



## Student Code of Conduct

### 1. CLASSROOM RULES

Classroom rules should be displayed clearly in each classroom from the start of the year and whenever there is a change in rules.

It will be a requirement that each classroom and specialist area will teach its class rules to students.

1. Explain why we need rules
2. Explain the classroom rules
3. Check for understanding from all children
4. Explain how you will reinforce the rules
5. Explain why you have consequences
6. Explain the consequences
7. Check for understanding from all children.

The following classroom rules at Drouin South are common to all year levels (examples are not exhaustive lists)

- (i) Follow teacher direction and tell the truth at all times.
- (ii) Keeps hands, feet and objects to oneself e.g. no pushing, pulling, hitting, biting, spitting, tackling, lifting others, uninvited touching, throwing dangerous objects.
- (iii) Be polite to others and respect personal differences e.g. no put downs, teasing, name calling, swearing, yelling.
- (iv) Care for your belongings and those of others.
- (v) Be on time to class and activities.

### CLASSROOM CONSEQUENCES Hierarchy of steps

Each time a child breaks a class rule a step is acted on and recorded

**Step 1** Warning – written notation on the whiteboard.

**Step 2** Child is moved to time out within classroom.

**Step 3** Removal to another classroom for a period of time (30 minutes maximum) for time out. Use classroom phone to call ahead to let other teacher know where possible and accompany the child with another student.

\*During specialist classes, teachers send children to wherever the grade is – not to the classroom teacher.

**Step 4** Child is removed to Principal's office or in his/her absence to a teacher on time release. Behavioural Incident Form to be sent home with child to be signed by parent. Reply slip to be returned to school the following day. If form is not returned to the school, step 5 will be followed through. Parents may be notified at this step by either the principal or class teacher.

**Step 5** Removal to Principal's office (phone ahead and accompany with another student if necessary) Parents notified.  
Interview between parents/ principal/teachers/student arranged.

➤ **A Principal/Parent/Child conference at school may decide on one or more of the following:**

- Counselling with the child.
- Regular parent/school meetings and/or phone contacts.
- Diary entries between school/home.
- Restrictions on school activities.
- In-school suspension.
- An agreed behaviour contract for future courses of action.
- Suspension from school following Education Department guidelines.
- Expulsion from school following Education Department guidelines.

It is expected that the child will learn from the experience and will make a special effort to modify their behaviour.

**Severe clause/ Drop down clause**

A severe clause/ dropdown clause is put in place when an incident occurs where the welfare and safety of the student or another person is put at risk. The incident is so severe that immediate resolution is called for.

- In extreme cases teachers or the principal may proceed directly to step 2, 3, 4 or 5.
- A cumulative written record will be kept on student incidents.

## **2. PLAYGROUND RULES**

Yard duty personnel must take the yard behaviour book out with them to record incidents and hand it on to the following teacher or return it to the office at the end of their duty.

- i. Follow teacher direction and tell the truth at all times.
- ii. Play in correct school ground areas (staying outside at playtimes and before and after school unless supervised indoors), using sporting equipment away from buildings and observing restricted areas (e.g. junior school play area), in the assembly area under shade if not wearing a hat or when eating.
- iii. Keeps, hands, feet and objects to oneself (no pushing, pulling, hitting, biting, spitting, tackling, lifting others, uninvited touching, throwing dangerous objects).
- iv. Be polite to others and respect personal differences (no put downs, teasing, name calling, swearing, yelling etc.).
- v. Play safely: no climbing on trees, fences, buildings, furniture, handrails.
- vi. Do not bring dangerous or inappropriate objects to school (eg knives, toy guns, expensive or easily damaged toys or other items).
- vii. Be on time to school, class and activities.
- viii. Don't run in undercover areas including inside school buildings, covered ways and around corners.
- ix. Take care of property (this includes your own, others and the school's).
- x. Only use the veranda outside the office and staffroom when visiting these areas and not as a thoroughfare.

### **DAMAGE TO PROPERTY**

If school property is damaged other than accidentally, the parent/s guardians of the child or group of children involved will be expected to pay for or rectify the damage.

### **ENTRY & EXITS**

Children should enter and exit the buildings from the entry points closest to their classroom. For safety reasons, children must not use the veranda past the office when exiting the main building unless they need to visit the office first.

