



Student Code of Conduct

Approved:	Oct 2006
Reviewed:	August 2014
Next Review:	August 2016
Audience:	Students

This Code of Conduct is informed by our School Mission Statement and Christ's teaching which we, as students, explore regularly with our teachers.

Mission Statement:

Peace Lutheran Primary School aims to provide a safe place where children, staff, parents and the community can experience the joy of learning and growing together through Christ. This includes taking up the challenge to grow as individuals, build new, caring relationships, discover new worlds, change our lives and touch the community well beyond the school gate.

Christ's Teaching:

The Gospel as a whole informs all of our work at Peace Lutheran Primary School. The following examples listed below are just a few aspects of Christ's teaching that we might study from time to time with our teachers in terms of how they inform expectations for our behaviour and our code of conduct:

The Good Samaritan (Lk 10: 25-37) Love your enemies (Lk 6:27-35)

The Lost Sheep (Lk 15:1-7) Bearing good fruit (Lk 6: 43-45)

The Lost Son (Lk 15:11-32) Let your light shine (Lk 8: 16-18)

The Sower (Mark 4;3-20) Do not worry (Lk 12:22-33)

The Mustard Seed (Mark 4: 30-32)

Jesus helps the lepers (Mark 1: 41-44); disabled (Mk 2: 4-5); blind (Mk 8: 23-24).

It is not the healthy that need the doctor but the sick (Mk 2:17)

Come follow me I will make you fishers of men (Mk 1: 17)

Forgiveness of sins (Matthew 25:36) Futility of Violence (Matthew 26: 52) Sheep and the Goats (Matthew 25:36)

Do not judge others (Lk 6:37-42)

STUDENT CODE OF CONDUCT

This code of conduct will be discussed and explored with our teachers throughout each year and shared with our parents at home.

We believe all students have the **right** to:

1. learn in a friendly, positive atmosphere
2. feel secure and safe in an environment where we are treated with courtesy, kindness and respect
3. express feelings and opinions assertively using HI-5! Strategies:
 - a. Talk friendly
 - b. Talk firmly
 - c. Ignore
 - d. Walk Away
 - e. Report
4. help establish school rules that are fair to all involved, can be consistently enforced and respect the privacy and special needs of individuals
5. be valued for their individuality, including that of race, gender, cultural, physical or intellectual diversity

To enjoy these rights we need to fulfil the following **responsibilities**:

1. *the choices that we make and the way we choose to behave in different circumstances*
2. *playing our part in upholding the school expectations*
3. *helping to establish a safe and caring environment*
4. *helping others to learn and feel good about themselves*
5. *respecting the right of the teacher to teach*
6. *being prepared and willing to learn ourselves*

What Does This Mean?

To ensure we all understand the same meaning of the words, definitions and intentions of this Code of Conduct, we are to explore this document regularly with our teachers and describe practical situations that will demonstrate to our teachers that we know what we have to do:

Here are some examples to help us:

Communication (how we speak and listen)

- We use “I” statements
- We listen to others politely and try to empathise with them
- We talk and discuss instead of yelling and arguing
- We make our words and body language match in an assertive way

Settling Conflicts (how we can work out disputes and arguments)

- We use the HI-5 strategies (Talk Friendly; Talk Firmly; Ignore; Walk Away; Report)
- We try to solve our problems so that everyone wins
- We let people know how we are feeling
- We apologise if we hurt someone's feelings

The **Restorative Practices** Framework will govern the processes by which conflict is resolved.

Movement (how we behave both in and out of school)

- We walk in the classroom and around the buildings
- We respect people's personal space when we are moving around the school
- We represent our school on camps and excursions in a responsible and respectable way

Safety and Security (how we protect ourselves and others)

- We come to school after 8:00am and we wait at the pergola until a teacher arrives
- We make sure that we are in the supervised areas before school, during breaks and before leaving the school grounds (bus and front gate). We leave the school grounds in a responsible manner
- Unless we bring a signed note from our parents, we must not leave the school grounds on our own
- We are careful when we play on the play equipment
- We play responsibly and safely (we think of others' needs when we play)
- We stay inside the school boundaries during school hours
- We observe the out of bounds areas within the school grounds
- We don't approach strangers or go with them

Our use of ICT facilities and devices reflect Christian spirit and values as well as community standards. We know that we have responsibilities and obligations in our use of devices

Learning (how we can learn and grow as individuals)

- We accept and learn from our own and each other's mistakes
- We help each other in the classroom and in the playground
- We stay on task and concentrate on our own work
- We work to achieve our personal best
- We share and co-operate in group learning

Relationships (how we respond to others)

- We respect each other as God's unique children
- We interact with each other in positive ways
- We use appropriate interaction to try and solve problems (e.g. communication, reporting, etc)
- We stay calm and rational when we try to work out problems
- We feel comfortable about asking for help

- We respect people's personal space
- We respect each other's property
- We support and help others
- We make people feel welcome
- We cooperate with others
- We are kind and caring towards each other
- We praise others
- We avoid judging or criticising others
- We feel good about ourselves
- We forgive

5. Consequences

Breaching the Code of Conduct may incur consequences, which may include the following :

- discussion followed by a warning/s
- time out in the classroom or another classroom
- reflection sheet done in the classroom
- conferencing with the teacher
- written and/or verbal apology
- reflection time
- withdrawal of privileges eg; sport, excursions
- period of exclusion during recess/lunchtime periods
- contact with parent or caregiver
- individual behaviour contract
- period of exclusion from the classroom
- referral to pastoral care or counselling services
- exclusion from the School community

6. Strategies for student management

The School is committed to maintaining our school values– Honesty, Relationships, Co-operation, Respect, Forgiveness, Service, Humility, Courage, Hope and Perseverance and a restorative approach to managing inappropriate interactions to ensure positive outcomes and plans for changing negative interactions. Circle Conferencing, Bounce Back activities, Game Factory activities and other social learning tools help to develop student understanding of appropriate social interactions.