



**St Joseph's Primary School
Hillston**

Code of Conduct Policy

“Let Your Light Shine before All”

STATEMENT OF FAITH

Our schools are communities of faith, learning and transformation founded upon the person of Jesus Christ, the Way, the Truth and the Life, where the gospel is proclaimed and lived within the communion and the rich tradition of the Catholic Church

<http://www.wf.catholic.edu.au/vision-mission/vision.php>

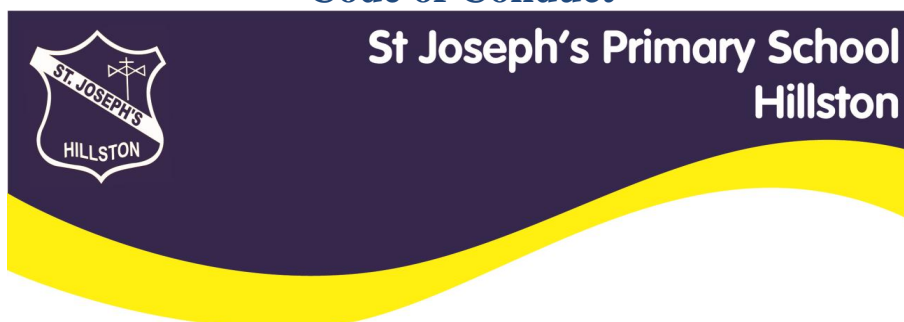
VISION STATEMENT

St Joseph's School, Hillston is a Catholic educational community, centred on Christ and the values of the Gospel. We are committed to the development of the whole person, recognising, valuing and celebrating the individuality of each member of our school community. St Joseph's is an active presence in both the parish and the wider community.

**Last Review: 5/2/14
To be reviewed: annually**

St Joseph's Hillston School

Code of Conduct



A Shared Responsibility

St Joseph's School is a place that promotes responsibility, respect and academic excellence in a safe learning and teaching environment. We recognise that all people are created in the image and likeness of God and as such, have the right to be treated with dignity and fairness.

Our School Code of Conduct exists to:

- ensure that all members of the school community are treated with respect and dignity
- promote a safe, structured learning environment for all children
- maintain an environment where clear and transparent communication enables effective solutions for problems which arise
- promote the safety of all people in our school

Standards of Behaviour

This Code of Conduct sets clear standards of behaviour that apply to our students as well as all individuals involved in our school community (parents, volunteers, teachers and other staff members). These standards apply whether they are on school property, on school buses, at school related events or activities, or in other circumstances that could have an impact on the school climate.

Respect and Responsible Citizenship

All members of the school community should:

- Demonstrate honesty and integrity
- Respect differences in people, their ideas and their opinions
- Treat one another with dignity and respect at all times
- Act reasonably and respect the rights of others
- Show proper care and regard for school property and the property of others
- Take appropriate measures to help those in need

Safety

All members of the school community should not:

- Engage in bullying behaviours
- Steal
- Threaten or intimidate another person
- Cause injury to any person

- Commit an act of vandalism that causes damage to school property or to property of anyone in our school

Roles and Responsibilities

A positive school climate exists when all members of the school community feel safe, comfortable and accepted. Active and engaged students are aware of their rights and accept responsibility for protecting their rights and the rights of others.

Principals

Principals provide leadership by:

- Demonstrating care for the school community and a commitment to academic excellence in a safe teaching and learning environment
- Holding everyone under their authority accountable for his/her behaviour and actions
- Empowering students to be positive leaders in their school community
- Communicating regularly and meaningfully with all members of their school community

Teachers and Other Staff Members

Under the leadership of the Principal, teachers and other staff members maintain order in the school and are expected to hold everyone to the highest standard of respectful and responsible behaviour. As role models teachers and school staff uphold these high standards when they:

- Help students work to their full potential and develop their sense of self-worth
- Empower students to be positive leaders in the classroom, school and community
- Communicate regularly and meaningfully with parents
- Maintain consistent standards of behaviour for all students
- Demonstrate respect for all students, staff, parents, volunteers and the members of the school community
- Prepare students for the full responsibilities of citizenship

Students

Students are to be treated with respect and dignity. In return they must demonstrate respect for themselves, for others and for the responsibilities of citizenship through acceptable behaviour.

