



Jerdacuttup Primary School

Behaviour Management, Code of Conduct and Procedures 2018 and School Rules

Behaviour Management is based on **Inclusivity**, a **Code of Conduct** and **School Rules**.

INCLUSIVITY

Inclusivity means that the school:

1. Generates and promotes the ethos, concepts and realities of equity, both socially and academically. That means presenting an open, welcoming and accepting attitude towards others regardless of gender, race, disability, social, cultural and national background and religion
2. Is openly anti-racist
3. Caters within the classroom for students at educational risk and/or students who are gifted and talented
4. Encourages positive social participation and self-discipline in students
5. Manages risk and child protection appropriately and
6. Practices Duty of care for students and staff above and beyond legal requirements

CODE OF CONDUCT

The *code of conduct* lists the values on which behaviour is based within a school and its community. It is a moral road map for all participants.

Jerdacuttup School's code of conduct is based on the values of

7. **Acceptance:** Understanding and accepting the differences between oneself and others, making sure others are socially included
8. **Integrity:** Being honest, fair, responsible and loyal
9. **Support:** Being supportive and caring of others and showing compassion
10. **Respect:** Respecting property, the environment and the rights of others
11. **Friendliness:** Being friendly, social responsible and inclusive of others
12. **Cooperation:** Being understanding and willing to participate as a part of a team.

The positive approach to behaviour management and inclusivity involves the following practices:

1. Creating learning programs that are dynamic, meaningful, ensure success and are challenging – This includes differentiating curriculum planning to cater for individuals (this is the foundation of the *inclusivity* concept)
2. Treating all students with respect and kindness, let them know you care about them
3. Focus on learning attitudes and approaches rather than on behaviour
4. Implementing positive reinforcement, certificates and prizes for exemplary practice in both social and learning behaviour, including a whole school celebration
5. Enabling students to see themselves as learners who are human

SCHOOL RULES

Based on the above, the following school rules for Jerdacuttup Primary School have been formulated:

- Be KIND to people, feelings and our environment
- Be CONSIDERATE of others, walk on (do not run) verandahs and paths
- Be COURTEOUS and use your best manners
- Be CARING of people, animals, school buildings and property
- Be CAREFUL, stay in school boundaries and watch out for danger
- Be COMMITTED to do your best work
- Be FRIENDLY to people you meet
- Be HONEST and tell the truth to your friends, teachers and parents
- Be RESPECTFUL in actions and words.

AREAS OF RESPONSIBILITY

To enforce Behaviour Management, the Code of Conduct and the School Rules, various stakeholders have distinct areas of responsibility.

Principal is responsible for:

- Overseeing the process by which the school behaviour management plan is developed through consultation and regular review
- Ensuring the plan includes attention to the key principles and key requirements of the Western Australian Department of Education
- Monitoring the implementation of the plan and its impact on student behaviour.

Teachers are responsible for:

- Contributing to the development and ongoing implementation of the school behaviour management plan
- Ensuring that appropriate behaviour is modelled through all interactions with students, parents and other staff members at the school
- Encouraging positive student relationships and communication to be based on respect for others
- Developing a classroom that engages all students, with individual attention provided to students at educational risk
- Developing a class code of conduct which is consistent with the school code of conduct
- Outlining clear and specific expectations of student behaviour
- Responding to student misbehaviour in a non-provocative but consistent, authoritative manner

Students are responsible for:

- Valuing and respecting the rights of others within the school
- Ensuring they behave in a manner that meets school expectations

- Accepting responsibility for their own actions

Parent/caregivers are encouraged to:

- Work in partnership with school staff to address any behaviour problems their children may have
- Become involved in the development of the school’s behaviour management plan
- Support the school by ensuring their children actively engage in the teaching and learning programs organised by the school
- Support the school to implement the behaviour management plan
- Ensure issues in their children’s lives that may impact on their education are communicated to relevant school staff.

All Stakeholders will practice cooperation by being open to working together as a team, mutually supportive and in partnership, providing assistance where and when required.

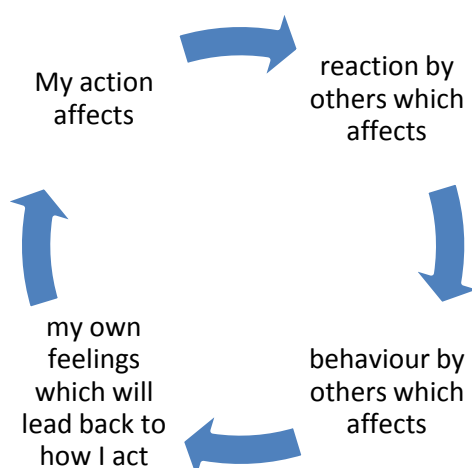
Actions within the code of conduct irrespective of areas of responsibility:

- To be honest
- To be fair
- Not to do any harm
- To care about one’s self, one’s work and achievements and to care about others, the community and the environment (both human and natural)
- To be safe
- To show respect

RESTORATIVE JUSTICE

Conflicts and the inability to cooperate between students, or students and adults, will be resolved through the use of restorative justice whereby all parties agree to resolve the issue in a mutually acceptable way.

