MISSION STATEMENT

Albert St Primary School strives for excellence by:

- Providing an atmosphere based on mutual respect, which fosters a creative, safe and caring environment for all.

- Encouraging parents, staff and children to participate in decision making relating to policy and practice.

- Delivering a curriculum, which encourages an enthusiasm for learning and teaching and catering for the development of each individual.

- Providing an opportunity for parents, staff and the community to participate in enhancing the education of our children.
STUDENT CODE OF CONDUCT

There is high community expectation that our school provide a safe, secure and supportive learning environment for all students. The Code of Behaviour, which has been endorsed by our School Council, assists staff in achieving this outcome. However, its total success relies more heavily upon gaining the full support of all parents. It is imperative that a trusting partnership exists between parents and teachers if our vision of having a totally safe school and happy children is to become reality.

Our student code of conduct is based on a mutual understanding and relationship between the balance of rights and responsibilities. These are:

STUDENTS HAVE A RIGHT TO

- Feel safe and secure at school and on their way to and from school
- Be able to expect their personal property to be safe at all times
- Be able to learn to the best of their ability
- Enjoy a healthy clean school environment
- Be treated with respect and dignity
- Be treated with consideration and fairness at all times
- Expect teachers to provide relevant, meaningful and challenging work

STUDENTS HAVE A RESPONSIBILITY TO:

- Treat students, parents, and staff with respect, courtesy, kindness, honesty and in a spirit of cooperativeness.
- Complete work, including homework and allow students and teachers to work without interference or disruption
- Learn and adhere to all school rules
- Practise good health habits
- Take care of their own property and the property of others
- Be punctual to school, assembly, class and all other activities
- Wear the school uniform
- Accept the consequences for their behaviour, and actions.

GENERAL SCHOOL RULES

A. LOOKING AFTER YOURSELF

- Only leave the school grounds after gaining permission from a teacher
- Trees, buildings and fences are not for climbing.
- ‘Walk only’ areas are for the safety of everyone - corridors, breezeway, covered ways
- Glass containers must be left at home
- Throwing of items such as stones, sticks, sand, bark etc must not occur
- The playing of ‘unsafe’ games is not permitted (chasey on equipment, ‘no ball’ areas)
- Avoid being inside classrooms and passages without permission/supervision

B. LOOKING AFTER OTHERS

- Playing dangerously with sticks, stones, bark is not permitted
• Play sensible games in the correct allocated areas
• Wheel bicycles in the, school ground
• Teasing, bullying, fighting, interrupting games and other harassment to be avoided

C. LOOKING AFTER PROPERTY
• All rubbish to be placed in bins
• Avoid playing on gardens/inappropriate areas
• Scribbling, defacing or destroying property is not permitted

D. THE FOLLOWING SHOULD BE LEFT AT HOME:
• Valuable items, roller blades and the like, cassette players/radios, chewing gum, cricket balls, dangerous weapons and other games/items deemed to be unsafe or unsuitable for school.

BEHAVIOUR MANAGEMENT AT ALBERT ST

Introduction:
Albert St Primary School has a mission Statement promoting a safe and caring environment. This forms the basis of one of the school charter environment goals.

Within this context the following policy and guidelines have been developed based on previous practice and experience.

BACKGROUND

Our school has a sound tradition of caring for students and being able to maintain firm, fair and appropriate student management strategies.

In recent times these strategies have involved aspects of:

• Assertive Discipline (Lee Canter)
• William Glasser
• Helen Mcgrath
• Bill Rogers
• Jo Lange

Even more recently, the introduction of Peer Mediation has involved stronger student participation in the resolution of conflict between students. These strategies have, over the years, been incorporated into our own school blend of student management.

CLASSROOM MANAGEMENT:

Each teacher is responsible for maintaining class discipline. Severe breaches may result in support from the Prin/A.P. A system of emergency cards is in place to gain support within the classroom if required. However, for general classroom practice the following applies:
At the start of the year a clear set of up to half a dozen rules which lead to good order, safety and a positive working environment need to be established in consultation with the students and couched in positive terms. Rules must be:

- Written in positive terms eg everyone has the right to learn (this can then be discussed)
- Be simple and defined in terms of observable behaviour
- Have clearly identified consequences.
- Relate to the overall school policy
- Based on consequences which move from least intrusive to most intrusive
- Have a process for rewarding positive behaviour

Breaches of the rules result in action. Normally this is a warning (written or verbal); a second warning and a third offence in time out in the class. A further misconduct in time out in the ‘buddy’ room for a specified time and with work to complete — complete an ‘Exit Report’ for the AP. A further offence results in a trip to the office. Classroom offences are not part of the school formal detention process.

Teachers may, however, choose to give classroom detention as part of their own student management process.

