1. **Purpose:**

1.1 At Karoo Primary School we provide an environment that is caring, safe and supportive, where opportunities for all students are maximised. The school promotes high standards of behaviour based on cooperation, mutual respect, self-worth, self-discipline and shared responsibility.

1.2 The Student Code of Conduct policy for students employs a consistent approach to student wellbeing, which has been formulated in line with DET guidelines and regulations, the Charter of Human Rights and Responsibilities, Equal Opportunity Act and the Disability Standards for Education. Corporal punishment is prohibited in all Victorian schools. Under no circumstances will corporal punishment be permitted.

1.3 The Student Code of Conduct policy reflects the school’s values of: Respect, Responsibility, Excellence, Honesty and Fairness, Tolerance and Understanding.

2. **Implementation:**

2.1 Our Students:  

*Foster in themselves and others a positive emotional, social and intellectual environment where:*  

- All individuals are valued.
- Students actively respect the rights of others and are supported to be polite, tolerant and courteous.
- Students exhibit pride in their school, themselves and their achievements.
- Students feel safe.
- There is mutual respect and understanding of each other’s needs.
- Students take responsibility for their learning by participating in all activities.
- Positive modelling is facilitated.

*Respect the rights of all to participate in an inclusive curriculum where:*  

- Students have the right to learn and teachers have a right to teach in a cooperative and orderly environment.
- Students work and play without interference.
- Individual differences are valued and accepted.
- Students are expected to perform to the best of their ability.
- A positive work ethic is nurtured.
- Sharing, tolerance and compassion are expected.
- Student responsibility and co-operation is fostered.
- Risk taking is valued and encouraged.

*Support a co-ordinated whole school approach to student wellbeing which:*  

- Encourages students to resolve problems calmly, sensibly and fairly.
- Allows students to contribute to the decision making process related to the classroom and school issues.
- Promotes self-discipline.
Fosters the rights of students to learn.
Requires students to be aware of and demonstrate an understanding of the school rules.
Is based on a model of consistent and fair discipline procedures.

Take responsibility for the enhancement of positive and effective relationships by:
- Being accountable for their actions.
- Interacting positively with all levels of the school community.
- Playing responsibly within our playground.
- Participating in programs that provide positive solution resolution processes.
- Acknowledging peer achievements.

Actively support the maintenance and development of our attractive physical environment through:
- Respecting and caring for own property and that of the school community.
- Actively participating in Junior School Council.
- Being involved in planning for future development.
- Exhibiting pride in the school.
- Participating in programs which are designed to maintain and improve the aesthetic appeal of our school.

2.2 Where breaches of school rules occur, a range of disciplinary procedures will be instigated. These will be of logical consequence and conducted in consultation with parents and the student concerned. Serious occurrences will be dealt with in accordance with DET guidelines.

2.3 Discipline Procedures Staged Response.
Range of strategies may include:
- Discussing the behaviour problems with the student(s) and reaching an agreement for future behaviour.
- Explicit Teaching of appropriate behaviours.
- Monitoring and providing feedback (student diary).
- Time Out allowing students a “cooling off” period.
- Withdrawal a student may be withdrawn for an activity, class, camp or excursion if a students’ behaviour significantly interferes with the rights of other students to learn or the capacity of a teacher to teach a class. Where appropriate, parents/carers will be informed of withdrawals.
- Counselling for individuals in order to modify inappropriate behaviour.
- Discipline/Student Support Group Meeting involving parents/caregivers and/or relevant DET support staff. Outside Agencies to assist with modifying behaviour.
- Time Out - Detention will be given to a student for serious and/or continual misconduct.
- Inside - Time Out for no longer than half of recess and/or lunch, then supervised outside or given a designated play area.
2.4 Suspension:
- Suspension is the process of excluding a student from the standard instruction or educational opportunities being provided to other students at the school for part of a day, a full day, or multiple days.
- Suspension is a serious disciplinary measure and is best reserved for incidents when other measures have not produced a satisfactory response. The procedures for suspension are set out in Ministerial Order 625 and detailed further in this policy.

