STUDENT CODE OF CONDUCT

Rationale

The Student Code of Conduct promotes harmony within the school because it supports a rich learning environment in which children can feel safe and valued. It involves the cooperation of students, teachers and parents. The ethos of the Student Code of Conduct reflects the Christian values and mission of the school.

The Student Code of Conduct addresses the needs of the students by supporting them in a safe, nurturing environment. It enables the students to reach their full potential as learners by providing them with structure and boundaries conducive to their developmental needs.

Goals

- To ensure that every person recognises their rights and responsibilities.
- To maintain an adequately supervised environment that ensures that children are able to work and play happily.
- To encourage children to be aware of individual classroom rules set by their own peer group.
- To develop within the children, the necessary skills to interact harmoniously.
- To ensure that logical consequences follow disciplinary action.
- To ensure that we maintain an assertive disciplinary approach.
- To ensure that a consistent approach to Student Code is adopted across the school.

Beliefs

At St Peter Apostle, we believe that:
- The Student Code of Conduct is an essential element in our school.
- The Student Code of Conduct is an integral component of our Pastoral Care Policy.
- The Student Code of Conduct reflects clear expectations for the children.

Approach

At St. Peter Apostle School, the Student Code of Conduct acknowledges the rights and responsibilities of students, teachers and parents. We have adopted the Assertive Discipline approach, which positively encourages student behaviour. Our approach is documented in the following Protocols.
POSITIVE REINFORCEMENT

Positive Recognition: It is important that students receive positive recognition in response to following the class rules.

What teachers can do to encourage positive behaviour
- Consistency – clear boundaries
- Rapport building – regular Learning Conversations
- Positive voice and body language
- Expecting the best
- Using Humor and Laughter
- Setting behaviour expectations
- Listening to students suggestions
- Setting appropriate challenging and engaging learning tasks
- Student Led Discussions with parents of students with high needs
- Praise e.g. Stickers, Free time
- Regular communication with parents e.g. Notes and phone calls home, COMMUNICATION book
- Special privileges e.g. Special activity at the end of the week.
- Certificates – RECOGNITION, STUDENT OF THE WEEK
- Raffle ticket system
- House Points
STUDENT CODE OF CONDUCT - CLASSROOM

School Rules and Code of Conduct: At the commencement of each year, the teacher and the students work together to develop an understanding of the five School Rules and an acceptable Code of Conduct working within the classroom. This will encourage both the children and the teacher to have understanding and ownership of the acceptable classroom behaviour. The agreed School Rules and Code of Conduct are as follows:

<table>
<thead>
<tr>
<th>SCHOOL RULES</th>
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<tbody>
<tr>
<td>Follow instructions.</td>
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<tr>
<td>Keep your hands, feet and objects to yourself.</td>
</tr>
<tr>
<td>Listen to the speaker without interrupting.</td>
</tr>
<tr>
<td>Keep yourself and others safe.</td>
</tr>
<tr>
<td>No BULLYING.</td>
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<table>
<thead>
<tr>
<th>CODE OF CONDUCT</th>
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<tbody>
<tr>
<td>SCHOOL RULES</td>
</tr>
<tr>
<td>At St. Peter’s we value:</td>
</tr>
<tr>
<td>Respect by………………</td>
</tr>
<tr>
<td>Safety by ……………..</td>
</tr>
<tr>
<td>Honesty by……………..</td>
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<tr>
<td>Responsibility by……………</td>
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Consequences: Failure to comply with our five School Rules or the classroom Code of Conduct will result in the following consequences.

<table>
<thead>
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<tbody>
<tr>
<td>First disruption – Warning.</td>
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<tr>
<td>Second disruption – 5 minutes timeout.</td>
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<tr>
<td>Third disruption – 10 minutes timeout</td>
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<tr>
<td>Fourth disruption – Time out in another classroom and completion of a Think Sheet. This results in an <strong>automatic detention</strong>.</td>
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</tbody>
</table>

Severe Clause: In the case of continuous and repeated misbehaviour or behaviour endangering others, the teacher may, at his/her discretion, forego the normal protocols and seek assistance from the Principal/Deputy or Wellbeing Team immediately.
STUDENT CODE OF CONDUCT - PLAYGROUND

There are three levels of misbehavior and consequences.

It is all about SAFETY.

**Level 3 – Automatic Detention**

Physically hurting another person (Fighting, Kicking, Biting, Punching)
Swearing at someone
Using disrespectful language towards others
Showing disrespect towards staff
Damaging property

The teacher on duty investigates the incident and records the child’s name and an account of incident is written on the Detention Notification form, which can be found in yard duty bags.

Should the incident happen at the end of break, either Leadership or Wellbeing will release the teacher on duty so that the teacher concerned can follow through with student/s and write a detailed account of the incident on the Detention Notification form. The Detention Notification form will be delivered to classrooms at the end of day. Parents will be notified via SMS that their child has received a detention.

**Level 2 – Time Out**

Throwing stones, stick, sand etc.
Climbing fences, trees etc.
Playing ‘chasey’ in the triangle, quiet areas, along the side of the basketball court, along the verandahs (WALK ONLY AREAS)
Inappropriate use of playground equipment
Playing in an unsportsmanlike manner
Repeated wrestling and play fighting
Deliberately excluding and leaving others out
Being mean to other children
Playing in the toilets

The teacher needs to carefully investigate the incident before giving a ten-minute time out.

**Level 1 – Warning**

Disrupting someone’s game
Dropping rubbish
Running in the gardens
Squirting water etc.
Incidental wrestling and play fighting
DETENTION GUIDELINES

Location: Blue Room
Time: 11:00 – 11:15

1. Teachers discuss with the students on detention why they are at detention and what other choices they could have made.

2. Students then complete the reflection sheet that is stored in the Detention Box. There are 2 levels of detention reflection sheets, P-2 and 3 - 6. If students complete the work before the time is over, additional written work can be found in the detention box.

EXTREME CLAUSE

Students who receive 3 detentions in one term will be given an in-school suspension. The student’s parent/s will be notified by the Principal / Deputy Principal.

Members of the Wellbeing and / or School leadership team will supervise the in-house suspension. During this time the student will complete work set by the classroom teachers in the Wellbeing room. Students on in-school suspension will be excluded from the playground for the day.

A follow up meeting will be organised so that measures can be put in place to support the student and the school. These measures include Student Led Discussions and Behaviour Management Contracts.

The fourth and all subsequent detentions will take place in the Wellbeing room – moving towards a more restorative approach.

PREPS

There will be no detention for Prep students in the first term of any given year (unless part of a Behaviour Management Plan negotiated with the Wellbeing and / or School Leadership Team).