



CODE OF CONDUCT PROCEDURES

Belair Primary School aims to develop inquiring, knowledge and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. We focus on our Values and the IB Learner Profile & Attributes. We operate within the framework of Restorative Practice, believing that sometimes our actions may result in a relationship needing to be restored. Where consequences for behaviour are considered necessary, they need to be logical and contribute to restoring the relationship.

STUDENT RESPONSIBILITIES

- Respect themselves and stay safe
- Respect other students, staff, parents and the community
- Respect our school and school property
- Demonstrate our IB Learner Profile and Attributes

STAFF RESPONSIBILITIES

- Recognise children as learners
- Negotiate class rules with the class
- Role model and teach school values and IB Learner Profile & Attributes
- Listen to children
- Act consistently and equitably
- Ensure consequences are logical and contribute to restoration of relationships

PARENT / CARER RESPONSIBILITIES

- Recognise children as learners
- Listen to children
- Support the school behaviour code
- Use the school guide to raising a concern if needed

Please note...

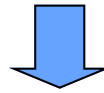
Procedures for Take Home, Suspension & Exclusion sourced from DECD—Guidelines section 2 School Discipline Implementation Kit

CLASS AGREEMENTS

1. First reminder
2. Class T/O
3. Buddy class time T/O
4. office

YARD AGREEMENTS

1. Verbal reminder / logical consequence
2. Walk with teacher / sit in designated area
3. Student support →
4. Restricted Play
5. Office



OFFICE

When a student comes to the office they will be provided with a quiet safe place and will be given the opportunity to talk and reflect with a school leader about the event/s. After staff consultation school leadership will then determine the next step which may include

Student Support, Restricted Play, Classroom withdrawal or sometimes Take Home or Suspension



STUDENT SUPPORT—20 min first lunch duty

Students attend office to re-think an incident in the yard requiring a restorative process. We use a rethink process for helping students take responsibility for their actions in the yard and make constructive choices.

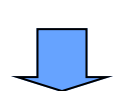
What were you thinking at the time?

Who has been affected by what has happened?

What do you need to do to make things right?

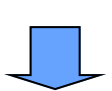
Re-thinks are recorded;

1. Parents are notified
2. Class teacher is notified
3. Re-think record maintained



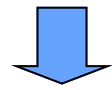
TAKE HOME (on the day)

Occurs when a student is unwilling or unable to comply with reasonable directions from staff and is endangering themselves or other members of the school community or interfering with the learning and teaching rights of school members.



SUSPENSION (1-5 days)

The purposes of suspension from school are to provide support for the student and school through a problem solving conference, to protect the learning and safety rights of other school users and to signal that this behaviour is not acceptable within the school community.



EXCLUSION(4—10 weeks)

The purposes of exclusion from school are to enable a student to achieve particular goals relating to their behaviour and learning and to signal that their irresponsible behaviour is such that they are interfering with the right of others to education and safety.



RESTRICTED PLAY / Classroom withdrawal

If a pattern of behaviour develops over a period of time which involve re think or office consequences for yard behaviour. The child may be restricted to playing in a particular area/s for a period of time to allow them to develop better habits. This is known as *restricted play*. *Classroom withdrawal* is when a student is withdrawn from regular class and this time is used to provide an opportunity for a student to make a plan to change their behaviour and improve on their learning and to protect the right of other school users to learn and be safe.