Mirboo North
Primary School

Code of Conduct
Mirboo North Primary School Mission Statement.

“Working together with parents and the broader community to provide opportunities to develop caring, competent and capable children who have positive attitudes towards themselves, learning and life.”

Purpose of Code of Conduct
The underlying purpose of the Mirboo North primary School Code of Conduct is to provide students and staff at Mirboo North Primary School with the right to work in a secure and orderly environment. The purpose also supports parents in their right to expect that their children will be educated in a purposeful environment in which the principles of care, courtesy and respect for the rights of others are valued.

The Mirboo North Primary School code of conduct aims to foster:

- A healthy, positive school culture in which high levels of achievement take place with the school environment.
- High standards of behaviour based on cooperation, mutual responsibility and self discipline.
- Positive, non-discriminatory relationships among students.

The Mirboo North Primary School Code of Conduct gives priority to enhancing self-discipline and respect for the rights of others, including parents, community and staff.

Principle concepts underlying the Code of Conduct.

- All individuals are to be valued and treated with respect.
- Students have a right to work in a secure environment where, without intimidation, they are able to be happy and safe.
- Bullying or harassment will not be tolerated.
- All students are able to fully develop their talents, interests and ambitions.
- Parents have a right to expect that their children will be educated in a secure environment in which care, courtesy and respect for the rights of others are encouraged.
- Teachers have a right to expect that they will be able to teach in an orderly and cooperative environment.
- Parents have an obligation to support the school in its efforts to maintain a positive teaching and learning environment.
- Principals and staff have an obligation to fairly, reasonably and consistently implement the code of conduct.
- The school community has an obligation to review the code of conduct on an annual basis.
**Goals.**

- Positive relationships amongst all children to be encouraged
- All individuals to be valued and treated with respect
- People must not engage in conduct that incites hatred against or contempt for, a person’s racial or religious background, in accordance with current Racial and religious Acts of Parliament.
- Students have a right to work in a secure environment without intimidation, where they are able to develop their talents, interests, and ambitions.
- Parents should expect that such an environment will encourage care, courtesy and respect for the rights and property of others.
- Teachers should be able to teach in an atmosphere of order and co-operation.
- Parents have an obligation to support the school in its efforts to maintain a productive teaching and learning environment.
- Principals and staff have an obligation to implement the Code of Conduct fairly.

**Standards.**

A shared vision of social justice for all and actively working towards shaping strong communities.

**Staff**

- Teachers and support staff should ensure that programs and materials are based on strong current professional practice, documentation and theory.
- Educational goals are reflective of holistic outcomes as per the Victorian Essential Learnings: 2006.
- Research and educational practice are based on current learning for literacy and numeracy.
- Curriculum delivery will be age appropriate, motivating, matched to student needs and provide opportunity for extensive practice.
- Professional development for staff will be ongoing and outcome based.
- Each teacher will be responsible for developing classroom strategies consistent with the school Code of conduct. Students are encouraged to be involved in this process to adopt appropriate behaviours in the classroom.
- Each teacher will work with the school community to develop and support a student code of conduct for the school community.
- School rules and consequences will support the school Code of Conduct.

**Students**

*Student’s book of Rights and Responsibilities*

The rights and responsibilities are MOST important because they involve caring about: **MYSELF, OTHERS, SCHOOL AND TEACHERS.**
**RIGHTS:**

- You have a right to be respected, care about yourself and have others care about you.
- You have a right to have others not to interfere with your work and your games.
- You have a right to expect the use of good manners at all times.
- You have a right to be safe at school.

**RESPONSIBILITIES:**

- You have a responsibility to help make our school a happy and safe place and care about other people in our school.
- You are responsible for your work and your actions.
- You have a responsibility to obey school rules.
- You have a responsibility to care about our school and its equipment.

*Caring about MYSELF means having fun and doing things I like to do, EXCEPT......Dangerous things.*

- Going out of the school ground without permission
- Playing dangerous and rough games
- Climbing trees or going on the roof
- Being silly on the equipment
- Running in the corridors, around corners or in the toilets
- Coming into the school except during work times or when it is raining
- Wearing unsuitable clothing or thongs
- Not wearing A HAT during term one and four.

*Caring about OTHERS means that:*

- We are always kind to others and don’t bully, fight, or boss other children.
- We do not annoy or interfere with other people.
- We are always honest.
- We do not throw stones, objects at others.
- We do not chew gum at school.
- We speak politely at all times and we do not swear.
- We do not touch other people’s property.
- We play in our own play areas and do not play in the toilets.

