

Code of Courtesies and Conduct

Respectful

We are respectful, courteous and kind and considerate

Integrity

We act with integrity and are honest annu upstanding

Committed

We are committed to achieving our best and going above and beyond own expectations

Caring

We are caring, empathetic and understanding and take care of ourselves and the environment



Overview

Vision

Our vision is to inspire in our children a joy of learning and instil the courage to succeed as global citizens.

Mission

Our mission is to nurture and empower each other to pursue and be our best.

Policy Statement

Department of Education schools provide every student with the educational support they need to learn and maintain positive behaviour.

Behaviour Aims

- To guide children towards making informed choices for their behaviour, encouraging continual improvement
- To establish a code of conduct and school rules developed in consultation with students, staff and the community
- To establish a positive environment for the whole community and foster the belief that a safe and respectful school is the concern and responsibility of everyone
- · To set out a procedure for positive, consistent and fair management of student behaviour
- To provide a range of consequences when student behaviour does not align with the school rules and values.

Guiding Beliefs

- Every student has the right to learn and feel safe in a co-operative school environment
- Behaviour at Jolimont Primary School is the shared responsibility of all community members students, teachers and parents
- Behavioural development will recognise student progress towards sustained, positive behaviours
- All children should be encouraged to go 'above and beyond' expected positive behaviours
- Development of positive behaviour should be student centred, encouraging each child to take responsibility for their own actions, supporting them to make better choices and focusing on improvement.

Rights

All members of the school community have rights.

Students have the right to:

- Respect, courtesy, honesty and fair treatment
- Learn in a purposeful, supportive and non-disruptive environment
- Work and play in a safe, secure, friendly and clean environment
- Access to the best possible education.

Staff have the right to:

- · Respect, courtesy, honesty and fair treatment
- Work in a purposeful, supportive and non-disruptive environment
- · Work in a safe, secure, friendly and clean environment
- Co-operation and support from parents and the school communit

Parents have the right to:

- Respect, courtesy, honesty and fair treatment
- Be informed of curriculum material, behaviour management procedures and decisions affecting their child's health, safety and wellbeing
- Be informed of their child's progress.



Behavioural Strategies and Whole School Processes

Level One Action

- Behaviours which need addressing may have occurrd through over-enthusiasm or misunderstanding rather than wilful behaviour, e.g. running around corners
- Behaviour which prevents themselves and others from learning
- Behaviours or actions that cause a degree of danger to students, themselves or to others, e.g. rough play.
- 1. Verbal warning
- 2. Name on board
- 3. Two crosses on board
- 4. Time out
- 5. Buddy class

Consequences determinded according to the incident, its degree of seriousness or frequency.

Specialist teachers will inform class teacher of incidences.

Level Two Action

May include:

- Play fighting causing injury
- Bullying
- Swearing
- Breach of school rules
- Insolence
- Stealing
- Intentional misuse of technology in accordance to the 'Online Services Acceptable Use Agreement'.
- Incident report student may be required to reflect on behaviour
- Refer to administration
- Contact with parents as needed
- Loss of priveledge.

Level Three Action

May include:

- Wilful damage to property
- Moving out of school grounds
- Intentionally harming self or others.
- Refer to administration
- Contact with parents as needed.



Behaviour Management Flow Chart

Positive classroom environment

Teachers and students interact positively. Students are given positive incentives for responsible behaviour such as praise, encouragement and visits to administration.

Stage one - Teacher child interaction

For minor breaches of school code of courtesies or class rules:

 Teachers talk to student to establish understandings of their behaviour and its consequences and to reinforce correct behaviour

Stage two - Student placed in supervised space / time out
For repeated or more serious breaches of school code of courtesies or class
rules:

 Student informed of breach of behaviour and consequences, withdrawn from class activity, remain in classroom within direct sight of the teacher.
 After appropriate time, student counselled and returned to class activity.

Stage three - Buddy class

For repeated or more serious breaches of school code of courtesies or class rules:

- Student sent to 'buddy class' room with work. Parents informed at teacher discretion.
- · Discussion with student on return to class.
- Student may be directed to complete a 'classroom incident slip' or 'think sheet'.

Stage four - Administration

Student is placed in time out, under administration supervision, away from class:

- Classroom incident report completed, signed by student and administration.
 Incident report sent home and recorded on SIS at Administration discretion.
- Individual Behaviour Plan may be developed.
- Support services to work with student / parents if necessary.
- Consequences may include detention.