Respect and responsibility are demonstrated when a student:

- Comes to school prepared, on time and ready to learn
- Shows respect for himself/herself, for others and for those in authority
- Follows the established rules and takes responsibility for his/her own actions

Parents

Parents play an important role in the education of their children and can support the efforts of school staff in maintaining a safe and respectful learning environment for all students.

When enrolling their child parents agree to

- support all school policies in relation to the program of studies, sport, pastoral care, school uniform, discipline and the general operation of the school
- support their child's participation in the religious life of the school
- disclose any diagnosis or information about the child that may impact on their learning or the school

Parents fulfil their role when they:

- Show an active interest in their child's school work and progress
- Communicate regularly with the school

- **Help their child be neat, appropriately dressed and prepared for school**
- **Ensure that their child attends school regularly and on time**
- **Promptly report to the school their child's absence or late arrival**
- **Show they are familiar with the Code of Conduct and the school rules**
- **Encourage and assist their child in following the rules of behaviour**
- **Assist school staff in dealing with disciplinary issues involving their child**
- **Ensure their child arrives at school with the relevant work and materials**

When staff, parents, carers, students and community members have concerns about what they believe is happening in the school, they have a right to raise these in a supportive and conciliatory environment and to participate in a process to address and resolve them. Confidentiality is expected at all levels and any records will be maintained in a separate restricted access file.

St Joseph's Hillston School



Student Code of Conduct

Student Rights

Each student at St Joseph's School has the right to:

- Be provided with effective teaching within an appropriate curriculum
- Be fully informed of school rules and consequences of misbehaviour
- Work and play without interference from others
- Feel safe and protected from ridicule, harassment and harm
- Be treated with care, courtesy, respect and fairness
- Be given guidance, help and support when required

Student Responsibilities

Each student is expected to:

- Treat everyone fairly and with respect
- Participate to the best of their ability in all school activities
- Look after their own and others' property
- Be courteous, well mannered and well behaved
- Take responsibility for their words and actions and accept the consequences
- Use technology responsibly
- Take a restorative practice approach to repairing relationships

Student Rules

- Obey all reasonable instructions of staff
- Behave in a safe and non-disruptive manner
- Avoid damaging others in a physical or verbal way
- Respect the property of the school and of other students

- Obey school uniform and dress codes
- Be a positive representative of the school at all times
- Remain in allocated areas in playground
- Comply with bus regulations

School Behaviour Management Procedures

Our behaviour management procedures are based on the belief that:

- All students have the right to learn without disturbance
- All teachers have the right to teach without distraction
- All members of the school community have the right to feel safe in our school
- There are clear and consistent consequences for children who choose to disturb the learning and teaching of others

In the Classroom

Describe behaviour management procedures in the classrooms

Behaviour Management

Take System –

- ❖ **Step One**
Verbal Warning to follow base line behaviour expectations
- ❖ **Step Two**
Take 1 Student receives a Take One card (this is a visual warning for the student to correct their behaviour)
- ❖ **Step Three**
Take 2 Student receives a Take Two card and is sent to another classroom for 10 minutes isolation. The student completes a Restorative practices reflection sheet during the 10 minutes isolation. This reflection form is based on the stage level of the student.
- ❖ **Step Four**
Take 3 Student is sent to the principal/teacher in charge and a letter is sent home about the behaviour/incident. Restorative Practices reflection form is also filled in by the student.

Positive Reinforcement

All classes have individual positive behaviour management plans to promote a healthy learning environment.

In the Playground

Describe behaviour management procedures in the playground

A playground behaviour management chart is carried by the teacher on duty. This chart lists the school base line rules. This chart has a section to record students not obeying the rules and also students following the rules. Students following the rules receive School Mantra Joey slips at the weekly Friday assemblies.

❖ Step One

Verbal Warning and child's name is recorded next to the base line rule broken. The student is asked to name the rule they need to follow.
One mark is recorded next to their name.

❖ Step Two

Students name is recorded on the Playground behaviour management chart and the teacher records which base line behaviour needs to be revised. By this time the child would have 2 marks recorded next to their name. Restorative practices questions are used. (10 minutes isolation)

❖ Step Three

Students name is recorded on the Playground behaviour management chart and the teacher records which base line behaviour needs to be revised. By this time the student would have 3 marks recorded next to their name. Student is sent to the principal/teacher in charge and a letter is sent home about the behaviour/incident. Restorative Practices questions and reflection form is also filled in by the student