

HALLETT COVE EAST PRIMARY SCHOOL



Government of South Australia

Department for Education and
Child Development

CODE OF BEHAVIOUR

Our Values

Responsibility Excellence Fairness Respect

Our Vision

**Hallett Cove East Primary School -
Learning for tomorrow's world,
Working together,
Valuing each other and our future.**

HALLETT COVE EAST PRIMARY SCHOOL CODE OF BEHAVIOUR

WE VALUE	THIS MEANS WE
Responsibility	<ul style="list-style-type: none">• take ownership of our behaviour, thoughts and feelings• follow the rules and accept consequences for actions• are honest with ourselves and others• are trustworthy• care for our property as well as that of the school and others
Excellence	<ul style="list-style-type: none">• do the best we can in all areas of our learning and behaviour• aim high• persevere and keep trying towards success• show leadership• show creativity
Fairness	<ul style="list-style-type: none">• are willing to give and take• give everyone the same opportunities• include others• share and take turns• recognise when something is unfair and act to change that
Respect	<ul style="list-style-type: none">• show good manners and courtesy towards others• think and care about other people's feelings before we speak or act• accept people for who they are• actively listen to others• treat people the way that we would like to be treated• recognise and accept all cultures

Staff, Students, Parents, Caregivers and the School Community will work together to create:

- **A safe, caring, orderly and productive learning community**
- **Opportunities and support for students to develop responsibility and achieve success**
- **A supportive learning environment in which teachers have the right to teach and students have the right to learn**

STEPS FOR SUCCESS

POSITIVE CLASS ENVIRONMENT

In all classes teachers and students develop a system of positives that may include:

- verbal encouragement and encouraging words
- positive facial and body feedback (eg smiles, thumbs up)
- stamps, stickers and certificates of recognition
- using positive student behaviour as an example for others
- whole class celebrations
- negotiated activities
- extra activity time
- personal diary notes and phone calls to families
- sharing positive news with the leadership team

At Assemblies positive class behaviour is recognised with the presentation of Shining Light Awards.

POSITIVE YARD ENVIRONMENT

In the yard, students have access to a wide range of facilities and activities. Adults acknowledge positive behaviours through verbal encouragement. They also work with Lighthouse-keeper student leaders who help to role model and promote positive and safe play.

The Christian Pastoral Support Worker also engages with students in playing games and participating in activities.

The Student Lighthouse-keepers Executive and Committee have leadership roles and work with focus staff leaders to determine how specific strategies are managed to support students each year.

HOUSE TEAMS

The students are organised into one of 4 House Teams named after local historical identities and our local Aboriginal group: Hallett, Tate, Perry-Barr and Kurna. Students are supported to develop positive team skills, effort and good sportsmanship. There is a shield presented to the winning House on Sports Day that addresses these skills. There is also a shield for the winning House recognising positive attitude and behaviours both on Sports Day and throughout the rest of the year.

PLAY PROGRAM

Students who may need support to develop friendships and positive play practices with others may be supported by adults in the Play Program. This program operates during every play break.

RESTORATIVE PRACTICES

Staff utilise the principles of Restorative Practices. The aspects of fair process, teaching students to accept responsibility for their behaviour, repairing relationships and reducing hurt and harm, are at the heart of our response to situations where behaviour is causing conflict or interfering with the rights of others.

Restorative conversations are based on the following questions:

What happened?

What were you thinking of at the time?

What have you thought about since?

Who has been affected by what you have done? In what way?

What do you think you need to do to make things right?

BULLY AUDITS AND BULLYBOX EMAIL ADDRESS

All students are actively encouraged to report bullying.

Bully Audits are conducted to confidentially identify students who participate in bullying behaviours or who are being bullied. Data is collated and students who are regularly identified receive counselling with Leadership staff. If bullying behaviour does not change, parents or caregivers are asked to meet to help determine solutions.

The school has an email address dl.1053_bullybox@schools.sa.edu.au where students can write an email to alert school personnel about any bullying behaviour they are experiencing. They can do this either at school, or from home with family support. There is also a box called Bullybox on the front desk, where students can post letters identifying their concerns.

SOCIAL SKILLS PROGRAMS

At the start of each year and at appropriate times during the year, each class will develop positive social skills as part of the regular class programs.