



**At Parkhill, EVERYONE has the right to be
SAFE, HAPPY and to LEARN**

Student Code Of Conduct

Our School Behaviour Policy is underpinned by the following beliefs:

1. “Better outcomes” are achieved when students are “engaged & connected”.
2. Building Relationships needs to be taught
3. Building Relationships is the basis for reducing bullying.
4. Schools CAN make a difference e.g. via relationships with teachers & peers
5. “Connected kids” experience lower stress, truancy, suicidal behaviour, violence, substance use & later sexual activity.
6. “Connectedness” & “Learning” begin with “Relationships”.

These are the teacher behaviours that best help build relationships, connect students & evoke a “YES” to learning:

- Smiles at me
- Says hello to me
- Talks to me
- Takes an interest in what I do (at school & outside school)
- Is proud of me
- Gives “directed specific feedback”. Not just “well done” or “good work”!

At Parkhill,

There is an agreed formal Behaviour Policy.

Adults always act – (if no action is taken, this can be perceived as condoning the behaviour, and onlookers may develop negative perceptions)

“Alternatives” to the playground are provided as an option for all children e.g. quiet areas, lunch-time clubs etc.

These alternative places provide interaction opportunities where children can practise building relationships. (Computers are used sparingly in the lunchtime clubs)

Appropriate grouping of problem behaviour students with other non-problem behaviour students is preferred. Generally, 6 “positive influences” are needed to balance one problem behaviour student in class.

Transition times [prep, and other years] receive particular attention

A “punishment only” approach intensifies bullying. Culprits “go underground” & do not learn how to behave/interact differently.

Adults (parents & teachers) model relationship building as an explicit way of teaching students how to become connected and engaged.

A two-pronged approach is the most effective: PUNISHMENT (limiting aggression) + RESTORATIVE WORK (pro-social relationship building)

* Our School Behaviour Policy is informed by the research undertaken by Professor Donna Cross, Edith Cowan University, WA.

Playground Rules and Consequences

These are our School Values:

**Care, Respect, Honesty,
Persistence, Unity**

Our school-wide rules are based on these values.
Rules help everyone to learn well and get along.

Playground Rules

1. Play fairly
2. Play safely without hurting anyone
3. No teasing, put downs or bullying
4. Follow instructions immediately
5. No answering back or rudeness
6. Use equipment appropriately
7. Respect out of bounds areas

Consequences if rules are broken

1. Low Level: Warning-Rule reminder & reinforce school values
 2. Medium Level: **Name in tracking book** [Consequence related to incident &/or walk with teacher, pick up rubbish etc]
 3. High Level: Serious breaches - Remove from playground, notify Principal/AP & name in tracking book
- *Children who have their name in the tracking book will miss out on special play that week.

If a student needs help, they should:

1. Ask a friend or buddy
2. Talk to the duty teacher [Go to the staffroom door if urgent]
3. Talk to their class teacher [If the problem is ongoing]

Special Play

Each week on Friday, students and staff stop class work at 10.50am for 15 minutes of “Special Play”. During this time, all children and staff go outside and share games. This is an opportunity for relationships to be nurtured and connections to be made in an active enjoyable way.

However, if a student has had their name recorded in the Student Tracking Book during that week for a playground misdemeanour, they lose the right to participate in “Special Play” for that week.



These students stay inside with the duty teacher (usually the AP). There, they revisit the playground issue using a “bad choice/ better choice” pro-forma. In particular, they consider how their action has adversely affected other people. They may also carry out a task that contributes positively to the school, eg collecting litter, sweeping or watering.

PROCEDURE: MISSING OUT ON SPECIAL PLAY

When on yard duty, all staff to carry a Student Tracking Book (STB) to:

- Use for medium to high level incidents (Refer Parkhill Student Support Plan)
- Report incidents to the Class Teacher for follow up, by giving them a carbon copy

