

Woody Yaloak Primary School

5440

“Achieving Together”



Smythesdale Campus



Snake Valley Campus



Scarsdale Campus



Ross Creek Campus

Student Code Of Conduct

Revised 11/02/2015

Values For Woody Yaloak School

Our Values include: -

These values are from the "You Can Do It" program, which we have implemented across all campuses.

Organisation

How do we do this?

Pack up properly, use paper wisely, keep your things as good as new, always be neat, hands up to speak, stay in your seats while working and eating, no Littering, set goals.

Persistence

How do we do this?

Always stay on task, work tough, and try to find the positive in everything, always give your best effort.

Getting Along

How do we do this?

Listen and face the speaker, Include others in games, use manners all the time, no swearing, be honest, take responsibility for your actions, share the equipment, respect people's things and the environment, control your anger, ask permission to touch other people's property, talk nicely and respectfully to each other, no put downs.

Confidence

How do we do this?

Be confident and try really hard, take a risk and always have a go, work independently, be confident in your own abilities.

Resilience

How do we do this?

Always try to solve a problem in a positive way, try, try and try again, if you fall down, get back up, think positively.

Student Code of Conduct

Dear Parents and Students,

The purpose of the Code of Conduct is to provide students and staff in schools 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.

Woody Yaloak Primary School aims to create an environment in which every child feels happy, safe and valued. Our School's **"YOU CAN DO IT"** program works towards a harmonious environment for all to feel safe and happy.

In order that children develop a sense of responsibility for their actions and an awareness of the need to care for and value the rights of others, class and school rules have been developed. These are supported by a set of consequences.

We ask parents and children to read this together and discuss how we are all responsible for the safety and happiness of ourselves and others and that as well as having rights we all have responsibilities.

Corey Pohlner Principal

DEPARTMENT OF EDUCATION AND EARLY CHILDHOOD DEVELOPMENT'S PRINCIPLES UNDERLYING THE CODE OF CONDUCT

Rights and Responsibilities:

Woody Yaloak Primary School is committed to providing students with a happy, safe and challenging environment. The student's code of conduct will operate in conjunction with D.E.E.C.D. guidelines and regulations, the Student Code of Conduct, and has the overriding aim of promoting positive behaviours in all children.

The Code of Conduct at Woody Yaloak Primary School is established to support the following rights:

- ‡ the right to work and play co-operatively with others.
- ‡ the right to be respected as an individual and treated with respect and kindness.
- ‡ the right to have a safe, clean and comfortable school environment.
- ‡ the right to express their own ideas and feelings at the appropriate time.

The School expects that students will: -

- ‡ show consideration to others.
- ‡ abide by all school rules.
- ‡ complete the tasks, which have been set.
- ‡ allow others to work without being disturbed.
- ‡ be thoughtful, respectful, courteous and tolerant to others.
- ‡ take care of the school environment.
- ‡ be punctual.
- ‡ practice good health habits.
- ‡ be responsible for, and accept the consequences of their actions.

The School will:

- ‡ encourage acceptable behaviours at all times.
- ‡ be fair and consistent in its dealings with students, and in rules set.
- ‡ provide appropriate role models for students.
- ‡ provide counselling where and when appropriate.
- ‡ provide a safe and stimulating environment for students.
- ‡ operate a fair Student Code of Conduct and encourage parental input.
- ‡ resolve conflict through discussion and application of Student Welfare and Discipline Policy.

When student behaviour is unacceptable:

- › there will be logical consequence, as outlined in the Student Code of Conduct. These consequences may include: an explanation or reminder of school rules, apologising, extra duties, loss of privileges, counselling, conferencing with teacher/s, parents or principal, detention, suspension and/or expulsion.

The principal, teachers and parents have a responsibility to be familiar with school rules as detailed in this document and adhere to the guidelines and consequences for unacceptable behaviour.

All unacceptable behaviour as listed in the Student Welfare and Discipline Policy is recorded in the Discipline Register.

- * Parents have an obligation to support the school in its efforts to maintain a positive teaching and learning environment.

RESPONSIBILITIES	RIGHTS
<p>It is my responsibility to respect the rights of others, treat others with understanding and not to laugh at others, tease others, or try to hurt their feelings.</p> <p>The excuse <i>“It was only a joke”</i> or <i>“just fooling”</i> is unacceptable if the other person has not taken it as a joke and is upset or hurt by the action.</p>	<p>I have a right to be happy at school and to be treated with understanding.</p>
<p>It is my responsibility to treat others politely and with respect and to show consideration and courtesy to all members of the school community including peers, teachers, parents and visitors.</p> <p>It is my responsibility to be truthful and treat others fairly.</p>	<p>I have a right to be treated respectfully and fairly.</p>
<p>I have a responsibility to not threaten or cause danger to others and myself.</p> <p>I have a responsibility to tell teachers about any danger in the yard or classroom.</p>	<p>I have a right to be safe.</p>
<p>It is my responsibility to value and care for other people’s possessions by not stealing, damaging or destroying them and to ask for permission before using the belongings of others.</p> <p>It is my responsibility to care for school equipment and property.</p>	<p>I have a right to expect my property to be safe.</p>
<p>It is my responsibility to be well behaved in class and allow others to work free from interruption. I have a responsibility to do my best and complete the set work.</p> <p>It is my responsibility to be at school on time and regularly and in correct school uniform.</p>	<p>I have a right to a good education and the opportunity to succeed.</p>
<p>It is my responsibility to be aware of the school rules and abide by them and to face the consequences of my decisions.</p> <p><i>“Only playing”</i> or <i>“just mucking around”</i> are <u>not</u> excuses for poor behaviour.</p>	<p>I have a right to know what is acceptable behaviour and the consequences of unacceptable behaviour.</p>
<p>It is my responsibility to use appropriate language.</p>	<p>I have a right to use and hear appropriate language.</p>
<p>It is my responsibility to care for the school environment and to keep it neat and clean.</p>	<p>I have a right to have a clean and well-maintained school.</p>

SCHOOL RULES

CLASSROOM RULES

Each class is responsible for discussing and developing a set of rules. These will enable each member of the class to learn in an environment, which is free from disruption. The class rules will be supported by a set of consequences to be implemented by the teacher after consideration of the behaviour. The rules will be displayed in each classroom. Eg: Caution, Warning, Time out, Exited from room, Contact Parents.