Students need to understand that actions have consequences, as illustrated by the diagram below:



Perpetrators first, then the victim(s), should be asked the following restorative justice questions:

1. What happened?
2. What were you thinking about at the time?
3. Who has been harmed/affected? How?
4. What was the hardest thing about what happened?
5. What would you like to see happen?

Students may be given these questions to consider before coming to the meeting.

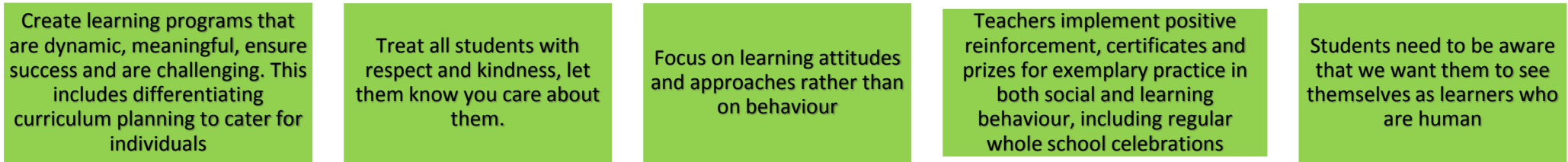
All participants are then asked to sign an agreement, for instance:

XXXX and YYYY agree that:

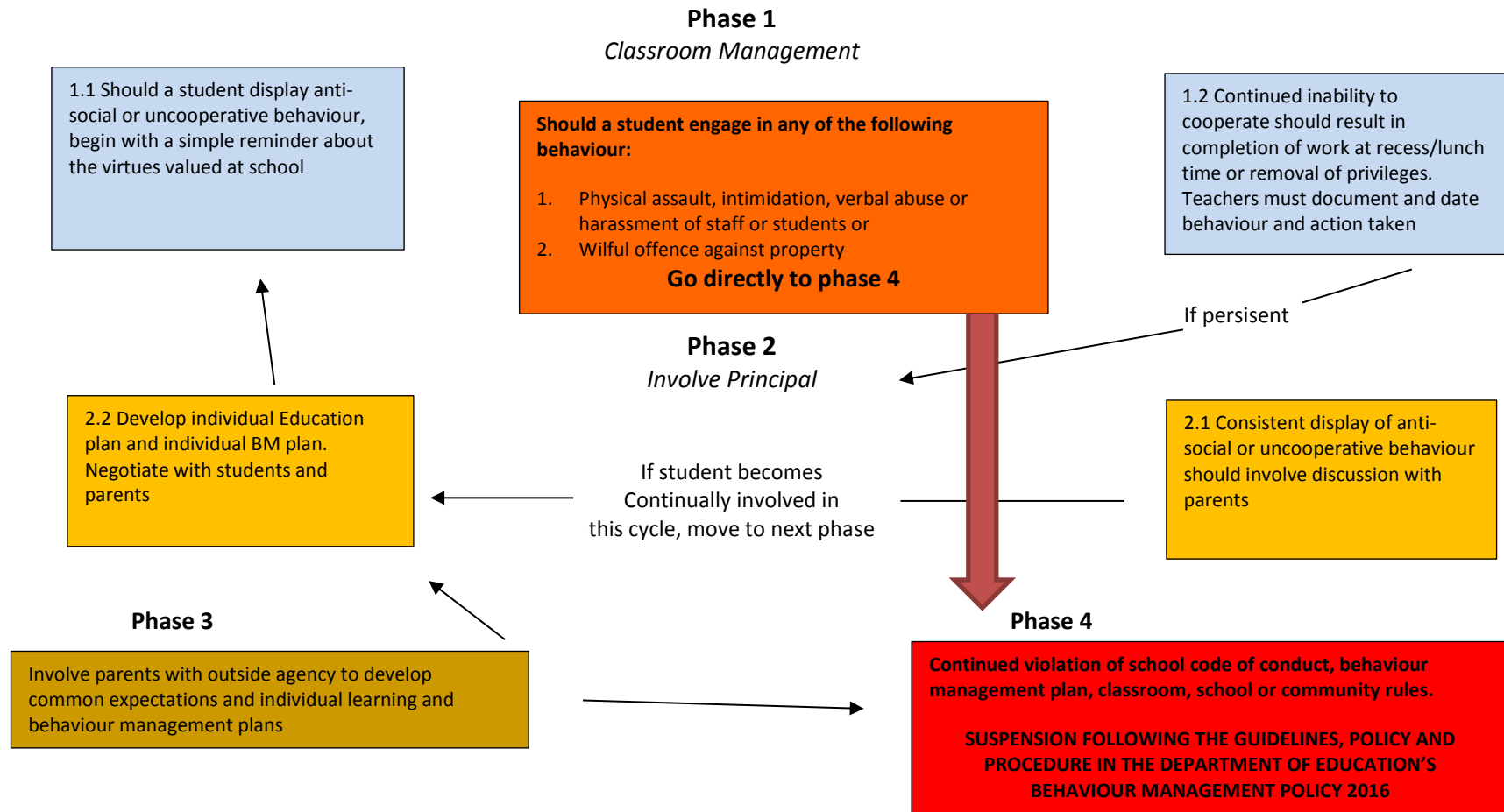
Blah blah blah

Should students continually be involved in this process, parental involvement should be sought.

