The following strategies will be employed to improve the discipline standards, social skills and attitudes of students, and are based on our committed positive approach:

- encourage self esteem and improving self-concept
- enhancing friendship, sharing, tolerance and compassion amongst all students
- acknowledging student achievements
- encouraging school pride and a sense of belonging
- developing a united approach
- enhancing and encourage parent/teacher contact
- making a specific effort to observe, assist and involve students with specific needs
- assisting children to accept responsibility for their actions
- being consistent and fair in applying logical forms of discipline
- providing adequate supervision and encourage organized and responsible play within the playground
- being actively involved with students
- acknowledging appropriate behaviour through various means of positive reinforcement

DISCIPLINE PROCEDURES

The Principal and staff will implement the Student Code of Conduct fairly and consistently with support from parents and students. When a student behaves in a way that is inconsistent with classroom or school expectations, the Assertive Discipline approach will be followed. Assertive Discipline is a structured, systematic approach designed to assist teachers in running a consistent and organized classroom environment.

Children who consistently follow the school or class rules are acknowledged and reinforced, whilst a hierarchy of consequences are applied for students who do not. Serious misconduct, especially where such actions are dangerous, repeated or prevent others from learning, may lead to suspension or expulsion in line with the Department of Education and Training guidelines.

Summary

Learning is fostered in an environment that promotes success and is concerned with the welfare of every student. Students develop a positive attitude towards learning and a feeling of self-worth as they are encouraged to view themselves as being competent and responsible. It is their happiness, development and acceptance of themselves as people of worth, together with the acquisition of understandings and skills that will assist them to take part in their wider community.
At Eltham North Primary School we have a commitment to provide a safe, caring and supportive environment that focuses on the needs and emotional well being of all students. Our Student Code of Conduct and welfare management practices, based on DET guidelines, aims to foster a whole school climate where personal responsibility and self-discipline are developed. This code acknowledges the Racial and Religious Tolerance Act 2001, which supports racial and religious tolerance and prohibits vilification on the ground of race or religion.

Parents have an obligation to support the school in its efforts to implement the Student Code of Conduct. The Principal and staff have an obligation to implement the Student Code of Conduct in a fair and consistent manner.

Students, staff and parents develop a clear understanding of the school’s policies, expectations, rights and responsibilities and rules, all of which reflect the School Values. Students are empowered to assess their own behaviour and develop strategies to act in a responsible manner. They look at how their learning is going to make a difference and how it will affect other people.

We believe that norms and expectations rather than rules will frame student behavior. The notion of resiliency is embodied in our school values:

**Cooperation, Achievement, Respect and Empathy.**

The foundation of resiliency is focused on how the child adapts and builds healthy relationships. A profile of resiliency includes social competence, problem solving skills, autonomy and a sense of purpose and future. Each of the school values is supported by the notion of protective factors. These include: care and support, positive expectations, participation and involvement.

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### Eltham North Primary School Values

<table>
<thead>
<tr>
<th>VALUE</th>
<th>WHAT THIS MEANS TO US</th>
<th>THIS IS SHOWN WHEN</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cooperation</strong></td>
<td>• Working together to achieve common goals&lt;br&gt;• Negotiating solutions with others when problems arise&lt;br&gt;• Fostering co-operation, trust and goodwill between students, teachers and parents</td>
<td>• I allow other people to work without interruption&lt;br&gt;• I work together with others to get things done&lt;br&gt;• I abide by the school norms and expectations when playing games with my friends&lt;br&gt;• I actively participate in all school activities&lt;br&gt;• I help others achieve their goals as well as my own</td>
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<tr>
<td><strong>Achievement</strong></td>
<td>• Doing our best and not giving up when faced with tasks that are difficult&lt;br&gt;• Encouraging and celebrating individual improvement&lt;br&gt;• Supporting each other in achieving our goals</td>
<td>• I try my best in everything I do&lt;br&gt;• I ask for help if I am having difficulty&lt;br&gt;• I celebrate my own progress and the progress of others</td>
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<tr>
<td><strong>Respect</strong></td>
<td>• Taking responsibility for ourselves, others and our environment&lt;br&gt;• Treating others as we want them to treat us&lt;br&gt;• Being courteous and tolerant of others in our school community&lt;br&gt;• Demonstrating reliability and honesty in our interactions with others</td>
<td>• I follow the school rules&lt;br&gt;• I am considerate of the feelings, rights and opinions of others&lt;br&gt;• I treat all people fairly&lt;br&gt;• I use people’s names and look at them when addressing them&lt;br&gt;• I ask before taking or using property&lt;br&gt;• I speak politely to others&lt;br&gt;• I don’t use put downs&lt;br&gt;• I respect others by telling the truth and treating them in the way that I hope to be treated</td>
</tr>
<tr>
<td><strong>Empathy</strong></td>
<td>• Showing compassion to others&lt;br&gt;• Supporting others who may be having difficulties&lt;br&gt;• Trying to understand and accept others’ views and feelings&lt;br&gt;• Treating others with care and understanding</td>
<td>• I care for and support others in a compassionate way&lt;br&gt;• I acknowledge the contributions of all group members&lt;br&gt;• I try to imagine how someone else might feel in a situation</td>
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