



# Orroroo Area School

RESPECT RESPONSIBILITY EXCELLENCE TOLERANCE HONESTY

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## Behaviour Guidelines ORROROO AREA SCHOOL Code of Conduct

**This Code of Conduct covers all school activities off and on campus, in and out of school hours:**

### **1. *LEARNING***

Students will do their best to learn without interfering with others.

### **2. *SAFETY***

Students will play, work and use all personal and school equipment and property respectfully in ways that will keep themselves and others safe.

### **3. *RESPECT AND COMMUNICATION***

Students will speak and listen in an appropriate and respectful manner.

### **4. *PROBLEM SOLVING***

Students will talk through their problems respectfully with others, ask for help if necessary and follow the Grievance Procedure

## VALUES

Underpinning our Code of Conduct are the following values which guide our actions and decisions:

- Respect
- Excellence
- Responsibility
- Tolerance
- Honesty



Government of South Australia

Department for Education and  
Child Development

## **OUR CODE OF CONDUCT IS ABOUT:**

### **Attendance:**

#### **Keeping your learning on target by attending school as much as possible and by:**

- Providing a written note of explanation for absences signed by parent/caregiver/guardian for absences of 3 days and less, to the classroom teacher
- Providing a medical certificate and/or written note of explanation from parent/caregiver/guardian for absences of 3 days and more
- Parents/caregivers/guardians approaching the class teacher or home group teacher to apply for an exemption from school for planned absences of 5 school days or more
- Arriving to school and lessons on time; note the school day starts at 8.45 am for Home Group

#### **If you are late:**

- Sign the Arrive Late Register in the front office, and provide a note of explanation to the class/home group teacher marking the roll
- Sign out and in for lunch (if you have a lunch pass). For any other out of school authorised appointment eg. Work experience or dentist/doctor appointment, you need to show your diary note to your home group teacher at the start of the day, then to a staff member to sign you out when you leave. If accompanied by a parent/guardian they can sign you out when you leave.

### **Sun Safety: No hat – No play**

#### **Protect yourself from harmful exposure to the sun by:**

- Wearing broad brimmed hats in term 1 and 4 when outside

#### **If you are not wearing a broad brimmed hat outside:**

- You will have to spend your recess and lunch under a shaded area or in the library as instructed by a teacher

### **Use of Electronic Devices:**

#### **Respect others and everyone's right to learn by:**

- Switching mobile phones off during school hours
- Keeping electronic devices eg ipods in your bag during all lessons unless negotiated with individual teachers (all items you bring to school are your responsibility)

#### **If you have your mobile phone switched on during school time, or other player device without teacher permission:**

- It will be confiscated and held in the Front Office until the end of the day.
- Communication will be made to parents/guardians /caregivers for repeat offences requiring them to collect the phone from the Front Office

### **Playground Use:**

#### **Keep yourself and others safe by:**

- No running on asphalt area. (around buildings)
- Chasey to be played on the oval only (not on playground equipment).
- R-1 students not to use other equipment in the Year 2-8 playground.
- Year 7 and above are not permitted on the Primary synthetic courts.
- Year 9 and above are not permitted on the playground equipment.
- No food or drinks permitted on the Primary court area.
- Soccer is the only kicking game to be played on the Primary court area.
- All kicking of footballs to take place on the oval.
- Speak with duty teacher when ball has gone over the road, to gain permission to retrieve the ball.
- Let duty teacher know if ball is on the roof so it can be reported to ground staff for retrieval.

#### **R -1 age students to exclusively use:**

- R-1 Playground equipment (near class room)
- R-1 students may use the spider web, tunnels and boat in the Year 2-8 playground.

#### **Year 2 – 8 students to use:**

- Primary Playground equipment (on the edge of the oval)

### **Safe Movement:**

#### **Walk only:**

- Around playground equipment

- Around corners of buildings
- Inside buildings

### **Use of Bike Shelter:**

#### **Protect your equipment by:**

- Storing all bikes, skateboards and scooters in the bike shelter

### **Ball games:**

#### **Keep everyone safe and avoid unnecessary personal injury and damage by:**

- Playing all ball games that involve kicking on the oval only, (except for soccer on Primary Synthetic Courts)
- Use safety gear in the cricket nets
- Reporting to the teacher on duty:
  - Balls stuck on rooves and in trees
  - Balls that have gone across the road

### **Room Access:**

#### **Protect yourself and others by:**

- Being in the classrooms, work areas and store rooms with staff supervision or with teacher negotiation

### **School Crossing and Drop Off/Pick Up points:**

#### **Follow the road safety rules by:**

- Using the school crossing to cross the road, walking only – this includes bike riders, please also walk bike down footpath
- Using the Drop off/Pick up points for students on West Terrace

### **School security:**

#### **Help keep our school secure by:**

- Making sure keys you have borrowed are returned as soon as possible
- Ensuring everything is locked up before you leave at the end of the day

### **Respect yourself and others by:**

- Speaking appropriately (this means don't use offensive language)
- Using appropriate bins for rubbish and recyclable materials
- Leaving all chewing gum at home
- Using roll on deodorants only at school (severe allergic reactions can occur using spray devices)
- Taking all hats off when inside buildings