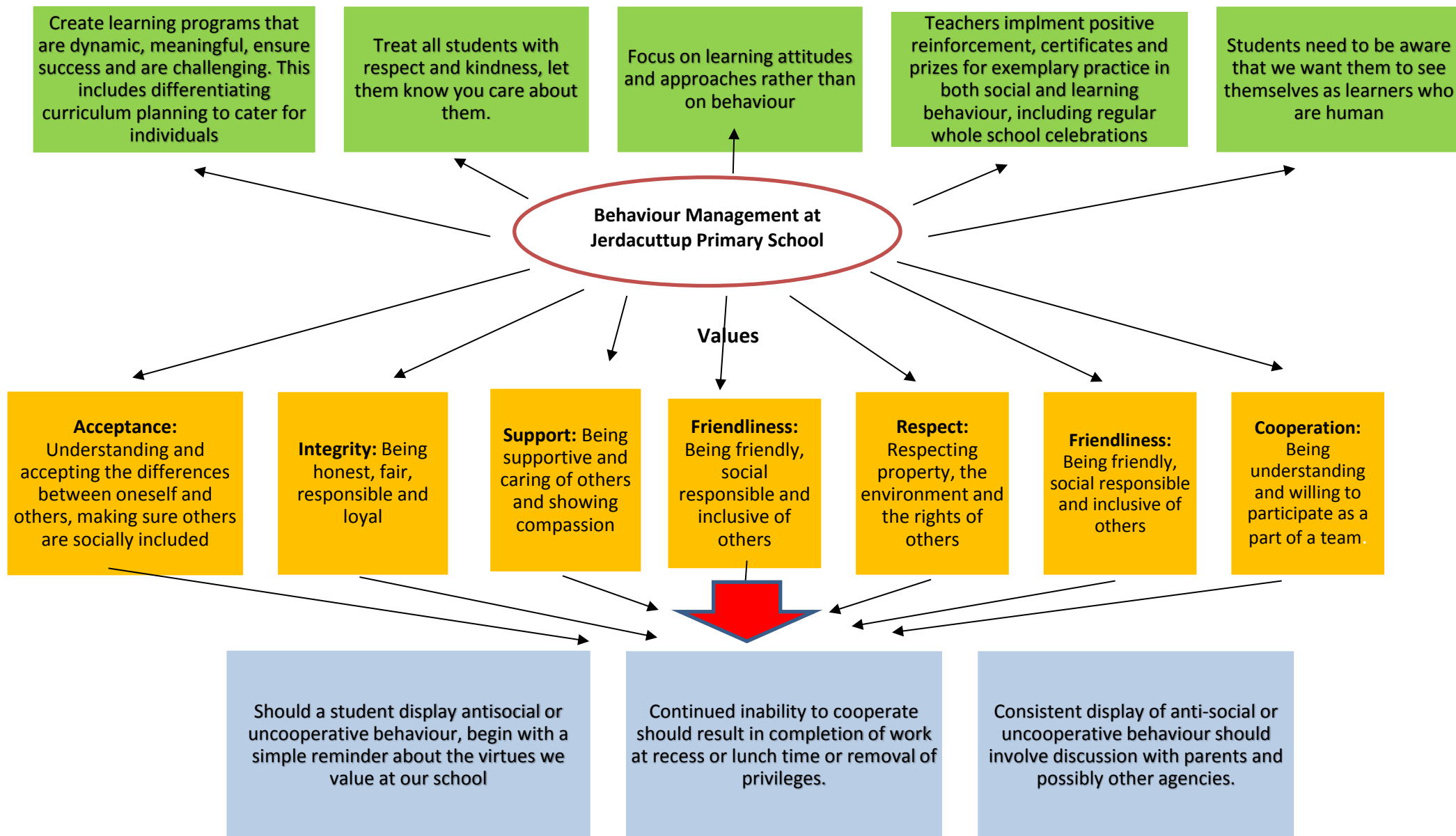
Appendix 1 – Behaviour Management Flow Chart



Stages of Management



Appendix 2 – Behaviour Management Process



When repeated incidences of inappropriate behaviour occur, teachers document an objective written record to clarify the situation to parents and outside agencies.