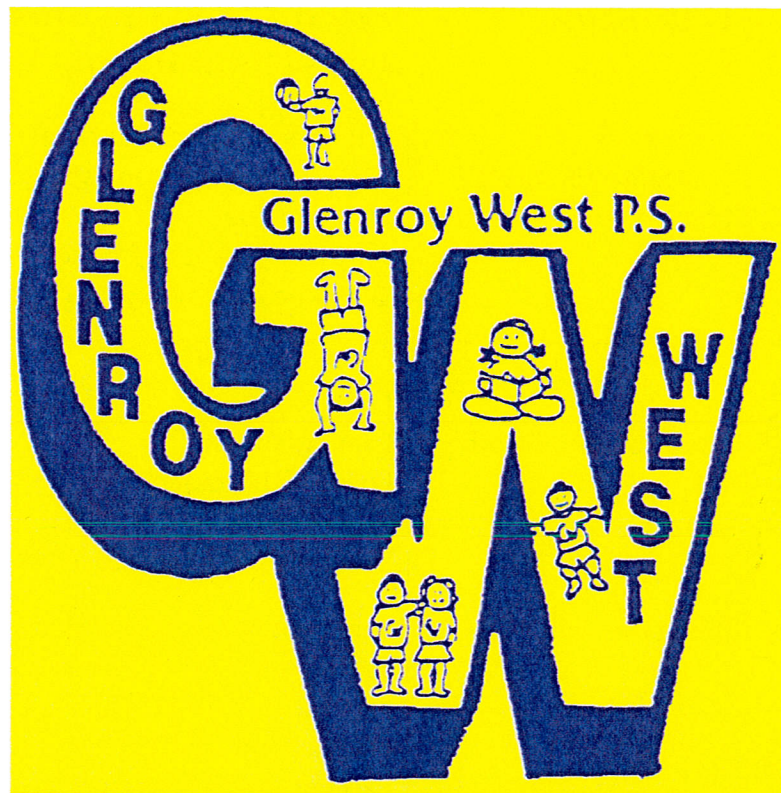


# GLENROY WEST PRIMARY SCHOOL

## Student Code of Conduct



**INSPIRE, GROW, ACHIEVE**

This booklet has been developed by the Student Welfare Team at Glenroy West Primary School, for use at the school, and has been prepared in line with the School Council Student Welfare Policy.

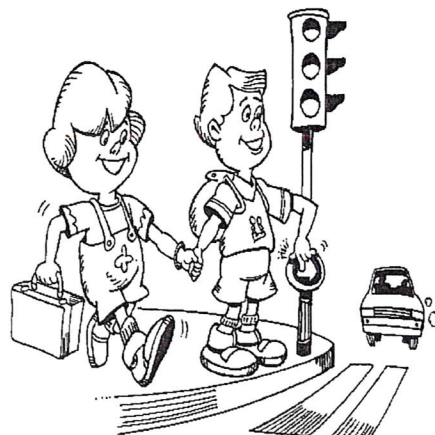
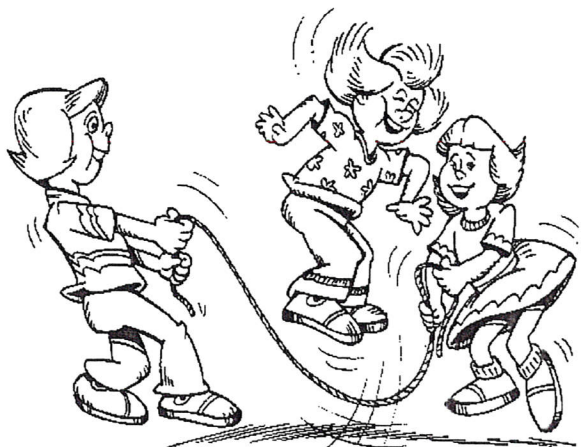


# Glenroy West Primary School - SCHOOL VALUES

Our school values were established after consultation with students, staff and parents. Each year teachers and students create their own classroom Codes of Cooperation, Mission Statements, 5 STAR student posters and Values charts in line with the school-wide values.

The School values are display across the school and underpin everything we say and do.

