**Hepburn**

**Primary School**



**Code of Conduct**

Revised and Ratified by School Council

September 2018

Hepburn Primary School

Providing education to the children

of our community since 1864

**Space to Learn, Space to Grow**

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# Values for Australian Schooling

**Care and Compassion**

Care for self and others.

**Doing Your Best**

Seek to accomplish something worthy and admirable, try hard, and pursue excellence.

**Fair Go**

Pursue and protect the common good where all people are treated fairly for a just society.

**Freedom**

Enjoy all the rights and privileges of Australian citizenship free from unnecessary interference or control, and stand up for the rights of others.

**Honesty and Trustworthiness**

Be honest, sincere and seek the truth.

**Integrity**

Act in accordance with principles of moral and ethical conduct, ensure consistency

between words and deeds.

**Respect**

Treat others with consideration and regard, respect another person’s point of view.

**Responsibility**

Be accountable for one’s own actions, resolve differences in constructive, non-violent and peaceful ways, contribute to society and to civic life, take care of the environment.

**Understanding, Tolerance and Inclusion**

Be aware of others and their cultures, accept diversity within a democratic society, being included and including others.

CHARACTER IS DESTINY

— George Eliot

# Department of Education and Early Childhood Development

# Principles Underlying the Code of Conduct

* All individuals are to be valued and treated with respect
* Students have a right to work in a secure environment where, without intimidation, bullying or harassment they are able to fully develop their talents, interests and ambitions
* Parents have a right to expect that their children will be educated in a secure environment in which care, courtesy and respect for the rights of others are encouraged
* Teachers have a right to expect that they will be able to teach in an orderly and cooperative environment
* Parents have an obligation to support the school in its efforts to maintain a positive teaching and learning environment
* Principals and staff have an obligation to fairly; reasonably and consistently implement the code of conduct.

# Restorative Justice

At Hepburn Primary School we advocate Restorative Justice as it is essential to explore alternatives to punishment. Our young people need to learn to be accountable for their actions and to take responsibility for the choices they make. Misconduct causes harm and is a violation against people and relationships in the school and wider community. This means that the harm done to people needs to be explored and that harm needs to be repaired. Hepburn Primary School acknowledges the importance of promoting and rewarding positive behaviours, in and beyond the classroom. Strategies to support Restorative Practices to assist children include The “Wheel of Choice”, Classroom ‘Circle Time” and ‘Bounce Back’.

# School Wide Positive Behaviour

Hepburn Primary School is in the process of becoming a School Wide Positive Behaviour (SWPB) accredited school. This process commenced in late 2016, and will be 3-4 years of ongoing implementation. The Code of Conduct forms part of this work and is informed by SWPB.

School Wide Positive Behaviour aims to create a positive school climate, a culture of student competence and an open, responsive management system for school leaders, staff students and parents/carers (Sugai and Horner 2002). SWPBS includes intervention practices and organisational systems for establishing positive school cultures, learning and teaching environments and the individual behaviour supports needed to achieve academic and social success for all students.

**“Social competence and academic achievement…are closely linked.  Through our improved climate we expect to and are seeing great improvements in literacy and numeracy learning.  Good behaviour enables learning to take place, while problem behaviour disrupts the teaching and learning process” (DEECD 2011).**

SWPBS aligns with Department of Education and Early Childhood Development policy including Effective Schools are Engaging Schools: Student Engagement Guidelines and the Building Respectful and Safe Schools resource.

The key objectives of the SWPBS initiative in Victoria are to build and maintain:

* safe, inclusive, highly predictable and orderly learning environments
* positive school and classroom learning environments as platforms for improved engagement, wellbeing and learning outcomes for all students
* the capacity of school leadership teams, teachers and school support personnel (including Student Support Services) to address identified barriers to learning for children and young people
* the establishment of systems for effective use of data for decision making at the school-wide, classroom and individual student level
* School-wide systems for early identification and intervention for students at risk of disengagement from learning.

The SWPBS pilot project was conducted in 20 schools across three Victorian regions, South West Victoria North East Victoria and South East Victoria, in 2008 – 2011. SWPBS has also been successfully implemented across other Australian jurisdictions including Tasmania, New South Wales and Queensland.

An intensive independent evaluation of the SWPBS pilot project was conducted by the Centre for Program Evaluation at the University of Melbourne over a two year period.

The evaluation shows that **the outcomes of the SWPBS pilot project include:**

* a calmer and more constructive school environment
* improved student social skills overall as a result of a common approach to managing student behaviour
* enhanced staff to student respect and positive relationships, underpinned by improved staff awareness and attitudes towards student wellbeing concerns, and the adoption of new strategies to manage anti-social student behaviour
* improved staff morale, confidence and teamwork
* improved student understanding about the type of behaviour that is required and increased motivation to behave appropriately in various contexts
* overall decrease in the incidence of extreme negative student behaviour, with many schools reporting the de-escalation of critical incidents and reduced office discipline referrals
* improved learning environments with flow on benefits for student learning (University of Melbourne, 2011).