## **LIBRARY**

### **Our Code of Conduct is about:**

#### **Show respect for all library users by:**

- Working quietly using a quiet voice (respect other library users where appropriate)
- Accessing the library at lunchtime, and lesson time when staff are on duty
- Completing appropriate forms with teacher signature before borrowing AV equipment overnight
- Accessing the internet at lunch time for school purposes via the approved websites on the intranet page

#### **Treat all materials and equipment with respect and care by:**

- Reporting faulty equipment to a staff member eg computer, photocopier
- Leaving food and drinks outside
- Reporting to staff when requiring colour printing
- Applying Computing Room rules to the library computers

#### **Acting in ways that keep yourself and others safe by:**

- Walking at all times in the library
- Keeping personal information secure and confidential eg passwords
- Using all equipment according to the safety rules

## COMPUTERS

**Our Code of Conduct is about:**  
**Please see the IT Policy**

### **PRACTICAL AREAS eg:**

**HOME EC/ART ROOM/TECH ROOM/GYMNASIUM/AG AREA/LABORATORY**

**Our Code of Conduct is about:**

**Keep your work space safe by:**

- Walking at all times
- Taking care of all materials and using equipment, tools and substances for their intended purpose or as instructed
- Knowing and practising safety procedures including keeping a safe distance from operating equipment and machinery
- Wearing appropriate safety clothing to suit the task eg safety glasses, welding helmets, aprons, face masks, enclosed shoes re uniform policy and not wearing scarves
- Reporting to the teacher injuries, near misses, breakages and malfunctions of equipment and machinery immediately
- Making sure all equipment is turned off after use and before leaving the room
- Keeping electrical equipment away from sinks and water
  - Make sure electrical equipment is unplugged before cleaning and maintenance tasks
- Reporting to the teacher and warn others of spills immediately that they occur (clean up as instructed by the teacher and dispose of appropriately following OHSW guidelines)
- Keeping your work area/space clear of obstacles and hazards, and cleaning up after yourself

**Respect the work space and others working in it by:**

- Listening and speaking respectfully at all times using appropriate language
- Ensuring your actions are not interfering with the work and safety of others
- Placing all rubbish in bins provided
- Eating and drinking outside (water bottles allowed on desks)

## BUS RULES

**Our Code of Conduct for Travel on School Buses is about:**

**Safety:**

**Keep yourself and others safe by:**

- Waiting a reasonable distance from the bus until it is stopped completely before entering
- Behaving responsibly and cooperating with the bus driver at all times
- While travelling:
  - Sitting in the seat assigned to you, wearing the seat belt, and facing the front of the bus at all times
  - Keeping all of your body inside the bus at all times

**The Bus Driver:**

**Has the right to a safe work environment free from distraction while driving and:**

- Must be present before students enter the bus
- Will allocate seats at his/her discretion
- Determine the ruling of consumption of food and drinks on the bus
- Will report all behavioural incidents to the Bus Manager and give directives regarding irresponsible behaviour that compromises safety and good order

**Consequences for Misconduct** will be administered according to the DECS Discipline Policy and the Orroroo Area School Learning and Behaviour Support Document and may include exclusion from bus travel for serious and persistent misconduct.

### **PREVENTATIVE ACTION:**

Can be taken to prevent unnecessary disruptions to learning including:

- Using appropriate learning programs and resources to support learning
- Planning interesting learning programs that are motivating and engaging
- Setting up learning spaces that support learning by minimising disruptions and distractions

- Catering for every student in the class
- Communicating clearly the goals and expectations of learning tasks
- Clearly articulating the class rules and behaviour management plan
- Developing a democratic classroom using practices for authentic student voice
- Creating stimulating, interesting and challenging learning spaces

## NATURAL JUSTICE

Natural justice, or as it is sometimes called in Australia “procedural fairness”, is a set of rules which are applied to a wide range of situations where action may be taken where a person’s rights or interests are to be effected.

The rules of natural justice are principles that have developed over the years to ensure fairness of the decision-making procedure of Courts and administrators. The rules of procedural fairness or natural justice consist broadly of three principles.

- The decision-maker must give to a person whose interests will be adversely affected by a decision, an opportunity to present his or her case.
- The decision-maker is not allowed to have an interest in the matter to be decided, nor appear as if they bring a prejudice of mind.
- The decision-maker’s decision must be based on logically probated evidence.

