



Code of Conduct

Contents	Page
Beliefs	2
Behaviour Expectations	3
Consequences- Classroom procedure	4 – 5
Consequences – Yard procedure	6
Continual Medium and High level behaviour response	7
Extreme/ Final Level Response	8
Appendix	9
• Step 4 Reflection Time-out sheet	10
• Step 4 Reflection Time-out sheet JP	11
• Step 5 Office Time out reflection sheet	12
• Step 5 Office Time out reflection sheet – JP	13
• Restricted Play Letter	14
• Restricted Play Information	15
• Restricted Play – Yard Card	16
• Yard isolation letter	17
• Reflection Time-out record sheet	18
• Classroom Charts	19-20
• Agreement to be signed annually	21
• Yard Behaviour Record Book	separate file

Reviewed March 2015

J:\Common\ADMINIST\POLICIES



Code of Conduct

*Our Code of Conduct is driven by our school values; **Getting along, Respect, Responsibility, Caring and Honesty**. Our school values reflect what we at Robertstown Primary School believe are important attributes for each and every one of us to have or aspire for.*

The Code of Conduct forms a set of guidelines for our time at school and in the community. They aim to reward and acknowledge positive behaviours that reflect our values. They aim to provide guidance and opportunities for children to think about inappropriate choices or actions and support learning from this experience.

Making mistakes and wrong choices is a part of growing up. Learning from these mistakes and wrong choices makes us a better person and breeds wisdom.

We want our children to:

1. Know that every individual has the right to an education in a safe and stable environment, free from harassment and interruption.
2. Learn to respect themselves and others, respect property and their environment.
3. Take responsibility for their own behaviour and share responsibility for their learning.
4. Learn that consequences both positive and negative are a direct result of their own behaviour.

We want our teachers to be able to:

1. Provide a caring, safe and stable learning environment.
2. Ensure that disruptive and undesirable behaviour is minimised.
3. Provide equal learning time for all children.

We want our school to be a place where children are able to play in a safe, enjoyable, harassment free environment, where co-operation and consideration of other people's rights and responsibilities are valued.

We believe that all children need to know why their behaviour is unacceptable and the exact consequences for the inappropriate behaviour.

Therefore teachers use the following questions when dealing with behaviour in the yard.

1. Does the behaviour infringe the school rules?
2. Is the behaviour dangerous to the child?
3. Is the behaviour dangerous to others?
4. Is the behaviour hurtful?

If the answer is YES to any of these questions the teacher will administer an appropriate consequence.



Code of Conduct

Behaviour Expectations for students

- Be punctual and attend regularly
- Be dressed neatly in school colours and wear school hat when playing outside in Term 1 & 4
- Come to lessons prepared
- Respect the right of others to learn
- Respect teacher's right to teach
- Meet requirements within time limits
- Communicate with other students, staff, parents and visitors using respectful verbal, body and written language
- Keep our environment free of graffiti, vandalism and theft
- Keep our environment alcohol, cigarette and drug free
- Respect flora and fauna
- Assist in communication with parents by taking home notes and messages
- Keep our environment free of harassment, aggression, violence and bullying
- Deal with bullying or harassment by following the Anti-Bullying Policy or Grievance Procedure
- On buses, follow bus driver's instructions and bus rules
- On excursions and camps follow school rules and expectations

While in the yard be particularly aware of the following

- **Do play safely and co-operatively** e.g. use equipment properly, play in safe places and in safe ways be a good sport, do not grab people, push others, etc.
- **Do look after people's feelings and use appropriate language** e.g. encourage others, help people who are hurt, remember that teasing and harassment are hurtful, swearing is not permitted.
- **Do look after the school grounds** e.g. put away equipment, put rubbish in bins, keep off the garden, respect people's property.
- **Do what a teacher asks you to do**, - immediately, without arguing or talking back. Talking back to staff or insolence will result in further actions.
- The classrooms are out of bounds during recess and lunch unless under direct supervision of a teacher.
- The path around the school is a walking zone only. You are not allowed to run around the building.



Code of Conduct

Consequences for Appropriate Behaviour

- A safe, happy environment
- Friendships and relationships which work well
- Positive feelings about yourself and others
- Positive time at school
- Involvement in excursions, camps and extra activities
- Teachers and parents being proud
- Trust
- Enjoyable play time
- Positive work environment in the classroom
- Verbal praise
- Appropriate rewards e.g. stickers, awards, stamps etc.