Hepburn Primary School believes that the school is a place of education where each child has the right to learn and grow in a supportive environment among people who are caring and co-operative. The Code of Conduct has been formulated within and is consistent with DEECD guidelines and regulations. The school’s Welfare & Positive Discipline Program ensures that appropriate behaviour is taught not as a separate curriculum item but as an integral part of the teaching process. The Code of Conduct and Discipline Policy will be monitored, evaluated and updated on a regular basis through the annual review process.

The Code of Conduct and Discipline Policy is developed in consultation with students and is stated in the positive. To ensure students understand and follow school rules, all teachers are expected to reinforce the rules through appropriate strategies that teach the necessary skills and processes.

A key component of the School’s Positive Discipline program is teaching about and using logical consequences to address behavioural problems.

A logical consequence is based on goodwill and not retaliation. It is concerned with present and future behaviour and differs from punishment in that logical consequences are:

* Related to the behaviour
* Respectful of all parties
* Reasonable expectations
* Relationship building

# Aims:

Hepburn Primary School Aims to:

* Maintain a restorative approach.
* Establish and monitor a clear set of school rules which encompass both the classroom and the playground.
* Encourage and reward positive behaviour.
* Maintain and enforce a set of consequences which are consistent throughout the school.
* Base its Code of Conduct on our school values of respect, perseverance and kindness.

# Goals:

The goals of the Hepburn Primary School of Conduct and Discipline Policy are:

* To enhance students’ self-esteem.
* To develop students’ self-discipline and self-control.
* To encourage children to take responsibility for their behaviour.
* To develop students’ ability to recognise and respect the rights of others.
* To resolve issues restoratively.
* To promote our school values of respect, perseverance & kindness

# Everyone Has Rights:

A right is something you are entitled to, a privilege is something you earn.

Everyone has the right to:

* Feel safe, secure and happy at school.
* Be treated fairly and with respect.
* The opportunity to learn, play and work, without interference.
* Express their ideas, feelings and concerns.
* Expect their property to be safe.
* A safe and clean environment.
* Be kept well informed.

# Everyone Has Responsibilities:

We all have the responsibility to respect the rights of others.

Everyone has a responsibility to act within the spirit of the Code of Conduct.

Everyone has a responsibility to obey the rules negotiated and agreed upon.

If the rights of others are respected we will have a safe, happy friendly and welcoming school.

If a student experiences a problem, they need to know strategies that enable them to resolve the problem, either by themselves or with the assistance of others.

Strategies may include:

* Moving away from the situation.
* Talking to a friend.
* Talking to a teacher.
* Talking to the Principal.
* Talking to their parents.

# Positive Behaviour Will Be Rewarded

Hepburn Primary School expects our students to display appropriate behaviour whilst in the classroom and in the school ground and recognises those who do.

**Behaviour Matrix**

In 2017, our Chaplain worked with all classes to develop the school’s behaviour matrix. This is a grid of expectations when children are in the classroom, playground, hallway, toilet, dining room, assembly or on an excursion. The behaviours are linked to our new school values: respect, perseverance and kindness. The next step in the process is to develop a whole school reward ‘got you’ system for positive reinforcement of the desired behaviours. In 2018, classrooms are trialling ClassDojo as the possible whole school reward system.

**ClassDojo**

ClassDojo is a positive feedback platform that connects teachers, parents and students. As the tool is today, ClassDojo enables teachers to give “Dojo points” to students for showing positive behaviors, as well as communicating this progress to their parents. Publicly, the company says that millions of teachers, students and parents use the tool every day

Rewards will be in the form of one or more of the following:

* Verbal acknowledgement
* Stickers and awards
* ClassDojo points
* Class treats
* School treats
* House points
* Student of the Fortnight awards acknowledgement in the newsletter and at assembly
* “Fou Award” for kindness and thoughtfulness

Breaches of the Code of Conduct will have consequences.

The school has clearly defined consequences for breaches of the Code of Conduct.

These consequences will be used to ensure a consistent approach to those who choose to disobey school rules.

# Playground Rules:

1. Demonstrate courtesy and respect to others.
2. Learn and play without disturbing others.
3. Stay safe and secure in our school grounds.
4. Care for yourself, others and the school environment.
5. Play in a safe and responsible manner.
6. Practise our “Hands Off” rule.
7. Play fairly and obey the rules.
8. Treat everyone how you would like to be treated.
9. Be inclusive of everyone.