*Caring about our SCHOOL means we look after the school and its environment and equipment.*

- We look after the gardens
- We put rubbish in the bins
- We use the toilets properly
- We keep the rooms and corridors tidy
- We refrain from vandalism
- We take care of things in our school.
Caring about **TEACHERS** means showing consideration by:

- Being punctual
- Using acceptable language-no swearing
- Obeying instructions at all times
- Speaking politely at all times

**What Happens When Rules Are Broken?**

When we hurt other people, damage property or do a dangerous thing we must accept the consequences.

**These may include:**
- Apologising
- Discussing your actions with your teacher
- Cleaning up or fixing what has been broken
- Doing extra tasks- i.e. walk with the teacher or pick up rubbish
- Detention: at recess or ½ of lunch.

**Losing privileges in the classroom.**
- This may involve a time out spot in the room where you work quietly
- Being sent to another classroom to work
- Teacher may phone your parents
- Detention

**Some consequences:**

Breaking any of the school rules may require you to do one of the following:
- Go to a time out spot in classroom
- If not cooperating go to another classroom
- Parents notified

*If you leave the school ground without permission and have not returned to class for some time:*
- Detention, parent notified

**Making a mess, spitting, dropping litter.**
- Yard Duty

**Fighting, Bullying.**
- Detention, apology
- Parents of both children notified

**Riding bike/scooter/rollerblades in the school ground.**
- Warning
- Repeat offense scooter/bike/etc taken off offender and returned at end of day
• Repeated offense parents notified, banned for a week.

*Swearing/ disrespect to adults and students.*
• Detention and parent notification

*Poor behaviour on the bus, including, swearing, phone abuse, yelling and fighting.*
• Warning-parent notified
• Repeated behaviour, parent notification of removal from the bus for a specified period.

Consequences may vary at the teacher’s discretion, depending on the severity of the offence.

**Strategies for Managing Discipline**
• Aim to raise awareness of what supports resilient behaviours and to develop strategies that students can use to reduce vulnerabilities and increase coping skills.
• Positive social behaviours and problem solving skills: effective coping, social and problem solving skills help students cope with stress and adversity.
• Implement a comprehensive program within the curriculum to engage all students
• Encourage supportive relationships amongst students, staff and community
• Build mutual respect and promote safety at school
• Practice inclusive learning and teaching
• Enhance the value of school attendance: a positive sense of belonging at the school
• Peer connectedness: a positive connection to peers has a strong influence on a student’s sense of wellbeing.
• Ease transitions for students: home to school, kinder to prep, junior school to upper school and senior school to secondary college

**School Rules.**
For the student body there are three key rules that encompass all other rules:

1) **Everyone has the right to feel safe.**

2) **Everyone has the right to learn without distraction.**

3) **Everyone has the right to be treated with courtesy.**

**Student personal conduct:**
1. Courteous language will be used towards children, teachers and others.
2. It is an expectation that students obey teacher directions and instructions.
3. Students are expected to be on time and prepared for class.
4. Students are only allowed to enter classrooms outside teaching time, with teacher supervision.
5. Games in the yard involving rough play are banned. This includes tackling whilst playing AFL and Code rules (modified versions of these games may be played), gang-up and pretend fights.
6. Throwing of stones or other objects that are dangerous. (This would also include acorns.)
7. Sticks are to remain on the ground, unless specifically building a cubby.
8. Students should not fight, bully harass, intimidate or discriminate against other students, regardless of the gender, race or disability.
9. Abusive or foul language is unacceptable and will not be tolerated.
10. The possession of cigarettes and smoking is prohibited.
11. The procession or consumption of alcohol or other illegal substances is prohibited at school or at any school activity.

**Respect for school property and the property of others:**

1. Equipment will be used in a sensible and appropriate manner.
2. Care must be taken of all property including books, pens, pencils, walls, furniture, playground equipment and sports equipment.
3. Climbing on trees, fences and school buildings is not permitted.
4. Valuables and dangerous items should not be bought to school. Examples include, jewellery, MP3 players, any electronic game or musical device, roller blades and skateboards. (If students use an electronic music device for their bus travel should remain in their bags at all times, and or handed to the teacher for safe keeping.) See also Mobile phone use at a later point. Dangerous items include knives, toy guns, missiles, launching toys, glass containers and matches.
5. Toys that are “Fad” toys like swap cards are to left at home for out of school use.

**Areas for Safe Play:**

1. The Oval
2. The Arboretum - only when advised.
3. The Large Play equipment area, the tennis courts, the basketball area, the sandpit, the asphalted areas around the school.
4. The small equipment play area - Junior school only.