SCHOOL RULES

For consistency across campuses and the whole school teachers now have a guide to the consequences available to them when taking action for a particular incident. If the misdemeanour is extremely serious, then some of the early consequences will be by-passed. As mentioned previously, this is only a guide. Each incident will be considered on its merits.

There are two levels of misdemeanours – Level 1 for minor incidents and level 2 for the more serious offences.

CONSEQUENCE PROCESS

STEP 1	Student is made aware that the behaviour is unacceptable.
STEP 2	If the behaviour continues a verbal warning is given to the child.
STEP 3	The child is sent to play in a restricted play area, loss of privileges OR The child is sent to a designated area for 'Time Out' under supervision. Contact should be made with the parents to arrange a meeting to discuss child's behaviour. Contact can be by phone, proforma or letter.
STEP 4	DETENTION - up to half of any recess or lunch break or an after school detention. Where students are required to undertake an after school detention (not exceeding 45 minutes) parents will be informed at least the day before as per Department of Education and Early Childhood Development regulations.
STEP 5	IN-SCHOOL SUSPENSION – All privileges are withdrawn from the student and the student is isolated from other students at recess and lunch times.
STEP 6	SUSPENSION - in accordance with Department of Education and Early Childhood Development regulations.
STEP 7	EXPULSION - this option is available to schools. To be implemented with Department of Education and Early Childhood Development regulations.

Level 1 Misdemeanours:

- ‡ Running in the corridors or through areas set aside as quiet areas.
- ‡ Eating food outside of designated areas.
- ‡ Not playing by the rules.
- ‡ Chewing gum.
- ‡ Late for class.
- ‡ Playing with objects.
- ‡ The use of dangerous toys.
- ‡ Being in the school buildings without permission.
- ‡ **Being in an “out of bounds” area** – outside the school grounds without permission.
- ‡ Failure to follow simple staff instructions.
- ‡ Mucking around in class, talking, interrupting, making inappropriate noises.

Possible Consequences:

Name on Behaviour Register

Student reminded of the rule that has been broken.

Counselling by the teacher about the rule.

Play in a restricted area.

Time Out.

Detention.

Note home to parents.

Level 2 Misdemeanours:

- ‡ Failing to use equipment in an appropriate manner.
- ‡ **Spitting.**
- ‡ Climbing trees or buildings.
- ‡ **Littering.**
- ‡ Exclusive behaviours.
- ‡ Spreading rumours.
- ‡ Swearing. Depends upon the language used and the context it is used in.
- ‡ Misuse of furniture. Depending upon the level. i.e. Leaning back on chairs, running across table tops.
- ‡ Being disrespectful. E.g. Put downs, gestures.
- ‡ Misuse of computers and/or accessing inappropriate websites.
- ‡ **Interfering with other's belongings.**
- ‡ Deliberately causing damage to property.
- ‡ Playing any dangerous contact activities – not approved by the staff or school.
- ‡ Inappropriate verbal or body behaviour.
- ‡ Hitting with sticks or other objects.
- ‡ Throwing objects likely to cause injury or damage.
- ‡ Deliberately causing injury to others.
- ‡ **Insolence/defiance – telling teachers they are NOT going to do as they are asked. Deliberate failure to follow a teacher's instructions.**
- ‡ **Bullying – continued harassment – involving swearing, name-calling, teasing, stirring, rude gestures.**
- ‡ **Fighting.**

Possible Consequences:

Name in Behaviour Register

Counselling by the teacher about the rule.

Play in a restricted area.

Time Out.

Detention.

Note home to parents.

Informal meeting with parents.

Formal meeting with parents.

Compensation for loss/breakages.

Outside counselling.

In school suspension.

Suspension.

Student Discipline File. (Data Base).

Any student discipline issues will be written up by staff members into a database for future reference or to develop a history of behaviours to assist with submissions for student funding at any stage during their primary years at Woody Yaloak.

The database requires teachers to type in the following: -

- Name of student.
- Date of incident.
- Name of students involved.

Follow-up action taken.

The Assistant Principal will monitor this database.

School Uniform: (Non Compliance).

Students who are regularly out of school uniform and do not have a note, will be issued with a school notice to be signed by their parents/guardians and then an entry will be made onto Student Discipline data base.

Teacher discretion and prior history will be taken into consideration when determining possible consequences.

TEACHER SUPERVISION IS BETWEEN 8:40 a.m. AND 3:40 p.m.

DISCIPLINE MEETINGS

Parents will be informed and informal meetings arranged between teachers and parents at either's request to discuss behavioural concerns.

A record of significant disciplinary actions is kept At School.

WITHDRAWAL OF PRIVILEGES

The school may withdraw privileges from students as a logical consequence of breaches of school rules.

The Principal will retain discretionary powers which may necessitate repeating or bypassing any of the steps.