1. Low Level: Warning-Rule reminder & reinforce school values (**Not written in STB**)

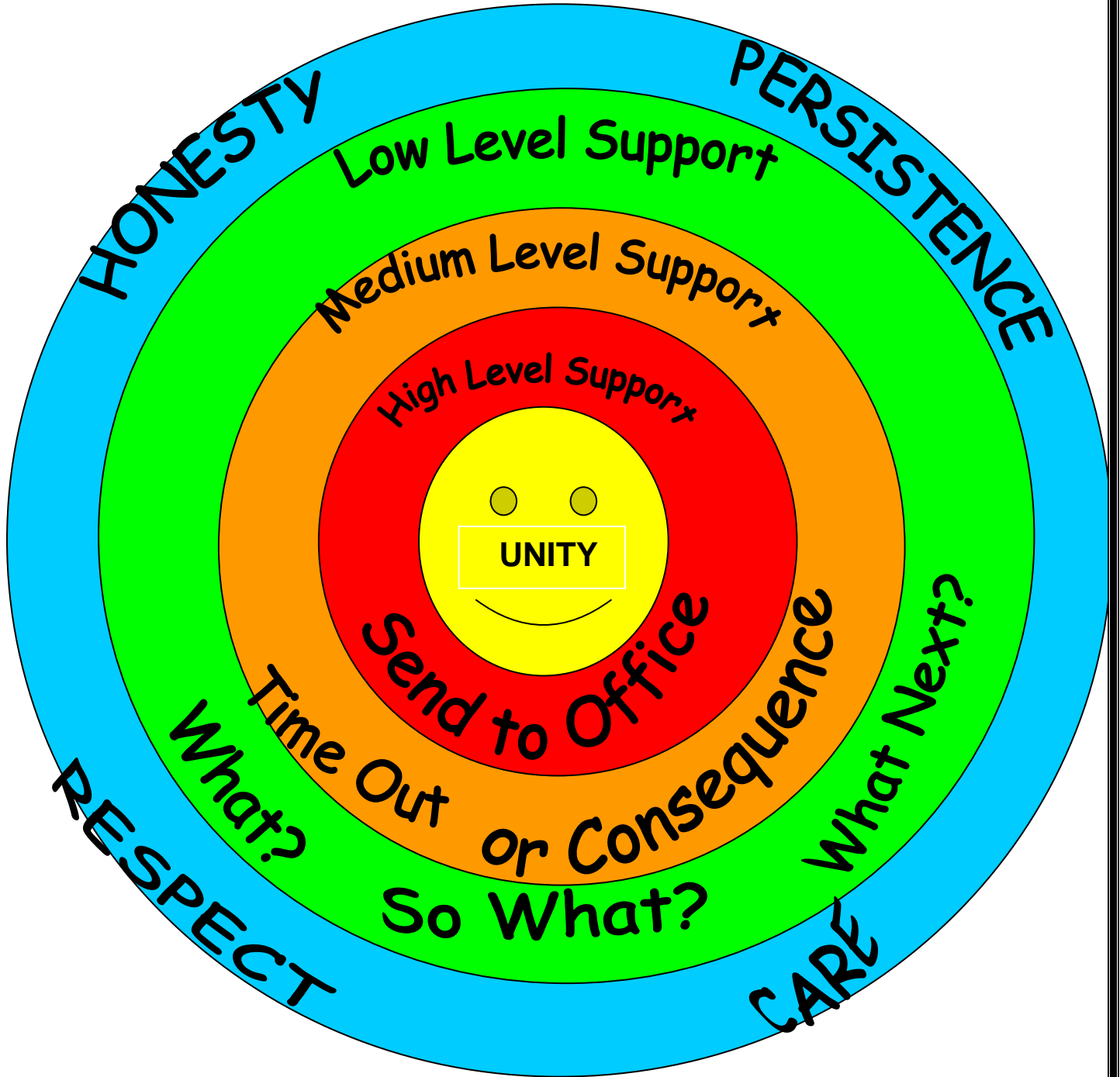
2. *Medium Level: Consequence related to incident &/or walk with teacher, pick up rubbish etc

3. *High Level: Serious breaches - Remove from playground, notify Principal/AP.

***Medium & *High Level incidents result student’s name in student tracking book**

- Record: Date and time
 Student’s name and class
 Incident & duty person’s name
- Use the carbon paper insert. Provide Class Teacher with carbon copy.
- Note: At **a student’s third incident for that week = withdraw from playground**, class teacher contact parent.
- Thursday afternoon/Friday morning, office staff will compile the list of students missing out on Friday’s Special Play. They will post this information and the duty teacher’s name (as required) on Friday’s Bulletin. Class teachers to remind any “non-special play” students to report to the library.
- Kay (plus 1 duty teacher, if needed) will supervise NON-Special Play in the library
- Students will complete an appropriate “think sheet” which includes a restorative chat and a rule reminder. This session will last till at least 11.15am No morning tea will be consumed by students during this time.
- At a student’s third miss of Special Play, AP or Principal with Class teacher will communicate with parents, and a special behaviour plan may be instigated.

