

Code of Conduct

**Respect**

By respecting ourselves first, we are accepting and considerate, treating others with appreciation and encouragement.

**Commitment**

We always persevere, taking pride and responsibility to meet the challenges and achieve our best.

**Responsibility**

We seek to be confident, responsible students and members of the greater community, by actively listening and modelling the right behaviours.

**Citizenship**

We promote equal voice and express any differences without fear, always demonstrating compassion, integrity and kindness within the school and the community.

Vision

**Sutherland Dianella Primary School students are challenged and supported to become confident and independent learners, who achieve their personal best.**

**School Environment Promotes Positive Behaviour**

Whole school restorative practice  
Classroom reward systems  
Whole school values program  
Merit awards PP- Year 6  
BounceBack

Rewarding effort alongside results  
Positive relationships  
Strategic student feedback  
Student engagement program  
Class Meetings

Behaviour Management Process

**Low level behaviours resolved in classroom**

- Non verbal cues
- Proximity
- Discrete verbal reminder of classroom rules and code of conduct/friendly warning
- Reinforce positive behaviour
- **Restorative conversation**

**Low level behaviours resolved in playground**

- Non verbal cues
- Proximity
- Discrete verbal reminder of playground rules and code of conduct
- Reinforce positive behaviour
- **Restorative conversation**

**Repeated negative behaviours in classroom**

- Formal verbal warning
- Name on board
- Time out in class and name in Tracking Book
- **Restorative conversation** with class teacher for inclusion back in classroom activities
- Time out in Buddy Room and name in Tracking Book
- If behaviour continues, classroom teacher completes red slip and refers to school administration
- **Restorative conversation** with class teacher for inclusion back in classroom
- Parent informed by classroom teacher via phone call, email, SMS or face to face conversation

**Repeated negative behaviours in playground**

- **Restorative conversation**
- Possible outcome**
- Walk with the teacher on duty
  - Time out in playground
  - Discussion with Duty Teacher re inclusion back into playground
  - Referral to class teacher and/or admin
  - Parent informed via phone call, email, SMS or face to face conversation

**Extreme or repeated negative behaviours in classroom**

- Classroom teacher completes red slip and refers to school administration

**Possible outcomes**

- Student reflection sheet
- Parent informed via phone call, email, SMS or face to face conversation
- Warning issued to student
- Supervised break period for student
- Suspension issued to student
- **Restorative conversation held at an appropriate time**

**Extreme or repeated negative behaviours in playground**

- Duty teacher completes green slip and refers to school administration

**Possible outcomes**

- Student reflection sheet
- Parent informed via phone call, email, SMS or face to face conversation
- Warning issued to student
- Supervised break period for student
- Suspension issued to student
- **Restorative conversation held at an appropriate time**

Note: Classroom teacher denotes teacher in charge of a class including specialist teachers, homeroom teachers and relief teachers.

**Further Behaviour Support for Students**

- Individual Behaviour Plans developed by classroom teacher for students who require additional support in classroom or playground.
- Meet with parents to discuss Individual Behaviour Plan.
- Referral for Student Services Team for case management for students who are not responding to intervention
- Case Management could result in referral to School Based Support Service (SBSS) or Education Department’s Student Behaviour Support Team (SSENb)

**Restorative Conversations**

**Restorative Questions 1  
*When Things Go Wrong***

- What happened?
- What were you thinking of at the time?
- What have you thought about since?
- Who has been affected by what you have done? In what way?
- What do you think you need to do to make things right?

**Restorative Questions 2  
*When Someone Has Been Hurt***

- What did you think when you realised what had happened?
- What impact has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?