



LARRAKEYAH PRIMARY SCHOOL

Pathways to Excellence

Care and Conduct Policy

Updated 7.05.2026

A Northern Territory Government
Independent Public School

OUR SCHOOL
OUR FUTURE

INCREASING SCHOOL
AUTONOMY

MISSION STATEMENT AND VALUES

Our mission is to instil life-long learning through high standards, high expectations and high achievement. Larrakeyah Primary School Values are, *Respect, Responsibility and Achievement*. The values of Larrakeyah Primary School are for students, staff and the wider community.

BELIEFS UNDERPINNING THIS POLICY

We believe that:

- each child, teacher and parent have rights including the right to feel safe, 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
- we work together to support student attendance, wellbeing and learning
- we remove barriers so children and adults can participate fully
- we share information clearly and respectfully
- we support each other to solve problems

RESPECT, RIGHTS and RESPONSIBILITIES

Respect, Rights and Responsibilities work together.

Respect and responsibility are the foundation of safe and strong schools. School communities thrive when there is trust, connections and shared responsibilities.

Through respectful and responsible behaviour our school is safe and inclusive, every child is known, valued and supported to reach their full potential.

With strong partnerships and a culture of kindness, responsibility, and respectful communication, we strengthen belonging, wellbeing, attendance and learning

Children have the right:

- 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

Children have the responsibility:

- to be kind, respectful and responsible
- follow instructions, school rules and safety guidelines
- move safely around the school
- use respectful language and behaviour in person and online
- care for shared spaces, resources, and school environment
- come to school ready to learn and use technology responsibly
- to do their best in work and play
- ask for help when needed.

<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 • to be treated with respect • to be safe at school 	<p>Teachers have the responsibility:</p> <ul style="list-style-type: none"> • to teach effectively and establish acceptable school behaviours • foster a safe, welcoming learning environment that values all students' diverse backgrounds and abilities • supervise students actively and support safe movement while modelling calm, professional and inclusive behaviour • to act professionally and positively • to foster links with the school community • to model respectful behaviour • maintain confidentiality and share relevant information appropriately to support student success.
<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"> • communicate calmly and respectfully with school staff and families, in person, online and over the phone • to provide information which may impact upon their child's behaviour at school • support their child's attendance, wellbeing and learning, including safe and responsible technology use • raise concerns through the appropriate channels in a calm and constructive way • work in partnership with the school to support their child's success. • to recognise school behavioural expectations

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.

Each classroom is to have a visual behaviour tracking system, that uses the language of 'Remind', 'Warn', and 'Act'/'Consequence'. This system is required to have the ability to place/write student's names.

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 	<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 (act) 	<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

<ul style="list-style-type: none">• explicit teaching of social skills, cooperative skills, behavioural skills• appropriate level of language• anticipating difficulties		
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PLAYGROUND MANAGEMENT

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

At the beginning of the school year teachers are to ensure all students are aware of the playground behaviour expectations.

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

MINOR INCIDENTS

The following are examples of **Minor Incidents**:

- Class disruption
- Non-compliance
- Not following directions
- Interfering with others and/or their belongings
- Disruption in playground
- Running on walkways

Process to Follow

Remind



Warn



Consequence/Act

e.g. apology, timeout

picking up papers, no play wall (playground incidents only)



End of problem

2nd Repeat of same/similar offence is recorded by teacher in SAMS database and the teacher will contact the parents of the child causing the offence.

3rd repeat of same/similar offence is recorded in SAMS database and the student is referred to the school Leadership Team

MAJOR INCIDENTS

The following constitute a **Major Incident**:

- 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

Process to Follow

Teacher on duty (in class, outside class or on an excursion) is to determine what occurred and then, if necessary:



Refer those involved to Leadership Team



Incident is investigated and recorded in SAMS database. (Teacher to begin SAMS record- Leadership to update)

Parents (of both the victim and the perpetrator) are notified.



Consequences

(may involve any of the following depending on what the investigation showed occurred during the incident)

- reflection sheet
- written apology
- loss of privileges
- internal suspension
- restitution which may involve replacement, repairing or cleaning up
- external suspension



End of problem

Behaviour Management Flow Chart

CLASSROOM

Classroom Minor Incidents

- Class disruption
- Non-compliance
- Not following directions
- Interfering with others and/or their belongings

Remind- Warn- Consequence (Act) Process

- Example Consequences:
- Time out in classroom
 - Kept in at recess
 - Reflection/talking essay

Teachers to make note in teacher diary

When an incident involves 2 or more students, the parents of all students must be contacted.

Repeat Offenders

Leadership Team will deal with offenders in this category.

Major Incidents Classroom/Playground

- 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

2nd Repeat of Incident

- Buddy Class
- Senior Teacher
- Teacher isolation

Teacher to record in SAMS and contact the parents

Consequences

- Reflection sheet
- Written apology
- Loss of privileges
- Internal suspension
- Restitution which may involve replacement, repair or cleaning up
- External suspension

3rd Repeat of Incident

Immediate Leadership Team Involvement
Recorded on SAMS

Parent notification Placed on SAMS

PLAYGROUND

Playground Minor Incidents

- Disruption in the playground
- Running on walk ways

Remind- Consequence (Act) Process

Consequence- No Play Wall, picking up papers

If it seems to be continued behaviour, pass on to the classroom teacher (SAMS recording if frequent behaviour)

Playground Major Incidents

Send for assistance to the front office or bring student to front office if end of duty.

Record on SAMS (teacher first), Leadership to update

Group Conflict Process

P3 PAST

What Did You Do? (Examples: tripped Sam over, made a rude comment, told Sam not to be friends with John)

P3 PRESENT

How Do You Feel? Why? (Examples: Sad because Sally won't talk to me, angry because John does not play fair)

F3 FUTURE

What Are You Going To Do Now? (Examples: Write a letter of apology, respect others' views, shake hands, take turns to suggest a different game)

- The teacher leads the group discussion and times the process for 9 minutes, allowing 3 minutes for each section and records responses from the group in the appropriate section. Read responses to students. Check in with group later after implementation.