PARKHILL STUDENT SUPPORT PLAN



PARKHILL STUDENT SUPPORT PLAN: Support Procedures

Low Level	Medium Level	High Level
<ul style="list-style-type: none"> • Discussion between student & teacher or student & student. Teacher facilitates discussion using the "3 Whats". 1. What happened? 2. So what does this mean for me and others? 3. What now - to make things ok? • Reinforce school values • Walk & talk (if needed) <p>NB: If behaviours are repeated behaviour escalates to Medium Level</p>	<ul style="list-style-type: none"> • Discussion between student & teacher or student & student. Teacher facilitates discussion using the "3 Whats". • Reinforce school values • Time out or consequences that matches the behaviour • Record incident and action taken in tracking book, & notify classroom teacher • Behaviour Plan instigated as appropriate 	<ul style="list-style-type: none"> • Discussion between student and teacher • Removal from yard. Request office support if needed. • Thinking Paper (Good/Bad Choice) to be completed in office with Principal or Assistant Principal. • Parents informed, if appropriate • Student Support Services notified if needed • Reinforce school values • Record incident and action taken in tracking book, & notify classroom teacher • Behaviour Plan instigated as appropriate

EXAMPLES OF STUDENT INCIDENTS

Example of a Low level Incident Requiring Low Level Support

Throwing sand
No hat
Playing in 'out of bounds' areas (outside)
Swearing in conversation
Running in quiet areas
Littering
Running around corners
Teasing (minor)
Unhappy/alone/anxious
*Repetitive behaviour moves up a level

Example of a Medium Level Incident Requiring Medium Level Support

Throwing something deliberately
Swearing at someone
Inside school buildings at inappropriate times.
Name calling, verbal fights, active exclusion (one off)
Disrespecting property
Disobedience and undermining teachers
Moving around the school during class time inappropriately
Self isolation and withdrawal from others

Example of a High Level Incident Requiring High Level Support

Swearing at the teacher
Damaging property/ vandalism
Bullying (medium behaviours repeated)
Stealing
Intentional physical harm student/teacher.
Leaving school grounds
Self harming
Drug abuse
Substance abuse
Disclosure of physical, sexual emotion abuse

Classroom Rules and Consequences - Years Prep, 1 and 2
These are our School Values:

**Care, Respect, Honesty,
Persistence, Unity**

Our school-wide rules are based on these values. Rules help everyone to learn well and get along.

OUR RULES:

- 1. Always be fair**
- 2. Always do your best**
- 3. Respond to instructions immediately**
- 4. No teasing, put downs or bullying**
- 5. No answering back or rudeness**
- 6. Keep hands, feet and objects to yourself**

CONSEQUENCES for breaking a rule: [Years Prep, 1 and 2]

1st time: Warning & name in class behaviour book. Preps: name on board

2nd time: A cross against name and 5 minutes at recess (Restorative chat)

3rd time: A second cross and child sent to buddy grade till next break.
Restorative chat & note home to parent.

4th time: A third cross, removal from classroom and sent to the Principal's office or Assistant Principal's office.
Parents may be phoned and asked to collect student immediately. Principal may request an interview with the parent/s before the child is permitted to resume school.

The system begins again each day to provide a fresh start for each child.

Note: In the event of gross misconduct, a child will be immediately removed from the class and appropriate action taken.

Classroom Rules and Consequences - Years 3, 4, 5 and 6

These are our School Values:

**Care, Respect, Honesty,
Persistence, Unity**

Our school-wide rules are based on these values. Rules help everyone to learn well and get along.

OUR RULES:

1. Always be fair
2. Always try to do your best
3. Immediately respond to instructions
4. No teasing, put downs or bullying
5. No answering back or rudeness
6. Keep hands, feet and objects to yourself

CONSEQUENCES for breaking a rule: [Years 3, 4, 5 and 6]

1st time: Warning and name in class behaviour book

2nd time: A cross against name and 5 minutes at recess (Restorative chat)

3rd time: A second cross and 15 mins. after school on same day. Restorative chat and a note home to parent. [Special pro-forma, Principal or AP to sign]

*Parent/s phoned by office staff a.s.a.p. up to 3.00pm. If the parent cannot be contacted, or if the misdemeanour occurs late in the afternoon, the child will stay back the following day. [NB. This is not a formal 30 min "Detention"]

4th time: A third cross, removal from classroom and sent to the Principal/ AP. Parents may be contacted immediately to collect the student. Principal may request an interview with the parent before the child is permitted to resume school.

The system begins again each day to provide a fresh start for each child.

Note: In the event of gross misconduct, a child will be immediately removed from the class and appropriate action taken.