Our Values	Definition	What the value looks like across our school in words and actions
<b>RESPECT</b>	Being considerate and courteous to others. Being open and friendly	I speak and act appropriately at all times; I listen when someone speaks to me; I am punctual; I use equipment and buildings responsibly; Everyone has the right to be treated fairly;
<b>EXCELLENCE</b>	Striving to achieve your best, both individually and as a team member	I am motivated; I persevere; I am organised; I have high expectations of self and others; I strive to be the best I can; Everyone has a right to learn;
<b>RESPONSIBILITY</b>	Doing the right thing	I am dependable and trustworthy to do something without being asked; I am honest, truthful and fair in everything I do; I make good choices ; I accept the consequences of your actions; I think before I act;
<b>COOPERATION</b>	Getting along with others	I accept other's opinions; I accept people from all backgrounds; I share with others; I work in teams; Everyone has the right to be accepted;



# At Glenroy West Primary School

All students have the right to come to school to learn and play in a happy, safe environment. Rights are never enjoyed automatically. To enjoy these rights we must take into account our responsibilities.

## STUDENTS' RESPONSIBILITIES

1. To not put themselves down; to be confident; to look after personal grooming and hygiene; care for their body; to not judge others by their colour, the way they talk, look or dress, nationality or intelligence; to respect others; to allow others privacy when required; to value themselves as equal to others; to earn respect by being sensible when away from school on excursions, camps or sporting events; to be a considerate representative of the school; to learn to appreciate other people.

2. To be kind and considerate to everybody; to be careful who they talk to; to participate in activities that allow everyone to be safe; to be an example to younger students; to choose friends carefully; to be responsible for their actions; to report unsafe behaviour; to leave special and expensive property at home; to leave other people's property alone; to leave things in a correct and safe place; to remain within the school grounds.

3. To learn; to concentrate on tasks; to participate in activities; to let the teacher teach; to willingly offer opinions, thoughts and feelings; to not interfere with other's learning or games; to do their best; to assist peers to learn.

4. To listen when other people are talking; to let people know what you want to say; to express your opinion; to take turns, to be courteous.

5. To cooperate; to support children who feel left out, sad, unhappy, lonely, disappointed or angry; to be happy.

6. To share equipment and games; to look after equipment; to hand in lost property; to use equipment responsibly and return it to the proper place.

7. To take care in the toilets; to report damage or people causing damage; to use equipment and facilities correctly; to look after school property; to place rubbish in bins; to play in appropriate places; to look after the garden areas.

8. To participate in class conferences to help solve problems.



# CONSEQUENCES OF INAPPROPRIATE BEHAVIOUR

Consequences occur as a result of behaviour. Consequences can be positive or reflect the type of behaviour. Consequences should be fair, predictable and certain to happen. They should if possible, relate to the rule that has been broken.

Action	By Whom	Why	When	How (examples)
<b>Step 1</b> Cautioning	Classroom Teacher / Duty Teacher	To refocus. To return to appropriate behaviour.	When student's behaviour is disruptive. For example; spoiling games, Calling out, interfering with others, Not on task.	Remind student of appropriate value/ rule. Instruct them to return to task.
<b>Step 2</b> Intervention	Class Teacher / Duty Teacher TEAM LEADER	To stop disruptive behaviour.	When step 1 has been unsuccessful.	Relocate student within the classroom. Walk with the yard duty teacher. Extra time in class at recess.
<b>Step 3</b> Teacher and Student Action Plan	Class Teacher/ Duty Teacher TEAM LEADER Student Welfare Coordinator	To assist student to modify unacceptable behaviour.	When student's behaviour continues to intrude on other students learning and wellbeing.	Establishing a plan or contract with student and communicating with parents.
<b>Step 4</b> External Assistance	Class Teacher TEAM LEADER Student Welfare Coordinator Student Support Group (SSG)	To set up and monitor a formal action plan to manage concerns about student behaviour.	When the student's behaviour intrudes beyond normal manageable limits.	Parents, Assistant Principal /senior staff and external support services to assist the teacher to develop a plan of action.
<b>Step 5</b> Suspension	Principal	Action plan has failed to modify seriously disruptive behaviour.	When all of the above steps have been unsuccessful.	In line with DEECD guidelines.
<b>Step 6</b> Expulsion	Principal	Student's behaviour has not changed. Student is deemed to be an unacceptable risk to others.	When all of the above steps have been unsuccessful.	In line with DEECD guidelines.