Suspension from school

For continued unacceptable behaviour or serious breaches of discipline, the student may be suspended from school, at the discretion of the Principal, within the Department of Education guidelines.

Resolution

PLAYGROUND INCIDENT

Student Name: ___

Room: __

Date



Behaviour	
Action	
Teacher	
	1
01 400D00M INIOIDEN	IT A
CLASSROOM INCIDEN	olimont go forward with us
Student Name:	
Student Name:	
Student Name:	
Student Name: Room: Date	
Student Name: Room: Date Behaviour	

Please note:

Minor playground incidents will be recorded on white paper slips. These go into the behaviour box in the staffroom.

Severe playground incidents will be recorded on red paper slips. These go straight to the office along with the offending student and accompanying student.

Please note:

Time out in alternative teacher's classroom will be recorded on yellow paper slips. These go into the behaviour box in the staffroom.

Severe classroom incidents will be recorded on red paper slips. This slip is sent straight to the office with another student. A member of the Administration team will collect the offending student.





JOLIMONT PRIMARY SCHOOL Withdrawal Think Sheet (Senior)

Name:		
Class Teacher:		
Date:		
Time:		
What was I doing?		
What should I do?		
_		
_		
Teacher's comment		
-		
Teacher / Principal Signature	:	
Parent / Caregiver Signature		Date:





JOLIMONT PRIMARY SCHOOL

Withdrawal Think Sheet (Junior)

* Drawings can be used if writing is difficult

3		
Name:		
Class Teacher:		
Date:		
Time:		
What was I doing?		
What should I do?		
Teacher's Comments		
Teacher / Principal Signatur	e:	
Parent / Caregiver Signature	e:	Date:





JOLIMONT PRIMARY SCHOOL Letter of Concern

Date:	
Dear Parent / Caregiver (s)	
Student Name:	Classroom
Learning Area:	
I would like to brign to your attention the fo	ollowing area/s of concern:
Assignment work not completed	Student is disruptive and/or disobedient
Homework not completed	Lack of school uniform
Classroom time is being poorly used	Does not bring necessary equipment
Work completed is of a poor standard	Punctuality
Lateness to class	
Comment:	
We believe that it is important that you be encourage your child to improve his / her l	made aware of these concerns and take appropriate action to behaviour.
If you would like to discuss this matter furt	ther please contact me on 9205 5200.
Teacher:	
Principal:	
X	
Please sign and return this slip to:	
Student's name:	
Parent / Caregiver signature:	
Comment:	





Name:

JOLIMONT PRIMARY SCHOOL

	Mond	ay		Tues	day		Wedr	nesday		Thurs	day		Frida	у	
Morning Session	\odot	<u>••</u>		\odot	(1)		\odot	<u></u>		\odot	<u>••</u>		\odot		(3)
Recess	\odot	<u>•••</u>		\odot	(2)		\odot			\odot			\odot		
Morning Session	\odot	<u>•••</u>		\odot	(1)		\odot	<u>•••</u>		\odot	<u>•••</u>		\odot		
Lunch	\odot	<u>••</u>		\odot	(1)		\odot	<u>••</u>		\odot	<u>••</u>		\odot		
Afternoon Session	\odot			\odot	(2)	(3)	\odot	<u>•</u>	(3)	\odot			\odot		(3)
My goal for the wee	ek:														
		TE	ACHE	R / AD	MIN T	O MOI	DIFY T	EMPL	ATE TO	TIUS C	E IND	IVIDU	AL NE	EDS	
Students weekly refl	ection												<u>()</u>	9 @	96
Teacher / Principal C	Comme	nt:													



		•			
		Individual Behaviour Plan (IBP)	iour Plan (IBP)		
Student Name:	·.	D.O.B:	Year:	Teacher:	Term:
BEHAVIOUR	BEHAVIOUR/S REQUIRING MODIFICATION				
TRIGGERS					
PRIMARY OBJECTIVE	SJECTIVE				
SECONDAR	SECONDARY OBJECTIVE				
BEHAVIOURS TO BE TARGETED	REPLACEMENT BEHAVIOURS	POSITIVE CONSEQUENCES	NEGATIVE CONSEQUENCES	STRATEGIES / PROCESSES AND ACCOMMODATIONS	WHO IS RESPONSIBLE

Parent:	Review Date:
Teacher:	Administration:

