



Carlton Gardens Primary School CODE OF CONDUCT POLICY

Authorisation:
October 2013
Review: 2016

Purpose

At Carlton Gardens Primary School we are committed to maximising the learning opportunities for every child every day. We are constantly working towards 'Delivering Our Best' and we do this by upholding CGPS' four key values:

- R** – Relationships
- I** – Integrity
- C** – Confidence
- H** - Happiness

We create a learning environment that fosters our motto -- 'Delivering Our Best' -- through the implementation of a fair and consistent Code of Conduct. We strive to create an environment where students are fully engaged in all areas of the school's curriculum. We consistently reinforce and promote positive student behaviour.

At Carlton Gardens we respect diversity within and beyond our school community, and we promote the values of fairness and equity. Our school community is comprised of a diverse mix of student backgrounds. For this reason, the school needs to recognise that students have widely differing experience prior to coming to the school and that not all students will have the same understanding of the school's expectations of them.

We are committed to the following strategies:

- Giving constant positive reinforcement
- Developing self-esteem
- Encouraging friendship
- Developing respect and acknowledging differences
- Build strong relationships among students, staff, parents and the broader community
- Encouraging sharing, tolerance and compassion
- Encouraging and fostering parent participation
- Being actively involved with students
- Being consistent and fair when applying appropriate forms of discipline
- Encouraging responsible play within our playground
- Encouraging pride in our school and its surroundings
- Being consistent in reinforcing the Code of Conduct
- Improving student outcomes by concentrating on student engagement in learning and in developing positive behaviours.

Rights and Responsibilities

For Students

Rights	Responsibilities
<ul style="list-style-type: none"> • feel safe at school • be an individual • be respected and treated with kindness • express yourself • tell someone about your problems – no matter how bad they are • expect your property will be safe at school • be successful and achieve goals • to learn • a safe school 	<ul style="list-style-type: none"> • respect other people • respect other's belongings • care for the school • allow other people to learn • co-operate with other people • be honest and tell the truth • try our best at school • be punctual and attend school regularly

For Parents/Guardians

Rights	Responsibilities
<ul style="list-style-type: none"> • be recognised as the major influence in their child's development • have access to staff at convenient, mutually agreed times • participate in a safe, secure and satisfying environment. • be kept informed and given the opportunity to express themselves on matters of school policy • be consulted/informed of child's educational progress and behaviour • be treated fairly and with respect by all members of the school community • access the school's various methods of communication 	<ul style="list-style-type: none"> • communicate information which will enhance the educational and social development of their child • encourage good behaviour habits in their children while at school • communicate with staff at appropriate times so that student learning time is not interrupted • support the school in its effort to maintain a positive teaching and learning environment • support the school in its discipline procedures associated with implementation of the Code of Conduct • treat others as they would like to be treated themselves within the school grounds • support the school

For Staff

Rights	Responsibilities
<ul style="list-style-type: none"> • work in a safe, secure and satisfying environment. • be free from disruption in the teaching and learning process • be treated fairly and with respect by all members of the school community • be supported and assisted by other staff • expect strong support from the school community in the discipline process • be informed of their role in the school and of school policies and values. 	<ul style="list-style-type: none"> • maintain a safe, stimulating environment in which quality programs, reflecting current educational practices, are implemented. • provide professional support to, and work collaboratively with colleagues. • communicate to parents student progress and information about programs. • provide adequate supervision • encourage awareness and understanding of school agreements • fairly, reasonably and consistently implement the Code of Conduct • request advice and assistance when needed • treat others as they would like to be treated themselves • uphold school values, school policies and VIT standards • provide the school with proof of a current Working With Children Check or VIT registration. • implement the discipline policy • provide a good education.

Carlton Gardens Primary School Rules

Our rights and responsibilities are found within our school rules. We have a set of rules for the classroom and the playground to protect our rights, to encourage responsibility, and to maintain safety.

The rules/agreements are:

- written in a positive way
- owned by teachers and students
- fair and reasonable
- applied consistently
- supported by logical consequences

Rules on:	Communication – ‘Respect the rights of others by listening to them before we speak and speak to them in a considerate and appropriate manner’
Relates to:	Communication in the playground and school building. This relates to areas such as working noise and playing noise.
Classroom Agreements:	We always look at the person that is speaking. We speak when it is our turn. We use positive and polite language. We listen carefully and respectfully to others ideas and opinions.
Playground Agreements:	Same as classroom.

