



Larrakeyah Primary School
Pathways to Excellence

Care
and
Conduct
Policy
2015

Care and Conduct Policy

MISSION STATEMENT

Our mission is to provide a positive and supportive learning environment that encourages students to strive for high academic success. We aim to instil a desire for life-long learning and to promote leadership and responsible citizenship.

BELIEFS UNDERPINNING THIS POLICY

We believe that:

- each child, teacher and parent have rights which should be recognised by all of those involved in the school community. Related to those rights are certain responsibilities that must be recognised and accepted by all. It must be realised and accepted that certain consequences will occur when these rights are infringed or these responsibilities are not accepted.
- self-confidence and high self-esteem are fundamental to success.
- children exhibiting appropriate behaviour towards teachers and peers should at all times be noted and rewarded.
- the management of children's behaviour is a shared responsibility between home and school.

RIGHTS, RESPONSIBILITIES and RULES

Rights, responsibilities and rules work together. Rules protect people's rights.

<p>Children have the right:</p> <ul style="list-style-type: none">• to be safe at school• to be respected and have others care about them• to be treated with kindness and fairness• to express themselves as individuals• to learn without interference	<p>Children have the responsibility:</p> <ul style="list-style-type: none">• to obey school rules and safety guidelines• to care for and respect other people in our school and their property• to treat others with kindness and fairness• to give others a fair hearing• to do their best in work and play
<p>Teachers have the right:</p> <ul style="list-style-type: none">• to teach and help children learn without interference• to be recognised and treated as professionals• to expect support from the school community	<p>Teachers have the responsibility:</p> <ul style="list-style-type: none">• to teach effectively, provide a positive learning environment and establish acceptable school behaviours• to act professionally and positively• to foster links with the school

<ul style="list-style-type: none"> • to be treated with respect • to be safe at school 	<p>community</p> <ul style="list-style-type: none"> • to model respectful behaviour
<p>Parents have the right:</p> <ul style="list-style-type: none"> • to be considered a partner in their child's education • to be kept informed about issues affecting their children • to be recognised as the major influence in their child's life 	<p>Parents have the responsibility:</p> <ul style="list-style-type: none"> • to work with the school and the teachers • to provide information which may impact upon their child's behaviour at school • to recognise school behavioural expectations

PLAYGROUND MANAGEMENT

We believe that all children are able to behave in an acceptable manner.

We expect children to:

- play in designated safe areas
- respect the property of the school, other children and teachers
- keep our school buildings and grounds tidy
- wear broad-brimmed hats and enclosed footwear
- walk on the concrete paths
- only be in classrooms with an adult

<u>MINOR INCIDENTS</u>	<u>MAJOR INCIDENTS</u>
<p>The following are examples of Minor Incidents:</p> <ul style="list-style-type: none"> • Class disruption • Non-compliance • Not following directions • Interfering with others and/or their belongings • Disruption in playground • Running on walkways <p style="text-align: center;">Process to Follow</p> <p style="text-align: center;">Remind</p> <p style="text-align: center;">↓</p> <p style="text-align: center;">Warn</p> <p style="text-align: center;">↓</p> <p style="text-align: center;">Consequence e.g. apology, timeout picking up papers</p> <p style="text-align: center;">↓</p> <p style="text-align: center;">End of problem</p>	<p>The following constitute a Major Incident:</p> <ul style="list-style-type: none"> • offensive behaviour e.g. obscene gestures and/or language • violence – fighting, throwing objects • bullying and harassment • dangerous behaviour – climbing on roofs, going out of bounds • damage to property • continued refusal to follow instructions <p style="text-align: center;">Process to Follow</p> <p>Teacher on duty (in class, outside class or on an excursion) is to determine what occurred and then, if necessary:</p> <p style="text-align: center;">↓</p> <p style="text-align: center;">Refer those involved to Leadership Team</p> <p style="text-align: center;">↓</p> <p>Incident is investigated and recorded in SAMS database. Parents (of both the victim and the perpetrator) are</p>

<p>2nd Repeat of same offence is recorded by teacher in SAMS database and the teacher will contact the parents of the child causing the offence.</p> <p>3rd repeat of same offence is recorded in SAMS database and the student is referred to the school Leadership Team</p>	<p style="text-align: center;">notified.</p> <p style="text-align: center;">↓</p> <p style="text-align: center;">Consequences</p> <p style="text-align: center;">(may involve any of the following depending on what the investigation showed occurred during the incident)</p> <p style="text-align: center;">reflection sheet written apology loss of privileges internal suspension restitution which may involve replacement, repairing or cleaning up external suspension</p> <p style="text-align: center;">↓</p> <p style="text-align: center;">End of problem</p>
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CLASSROOM MANAGEMENT

At the beginning of the school year teachers set up class behaviour management structures that cover the three areas of: Prevention; Correction; Support. These are revisited each term.

PREVENTION	CORRECTION	SUPPORT
<ul style="list-style-type: none"> • negotiated rules and consequences • mutual respect • organised routines • focus on positives • students feeling valued • understanding of family background - culture • appropriate level of tasks • positive reinforcement of acceptable behaviours • explicit teaching of social skills, cooperative skills, behavioural skills • appropriate level of language • anticipating difficulties 	<ul style="list-style-type: none"> • tactically ignore • defuse – humour, distract • refocus negative behaviour • provide opportunities for the child to make good choices • remind – warn - consequence 	<ul style="list-style-type: none"> • establish a rapport • negotiate a fresh start • reinforce good behaviour • develop a student Behaviour Plan • involve parents • involve School Leadership Team

BEHAVIOUR MANAGEMENT FLOW CHART