**Areas of Unsafe Play:**

1. The car park areas
2. Garden Beds
3. Bike Shed
4. Kicking balls in the asphalt quadrangle.
5. Ball games must not be played against the murals.
6. Running is not permitted around corners and in walkways
7. Bikes and skateboards are not permitted to ridden in the school during school hours.
Leaving the School Ground:
1. Children may not leave school during school hours without a note or verbal permission from their parents or the principal.
2. If children have a need to retrieve a ball outside the fence, the child MUST seek the yard duty teacher who will supervise the return of the ball. At no time must a child leave the yard to retrieve a ball without supervision.

Children in Buildings:
1. Children are allowed in classrooms including the Art room, Ict room, and Library after 8.45 if a teacher is present.
2. Children are not permitted in the gym, unless with they are with a teacher
3. Children are not permitted in corridors or classrooms at lunch time and recess. During wet-day time tables, students are supervised in their rooms by a teacher.
4. Children exit their classrooms for recess at 10.35 and for lunch at 12.40.
5. Movement of children around the school and corridors must be in an orderly and sensible manner.
6. NO teacher present = no children in the rooms-no exception.

Sequence of Strategies Used In Student Management:

Classroom management.
1. Each classroom will develop a set of class rules that are negotiated, documented and displayed in their room. The teacher and students will use this document to direct safe, uninterrupted, courteous learning behaviours in the classroom.

2. Graded assertive discipline strategic consequences will be used for students who do not comply to the classroom rules. This may include the following:
   - Warning. Name on the board.
   - Continued misbehaviour after the name on the board, student is removed to another classroom using a card system. The card indicates to the teacher receiving the child in their class that the student has been sent for discipline reasons.
   - Stay in at recess and discuss the issue with the teacher.
   - Students may forfeit a reward that is class related as some time during the timetable.
   - Students will not be sat in the corridor, (where they may be unsupervised and at risk).

Yard Management
Whilst at play or outside for a directed time allocation there is an expectation that students will follow the above mentioned rules and the student “Book of Rights”.
If a student is found to have not followed the school rules by endangering other students or themselves, the following consequences will apply:

1. The student must apologise to the persons who have been hurt or offended.
2. A thorough discussion with the yard duty teacher regarding the circumstances and the person’s involved
3. If the situation requires an area to be cleaned those responsible will assist with the cleaning.
4. If the situation requires first aide, immediate assistance will be applied.
5. If the situation is deemed severe, the student will be explained to such that they will understand why they are being punished and will be sent inside to the assistant principal or principal.
6. Severe clause: areas for automatic removal from class or the yard include, when a student significantly interferes with the rights of other students, causes physical harm to another student, has bullied another student, has failed to comply with a teachers direction in regard to safe play, has used inappropriate, unacceptable discriminatory behaviour or offensive language towards others, behaves in a way that threatens the good order of a school program.
7. Leaves the school without permission.

For the above situations, all circumstances, witnesses and witness accounts will be recorded by the leadership team. Upon the final accumulation of evidence and possible previous warnings, a decision will be made regarding the appropriate disciplinary procedures. Parents are to be informed if a student is receiving a detention. A phone contact will support this process. All circumstances surrounding detentions will be recorded on the school’s Z-Track software.

**Detentions are to constitute a recess in the day, or half a recess and half a lunch.**

**Out of the yard detention.**
This is a severe clause for students who are seen to be bullying other students. Students are not to be in the yard at the same time as the remaining student body. They will have time outside supervised by the leadership team, in any given day.

**Suspension and expulsion:**
Mirboo North Primary School follows the DEECT guidelines published for the “Student Code of Conduct” published on the DEET web site. (A copy of the Student Code of Conduct paper is available in the school.)

**Use Of Mobile Phones By Students As Per DEECD Guidelines.**
Schools and Colleges can make reasonable rules about what students can and cannot bring to school. They can ban anything which is illegal, dangerous or is likely to cause disruption or harm to the smooth running of the school and the education of other students.

The use of mobile phones and similar electronic devices in class can be disruptive to the learning environment of students and should be discouraged. It is acknowledged however
that in some circumstances such devices can be appropriately incorporated into the learning program.

Mobile phone cameras (still and video) must not be used in spaces where these are banned, for example changing rooms, gyms and swimming pools. Using mobile camera (still and video) to film people and their activities without their knowledge and/or permission is an invasion of privacy and is not permitted.

Schools which decide to allow the use of mobile phones at schools should clearly and regularly advise students, parents and guardians of their expectations with regard to these devices.