Rules on:	Learning – ‘Respect the right of others to learn, to let them work without interruption’
Relates to:	How we learn in the classroom and the playground. This relates to areas such as cooperation and how we get attention in class.
Classroom Agreements:	We always put in our best effort. We ask for help when we need it. We complete set tasks. We work to an appropriate level of noise according to the task or activity. We participate in classroom activities in a positive way. We cooperate with each other and we share the teacher’s time.
Playground Agreements:	We cooperate with others, always sharing the playground equipment.

Rules on:	Getting Along – ‘Share, care and co-operate with others’
Relates to:	Consideration and respect for others. This aims to tackle problems including sexism, racism, insults and bullying.
Classroom Agreements:	We are courteous and considerate of others. We respect each other’s differences. We treat each other with respect. We respect individual differences. We share equipment. We include others in our games and activities. We will not bully or harass anyone. We welcome others into our classrooms. We focus on tasks. We value and learn from each other.
Playground Agreements:	Same as classroom.

Rules on:	Possessions – ‘Be responsible for our belongings; respect the property of others’
Relates to:	Learning is facilitated by the use of a variety of equipment and materials. It is vital that students take responsibility for these possessions when in use.
Classroom Agreements:	We respect and take care of other people’s property. We pack up all equipment we have used. We leave our work area neat and tidy. We return property that is not our own. We care for the property of our school. We come prepared with the equipment we need. We name our items especially our uniform. We ask permission before we borrow things. We wear our correct school uniform every day.
Playground Agreements:	Same as classroom.

Rules on:	Being Safe – ‘Care for others by allowing them to feel safe’
Relates to:	Safe behaviour at school including the safe use of equipment and the way we move within and around the school buildings and playground
Classroom Agreements:	We move sensibly and safely. We pass objects safely. We speak in an appropriate manner and tone. We think about what we say to others. We always use equipment in a safe way. We protect others and ourselves from harm.
Playground Agreements:	We play safely and use equipment sensibly. We take care when we move about or play outside.

Rules on:	Conflict Resolution – ‘Work together to try and solve our problems’
Relates to:	The way we find a solution to a problem.
Classroom Agreements:	We resolve problems in a sensible and reasonable manner. We remain open to conflict-resolution strategies recommended to us by others. We support everyone involved.
Playground Agreements:	Same as classroom.

Whole-School Approach to Behaviour Management

Consequences occur as a result of behaviour. Consequences can be positive or negative depending on the type of behaviour. If the consequence is a result of inappropriate behaviour, it should be fair, predictable, applied consistently and should relate to the agreement that has been broken.

When speaking to a student we should be aware that the way we speak to a child directly affects their behaviour. Language should be positive and non-derogatory. Agreement/Rule reminders should be stated firmly and without a raised voice. Giving a reason for appropriate behaviour encourages co-operation and understanding of rights and responsibilities.

	Action	By whom	Why	When	How (examples)
	Step 1 - Remind the student of expectations.	* Teacher	To refocus. To return to the appropriate activity. To make the student aware that the behaviour is inappropriate.	When the student's behaviour is disruptive. Examples: * spoiling games * teasing * calling out * not working cooperatively * interfering with others' belongings * not on task * talking back	* Ask student to return to designated task. * Remind student of the appropriate class agreement. * Suggest a change to the agreements of the game that the students are playing.
	Step 2 - Cautioning or warning the student that consequences will apply if the inappropriate behaviour is continued.	* Teacher	To stop the disruptive behaviour.	When inappropriate behaviour continues. Examples: * as for Step 1	* Indicate to the student they may have to work elsewhere within the classroom. * Indicate to the student they may have to walk with the yard duty teacher. * Indicate to the student they may have to spend extra supervised class time during the recess break. * Indicate to the student they may have to replace property, clean or repair it.
	Step 3 - Apply consequences for inappropriate behaviour.	* Teacher * Colleague in adjoining room * Student Welfare Coordinator	To stop the disruptive behaviour.	When inappropriate behaviour continues. Examples: * as for Steps 1 and 2 * ongoing work avoidance * hurting others * theft * dangerous use of equipment * swearing * harassment * intimidation * deliberate damage to property	* Relocate the student within the classroom. * Relocate the student to an adjoining classroom to be supervised by colleague. * Walk with the yard duty teacher. * Recess/lunch time detention. ¹ * Allocate extra supervised class time at recess. * Replace property, clean or repair it. * Parents to be notified of the incident by teacher
	Step 4 - Behaviour Management Plan. This will usually involve Step 5 at the same time.	* Teacher * Student Welfare Coordinator	To assist student to modify unacceptable behaviour.	When the student's behaviour continues to intrude upon teaching and learning time.	* By negotiating a behaviour modification program using a rewards system. * Developing a communication system with parents, for example a Communication Book or regular telephone conversations. * By establishing a behaviour contract between the teacher and the student.
	Step 5 - Calling upon external assistance.	* Teacher * Student Welfare Coordinator * Student Support Group * Psychologist	To set up a support group to manage concerns about the student's behaviour.	When the student's behaviour intrudes upon the teaching and learning time beyond manageable limits.	* Parents, senior staff members and external support services assist the teacher to develop a plan of action to manage the student's behaviour. * Student is withdrawn from classroom if behaviour is negatively impacting on learning of other students.