## PLAYGROUND CONSEQUENCES

### Hierarchy of steps

#### Step 1 First time a child breaks a school rule in the playground

**Consequence: Name in book – WARNING**

*“Bob, the school rule is ..., you chose to break the rule, this is a warning. I’m putting your name in the book”.*

#### Step 2 Second time a child breaks any rule in a week:

**Consequence: Name in book, 15 minutes detention in office.** *“You chose to break a school rule today.*

*This is the second time you have chosen to break a school rule in the last week. The consequence is 15 minutes detention. Child completes a Student Reflection form and takes it home for parents to sign and send back.*

#### Step 3 Third time a child breaks any rule in a week.

**Consequence: Name in book, 15 minutes detention inside.**

Parents contacted directly (e.g. by telephone).

Child remains in timeout for the remainder of lunch and recess for the day and is supervised by the person on first aid duty. Child is excluded from the yard until a satisfactory response to the behaviour by the parent is received by the school.

➤ **Principal/Parent/Child conference at school may decide on one or more of the following:**

- Playground restrictions
- Regular counselling with child.
- Regular parent/school meetings – phone contact.
- Diary entry and communication between school/home.
- Restrictions on school activities e.g. excursions/camps /interschool sports
- Behaviour Contract (agreed to by child/parents/school )
- In-school suspension.
- Suspension –Education Department suspension guidelines to be followed
- Expulsion –Education Department expulsion guidelines to be followed.

It is expected that the child will learn from the experience and will make a special effort to modify their behaviour.

**In extreme cases teachers or the principal may proceed directly to steps 2 or 3.**

### 3. Notes

- Yard Duty teacher carries a yard behaviour book which includes the following:
- All names of students organised in grades, with check boxes.
- A yard duty roster
- Coding sheet for recording incidents
- Green First Aid tickets and Post It notes for use to inform First Aid person of an injury or time out.
- When a child is to go to Time Out, the yard duty teacher writes the child’s name on a Post It note and sends it to the office with another child.
- When a child is placed on a restriction or detention within the school, all staff are to be notified with name, restriction and when it expires (e.g. on the whiteboard in the staffroom).

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#### Consistency Clause

If a child consistently uses inappropriate behaviour over a period of days or weeks the parents will be contacted and the drop down clause may be applied.

#### Severe clause/ Drop down clause

Severe clause/ Drop down clause is put in place when an incident occurs where the welfare and safety of the student or another is put at risk. The incident is so severe that immediate resolution is called for.

#### Record of Behaviour

A cumulative record will be kept on student incidents.

## CATCHING KIDS BEING GOOD

### 50 OPPORTUNITIES TO SAY “YOU’RE TERRIFIC”

Praise students for:-

- 1 entering the classroom quietly
- 2 putting away coat and backpack
- 3 cooperating while teacher takes attendance
- 4 returning permission slips and school forms on time
- 5 moving to a transitional activity
- 6 following directions
- 7 saying ‘please,’ and ‘thank you’
- 8 listening attentively
- 9 helping someone in class or in the playground
- 10 lining up
- 11 handing in homework
- 12 being a good audience at assembly
- 13 beginning work right away
- 14 asking questions when unsure
- 15 good behaviour during a test
- 16 participating in classroom discussion
- 17 walking appropriately in the community hall
- 18 working cooperatively with a classmate
- 19 good behaviour during an excursion
- 20 cleaning up without being told
- 21 good effort during project or assignments
- 22 assisting a new student
- 23 sharing school experiences with your parents
- 24 making up time on missed work/projects
- 25 making a new friend
- 26 good effort on a long term project
- 27 sharing
- 28 being sensitive to others’ feelings
- 29 learning a new skill
- 30 appropriate use of school property
- 31 returning borrowed books and materials
- 32 showing enthusiasm
- 33 being responsible for a classroom job
- 34 offering help without being asked
- 35 not wasting paper and supplies
- 36 staying on task
- 37 accepting a new challenge
- 38 telling the truth
- 39 behaving when a guest is in the room or when a visitor comes to school
- 40 reading at home
- 41 participating in school functions
- 42 demonstrating a positive attitude
- 43 giving one’s best effort
- 44 returning from the yard to classroom quietly
- 45 participating in a group activity
- 46 remaining calm during a problem situation
- 47 showing creativity
- 48 keeping busy with a worthwhile activity when work is finished
- 49 taking turns with others
- 50 Working cooperatively with an aide or volunteer helper