STUDENT CODE OF CONDUCT

The code of conduct for students at Seabrook Primary School has been formulated within and is consistent with Department of Education, and Early Childhood development guidelines and regulations.

Seabrook Primary School values dignity and worth in a caring, supporting and safe school environment that meets the needs of our children at all levels of their primary school lives.

When the school first opened we asked our school community, teachers and School Council to provide us with the attitudes and values most important to them. Since committing to the Primary Years Programme we have incorporated the PYP attitudes into our code of conduct.

- Appreciation
- Commitment
- Confidence
- Tolerance
- Curiosity
- Respect
- Enthusiasm
- Creativity
- Independence
- Empathy
- Co-operation

Our school considers that a positive approach to behaviour is desirable to generate a school climate within which personal responsibility and self-discipline will be developed. Our Policy is based on the following Rights and Responsibilities.

<table>
<thead>
<tr>
<th>Rights</th>
<th>Responsibilities</th>
<th>PYP Attitudes</th>
</tr>
</thead>
</table>
| All children have the right to be and feel safe whilst at school and when going to and from school. | • To be aware and considerate of other people.  
• To act and play safely at all times                                    | • Empathy  
• Respect                                                             |
| All children have the right to learn, work and play in a happy, stimulating and supportive environment. | • To be friendly and help each other learn.  
• To encourage each other  
• To value each others ideas                                              | • Respect  
• Co-operation  
• Tolerance                                                             |
| All children have the right to be treated with respect, consideration and courtesy. | • To treat other people as we would like to be treated.                          | • Respect  
• Tolerance                                                             |
| All children have the right to develop to their full potential and to be accepted as an individual. | • To be responsible for our own learning.  
• To take responsibility for our own actions                            | • Independence               |
| All children have the right to equal opportunity.                    | • To be aware of other people’s needs rights and individual differences (`fair go`). | • Tolerance  
• Empathy                                                              |
| All children have the right to speak, be heard and their contributions valued in the decision making process. | • To listen to others opinions.  
• To be honest, helpful and willing to participate in decision-making.     | • Respect  
• Tolerance                                                             |
| All children have the right to expect that their property and the school environment will be safe and secure. | • To take care of our own and other's property, as well as school property.  
• To respect and protect the school environment.                         | • Respect  
• Appreciation                                                           |
| All children have the right to have equal access of material and resources. | • To encourage children to share.                                                | • Respect  
• Co-operation                                                           |
Our approach to ensure Self Discipline & Responsibility

At Seabrook Primary School we have a consistent and positive approach to behaviour that will foster a school climate where personal responsibility and self-discipline are developed.

We are committed to the following strategies:

- Encouraging understanding and awareness of the School Rules.
- Celebrating success and rewarding positive achievements to improve self esteem e.g. Assembly, school newsletter and notes home.
- Encouraging friendships and positive relationships between all students.
- Providing a curriculum that is ‘age’ and ‘stage’ appropriate for children’s developmental level.
- Providing shared experiences at the beginning of each inquiry unit in order to excite and motivate children in their learning.
- Providing a Year 6 Leadership Program that allows the students to take responsibility for their involvement in the school community and act as positive role models for younger students at the school.
- Providing a House Team system across the whole school where children are encouraged to actively participate in co-operative games and sports during recesses and whole school events.
- Providing an Inquiry model for all children across the school.
- Providing children with the skills needed to solve problems.
- Providing programs which cater for and develop the ‘Thinking Skills’ of students such as De Bono’s Seven Hats of Thinking and Direct Attention Thinking Tools and Philosophy for Children.
- Providing Individual Improvement Plans that supported by parents and teachers for students who are experiencing difficulties at a class level.
- Providing students who are experiencing significant difficulties with outside agency support, as well as extra help in house.
- Implementing the schools three-year Individual Schools Drug Education Strategy.

School Rules

Because we have the right to be safe and secure the following 5 forms of behaviour are considered essential and non-negotiable.

- Resolve problems calmly, sensibly and fairly (before developing into an argument).
- Move and play safely, with the consideration of others around you (no fighting, no physical or verbal bullying or other aggressive behaviour).
- Respect others through your speech and manners (no teasing, name-calling, back-chatting or inappropriate language such as swearing).
- Respect other people’s property.
- Work as well as you can and allow others to do the same.

Early each year teachers will establish a set of class rules and consequences of their own classes that are consistent with the whole school rules. These are called classroom Essential Agreements.

School and classroom Essential Agreements are to be displayed prominently around the school and will be presented to the whole school community.
SANCTIONS
Breaches of school rules may incur some penalty or action. Those penalties or actions will be practical consequence of the misbehaviour. Where there is no improvement after considerable teacher intervention the following sanctions will be put in place.

**Classroom**

<table>
<thead>
<tr>
<th>First infringement</th>
<th>If misbehaviour persists</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Warning – positive reinforcement, restate the rule.</td>
</tr>
<tr>
<td></td>
<td>Time out – exclusion from the activity (within the classroom).</td>
</tr>
<tr>
<td></td>
<td>Time out–exclusion from classroom(within unit arrangement)</td>
</tr>
<tr>
<td></td>
<td>Excluded from play time activities and incidence documented.</td>
</tr>
<tr>
<td></td>
<td>Meeting with co-ordinator, teacher and student.</td>
</tr>
<tr>
<td></td>
<td>Meeting with co-ordinator, teacher, student and parent/s.</td>
</tr>
<tr>
<td></td>
<td>Meeting with principal, co-ordinator, teacher, student, parent/s.</td>
</tr>
<tr>
<td></td>
<td>Outside support agencies contacted.</td>
</tr>
<tr>
<td></td>
<td>Suspension/expulsion as per DEET guidelines.</td>
</tr>
</tbody>
</table>

**Outdoor**

<table>
<thead>
<tr>
<th>First infringement</th>
<th>If misbehaviour persists</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Warning-restate the rule.</td>
</tr>
<tr>
<td></td>
<td>Time out area for a specified time (depending on the severity of the misdemeanour).</td>
</tr>
<tr>
<td></td>
<td>Accompany the teacher on duty during recess or lunch break.</td>
</tr>
<tr>
<td></td>
<td>Withdrawn from playground and incident documented.</td>
</tr>
<tr>
<td></td>
<td>Meeting with co-ordinator, teacher and student.</td>
</tr>
<tr>
<td></td>
<td>Meeting with co-ordinator, teacher, student and parent/s.</td>
</tr>
<tr>
<td></td>
<td>Meeting with principal, co-ordinator, teacher, student, parent/s.</td>
</tr>
<tr>
<td></td>
<td>OR</td>
</tr>
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<td></td>
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</table>

Parent/s will be contacted immediately for children who abuse / swear abusively or their behaviour is dangerous to themselves or other. The child/ren will be excluded from school until they can re-enter complying with the school rules.

Although these are general, flexibility with the discipline procedures for individual students across the school may be necessary, in order to cater to children’s emotional and social needs.