Step 6 - Follow up to the external assistance.	* Home School Support Group * Student Support Group * External services i.e. Travancore MHSky * Child First * DHS	To monitor and follow up the formal action plan.	At regular intervals after the action plan has been implemented.	* Through a series of support group meetings involving all members in Step 4.
Step 7 - Suspension procedures	* Principal	Action Plan has failed to modify the student's seriously disruptive behaviour.	When all of the above steps have been unsuccessful.	* Suspension procedure to be implemented in line with DEECD guidelines.
Step 8 - Expulsion	* Principal	The student's behaviour has not changed. The student is deemed to be an unacceptable risk to others.	When all of the above steps have been unsuccessful.	* Expulsion procedure to be implemented in line with DEECD guidelines.

**Recess or lunchtime detention is a consequence for inappropriate or repeated unacceptable behaviour which may have occurred in the classroom or in the playground. This will be given and supervised by the Principal or the Assistant Principal.
When given a school hours detention the student is to report to the office promptly. If appropriate parents should be contacted regarding their child's behaviour.

It should be noted that one or more of the above steps may be omitted at the discretion of the teacher, student welfare co-ordinator or principal and depending on the severity of the behaviour/incident.

Links to the Classroom and other Programs

There are yearly inquiry topics in the Carlton Gardens' Inquiry/Integrated Yearly Overview' that link to our school values and rules and these topics can be used to support the Student Code of Conduct.

These topics allow the class to focus on responsible and positive student behaviour, leading to the development of co-operative social skills within the classroom.

All classes will compile their class agreements at the beginning of the first term while working on the designated topic from the Carlton Gardens' Inquiry/Integrated Yearly Overview. The Inquiry/Integrated Yearly Overview will be reviewed biannually.

Yard Duty Behaviour Books will be used by the yard duty teachers to record minor incidents and problems in the playground during morning and lunch recess times. The book (small, black diary format) will be located in the Yard Duty First Aid Bags. If a teacher needs to reprimand a student whilst on yard duty, the student's name, class and a brief description of the incident (pertaining to the agreement being broken) is to be recorded. This information will be collated at the end of each fortnight and will be recorded on a data base by the Student Welfare Coordinator. Students who demonstrated patterns of unacceptable behaviour will be noted and follow up consequences may be implemented if deemed appropriate.

Serious incidents must be reported to the Principal and/or Leadership Team immediately for follow-up action.

Implementation and Review

Whole School Action Term 1

- All staff shall be introduced to, or revise the Student Code of Conduct at a Learning Community early in Term 1. This staff meeting will focus on sharing ideas, strategies and experiences with the program and let all staff know how to establish class agreements.
- The Student Welfare Coordinator is responsible for induction programs for new staff members as they begin at school.

Individual Teacher Action Term 1

- Teachers and students will develop class agreements and consequences using agreed program guidelines.
- Teachers will discuss the Student Code of Conduct Agreement with the class and will be required to send it home for parent/child discussion and signing.
- Teachers may opt to discuss the Student Code of Conduct Agreement with parents at introductory parent-teacher meetings.
- A copy of each grades class agreement is to be submitted to the Student Welfare Coordinator by the end of February each year.

Whole School Action Throughout the year

- The Student Code of Conduct Agreement will be distributed to parents of Prep students and to all parents of students who enrol throughout the year.
- CGPS will take action to ensure students are kept engaged by a) implementing the rights and responsibilities of each member of the community, b) conducting parent-teacher interviews and c) creating and following through on Individual Learning Plans.

Individual Teacher Action Throughout the year

- Record ongoing evaluative comments regarding the Student Code of Conduct to offer as contributions to the Term 4 Evaluation meeting.

