PURPOSE

The purpose of the Code of Conduct is to foster a learning environment where students, staff and parents/carers feel safe and happy and the academic, social and emotional needs of our students are met.

PRINCIPLES

As a means of promoting such an environment the school has a Code of Conduct underpinned by the following principles:

• all individuals are to be treated fairly and with respect
• students have a right to work in a secure environment where they feel free to develop to the fullest, their talents, interests and ambitions without intimidation
• parents/carers have a right to expect that their children will be educated in a secure environment in which expectations of care, courtesy and respect for the rights of others will be encouraged
• parents/carers accept their obligation to support the school in its efforts to maintain a positive teaching and learning environment
• teachers have a right to expect that they will be able to teach in an atmosphere of order and cooperation
• the School Principal and staff members accept their obligation to fairly, reasonably and consistently implement the Code of Conduct

GUIDELINES

The Code of Conduct policy is based upon the following documents and programs:

• Department of Education and Training documents and protocols, specifically Guidelines for developing the Student Code of Conduct and Safe Schools are Effective Schools
• Victorian Essential Learning Standards
• Clifton Hill Primary School Strategic Plan
• You Can Do It! Education
• Teacher reference materials
• Clifton Hill Primary School Privacy Policy
IMPLEMENTATION

The Code of Conduct is a shared responsibility between school, home and the school community. This policy is divided into the following sections which outline the way in which Clifton Hill Primary School seeks to achieve the purpose of this policy:

1. Rights and Responsibilities
   1.1 Students
   1.2 Staff
   1.3 Parents/Carers

2. School Strategies
   2.1 School approach
   2.2 School rules
   2.3 Classroom application

3. Guidelines for dealing with unacceptable behaviour
   3.1 School sanctions
   3.2 Bullying
   3.3 Suspension
   3.4 Expulsion

Our school considers that a positive approach to behaviour is essential in fostering a school climate within which personal responsibility and self-discipline will be developed. Therefore everyone has responsibilities.

1.0 RIGHTS AND RESPONSIBILITIES

Our policy is based on the recognition of student, staff and parent/carer rights and responsibilities.

1.1 Student Rights and Responsibilities

All students have the right to:

- learn
- be treated fairly and with respect by all members of the school community
- receive assistance from others
- have privacy respected
- be in a secure and happy environment
- be an individual
- feel free to express themselves
- be able to talk about their problems
- be listened to
- expect their property to be safe
- experience success
All students have the responsibility to:

- allow others to learn
- work to the best of their ability
- respect and value others
- accept and abide by school rules
- set a good example
- cooperate with others
- respect the privacy of others
- ensure a safe, clean and happy school environment
- respect property
- encourage others to experience success
- be punctual

1.2 Staff Rights and Responsibilities

All teachers and school support staff have the right to:

- be free from disruption in the teaching and learning process
- be treated fairly and with respect by all members of the school community
- the support and assistance of other staff
- expect strong support from the school community

All teachers and support staff have the responsibility to:

- provide effective teaching and learning practices
- provide adequate supervision of students
- encourage awareness and understanding of school rules
- implement the Code of Conduct
- request advice and assistance when needed

1.3 Parent/Carer Rights and Responsibilities

All parents/carers have the right to:

- be recognised as the major influence in their child’s development
- have access to staff at convenient, mutually agreed times
- be kept informed and given the opportunity to express themselves on matters of school policy
- be consulted about inappropriate behaviours involving their children
- be treated fairly and with respect by all members of the school community
All parents/carers have the responsibility to:

- encourage good behaviour habits in their children
- support the school in its effort to maintain a positive teaching and learning environment
- support the school in its discipline procedures associated with the implementation of the Code of Conduct
- treat others as they would like to be treated themselves

2.0 SCHOOL STRATEGIES

2.1 School Approach

Clifton Hill Primary School takes a whole-school approach to student well-being and focuses on developing positive peer relationships to ensure that the school environment remains safe. Clifton Hill Primary School has integrated the following programs and practices to promote a positive whole-school environment:

- Whole School Buddy System
- You Can Do It! Education
- Seasons for Growth
- Bully Busters
- Regular whole school assemblies
- Green Team
- Extra curricular activities offered during school hours
- Values Education promoting respect, responsibility, honesty, acceptance of differences and friendliness are directly taught and modelled by all members of staff
- Junior School Council is used to provide students with responsibilities which they can take seriously allowing them to have some influence over the approach and environment of Clifton Hill Primary School

We believe that the discipline of children is a shared responsibility between home and school. Consequences for inappropriate behaviour are decided upon by students and teachers together and are consistent across the school.