If the behaviour continues (eg. A couple of days) and manifests itself regularly then parents should be contacted and invited to a discussion with the classroom teacher initially. Further breaches should be discussed with the principal and a follow-up meeting with parents called and possible consequences explained more comprehensively.

It is imperative that classroom teachers get tough in the early stages, are consistent and make the consequences stick!

SEVERE CLAUSE:

All class management plans will have a severe clause based on the issuing of an emergency card’ (red card) for seeking assistance or exceptional classroom issues. These details must be forwarded to the A. P. for inclusion on the school data base.

It is appropriate to base these misdemeanours on a parent discussion if there is no halt or they become frequent and develop strategies to try to address the situation. District support staff should be consulted as appropriate.

SCHOOL STRATEGIES FOR PROMOTING ACCEPTABLE BEHAVIOUR:

The school engages in the following strategies as a means of promoting acceptable behaviour:

- Positive reinforcement both verbal and non-verbal, catching children being good.
- Achievement awards issued in the yard for excellent modelling by students
- Student of the week awards based where possible on agreed values.
- Acknowledging and accepting diversity in others
- Providing a safe and secure school environment.
Providing a playground which is attractive and which provides both passive and active areas.
Providing a curriculum which as both stimulating and challenging
Providing opportunities for students to participate in a range of extra-curricula activities
Providing a peer mediation program.
Public recognition of high standards of behaviour via newsletters and assemblies.
Encouraging sharing, tolerance, patience and compassion among students and staff

PLAYGROUND CONSEQUENCES:
In the yard we focus entirely on actions, which can be grouped as harassment/bullying/teasing and covers a wide range of interactions.

In an attempt to diminish the number of students attending detention we introduced peer mediation for actions which are not a deliberate flaunting of the school rules i.e. Actions which are not dangerous/destructive of property or actual fighting. These arguments or disagreements will be referred for peer mediation. Serious offences involving violence/aggression/destruction of property will be dealt with via the detention process following either the JPU or 3-6 process as appropriate. Non-violent issues will be referred directly to the peer mediation process.

*For detention the following process currently applies for years 3—6:*

- A student who is observed or has being investigated and found ‘guilty’ is then directed to detention. Detention is primarily for 2 days for the first offence within a four week period. Second offence per 4 week period is three days. At the teacher’s discretion a student may be directed to peer mediation in lieu of the second day of detention.

- The staff member writes up the orange card and places it in AP’s pigeon hole so it can be entered in the data base. A/P will then distribute to the class teacher. If Alan absent then unit leaders check Alan’s pigeon hole/photocopy original and give to Alan and inform detention teacher.

- Then, the teacher must complete the sheet on the wall in the staffroom and enter appropriate details. This tells the staff on detention duty that there actually is someone in detention!

- A child in detention is then counselled by use of the prompt sheet and then completes a reflection sheet, which must go home and be returned and signed off by the teacher who placed that student into detention.

- At the rostered teachers discretion, appropriate students can be directed to attend peer mediation in lieu of a second day of detention.

- The detention teacher marks the student present/absent as is the case and determines whether the time has been completed or follow-up is required.
• A data base is maintained and used by the administration for parent contact and discussion.

• Students who fail to attend detention automatically receive an additional day.

• If no student has been placed in detention then there is an expectation the rostered teacher will go out into the yard to engage with students and/or to the school library when it is open.

For detention the following process currently applies for years Prep—2:

• No prep child will do detention for the first 6 months of school unless they happen to be a repeat prep. Rather they will walk with the yard duty teacher lbr 15 minutes.

• The JPU staff have agreed to a roster which places one of them in the staffroom every recess/lunchtime to ‘receive’ students sent there by the yard duty teacher.

• Forms used by staff for years 3-6 will still be used.

• Prep students will be counselled immediately by yard duty teacher in first 6 months

• Year 1-2 students will be counselled and have detention with he rostered teacher.

• A data base is maintained and used by the administration for parent contact and discussion.

• Students in JPU detention for 15 minutes but repeat offenders will have 25 min. Students brought at the end of lunchtime/recess will do detention the following day.

• JPU detention notification to go home and each term is a ‘new start’
YARD MISDEMEANOR PREP – 2 STUDENTS

TEACHER ACTIO/REACTION

- Immediate response e.g. walk with teacher
- DETENTION Follow procedure
- ADMIN INFORMED
  - If student seriously hurt and/or when aggression has occurred on more than two occasions.

ACTION TAKEN

- Severe reprimand/counselling. Parent may be informed. Access to student services etc.
- Internal consequences imposed. Parent informed/contact made.
- Restricted attendance
  - Full/part suspension.
- Decisions relating to management at school including on going student services involvement.
- School expulsion and enquiry re future school attendance.
APPENDICES

Achievement Award - Blank
Prompt Sheet
Playground detention report – blank
Playground incident report – blank
Classroom exit report – blank
Classroom ‘emergency’ card
Detention Notification - JPU