety of ourselves or others unnecessarily at risk – physically or emotionally.
- We choose our own behaviour and responses to situations – we are therefore responsible (and accountable) for the decisions we make.

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RESPECT

- All students have the right to learn and all teachers have the right to teach.
- Each person is an individual and therefore differences should be respected.
- Our School is a shared space with shared resources therefore we need to look after our School and everything (and everyone) within it.
- We will be considerate of our actions and how those actions might impact upon others.
- We will interact verbally and physically with each other in a manner that is respectful of the needs and feelings of each and every person who may be impacted directly or indirectly by our actions.

EFFORT

- Every individual will commit to attempt their best effort in all aspects of their school lives, educationally, behaviourally and socially.
- We all recognise that mistakes can, and will, be made – it is the effort (and choices) that we put into rectifying these mistakes that make a positive difference.

2. Application of Behaviour Management Strategies

A restorative justice approach to behaviour management encourages each situation to be considered independently. In some instances however, an effective response may require the consideration of previous events and circumstances. In such instances, the professional experience and discretion of the staff and leadership team will guide the approach.

1. Actions for class teacher managed behaviour issues may include:
 - a) Reminder;
 - b) time out (maximum 10 minutes);
 - c) logical outcomes/consequences as a result of the Restorative Practices; or
 - d) a Restorative Circle with an independent facilitator.
2. Persistent occurrences may result in:
 - a) meeting with a member(s) of the Leadership Team;
 - b) meeting with students, parents and a member of the Leadership Team;
 - c) further Restorative Practices and consequences;
 - d) formulation of a Student Development Plan and/or Reflection Sheets;
 - e) internal and/or external suspension;
 - f) exclusion from School; or
 - g) involvement of other agencies (eg Interagency Behaviour Support Team).

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Compliance

The Code of Conduct will be reviewed in a timely fashion and the content will be updated to reflect current DECD's policies, guidelines and school community input.

Endorsed By : / /
Chair Governing Council

..... / /
Principal

Related Documentation/References

The following documentation may assist in carrying out this procedure:

1. School Discipline Policy, Department for Education and Child Development, 2007
2. Anti-Bullying Policy, Department for Education and Child Development, 2011
3. Anti-Bullying Policy, Stirling East Primary School
4. Centre for Restorative Justice-Development and Training Services.
www.restorativejustice.com.au