**Grounds for suspension:**
In order for suspension to be an option, the following conditions must be in place:

**The student’s behaviour must have occurred:**
- whilst attending school;
- or travelling to or from school;
- or while engaged in any school activity away from the school;
- or travelling to or from any school activity.

**The student’s behaviour must meet one or more of the following conditions:**
  a) behaves in such a way as to pose a danger, whether actual, perceived or threatened, to the health, safety or wellbeing of any person;
  b) causes significant damage to or destruction of property;
  c) commits or attempts to commit or is knowingly involved in the theft of property;
  d) possesses, uses or sells or deliberately assists another person to possess, use or sell illicit substances or weapons;
  e) fails to comply with any clear and reasonable instruction of a staff member so as to pose a danger, whether actual, perceived or threatened, to the health, safety or wellbeing of any person;
  f) consistently engages in behaviour that vilifies, defames, degrades or humiliates another person based on age; breastfeeding; gender; identity; impairment; industrial activity; lawful sexual activity; marital status; parent/carer status or status as a carer; physical features; political belief or activity; pregnancy; race; religious belief or activity; sex; sexual orientation; personal association (whether as a relative or otherwise) with a person who is identified by reference to any of the above attributes;
  g) consistently behaves in an unproductive manner that interferes with the wellbeing, safety or educational opportunities of any other student.

**Please note:** For incidents between students that occur outside of school hours or in locations other than those listed above, a suspension cannot be used as a response. The impact of cyberbullying (and other behaviours) outside of school hours/off school premises or schools is acknowledged, however, if the behaviour occurs solely outside of school hours/grounds suspension is not an available recourse. If incidents outside of school hours are connected to behaviour that does meet the grounds and location requirements for suspension, this external behaviour may be considered when determining the response to an in-school incident.

**Authority to suspend a student:**
- Only principals have authority to make the final decision to suspend a student. This authority cannot be delegated.
- School staff may provide advice to inform the principal's decision whether to suspend a student and may assist in the management of the student’s behaviour and/or in
communications with the parents, carers or relevant persons. Principals hold ultimate responsibility for ensuring that all processes are followed, correctly.

In-school suspension:
- An in-school suspension is where the student is excluded from the standard instruction or educational opportunities being provided to other students, but can still undertake educational activities on the school premises for the period of the suspension.
- In-school suspensions should focus on encouraging the student to exhibit more positive behaviour, to increase their level of participation and where appropriate, to learn problem solving and/or conflict resolution skills.

Options for in-school suspension include:
- Having the student accompany an experienced teacher/appropriate staff member to their classes for the day
- Participating in a work-based in-school suspension (e.g. working outdoors or preparation of educational materials)
- Providing a dedicated room or area where students can complete school work under appropriate supervision.
- A record is kept and parents notified of an in-school suspension

Period of suspension:
- The period of suspension must not exceed five school days. The suspension must not result in the student being suspended for more than 15 school days in the school year unless there is prior written approval from the Regional Director.

Identifying a relevant person:
Suspension of Aboriginal and Torres Strait Islander student(s):
- When considering a suspension for an Aboriginal or Torres Strait Islander student, a Koorie Engagement Support Officer (KESO) may be engaged to support the school and the family to find the best outcome for the student and connect the school and family to any local or regional resources to assist.

Students with separated parents:
- For students who have separated parents, it important to remember that suspension and expulsion are serious disciplinary measures and therefore all parents and carers are entitled to be notified of the intention to suspend or expel the student.
- In circumstances where there is more than one parent or carer who would like to participate in the suspension and expulsion process, it is important to involve all of them in the process.
- The principal may seek advice and assistance on how to proceed with a suspension or expulsion by consulting with the Department’s Legal Division on (03) 9637 3146 or via email on legal.services@edumail.vic.gov.au.

3. Evaluation:
This policy will be reviewed as part of the school’s three-year review cycle.