



STUDENT CODE OF CONDUCT

The objective of this policy is the promotion of child safety in the school environment.

Rationale:

Lilydale Primary School has a learning environment built on the values of Perseverance, Respect, Inclusion, Determination and Encouragement. The school is committed to success in a student centred and safe atmosphere. High educational standards are expected and encouraged, as is respect for diversity, self and others. The provision of broad educational opportunities allows all students a pathway to success as responsible members of the global community.

Aims:

Understanding by the whole community that the Code of Conduct is based on the following principles:

- students have the right to be safe in and out of the classroom and online
 - students will respect others and be respected by others and value diversity
 - all students regardless of year level, will be expected to obey the reasonable and clearly expressed rules, both in and out of the classroom and online
 - students will have an input into the development and maintenance of the School and classroom rules.
 - students will be encouraged to have pride in their learning and in their School
 - students will learn in a stimulating and challenging environment that is established through cooperative behaviours
 - parents have an obligation to support the School and their student in the School's efforts to develop and maintain a productive learning environment
 - Our Principal and Staff will implement the "Whole School Approach" code of conduct fairly, reasonably and consistently
- Student knowledge of, and adherence to, the School Wide Rules which are:
 - To continually work to improve their own learning and that of others
 - Model positive behaviour to other students.
 - Comply with and model school values.
 - To follow the instructions of the teacher, Principal and other members of staff
 - Behave in a safe and responsible manner.
 - Respect ourselves, other members of the school community and the school environment.
 - Actively participate in school.
 - Not disrupt the learning of others and make the most of our educational opportunities.

Proud of our past. Educating for our future.

- Joint support for and adherence to these School Rules and the sets of **classroom rules** developed with reference to particular needs of each learning area.
- Display of School and Classroom rules in classrooms and make them available to parents and students through School publications and websites.
- Creation each year of a Class Mission Statement that provides guidance to students as to how they are expected to learn and behave in each learning area.

Implementation:

- All members of the School will join with teachers to look actively for positive behaviours and reward these using the following strategies:
 - positive reinforcement of good behaviours and positive values to promote self-esteem and shared responsibility for learning
 - acknowledging achievements
 - encouraging citizenship
 - requiring all participants in the School to support the Whole School Approach
 - encouraging and ensuring awareness of the School and Classroom rules
 - review and reaffirmation of rules and consequences on a regular basis with students, staff, and parents
- When there is a need to discipline a student for not obeying rules and therefore putting their learning and that of others and School environment at risk, a hierarchy of consequences has been established. The consequences are School-wide and applied by all staff in the same manner.
- Where appropriate, parents will be notified of positive and negative student behaviour. This ensures parents active involvement in the Whole School Approach.
- **Sanctions in extreme circumstances**
Where there are extreme breaches of the Whole School Approach code by a student, or if an unlawful act has been committed, there will be appropriate actions taken. This action will be in accordance with the DET guidelines and regulations and legal requirements.

REVIEW CYCLE AND EVALUATION

This policy was last updated November and is scheduled for review in February 2024.