

St Mary's Catholic School



Code of Conduct

A Shared Responsibility

St Mary's Catholic 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. 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

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 and on the Playground

The whole school approach to behaviour management involves a 5 step system of cards to support our baseline behaviours.

- Right Time, Right Place, Right Task
- Speak to Please
- Respect
- Be Safe, Play Safe
- Hats on, Games On

At each step of the management plan parents will be informed if their child's behaviour is not acceptable.

Step One:

- Students should be reminded of the base expectation relevant to the inappropriate behaviour
- Two verbal warnings are to be given by the teacher followed by supervised time out in classroom during which the child completes a white class behaviour reflection sheet
- Time out is to be five minutes for K-2 and ten minutes for 3-6
- Behaviour reflection sheets are kept on file , in the class behaviour management folder
- If a white form is given to a child on the playground the completed form needs to go the student's class teacher.
- If the inappropriate behaviour continues the student moves to step two.

Step Two:

- Teachers send the student to a buddy class for ten minutes where he/she completes a Yellow step two reflection sheet. Students are to be accompanied by another student to a buddy class
- Teachers are to complete the Orange Step Two Behaviour card and staple the white and yellow forms to it
- Forms are given to the Principal or REC or Principal's Nominated Representative.
- All step two documentation is to be filed in the behaviour log book and a copy kept in class behaviour management folders.
- If the inappropriate behaviour continues the student moves to step three.

Step Three:

- In cases of continuous inappropriate behaviour or serious misbehaviour, teachers should refer the student to the Principal or REC or Principal's Nominated Representative
- Teachers are requested to send the Blue Step Three Behaviour Card to the Principal or REC or Principal's Nominated Representative
- The Executive Member will meet with the student and implement appropriate behaviour modification strategies and give feedback to the teacher who has sent the child
- As appropriate, the practice of desired behaviour is conducted from 1.20pm to 1.45pm and will be conducted by the Principal or REC or Principal's Nominated Representative. This is intended as time out for a student to reflect on his/her behaviour and consider alternative behaviours and the means of achieving these. Class teachers will be informed of outcome.
- Parents will be contacted by the Principal or REC or Principal's Nominated Representative to discuss ways of assisting the student, this is to be done in consultation with the student's teacher.
- All Step Three documentation is to be filed in the behaviour log book which the executive review and a copy kept in the class behaviour management folder
- If the inappropriate behaviour continues the student is placed on Step Four.

Step Four:

- Should serious unacceptable behaviour continue, a student is placed on weekly reporting to the Principal or REC or Principal's Nominated Representative, for a four week period.
- As part of this process parents meet with the Principal, teacher and student.
- The student in consultation with the Principal and class teacher sets goals for the week. These are documented on an "Improvement Plan."
- On a designated day each week the student reports to the Principal or REC or Principal's Nominated Representative to discuss progress and to evaluate attainment of set goals.
- The student's teacher/s prepare a weekly report, in consultation with other staff as necessary
- The student evaluates his/her progress against the set goals.
- A copy of the report and a summary from the Principal is sent home weekly for the parents to comment on and sign and return to school
- It may be necessary to consider consulting outside agencies for advice/ support for the student
- While student is on Step Four of the Behaviour Management Plan he/she will not be permitted to represent the school
- If no improvement is evident at the end of the four week period the student moves to step five

Step Five:

- Should student behaviour fail to improve or deteriorate, the student is placed on daily reporting to the Principal for a two week period
- Parents are informed by phone or letter of a student's move to Step Five and the seriousness of the matter.
- The class teacher writes a daily report on the student in consultation with other staff members if necessary
- A copy of the report is sent home daily to the parents to comment on and sign
- The student meets with the Principal at a designated time each day to discuss progress and possible strategies for improvement
- A meeting with the parents is held weekly with the Parish Priest present where possible
- If there is no improvement at the end of one week and serious misbehaviour continues the Principal may consider it necessary to suspend the student.

Principal to discuss:

1. The legal and pastoral responsibilities of the parents during the time of the suspension
2. School responsibility for providing learning materials.

In the case of severe verbal abuse or grave misbehaviour which puts the safety of others at risk or another's property, it may be necessary to suspend the student immediately or accelerate a student to an action step that is most appropriate to deal with the misconduct.

It is essential to refer to the Catholic Education Office and Diocesan School Handbook regarding this matter.



Social Media Guidelines

set out by the Catholic Education Office Wilcannia-Forbes

- **Know and follow relevant Catholic Education Office policies, including the Code of Professional Conduct.**
- **Be professionally responsible in how you represent yourself in social media, avoiding any use that is contrary to Catholic Church teaching.**
- **Don't use Diocesan or personal communication technologies, such as email, mobile phones, text or instant messaging and websites to engage in behaviour that could reasonably be considered to be harassing, defamatory, threatening, abusive or obscene or as having a negative impact on another person, cause them harm, or make them feel unsafe.**
- **Be mindful when you mix your work and personal life.**
- **Avoid sharing personal views about the school, CEO, Church or other people on social networks at any time.**
- **Be fair, polite and considerate! Remember what you say will be public for a long time!**
- **Make sure your personal on-line activities don't interfere with your job performance.**
- **Be original and respect copyright.**
- **Use discretion. Seek advice if unsure!**
- **Admit your mistakes. We all make them so when you do, be quick to admit and correct them.**

St Mary's Catholic School



Student Code of Conduct

Student Rights

Each student at St Mary's Catholic 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
- Obey all reasonable instructions of staff
- Behave in a way which is non-disruptive and safe
- Be in attendance throughout all classes, unless formally excused
- Respect the property of the school and of other students
- Obey the school uniform and dress codes.

Student Responsibilities To and From School:

To and From School

- Students should always remember that they represent the School when travelling to and from the School and often this is the only contact the community has with the School.
- Full School uniform should be worn well, with pride and respect whilst travelling to and from the School.

Using Transport

- Students should wait in the appropriate area until their transport arrives and follow all directions issued by staff.
- Students must follow the correct code of conduct while travelling to and from school on the bus.

Being picked up by a Parent

- When parents and/or guardians are picking up students they are requested to drop their children at designated drop off location.

Cyclists

- All cyclists must wear safety helmets while travelling to and from the School. This is the Law.
- Once at the school, bicycles should be stored in the designated area, and are out of bounds to all students including their owners until the end of the day.

Any breaches of this Code of Conduct will be dealt with by the school principal in the first instance and appropriate authorities will be contacted if necessary. Parents will be informed if their child has breached the Student Code of Conduct. Should you have any questions with regard to any of the above you should contact the School Principal.