## CORRECTIVE ACTION:

Is used to correct problems when they arise. When carrying out corrective action:

- Maintain eye contact
- Minimise embarrassment and hostility by using a respectful voice
- Maintain a non-threatening distance
- Give clear choice to maximise student responsibility
- Be consistent in your actions and follow-up
- Develop a network of support

## The following table outlines choices of corrective action:

TACTICAL IGNORING	Decide what to ignore, for how long to ignore and what to do if the ignoring is not working.
NON-VERBAL MESSAGES	Hostile body language needs to be avoided. Eye contact should be firm without glaring. The key is treating students respectfully.
SIMPLE DIRECTIONS	States clearly what the teacher expects the student to do, is couched in respectful language, accompanied by "please" or "thankyou" and the use of the student’s name
POSITIVE REINFORCEMENT	This catches the student using appropriate behaviour. Feedback should be specific (encouraging) and not generalised (praise) eg “Well done, you put your hand up.” rather than “Good work.”
RULE REMINDERS	This keeps the interaction brief but relevant. The teacher restates the rule.
QUESTION & FEEDBACK	A response is invited by using a “what” question.
DEFLECTION	Strong feelings/conflicts are acknowledged and the time is provided for dealing with them.
DEFUSION	This uses a mild, appropriate humour or repartee to take the heat out of a potential conflict. It is NOT a strategy all teachers will be able to use successfully.
BLOCKING RESTATE	A verbal strategy that re-asserts the teacher’s direction by using the words repeatedly eg re-stating the relevant rule/s.
ASSERTIVE MESSAGES WHEN ... THEN ....	Using I-messages to explain to the student how the teacher is feeling about the behaviour.
DISTRACTIONS AND DIVERSIONS	The student’s attention is deliberately distracted and it is diverted into a safer course of action.
OVERLAPPING CLEAR COMMAND	The teacher excuses themselves from dealing with one student to give a simple direction to another student. The teacher then goes back to the first student.
CHOICES	This is never the first step. It follows tactical ignoring, rule reminders and simple directions.
TAKE ASIDE	The student is simply taken aside and asked what is going on and offered help.
ISOLATION WITHIN THE ROOM	The student is given the choice of working or moving. Given some time, the student is then asked to

	move if they have continued to be disruptive. This is a logical consequence for the behaviour.
TIME-OUT WITHIN THE ROOM	This would normally last between 5 and 15 minutes and students would then return to the class.
REMOVAL FROM THE ROOM	A choice is offered about being on task or having to leave. The policy in place should make clear how students will be removed, where they will go, what they will do while out of the room, when they can return to class, what conditions apply to their return and when parents will be consulted.
CONTRACTING AND CONFERENCING	The effect of behaviour on other people is clarified. What student's will do to remedy the situation is explored. How the teacher can help and support the student in the process is explored.

## LEVELS OF RESPONSE:

(Refer DECS School Discipline Policy March 1 2007)

### **LEVEL 1: SCHOOL LEVEL**

Responses at this level include:

1. **Rule reminder/corrective action**
2. **Class/yard timeout (5 – 15 minutes)**
3. **Exit to Buddy class until the next break**
4. Referral to Co-ordinator (Term 1 R-6 Lee, 7-9 Marg, 10-12 Mick)
5. Referral for Suspension to the principal or nominee:
  - Take Home (< one day)
  - Internal Suspension (< one day)
  - Suspension (1 – 5 days)

If Level 3 or above is reached a yellow slip must be used.  
Use diary note for levels 1 & 2.

### **LEVEL 2: SCHOOL LEVEL**

Student has an individual behaviour contract which identifies specific responses for target behaviours.

### **LEVEL 3: SYSTEM LEVEL**

Responses at this level include:

- Individual behaviour contracts
- Referral for behavioural support from Student Inclusion and Wellbeing Team
- Specific Behaviour Support Programs

### **LEVEL 4: SYSTEM LEVEL**

Responses at this level include:

- Exclusion
- Alternative school placement and programs

## SUSPENSION:

Referral to the principal or nominee for suspension will occur when violent, disruptive, dangerous or illegal behaviours have occurred.

In the event that the school needs to deal immediately with violent, disruptive, dangerous or illegal behaviours that seriously contravenes the school rules, behaviour contracts, threatens the safety of others, one of the following procedures will be actioned:

1. Internal suspension (< one day)
2. Take Home Suspension (< one day)
3. Suspension (maximum of 5 days)
  - **INTERNAL SUSPENSION**  
Student will be supervised by sector manager or alternative class as negotiated  
Supervised toilet and lunch breaks at different times to school timetable
  - **TAKE HOME SUSPENSION**  
The principal or nominee will:
    - Contact parent/caregivers by phone to inform them that a Take Home Suspension is necessary (for the rest of the school day)
    - Set a time for the re-entry meeting prior to student re-entering the school

## RE-ENTRY MEETINGS

Must occur prior to a student re-entering the school following a suspension involving parents/caregivers, the student where appropriate, and relevant staff members eg classroom teacher, home group teacher, SSO support worker. A Student Development Plan will be developed to support learning and managing behaviour.

Consideration will be given to:

- Referral for assessment
- Behaviour change/ social skills programs

## **YARD DUTY ISSUES**

Usually send a reliable student

## **PRIMARY BUDDY CLASSES 2016**

<b>CLASS</b>	<b>BUDDY</b>
R/1	2/3
2/3	4/5/6
4/5/6	8
7	10
9	11/12
Library	Co-ordinator or Corridor

## **CRITICAL INCIDENTS**

When a Critical Incident has occurred which has seriously threatened the safety and wellbeing of others a Critical Incident Form will be completed and sent to the District Director and School Care (refer to Appendix 11)