Further, our school considers that a positive approach to behaviour is desirable in order to foster the concept of self-respect and fairness to children, teachers and the wider community. In order to develop a positive approach to behaviour our school will:

- provide appropriate positive reinforcement
- develop self-esteem
- encourage friendship
- develop pride in the school and the wider community
- develop understanding of, acknowledgement for and respect of differences
- encourage sharing, tolerance and compassion amongst all students
- enhance and encourage parent/carer teacher contact
• be consistent and fair in expectations of behaviour and their consequences
• encourage responsible play within our playground
• involve students in decision-making aspects of the Code of Conduct
• ensure that students understand the Code of Conduct
• be consistent in reinforcing the Code of Conduct

2.2 School Rules

Because one of the rights is the right to be safe and secure, we consider the following forms of behaviour are intimidating or dangerous and are therefore unacceptable:

• any behaviour deemed as bullying, for example direct physical bullying, direct verbal bullying and indirect bullying (see section 3.2)
• fighting, or any other form of aggressive behaviour
• throwing sand, stones or other dangerous objects
• using or carrying weapons (sticks, knives etc)
• harassment (cultural, religious, racial, sexual and related to disability)
• teasing and name calling
• stealing
• playing on the stairs
• graffiti
• leaving the school ground or classrooms without permission
• the use of bikes, skateboards or rollerblades in the school ground
• running in the school buildings
• climbing trees, roofs or structures other than designated playground equipment
• being in school buildings without teacher supervision
• violence-based games

2.3 Classroom application

• The Code of Conduct includes school rules and student rights and responsibilities. It is a working document that is available around the school for everyone to use. It will be discussed with students at the beginning of the year and referred to as required.

3.0 Guidelines for Dealing with Unacceptable Student Behaviour

The staff at Clifton Hill Primary School believe that discipline is best achieved by:

• providing an interesting, varied and stimulating learning environment which caters for the individual needs of all children
• encouraging and modelling a busy working tone throughout the school
• the promotion of positive social relationships
However instances of unacceptable student behaviour will still occasionally occur.

Given that students understand the school’s Code of Conduct and the effect that breaches could have on themselves and others, it is therefore logical that choosing to breach the code should incur consequences. The nature of the consequence should be logically connected to the offences.

3.1 School consequences

The consequences of breaches of our school rules range from discussion and warning, withdrawal of privileges, withdrawal from the classroom, time-out, teachers meeting with parents, referral to Section Leader for investigation, Principal meeting with parents, behaviour contracts, referral to counselling, suspension, and expulsion.

In addition to these general consequences, Clifton Hill Primary School has developed specific anti-bullying guidelines as outlined below.

3.2 Bullying

Bullying is when someone, or a group of people, who have more power at the time, deliberately and persistently upset or hurt another person on more than one occasion (Department of Education and Training, Safe Schools are Effective Schools).

There are three broad categories of bullying:

- Direct Physical Bullying – which includes hitting, tripping, pushing or damaging property
- Direct Verbal Bullying – which includes name calling, insults, prejudiced remarks or verbal abuse
- Indirect Bullying – this form of bullying is the hardest to identify as it is often carried out without people’s immediate knowledge. It is used to harm someone’s reputation and/or cause humiliation. It can include any or all of the following:
  - Lying and spreading rumours
  - Playing jokes to humiliate and embarrass
  - Mimicking
  - Encouraging others to socially exclude someone
  - Cyber-bullying which involves the use of email, text messages or chat rooms

The following behaviours, although distressing, are not considered examples of bullying:

- Mutual conflict – In mutual conflict situations, there is an argument or disagreement between students, but not an imbalance of power
- Social rejection or dislike – this is only considered bullying if it is directed deliberately at one student on a number of occasions
• Single-episode acts – by definition a single event is not considered bullying

These behaviours, although not considered bullying, are still unacceptable and will be dealt with according to the guidelines for unacceptable behaviour in section 3.1.

