

Form 10: Shared Behaviour Expectations / Code of Conduct



Sacred Heart Primary School Tatura Shared Behaviour Expectations/ Code of Conduct

The School recognises the importance of providing clear guidance and expectations which are all applicable to all members of the school community.

The table below sets out the School's expectations for its students, parents and staff.

	Students are expected to:	Parents/Carers are expected to:	Principals/Teachers & Staff will:
1	take responsibility for their learning and have high expectations in themselves that they can learn	have high expectations of their child's behaviour and have an understanding of the School's behavioural expectations	promote positive reinforcement and enhance student self-esteem by having a planned approach for recognising and responding to appropriate behaviour
2	model the School's core values of respect, endeavor, communication, trust and teamwork	communicate with the School in regards to their child's circumstances	deliver an inclusive and comprehensive curriculum which promotes positive behaviours and emphasises the well-being of every child focusing on pro-social behaviours
3	take responsibility for their own behaviour and the impact of their behaviour on others	cooperate with the School by assisting in the development and enforcement of strategies to address individual needs	employ whole school and classroom practices to establish a climate in which appropriate behaviour is the norm for all students and focus on the implementation of preventative and early intervention strategies to deal with attendance and behavioural issues
4	comply with this Policy and work with teachers and parents in developing strategies to improve outcomes to:	provide complete, accurate and up-to-date information when completing an enrolment form and supply the School, prior to	consistently apply this Policy through a shared collegiate understanding and only exclude students in extreme circumstances

	<ul style="list-style-type: none"> a. obey all reasonable requests of staff; b. respect the rights of others to be safe and learn; and c. respect the property of others. 	<p>enrolment, with any additional information as may be requested, including copies of documents such as medical/specialist reports (where relevant to the child's schooling), reports from previous schools, court orders or parenting agreements</p>	
5		<p>comply with the school's behaviour aims and the school's Code of Conduct and to support the school in upholding prescribed standards of dress, appearance and behaviour, in accordance with the terms of your child's enrolment at the School.</p>	<p>plan for the professional development needs of all staff to enable them to develop and maintain positive relationships with their students</p>
6		<p>acknowledge and understand that unacceptable behaviour by a child, or repeated behaviour by a parent or guardian that, in the school's view, is unacceptable and damaging to the partnership between parent/guardian and school, may result in suspension or termination of the child's enrolment.</p>	<p>recognise that for some students additional support may be needed in the form of staged responses and staff are committed to working with families to reintegrate students in an educational setting after exclusion</p>



Sacred Heart Primary School Tatura Shared Attendance Expectations

Ensuring that students attend school each day is a shared expectation of all students, parents and the wider school community.

The table below sets out the School's shared attendance expectations for its students, parents and staff.

	Students are expected to:	Parents/Carers are expected to:	Principals/Teachers & Staff will:
1	attend and be punctual for all timetabled classes every day that the school is open to students	Ensures their child attends school regularly and punctually	proactively promote regular attendance
2	be prepared to participate fully in lessons	uphold the school's expectations with regard to endeavour	mark rolls accurately each learning session
3	bring a note from their parents/carers explaining an absence/lateness if not advised by parents through the established school processes	advise the school as soon as possible when a child is absent	follow up on any unexplained absences promptly and consistently
4	remain on the school premises during school time unless they have permission to leave from the School and parents	account for all student absences	identify trends via data analysis
5	work with their teachers to develop learning activities to be included in any Student Absence Learning Plan and to be completed during a prolonged absence from school	keep family holidays within scheduled school holidays	report attendance data in the student report and school's Annual Report
6	work cooperatively with the School to develop personal attendance improvement goals and strategies when	support their child's learning during absences and work with the school to reintegrate students or	support students whose attendance is problematic by developing 'Return to School' plans and working

	their attendance has been inconsistent	arrange distance education after prolonged absences	with families to implement individualised strategies
7		work cooperatively and collaboratively with the School to develop and implement improvement strategies when attendance has been inconsistent due to reasons deemed unsatisfactory by the school	report lengthy or unexplained absences to the Regional Manager
8			work collaboratively with parents and students to develop an agreed Student Absence Learning Plan when a student will be absent from school for an extended period of time
9			convene a Program Support Group meeting which is attendance focused with parents and students when a student's attendance pattern is of concern to the school
10			provide ongoing intensive support for students if communication with parents has not been possible or if the student's attendance pattern continues to be irregular after the initial Program Support Group meeting