4.15.1 Guidelines for policy development

The following points may be useful in the development of a policy in this area:

- Mobile phones should not be used in any manner or place that is disruptive to the normal routine of a school.
- Students should have their mobile phones switched off and out of sight during classes.
- Students should only use their mobile phones before or after school, or during recess and lunch breaks.
- There are times when it is genuinely appropriate and beneficial for students to have access to a mobile phone; for example, need to contact parents or guardians in emergencies.
- The policy applies to students during school excursions, camps and extra-curricular activities.
- It is important that students display courtesy, consideration and respect for others whenever they are using a mobile phone.
- Mobile phone cameras (still and video) are not to be used anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets.
- Appropriate action should be taken against any student who photographs or films other individuals without their consent or who sends harassing or threatening messages. (see 4.6.3)
- Disciplinary action should be taken against any student/s who is/are caught using a mobile phone to cheat in exams or assessments.
- Students should ensure that their phones are always stored in a safe and secure place.
- Mobile phones are used at their owners’ risk.
- The Department does not hold insurance for personal property brought to schools and it will generally not pay for any loss or damage to such property. Staff and students should be discouraged from bringing any unnecessary or particularly valuable items to school (Circular 038/2005).
**Website:**


**Parents and the community:**
Parents are encouraged to support the monitoring and review process designed to further improve and develop our code of conduct. It is expected that parents are familiar with the structures that support the Code of Conduct and actively support the rules which apply to all students.
A shared input to meetings related to the code of conduct are to be established between the school community and staff. (Parents/ Carers, students and teachers.)

Documentation/reporting and accountability

- Z-Track student management software.
- Yard duty folder
- Teacher records
- Witness statements
2007 POLICY

BULLYING

Rationale
Mirboo North Primary School students have the right to a safe and caring environment which promotes learning, personal growth and positive self esteem.

Aim
The school will effectively prevent bullying through a whole school approach that focuses on safety and wellbeing throughout all school practices.

What is bullying?
Bullying is when someone, or a group of people, who have more power at the time deliberately upset or hurt another person, their property, reputation or social acceptance on more than one occasion.

- Direct physical bullying- including hitting, tripping, and pushing or damaging property
- Direct verbal bullying- including name calling, insults, homophobic or racist remarks, or verbal abuse.
- Indirect bullying is harder to recognize and often carried out behind the bullied person’s back. It is designed to harm someone’s social reputation and/or cause humiliation- lying and spreading rumours, playing nasty jokes to embarrass and humiliate, mimicking, encouraging others to socially exclude someone, damaging someone’s social reputation and social acceptance.
- Cyber bullying- involving the use of email, text messages or chat rooms to humiliate and distress someone.

What bullying is not
Many distressing behaviours are not examples of bullying, even though they are unpleasant and often require teacher intervention and management.

- Mutual conflict- an argument or disagreement between students but not an imbalance of power. Both parties are upset and usually both want a resolution to the problem
- Social rejection or dislike- unless directed towards someone specific and involves deliberate and repeated attempts to cause distress, exclude or create dislike by others, it is not bullying
- Single episode acts- of nastiness or physical aggression are not the same as bullying. Nastiness or physical aggression that is directed towards many different students is not the same as bullying.
## Management of bullying incident

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<th>BEHAVIOURS</th>
<th>ACTIONS</th>
<th>PEOPLE RESPONSIBLE</th>
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<tr>
<td><strong>Level 1 Bullying and Harassment</strong>&lt;br&gt;This level of bullying and harassment involves thoughtless periodic teasing, name-calling, occasional exclusion or theft of belongings. This can be annoying and hurtful and can escalate and then involve more serious forms of bullying. This behaviour may be initiated by an individual or be in response to previous actions by someone else.</td>
<td>→ <strong>Consequences</strong>&lt;br&gt;These could include&lt;br&gt;• Discussing the issue with those concerned.&lt;br&gt;• 10 minutes yard duty/walk with teacher&lt;br&gt;• Note in student diary for parents&lt;br&gt;• In class timeout/yard time out&lt;br&gt;• Send to counsellor&lt;br&gt;• Session in buddy class/time with buddy&lt;br&gt;• Session in thinking room</td>
<td>→ <strong>All Teachers</strong>&lt;br&gt;It is of great importance that these occurrences of bullying or harassment are not ignored.&lt;br&gt;&lt;br&gt;All teachers need to challenge these incidents when they occur both in the classroom and the yard.&lt;br&gt;&lt;br&gt;In the Middle and Senior schools an incident report is to be completed and passed to homegroup teacher.&lt;br&gt;&lt;br&gt;In the Junior school class teachers and yard duty teachers report bullying and harassment incidents through the thinking room book and class behaviour book.&lt;br&gt;&lt;br&gt;The data relating to bullying and harassment is kept across the whole school.</td>
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<td><strong>Level 2 Bullying and Harassment</strong>&lt;br&gt;This level of bullying and harassment occurs when a student is subjected for a period of time to forms of harassment that are both systematic and deliberate. These may include cruel teasing, theft of belongings, continual exclusion and some threats of or actual physical abuse, for example pushing, tripping or punching.</td>
<td>→ <strong>Consequences</strong>&lt;br&gt;These incidents will be investigated by a formal process which could include&lt;br&gt;• Formal documentation&lt;br&gt;• Contact with parents&lt;br&gt;• Counselling, mediation, resolution&lt;br&gt;• Attendance at skill workshop&lt;br&gt;• Appropriate consequence - detention</td>
<td>→ <strong>All Teachers supported by members of Leadership Team,</strong>&lt;br&gt;Curriculum and Year Level Coordinators&lt;br&gt;&lt;br&gt;Class teachers and Home Group teachers are encouraged to undertake the level 2 procedures and may seek assistance from the above people. As with level 1, these incidents of bullying and harassment need to be recorded on an incident/behaviour slip.</td>
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Level 3 Bullying and Harassment