3.3 Guidelines for dealing with bullying

All teachers at CLIFTON HILL PRIMARY SCHOOL are committed to responding quickly to bullying situations to ensure that they do not continue or escalate. As a result of teacher collaboration, there is a consistency in the way in which student behaviour is managed. Behaviour management is multi-faceted and proactive rather than reactive. Positive reinforcement of acceptable behaviour is promoted (see school strategies). Social skills are taught throughout the school and are a fundamental element of successful and effective behaviour management.

Playground supervision must be thorough. All members of staff on duty brief each other of potential and actual problems, responding swiftly.

A series of graduated warnings/consequences is given to students in bullying situations similar to consequences in guidelines for unacceptable behaviour.

• First incident: recorded by classroom teacher accompanied by a discussion with students involved. It is necessary for teachers to record all instances to identify emergent patterns.
• Second incident: recorded by classroom teacher accompanied by a discussion with students involved
• Third incident: referred to Section Leader and parents made aware of offences. Section Leader interviews student(s) involved in bullying incidents and any other relevant witnesses. A written report is made by Section Leader and placed in student’s file. Remedial action is taken, and close monitoring of student(s) behaviour is maintained by classroom teacher and Section Leader
• Repeated incidents/ongoing issues: meeting with Principal, class teacher, student and parents. Action may be:
  - Student place on behaviour contract
  - Student referred to counselling
  - Student suspended
• Final action: Expulsion proceedings commenced
The Suspension and Expulsion Process

This process exists for severe breaches of the Code of Conduct and is carefully detailed by the Directorate of School Education.

3.4 Suspension

A student may, by order of the Principal of a state school, be suspended if, whilst attending school or travelling directly to or from school or engaged in any school activity away from the school, including travel organised by the school, the student does any of the following:

a. behaves in such a way as to constitute a danger to the health of any staff member, student or any other person assisting in the conduct of school activities
b. commits an act of significant violence or causes significant damage or destruction to property, or is knowingly involved in the theft of property
c. processes, uses or deliberately assists others to use illegal drugs or substances prohibited by the Directorate of School Education
d. fails to comply with any reasonable and clearly communicated instruction of a principal, teacher, support staff or other adult
e. consistently behaves in a manner that interferes with the educational opportunities of any other student or students
f. behaves in a way which threatens the good order of the school's program or facility
g. engages in unacceptable discriminatory behaviour (including harassment) towards another person based on sex, race (including colour, nationality and ethnic or national origin), marital status, sexuality, the status or condition of being a parent/carer, the status or condition of being childless, religious beliefs, political beliefs, or physical or mental disability or impairment

3.5 Expulsion

The School Principal has the authority to permanently exclude a student from his or her school according to the procedures set out below. This power cannot be delegated to any other person at the school level.

Permanent expulsion from a school is the most extreme sanction open to a Principal. Except in the most unusual and extreme circumstances, it will only be used after other relevant forms of behaviour management outlined in the school's code of conduct have been exhausted.

The Principal can expel a student from the school if, whilst attending school or directly travelling to or from school or engaged in any school activity away from the school, including travel organised by the school the student does anything mentioned under suspension and the student’s behaviour is of such magnitude that having regard to the need of the student to receive an education compared to the welfare and safety of other students at the school and the need to maintain order and discipline within the school, a suspension is inadequate to deal with that behaviour.
Both the suspension and expulsion processes are guided by a very specific process which involves consultation between the home and the school.

The student, parents/carers, staff, Principal and other support personnel may be involved in developing a behaviour management plan to avoid these drastic steps.

Our student welfare and discipline programs are designed to ensure that, as far as possible, no problem with student behaviour ever reaches this stage.