



SEBASTOPOL PRIMARY SCHOOL CODE OF CONDUCT 2017

Students with Disabilities

In keeping with the Equal Opportunity Act 2012 and the Disability Discrimination Act 1992 Sebastopol Primary School is an inclusive school.

Students with disabilities may be provided with an Individual Behaviour Management Plan *that may vary from this code of conduct* if required. This ensures all children with disabilities are able to access educational opportunities. An individual Behaviour Management Plan would be decided at a Program Support Group (PSG) Meeting with parents / guardians and teachers involved.

	Learning Spaces and Places	Toilets	Outside Play	Digital	Moving in and around the school	Atrium	Lockers
Respectful	<p>I listen to and follow all adult directions.</p> <p>I use good manners.</p> <p>I arrive in class on time.</p> <p>I consider the feelings of others.</p> <p>I represent my school in a positive way.</p>	<p>I respect the privacy of others.</p> <p>I keep the toilet door closed.</p> <p>I keep the toilets clean.</p>	<p>I invite others to join in.</p> <p>I always speak kindly to and about others.</p> <p>I keep our yard clean by picking up and binning any rubbish.</p>	<p>I respect myself and others online.</p> <p>I THINK before I post.</p> <p>I respect the technology I am using.</p>	<p>When I'm walking I'm not talking.</p>	<p>I put things away where they belong.</p> <p>I leave P.E. class equipment alone.</p> <p>I respect the work displayed in the atrium.</p>	<p>I keep my locker tidy.</p> <p>I show patience.</p> <p>I wait my turn.</p> <p>I mind the personal space of others.</p>
Responsible	<p>I attend every day unless sick.</p> <p>I look after my belongings and put them away properly.</p> <p>I look after all school equipment.</p>	<p>I flush the toilet.</p> <p>I keep the seats clean.</p> <p>I wash my hands.</p> <p>I use water wisely.</p> <p>I remember it's a food free zone.</p> <p>I report problems.</p>	<p>I avoid conflict</p> <p>I am a problem solver</p> <p>I consider other's needs.</p> <p>I stay safe.</p> <p>I bring my hat and wear it every day in term 1 and 4.</p> <p>I only take Nude food out into the yard.</p> <p>I put any food wrappers in the bin.</p> <p>I plan before I play.</p>	<p>I take care of all digital technology.</p> <p>I follow instructions.</p> <p>I will report all inappropriate online behaviour.</p> <p>I report all ICT issues to the appropriate person.</p>	<p>I walk quietly.</p> <p>I am a positive example for my peers.</p>	<p>I move through the atrium quietly.</p> <p>I am aware of others when playing.</p> <p>I enjoy displays in the atrium without touching.</p> <p>I use the seat, ramp and steps safely.</p>	<p>I put my bag on the shelf.</p> <p>I keep my clothing inside my bag.</p> <p>I put my belongings in my bag.</p> <p>I keep all my food in my bag.</p> <p>I move out to play quickly.</p>
Ready to Learn	<p>I am a creative problem solver.</p> <p>I look after all learning tools.</p> <p>I am always on task and work to achieve goals.</p> <p>I ask questions if I am unsure of something.</p> <p>I am excited by my own and other's successes.</p> <p>I am organised.</p> <p>I am an innovator.</p> <p>I am prepared to take risks.</p>	<p>I use the toilets during breaks.</p> <p>I move to and from the toilets, walking quickly and quietly.</p>	<p>I get myself organised when the music starts.</p> <p>I stay in supervised areas.</p> <p>I come into class ready to learn.</p> <p>I leave problems out in the yard.</p>	<p>I am a problem solver.</p> <p>I am always cyber safe.</p> <p>I work with my team to achieve great results.</p> <p>I ask questions if I am unsure of something.</p> <p>I am eSmart, safe and responsible when using technology.</p>	<p>I am focussed.</p> <p>I go directly to where I need to be.</p>	<p>I am focussed I go directly to where I need to be.</p>	<p>I take my home book /diary out of my bag and into the classroom.</p> <p>I am quiet around the lockers.</p> <p>I get organised at the beginning of the day with my notes and homework.</p>



Sebastopol Primary School Behaviour Flowchart

RESPECTFUL, RESPONSIBLE, READY TO LEARN

Students must make up any lost learning time spent in time out.

First Step: Redirection

Reminder of expectation and redirection.

Second Step:

Re-teach the expectation

Time out in classroom or walk with the teacher on yard duty.

(Recorded in the yard book)

Third Step: Removal

Time out in another classroom / withdrawal from the yard to the library or office .

Discuss the choices to be more successful.

(Recorded as a detention—detention to be undertaken in the library at lunchtimes)

Fourth Step: Referral

Student referred to office, conference with student and parent after 3 detentions.

A plan for additional learning is put into place.

OFFICE

Fifth Step: Referral

Repeated or unsafe behaviour

The student is referred to office

Conference with student, parent and teacher. Possible suspension

Realisation

Children feel positive about themselves and proud of their decisions and behaviour.

Reinforcement

Positive reinforcement from the teacher, friends, school parents, visitors and support staff.

Rewards

Matrix money.

Class / School agreed rewards.

Recognition

Certificate awarded for exhibiting academic achievement or the school wide behaviour expectations.

My child and I have read the school code of conduct and agree to support the school wide behaviour expectations to keep our school a safe and happy place for everyone.

Student Signature

Signed: _____

Parent Signature

Signed: _____

Date: __/__/__

SEBASTOPOL PRIMARY SCHOOL BULLYING STATEMENT

Sebastopol Primary school promotes a learning culture where all members of the school community receive and communicate clear, coherent messages that 'this is a place of learning where violence is neither expected or accepted.

Our aim is to create a school culture, which makes bullying uncool and empowers others who are witnesses to bullying to make a stand.

*'Bullying is when someone **repeatedly uses their power** to hurt or scare others. It may be done by an individual or by a group. It may be carried out physically, emotionally or verbally.*

Note: Many distressing behaviours are not examples of bullying even though they are unpleasant and often require teacher intervention and management. Mutual conflict or Social rejection or dislike is not bullying unless it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others.

REFERENCES

Sebastopol Primary School Bullying and Harassment Policy May 2015

<http://www.education.vic.gov.au/about/programs/bullystoppers/Pages/advicebullying.aspx>

<http://www.education.vic.gov.au/about/programs/bullystoppers/Pages/parents.aspx>

