1. **Purpose:**

1.1 Karoo is committed to developing a safe, secure, caring and stimulating environment that enhances children’s self-esteem and encourages them to interact positively and to cooperate with others. Corporal punishment is prohibited in all Victorian schools. Under no circumstances will corporal punishment be permitted.

1.2 The school community has developed agreed values that are the basis for all school community interactions to assist in developing this environment. These values underpin the Positive Classroom Statement and norms which allow an environment to exist that helps students learn effectively and develop positive attitudes and behaviours.

2. **Implementation:**

2.1 Students are involved in developing behavioural guidelines called “Positive Classroom Statements” which relate to the school values. Appropriate behaviour is reinforced and a consequence for inappropriate behaviour for their class is developed.

2.2 School rules are reviewed by staff and students through the Junior School Council and published each year.

2.3 A range of positive play experiences are provided at recess and lunch times which allow alternative ways for students to interact with one another in a positive way and allow social skills to be practiced.

2.4 Teachers and community members act as role models of the behaviours that reflect the values and attitudes of the school community.

2.5 Staff encourage positive behaviour and gives clear, consistent guidelines to children regarding the school’s expectations and the Student Code of Conduct policy.

2.6 Communication between community members occurs in a positive and respectful manner and involves active listening and positive action.

2.7 The safety and security of all children is ensured by appropriate supervision and monitoring, modelling, teaching and reinforcing of safety practices.

2.8 Children are encouraged to be considerate and supportive of each other.

2.9 Moral development is considered in the planning of the programs.

2.10 Children are encouraged to undertake their own problem solving and negotiation with the support of staff using a range of strategies.

2.11 The school provides explicit teaching activities to develop the social skills required for effective personal and interpersonal development.
2.12 Support is provided to upset children.
2.13 School Support Service Officers or external agencies may be used to assist parents/guardians and the school to develop appropriate strategies for students.
2.14 Students may be included in group sessions run by the school to assist in the development of appropriate positive interactions/behaviours.
2.15 Consultation occurs between a student, parents/guardians when the student’s behaviour consistently conflicts with the school’s behavioural guideline and a behavioural plan is developed.
2.17 Major incidents in the yard will result in an incident report being completed and sent home to inform the parent/guardian of the incident and consequence.
2.18 Three incident reports being sent home in a short period of time will result in the parent/guardian being invited to a meeting to discuss possible ways to improve the student’s behaviour.
2.19 Severe breaches of the school community’s values or the school’s general rules may result in suspension or expulsion.

3. **Evaluation:**

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

4. **Reference:**

Student Code of Conduct Policy
Student Engagement and Wellbeing Policy