



# Student Code of Conduct

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Government of South Australia  
Department for Education

At Felixstow Community School, we aim to create a positive, flexible and collaborative learning environment that encourages academic, social and emotional growth. Our Student Code of Conduct supports our values of RESPECT, RESPONSIBILITY and COMPASSION and is in line with the Department for Education School Discipline Policy. We believe relationships are fundamental to the development of positive behaviours and use a positive behaviour support approach to support individual developmental needs.

**Why are relationships important?**

- Provides safety for learning
- Develops a collaborative community
- We learn the nuances necessary for effective communication
- We all need to feel valued
- We learn social skills from each other
- Through the development of positive relationships, we also develop a strong trust.

We have a strong focus on our school values (Respect, Responsibility & Compassion) and use these to guide students to make positive and strong choices with their behaviour, with our guiding questions:

- *Am I being respectful?*
- *Am I being responsible?*
- *Am I being compassionate?*

We use a restorative practice approach to resolve conflict. The most profound learning occurs when there is a healthy relationship between teacher, parents and student. Restorative Practices assists teachers, students and parents to build, maintain and restore relationships. Restorative Practices will help build capacity to enable students to self-regulate behaviour and contributes to the improvement of learning outcomes. Just like any other area of learning, when developing self-regulation behaviours students need various approaches, interventions and supports depending on their developmental levels and understandings.

At Felixstow Community School, we expect that children will be taking responsibility for the following areas:

**LEARNING**

- Be prepared for lessons
- Participate in all learning programmes
- Work towards targets from set goals
- Follow class / school routines
- Respect others right to learn and to teach
- Work cooperatively and collaboratively with others

**ATTENDANCE** (see Attendance Policy for further detail)

- Be punctual
- Attend regularly
- Explain absences, late arrivals and early dismissals by parent letter or personal contact

**RELATIONSHIPS AND COMMUNICATIONS**

- Communicate with others using positive body language, tone and manners
- Respect others' right to feel safe and to learn
- Use peaceful problem solving strategies
- Keep our school free from harassment, violence, bullying and discrimination
- Be inclusive of others
- Use the grievance procedures when necessary

**SAFETY AND MOVEMENT**

- Be aware of others' personal space and respect their movement
- Move safely in and out of buildings
- Stay together as a group when requested
- Keep within school, class and designated play area boundaries and ask permission from staff to leave these areas
- Play / work safely
- Share play equipment with others

### ***DRESS CODE***

- Wear a hat from the 1st September until the 30<sup>th</sup> May (a hat is not required in the winter months)
- Footwear that is suitable and safe for active play
- Sun safe tops (No exposed shoulders – eg tanks/shoestrings)
- Clothing should be appropriate for active play

### ***RESPECT FOR PROPERTY***

- Take good care of school property, others' property and the environment
- Keep the school environment clean and tidy

### **ACKNOWLEDGEMENT OF RESPONSIBLE BEHAVIOUR**

We acknowledge positive behaviours in a range of ways on an ongoing basis including:

- individual verbal recognition
- class verbal recognition
- feedback and praise
- communication with parents
- class based rewards
- whole class rewards.

### **RESPONSES TO INAPPROPRIATE BEHAVIOUR**

Responses may be dependent on the developmental stage of the child and on the frequency and severity of the behaviour.

- Reminder(s)
- Logical consequences
- Restorative conversations
- Communication with parents
- Counselling support
- Reflection time
- Missed time out of class or yard (in an alternate class or in the office area)
- Formulation of a behaviour plan
- Take homes

If inappropriate behaviours are ongoing or severe in nature responses could include suspension or exclusion from school. A referral to our Regional Support Services will be activated where ongoing persistent behaviours exist. All our discipline policies and procedures are consistent with the Department for Education "School Discipline Policy".

### **GRIEVANCE PROCEDURES**

At Felixstow Community School we support the right of any member of our school community who believes that our Student Code of Conduct is not supported or enforced appropriately to have their grievance addressed. Along with this right comes the responsibility to use the grievance procedures appropriately and confidentially.