# Yard (to be developed in line with SWPB)

1. Verbal warning, with a positive reminder of what behaviour the offender should have observed.

# Classroom

1. Expectations Reminder (Behaviour Matrix).
2. Expectations Reminder (Behaviour Matrix).

3. a. Time out in the classroom (restorative discussion).

b. Teacher discretion-cool down zone for 3-5 minutes (in the classroom, or with a partner outside).

1. Time out in another classroom (class work to be sent and completed).
2. Reflection time statements to be completed and signed by parents or caregivers. Loss of privileges.
3. Drop-Down Clause

Modified Code of Conduct steps, parent meeting and behaviour contract completed.

1. Severe Clause

Suspension or expulsion.

Each day students will be given a fresh start.

Constant re-offenders can have privileges such as excursions and camps removed.

Dangerous activities which directly threaten safety are viewed as behaviour which cannot be tolerated and parents will be contacted.

# Drop Down Clause

The drop Down Clause means that where circumstances warrant it a child will automatically drop down to the written behaviour plan consequence.

The drop down clause comes into effect and no warnings will be given when:

* A child is involved in dangerous activities which directly threaten the safety of others.
* A child is involved in bullying.
* A child is involved in totally inappropriate behaviour.
* A child regularly breaches the Code of Conduct and Discipline Policy.

The consequences in such instances, depending on the seriousness of the transgression will range from:

* Immediate time-out consequence.
* Privileges withdrawn for ensuring days or weeks.
* Restricted play areas.
* Parents informed and formal meeting conducted.

# Severe Clause or Suspension

The severe clause may be immediately imposed on a student for some forms of school and or classroom behaviour.

These include:

* Refusal to follow a reasonable instruction from a teacher or adult helper.
* Harassment or bullying of another child or adult.
* Physical violence on another child or adult.
* Deliberate damage or theft of property.

In these instances the child will be removed from the classroom / playground, the parents notified immediately and suspension from the school may result.

In the follow-up conference it is expected that the parents will share the school’s concern about their child’s lack of concern for the school rules.

**Appendix 1**

This form is an example of the Reflection Time Statement that will be completed by your child at school if they have not complied with the “Student Code of Conduct.”

|  |  |  |
| --- | --- | --- |
| **Reflection - Time Statement** | |  |
|  |
|  |  |  |
|  | What happened? What were you doing? Where were you? Who were you with?  [http://t0.gstatic.com/images?q=tbn:ANd9GcS5JgARPXUwv7wBO6hnhRGQCKXGShg_NoGBhlqFNdnOECUOD8D_pA](http://www.google.com.au/imgres?q=sad+face+cartoon&start=94&safe=active&rls=com.microsoft:en-au&biw=1366&bih=556&tbm=isch&tbnid=zUWMW8wdDMmAyM:&imgrefurl=http://shaiyenasblog.blogspot.com/2008_04_01_archive.html&docid=N5BbYjoPbt85IM&imgurl=http://1.bp.blogspot.com/_PB4_tLuq71k/SBYgnyXl53I/AAAAAAAAAUU/boP8NkpD98I/s400/sad-face.jpg&w=150&h=150&ei=2uKuUePxH8OhkQWNyoH4Ag&zoom=1&iact=hc&vpx=2&vpy=265&dur=120&hovh=120&hovw=120&tx=46&ty=73&page=4&tbnh=120&tbnw=117&ndsp=34&ved=1t:429,r:3,s:100,i:13) | |
|  | What did you do or say? | |
|  | What were you thinking at the time?  hurt confused embarrassed unfair wanting to hurt  angry left out let down mad sad revengeful  thinking it was a joke wanting others to laugh silly  [http://t1.gstatic.com/images?q=tbn:ANd9GcQjfAZaQMnQlDSv2ZcV2mZ-vYuN9HjwBKUb-sa8e-SqjGBTTJdt](http://www.google.com.au/imgres?q=sad+face+cartoon&safe=active&rls=com.microsoft:en-au&biw=1366&bih=556&tbm=isch&tbnid=ThBpdIdaRvHnzM:&imgrefurl=https://www.ptsdforum.org/c/threads/pictures-for-when-you-cant-verbalise-how-you-feel-today.23831/page-4&docid=db7nK8AzDDFflM&imgurl=https://www.ptsdforum.org/c/attachments/sadface-jpg.13563/&w=485&h=460&ei=wuKuUffiK4i3kgXo3YDIBg&zoom=1&iact=hc&vpx=290&vpy=46&dur=120&hovh=219&hovw=231&tx=145&ty=129&page=1&tbnh=138&tbnw=149&start=0&ndsp=26&ved=1t:429,r:2,s:0,i:84)showing off get someone’s attention didn’t understand frustrated | |
|  | What could you have done instead?  Next time you will... | |
|  | Who has been affected by what you did?  [http://t3.gstatic.com/images?q=tbn:ANd9GcQ0UyhM_ZLj9fOa4YetXGLQUgOEXOe7Z8_Zd4WB4MbwhycWQJfYTQ](http://www.google.com.au/imgres?q=sad+face+cartoon&safe=active&rls=com.microsoft:en-au&biw=1366&bih=556&tbm=isch&tbnid=BlL3Fmi1lsoOOM:&imgrefurl=http://www.dreamstime.com/stock-photography-sad-emoticon-image18589362&docid=rr7x0lGEVWdajM&imgurl=http://thumbs.dreamstime.com/z/sad-emoticon-18589362.jpg&w=800&h=800&ei=wuKuUffiK4i3kgXo3YDIBg&zoom=1&iact=hc&vpx=457&vpy=160&dur=760&hovh=225&hovw=225&tx=113&ty=118&page=3&tbnh=132&tbnw=128&start=59&ndsp=35&ved=1t:429,r:79,s:0,i:320) | |
|  | How will you make this right?  What will you say?  What will you do?  [http://t1.gstatic.com/images?q=tbn:ANd9GcStAhs1I15QCBPJub0lTzb8bTjC_bu5ggDTacBkezfh7zV8ePtf](http://www.google.com.au/imgres?q=sad+face+cartoon&safe=active&rls=com.microsoft:en-au&biw=1366&bih=556&tbm=isch&tbnid=wVk5tEtDR1z18M:&imgrefurl=http://mysoulissilver.blogspot.com/2009_08_01_archive.html&docid=nO6Z3ydqRtNliM&imgurl=http://1.bp.blogspot.com/_7zxDEVQmI0c/SpbIjPgsORI/AAAAAAAAAh0/coOM2U7e4Pg/s400/thumbs%20up%20happy%20face.jpg&w=390&h=336&ei=wuKuUffiK4i3kgXo3YDIBg&zoom=1&iact=hc&vpx=267&vpy=195&dur=300&hovh=208&hovw=242&tx=116&ty=131&page=3&tbnh=141&tbnw=164&start=59&ndsp=35&ved=1t:429,r:61,s:0,i:266) | |

