Rationale
Clare Primary School aims to have a healthy and cooperative community of learners who have as their core values caring, respect, fairness, cooperation, honesty responsibility and doing your best.
We respect the right of every person to feel safe, be included and be treated fairly.
We believe everyone can make strong responsible choices in a supportive learning environment.
We focus on restorative practices that develop positive relationships between all members of our school community. The opportunity is provided for people to take responsibility for their actions repairing any harm done during behavioural incidences.
We focus on the following questions as part of the restorative process.
• What happened
• What were you thinking about at the time
• What have you thought about since
• Who has been affected by what you have done? In what way?
• What do you need to do to make things right?

Classroom Code and Expectations.

Each classroom has a set of acceptable behaviours and expectations which are consistent with our school values.
• Is negotiated and agreed to by all class members.
• Makes clear the logical consequences for inappropriate behaviour.
• Focuses on the behaviour not the person
• Is clearly displayed in the classroom

Managing Inappropriate behaviour

The steps for inappropriate behaviour are:
• A reminder of the agreed expectation
• Time-out in or near the classroom
• Going to buddy class for a set time to complete required work and reflect on behaviour.
• Sent to the office to be counselled by a member of the leadership team.
• Parents are informed in writing of the issue.
• The behaviours of violence, repeated defiance, bullying, vandalism, stealing and verbal assault will result in immediate office time out or suspension.

The steps for repeated office time outs or reflection time outs in a term are:

• First Office Time Out – letter Home
• Second office time Out – Phone call home from a member of leadership
• Third office time out – Half day internal suspension- no play time
• After this the school will move to internal suspension for a full day and then suspending the child to home for 135 days
• A restorative case conference will be required with parents and student for re-entry after any take home or suspension

Any behaviour that is referred to the front office or reflection room needs to be entered on EDSAS

Managing Yard Behaviour

At Clare Primary School all student are expected to:
• Follow instructions given by staff
• Respect the rights of others to feel safe
• Respect school and other people's property

Our code of conduct for the yard involves our students:

• Considering the safety of others when moving or playing in our play areas.
• Being aware that bullying and harassment are unacceptable
• Remaining within our play boundaries
• Only entering classrooms when teachers are present
• Respecting our gardens and play equipment
• Respecting all staff and children
• Listening to and following teacher instructions.
• Keeping our play areas neat and tidy.
• Speaking in a courteous polite manner
• Eating food in designated areas

Consequences for inappropriate behaviours will depend on whether the behaviour is minor, moderate or severe.
(See flow chart)

Minor
Walk with the teacher or logical consequences

Moderate
Sit on the blue seat. The amount of time to be left to the discretion of the teacher on duty.

Severe
To be sent to the reflection room.
Students sent to the reflection room will have a note sent home to parents.

When in the reflection students need to be given the opportunity to:
• Take responsibility for their actions
• Repair the harm done during the inappropriate behaviour

Questions that need to be asked:
• What happened?
• What were you thinking of at the time.
• Who has been affected by what you have done
• What do you need to do to make things right

Repeated appearances in the reflection Room
If a child is sent to the reflection room three times in one term for inappropriate yard behaviour a half day internal suspension will follow.
A play plan will be completed with the school counsellor or other leadership staff around designated play areas and activities.

Responsibilities of Staff on yard duty.
• Arrive as quickly as possible to their area of supervision
• Ensure coverage of the complete area by patrol for maximum safety and duty of care.
• Advise the incoming yard duty teacher of any follow up issues they may need to attend to.
• Be on time for yard duty change overs and do not leave the yard duty area until the next teacher arrives.
• Be consistent in making sure the code of conduct is working.

Building a positive successful environment and culture

Praise and rewards
Encourage appropriate behaviour by:

• Praising verbally students who are listening sharing cooperating caring etc.
• Having regular classmeetings or circle time to share experiences, solve problems and practice the grievance procedure.
• Each class to negotiate its own system of positive reinforcement. This may include free time, positive play fun activities or celebration days.
• Positive acknowledgements through assemblies, newsletters and certificates.

Social skills
Are persistently taught and revisited in all classrooms by class teachers and counsellor
• Program Achieve
• Bounce back
• Play is the Way

Restorative Justice.
• The principles of restorative justice are utilised when resolving disputes between students and other members of the school community.

Student voice

• All students get the opportunity to express their views through regularly programmed class meetings.
• An SRC runs for students from reception to year 4
• Leadership groups operate for our years five and six.
• Representatives from each group to meet regularly with leadership
• School captains are elected at the start of each year.
• A similar process is used for the election of house captains.

Bully Audits.
• Bully audits are carried out yearly and identified bullies work with the counsellor. Students are encouraged to report incidences of bullying at any time in the knowledge that they will be supported.

Bystanders.

• Regular classroom work is carried out to skill students to become positive bystanders in becoming part of the solution to help stop bullying.

We are a values based community

• Caring
• Responsibility
• Doing your best
• Honesty
• Fairness
• Respect
• Cooperation

Each of these is expanded upon in each classroom where expectations are clearly understood and displayed