This level of bullying and harassment occurs when the actions are cruel, malicious and intense, especially if they occur over an extended period of time and are very distressing to the person who is experiencing it. It often involves serious physical assaults, but is still considered severe if non-physical methods such as name-calling and exclusion are used.

Consequences

In dealing with incidents at this level actions would include;

- Formal investigation and documentation
- Interview with parents
- Required educational activities. E.g. anger management
- Suspension/exclusion from school

Leadership Team

Incidents of these nature will be referred directly to members of the leadership team for action

Preventative strategies for bullying

- Assertiveness Training – Teachers will help students through classroom based role plays to plan and practice responses to bullying incidents in a clear and polite manner; and to respond using an assertive body language.
- Restorative Practices - A range of practices involving the development and enhancement of relationships in schools and teaching conflict resolution and other problem solving skills. E.g. Community Conferences (held for serious incident involving the wrong doer, the student being bullied, their families and appropriate school personnel); Small group individual conferences (usually held between a small group of students or a student and a teacher where a less serious incident has occurred); and Classroom Conferences (involving the whole class in addressing issues that have affected teaching and learning).
- Bystander Training – trains bystander students to behave in a supportive way to students who are being bullied, and to intervene where able.
- Buddy Systems – can help to promote friendship and support between older and younger peers through regular collaboration between their classes, which fosters a sense of whole school community.
- You Can Do It education – to develop social, emotional and behavioral wellbeing.
- Supervision – Teachers should arrive promptly to the classroom at the commencement of each teaching period. Teachers should actively patrol their designated area during yard duty.
- Actively engage students to prevent boredom – provision of activities during recess and/or lunch breaks.

What Parents can do if their child is being bullied

- Listening and understanding
- Good advice and support
- Collect and write down information
- Work with the school to solve the problem
- Follow up
It is helpful for the school if parents report all incidents of bullying that they are aware of at the school, not just incidents that happen to their own child. At our school, it is your right and responsibility to report bullying, whether this happens to you or to someone else.

**What Children can do if they or someone they know is being bullied**

- Take action to help others if they are being bullied.
- Seek help if you are being bullied, no one has to put up with bullying.
- Do not bully others.

When bullying occurs, immediately tell either your class teacher, the Principal, Assistant Principal or the Chaplain. You should also let your parents know.

The Student Welfare Coordinator (Assistant Principal) can also be approached, as can any other member of the teaching staff whom you trust.

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**BULLYING BEHAVIOURS OCCUR**

- **Behaviour reported**
  - Teacher intervention
  - Talk with the bully
  - **No Blame, negotiated behaviour Change**
    - review by teacher and students
    - Change in behaviour
    - Congratulate and celebrate
    - Continue to monitor

- **Behaviour not reported**
  - Continued Bullying

**CONSEQUENCES**

- Parent, Teacher conference
- Agreed plan of support/Management process. Process - this may include DEECD guidelines for suspension

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*A graduated series of warnings/consequences are given to students involved in bullying situations. The first time a student is involved in bullying they are warned, there is a discussion with a teacher and the incident is recorded to help teachers identify emergent patterns. After a second incident, parents are contacted and suitable consequences are negotiated. After a third incident, a behaviour management program is established in partnership with parents or carers. A non punitive approach is also used in some ongoing bullying situations.*