**Appendix 2**

This matrix (part of) is an example of the behaviour matrix developed by staff, students and parents as part of School Wide Positive Behaviour implementation.

**Hepburn Primary School Behavior Matrix**

Always: \*Use your manners \*Listen to instructions \*Ask for help \*Care for all \*Move calmly and quietly

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Classrooms** | **Playground** | **Assembly** | **Hallways** | **Dining room** | **Toilets** | **Excursions** |
| **Respect** | \*One voice at a time  \*Appreciate the opinions & ideas of others  \*Look after the property of others  \*Treat others the way you like to be treated | \*Make the rules of the game clear and fair  \*Follow the rules of the game  \*Listen to each other  \*Look after the school grounds and equipment | \*Sit quietly, with legs crossed  \*Stand facing the stage with hands at your side while singing the National Anthem  \*Celebrate awards and birthdays tastefully | \*Keep hands to yourself | \*Use an inside voice  \*Sit appropriately in your chair  \*Only eat your own food  \*Clean up after yourself  \*Lift your chair when moving it | \*Use a quiet voice  \*Flush toilet  \*Wash hands  \*Be paper wise  \*Be water wise  \*Keep the toilets clean | \*Be thankful for the excursion  \*Appreciate the learning experience  \*Stay with your group and group leader  \*Use an inside voice  \*Look after the bus you travel on |
| **Perseverance** | \*Have a go  \*Stay on task  \*Use positive self talk  \*Use strategies you have been taught | \*Have a go and keep trying during games  \*Seek help if required  \*Use encouraging words  \*Try to resolve disagreements positively | \*Make good choices with behaviors and seating partners  \*If you are on stage and make a mistake, don’t worry, keep going  \*Don’t leave the hall until assembly has finished and the bell has sounded | \*Encourage others to make good choices  \*Walk with a purpose to your destination | \*Eat the food provided  \*Wait patiently until asked to leave | \*Complete your business and move back to your class immediately | \*Actively participate |
| **Kindness** | \*Include and encourage others  \*Think before you speak | \*Share  \*Include everyone  \*Use manners  \*Negotiate a game to play, and don’t take over or try to control the game | \*Clap for the achievements of others  \*Pack up the furniture at the conclusion of assembly  \*Encourage others to make good choices too | \*Keep to the left hand side when walking down the hallways so others can pass  \*Don’t stop in the middle of hallways  \*Open doors for others  \*Admire and compliment displays | \*Invite others to eat with you | \*Let others have privacy | \*Thank the tour guides/educators/  volunteers |