



# Mentone Park Primary School

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*Reaching Higher*

## **STUDENT CODE OF CONDUCT:**

Mentone Park Primary School community believes that this school should be a happy and safe learning environment which meets the needs of students at all levels of their primary school life. The Code of Conduct is consistent with Department of Education guidelines and regulations. Our policy is based on rights, rules, responsibilities and consequences and the following beliefs:

- that all students have the right to be safe.
- that all students have the right to be treated with respect.
- that all students have the right to work and play without interference.
- that all students should be encouraged to be polite, courteous and well-mannered
- that student behaviour management is shared between home and school.
- that teachers should expect to be able to teach in an atmosphere of order and cooperation.
- that parents have an obligation to support the school in its efforts to maintain a productive teaching and learning environment.
- that all children will be encouraged to exhibit pride in their school and themselves
- that the Principal and all staff have an obligation to implement the Student Code of Practice fairly, reasonably and consistently

## **Strategies:**

Our school considers that a positive approach to behaviour is necessary to foster a school climate within which personal responsibility and self-discipline will be developed.

We are committed to the following strategies:

- enhancing student self esteem through positive reinforcement.
- acknowledging student achievement and reinforcing exemplary behaviour.
- encouraging students to recognise and respect the rights of others.
- encouraging students to be responsible for their own behaviour.
- developing students' self-discipline and control.
- encouraging students to take pride in their school, the community and themselves.
- developing appropriate classroom and school expectations.
- ensuring expectations and consequences are consistent, clear, fair and understood.
- enhancing and encouraging parent-teacher contact.
- encouraging friendships
- providing adequate supervision in the school grounds.

## **School Rules:**

There are five basic school expectations.

1. Move and play safely.

2. Care for yourself and others properly.
3. Resolve problems calmly, sensibly and fairly.
4. Respect others through your speech and manners.
5. Work as well as you can and allow others to do the same

The following behaviours are unacceptable:

- fighting, bullying or any other form of aggressive or intimidating behaviour.
- insolence, disobedience and disruptive behaviour.
- actions which may pose a danger to oneself or others.
- teasing, name-calling and offensive language.
- disregard for property.
- leaving the school without permission.
- riding bicycles, skateboards, scooters or rollerblades in the school grounds.
- running in or between the school buildings.

Given these expectations it is recognised that there will be specific occasions when it is necessary to establish temporary or short-term rules to ensure the safety and uninterrupted education of the students.

The school expectations have been developed through school community consultation. Every year each student will be given a detailed personal copy of the school expectations. Parents are expected to discuss these expectations with their child/children and support the school in their implementation.

**Sanctions:**

Breaches of school expectations may incur some penalty or action. Procedures for dealing with inappropriate behaviour are sequential in nature and reflect the severity or frequency of misdemeanours and are outlined in the Student Welfare and Discipline Policy.

These range from warnings and removal to another location, contact parents, involvement with a guidance officer, or for more severe behaviours, exclusion from school in line with DEECD Guidelines.

This Student Code of Conduct should be used in conjunction with the Student Welfare and Discipline Policy, the Bully Prevention Policy and supporting policies including Attendance, Homework, Uniform and Emergency management.

### LEVELS OF BEHAVIOUR MANAGEMENT

| LEVEL | STUDENT BEHAVIOUR   | TEACHER ACTION   | CONSEQUENCES   | EXTRA SUPPORT   |
|-------|---|--|--|---|
| 1     | Students respect the rights of self and others – is co-operative and self controlled  | Positively reinforce behaviour, with appropriate comments and specific feedback (acknowledgment, sharing success, giving responsibility, merit certificate).   |  | Involve colleagues in the celebration of student achievements                               |
| 2     | Basically respects the rights of others but has difficulties which affect self-esteem. Some degrees of frustration, low concentration levels. Minor disruptions e.g. rudeness and annoying others, no homework, punctuality a problem, incorrect equipment. | Supportive teachers seek solutions to problems with students rectoratively. Consultation with other colleagues, support staff and parents. Reinforce success, behaviour contracts between home and school. Documentation given to support staff describing problems. Class meetings. | Discussion followed by warning.<br>Written or verbal apology.<br>Repeat the given task until an acceptable standard is achieved.<br>Yard duty.<br>Walk with teacher on yard duty.<br>Time out area.<br>Written explanation – Think Smart at School sheet.<br>Parent contact, if appropriate. | If necessary gain collegial help from staff and principal in defining problem and solution. |
| 3     | Persistently violates the rights of others in a minor way. Has continuing, but minor problems, e.g. continues Level 2 behaviour, violates the rights of others (classroom/playground), poor attitude to own learning and work, rude and unresponsive.       | Teacher consults with colleagues and support staff . Teacher to contact parents.<br>As for Level 2   | Counselling.<br>Repeat the task until an acceptable standard is achieved.<br>Removal from group activity.<br>Written or verbal apology.<br>Yard restrictions.<br>Time out.<br>Written explanation – Think Smart at School sheet.<br>Period of detention.<br>Parent Contact.                  | Involve support from colleagues, Principal Class Officers and support staff, if necessary.  |

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| 4 | Continually breaches the rights of others. Regular and serious infringements of the rights of others, e.g. verbal or physical assault, bullying, intimidation, vandalism, defiance, disruption, etc. Isolated serious breaking of rules, continued deterioration in behaviour, ignoring help. | Teacher consults with colleagues and support staff and contacts parents. Incidents documented and filed.               | Referral to Principal Class Officer.<br>Written explanation – Think Smart at School Sheet.<br>Parent contact.<br>Counselling/referral to student services.<br>Internal suspension.<br>Limited access to yard facilities.<br>Reparation of property damage.<br>Deprivation of privileges. | Must involve Principal Class Officers, support staff if appropriate and parent/s. Parent meeting necessary. |
| 5 | Seriously violates the rights of others and shows no signs of wanting to change e.g. abusive, poor relationships with peers, dangerous, uncontrollable, and unco-operative  | Teacher refers problems directly to Principal Class Officer. After discussions with parent/s student may be suspended. | As for Level 4 and:<br>Suspension in line with DEECD guidelines.<br>Expulsion in line with DEECD guidelines  | As for Level 4. DEECD Regional involvement if expulsion is appropriate.                                     |

These levels of behaviour management are to be used in conjunction with the Mentone Park Primary School Student Code of Conduct, Student Welfare Policy and Bully Prevention Policy. School policy implementation is in accordance with the DEECD Code of Conduct Guidelines, 1994.