Whole School Action Term 4

- The Student Welfare Coordinator will request feedback from teachers on the Student Code of Conduct at a time during Term 4. This feedback will address how the Code of Conduct has been implemented throughout the year, determine its effectiveness and recommend amendments for the following year.
- Amendments made to the existing Student Code of Conduct will be communicated to all members of the school community and be recommended for approval by the Policy/Education Committee to School Council for ratification.
- As set by Victorian laws, it is compulsory for all children aged between six and fifteen to attend school on a full-time basis (Education Act 1958).

Appendix 1: Carlton Gardens Primary School . Student Code of Conduct Agreement

Carlton Gardens Primary School has high expectations of all its students. These high expectations have resulted in very high outcomes in English and Mathematics, as well as excellent behaviour from the students. To continue our high performance, it is expected all children at CGPS will understand and follow the Carlton Garden's Primary School's Code of Conduct. The following is a summary of our behaviour code. After reading it, please discuss it with your child. It will also be discussed in all classes. Please sign and return to school. A copy of this document is available upon request.

At Carlton Gardens Primary School all students have rights and responsibilities. Students have the right to:

- feel safe at school
- be an individual
- be respected and treated with kindness
- express yourself
- tell someone about your problems – no matter how bad they are
- expect your property will be safe at school
- be successful and achieve goals
- learn

Carlton Gardens Primary School has six agreements. These agreements are about:

Area pertaining to Agreement/Rules	Relates to	Classroom and Playground Agreements
Communication 'Respect the rights of others by listening to them before we speak and speak to them in a considerate and appropriate manner'	Communication in the playground and school building. This relates to areas such as working noise and playing noise.	We always look at the person that is speaking. We speak when it is our turn. We use positive and polite language. We listen carefully and respectfully to others ideas and opinions.
Learning 'Respect the right of others to learn and let them work without interruption'	How we learn in the classroom and the playground. This relates to areas such as cooperation and how we get attention in class.	We always put in our best effort. We ask for help when we need it. We complete set tasks. We work to an appropriate level of noise according to the task or activity. We participate in classroom activities in a positive way. We cooperate with each other and we share the teacher's time. We cooperate with others, always sharing the playground equipment.
Getting Along 'Share, care and co-operate with others'	Consideration and respect for others. This relates to areas such as sexism, racism, insults and bullying.	We are courteous and considerate of others. We respect each other's differences. We treat each other with respect. We respect individual differences. We share equipment. We include others in our games and activities. We will not bully or harass anyone. We welcome others into our classrooms. We focus on tasks. We value and learn from each other.
Possessions 'Be responsible for our belongings and respect the property of others'	Learning is facilitated by the use of a variety of equipment and materials. It is vital that students take responsibility for these possessions.	We respect and take care of other people's property. We pack up all equipment we have used. We leave our work area neat and tidy. We return property that is not our own. We care for the property of our school. We come prepared with the equipment we need. We name our items especially our uniform. We ask permission before we borrow things. We wear our correct school uniform every day.
Being Safe 'Care for others by allowing them to feel safe'	Safe behaviour at school including the safe use of equipment and the way we move within and around the school buildings and playground	We move sensibly and safely. We pass objects safely. We speak in an appropriate manner and tone. We think about what we say to others. We always use equipment in a safe way. We protect others and ourselves from harm. We play safely and use equipment sensibly. We take care when we move about or play outside.
Conflict Resolution 'Work together to try and solve our problems'	The way we find a solution to a problem.	We resolve problems in a sensible and reasonable manner. We implement strategies recommended to us by others. We support everyone involved.

Your child's class teacher will spend time working with the class to describe these agreements further. Children will also discuss consequences for not following school agreements. Teachers will also spend time discussing how children might deal with problems that may occur, e.g. speaking to a trusted adult such as a parent.

If a student does not follow a school agreement, then consequences will apply. If an agreement is not followed, a child might be reminded about the agreement, might be warned about the need to follow the agreement, or there might be a consequence such as detention, paying for a damaged item, repairing damage, being moved to another part of the classroom, or walking with a yard duty teacher for a part of a recess.

Carlton Gardens Primary School has a proud history of being an outstanding school and our students are fortunate to be able to continue our tradition. After reading this form and discussing it with your child, please sign below, and return to your child's teacher.

I have discussed the Student Code of Conduct with my child and I believe my child will do his/her best to follow the School's agreements. I have also reinforced the need to speak with a trusted adult, (e.g. parent or teacher) to seek advice on how to deal with a problem.

Child's Name: _____

Child's Class: _____

Child's Signature: _____

Parent Signature: _____

Date: _____