Consequences for inappropriate behaviours

Class Procedure

Each class will have a series of responses that will aim to get children to change their behaviour. This will be slightly different for each class as to best cater for the specific level of development of these children. However they will basically follow the following steps:

1. **Reminder-** Children are reminded of the appropriate behaviour.
 2. **Warning-** Children are to be warned that their behaviour is still inappropriate.
 3. **Class Time-out-** Children sit on their own in the class for 5-10 minutes.
 4. **Class Reflection-** Children will receive a logical consequence for their inappropriate behaviour that may result in them missing some of their break time to catch up work or practice the appropriate behaviour. Class reflection will require teachers to inform parents and record on EDSAS (computer system). Class Reflection time-out is 15 minutes.
 5. **Office Time-out/ Lunch Time Reflection-** Children are sent to the office as a result of continual poor behaviour in one lesson or serious behaviours. They will be required to complete a lunch time reflection of their behaviour and parents will be notified. Incidents to be recorded on EDSAS. Office time-out is 30 minutes.
- **The above procedure of responses apply for the day and will begin again the following day.**
 - The level of disruption or lack of regard for safety for others may result in any of these responses to be skipped and could result in going directly to the fifth response.
 - Children clearly get many opportunities to make better choices in the class before more serious consequences are applied.



Code of Conduct

Office Time-out/ Lunch Time Reflection

The office time-out/ lunch time reflection is:

- A consequence given for serious inappropriate choices or behaviour in the class, yard or the bus after observation and/ or investigation by a staff member.
- Or the result of a child progressing through the classroom consequences and failing to change their behaviour.

Parents will be notified if their child is sent to the office time-out/ reflection area by way of a copy of their child's reflection of their behaviour.

The office time-out/ lunch time reflection is:

- Designed to act as a serious consequence for types of misbehaviour or student choices that are more serious in nature or are the result of a child moving through all of the class responses in a given lesson.
- It is designed to give children the chance to make better choices and learn more appropriate behaviours which aim to reduce the number of repeat offences and use staff supervision effectively.

An automatic consequence of being sent to the office time-out/ lunch time reflection will be spending 20 minutes reflecting on their behaviour. While in the reflection area children will participate in a counselling session that looks at their choices/ behaviour, explores other options that children could have used in the situation, the consequences of each choice and then gives children the opportunity to decide on better choices for next time.

- If a child is being sent to the office for classroom violence and or serious disregard to safety this will result in an automatic Take-home and or Suspension. A suspension will mean that the student may not be eligible for SAPSASA, camps and excursions unless there has been a term or more of appropriate behaviour. This decision will be at the Principal's discretion, after staff consultation.
- Children being sent to the office time-out/ reflection area repeatedly for moving through all of the class responses in a lesson will incur more serious consequences such as suspension.



Code of Conduct

Yard Procedure/ Levels of Behaviour

1. Reminder
2. Warning
3. **Time out** – 5 minute walk with teacher or sit on bench outside the front office on the verandah
4. **Yard Duty** – 10 minute yard duty picking up papers
5. **Office Time out & Reflection**

Ongoing poor choices of behaviour may result in restricted play or yard isolation.

Low Level Response for low level behaviours

The teacher on duty will use the appropriate logical consequences where possible, such as removing a child from an area, apologising to others, picking up papers or sitting out.

Low level disruption is annoying for individuals, the class or the group and happens when people are inconsiderate.

EXAMPLES:

Disobedience, non compliance, lack of social skills, distracting others or annoying others.

RESPONSES:

Rule Reminder and the teacher might ask “Are you following our school values....?”

Warning and teacher might say “I don’t like what you are doing...You need to..”

Restorative questioning to be used wherever appropriate/possible. (What were you thinking when...? Who has been affected? What needs to be done to fix this?)

If inappropriate behaviour continues follow level 3, 4 & 5 responses (medium level response).

Medium Level Response

A student maybe sent to the office from the yard so that an appropriate level of response can be determined.

A medium level disruption prevents individuals, the class or group from learning or playing and happens when people intentionally disregard the rights of others or a child that repeatedly displays low-level behaviours.

EXAMPLES:

Continual disruption in class, disobeying rules, being continuously rough at playtime, continual low level behaviour.

RESPONSES:

Office time out/ reflection, note in diary, in class time out, yard duty, other logical consequences.

Medium Level Office Procedure

For incidents showing medium level of disruption and disregard for safety, or continual low level disruption and the student is sent to the office, the Principal or acting Principal will discuss the incident with the student, apply appropriate consequences and parents are informed of the behaviour and the consequence applied.



Code of Conduct

Continual Medium/ High Level Response

A student will be sent to the office:

- From the yard for behaviour or choices that show high or extreme levels of disruption or lack of regard for the safety of themselves or others.
- If the disruption or unsafe behaviour and/ or choices at a medium level continue the behaviour will be considered to have moved to the next level of response.

High level of disruption endangers the individual, class or group and happens when people intentionally physically or emotionally hurt or threaten others or repeated medium level.

EXAMPLES:

Harassment or bullying, offensive, obscene language directed at staff or students, causing or threatening physical or emotional violence, repeated medium level behaviour.

RESPONSES:

Internal or external suspensions , suspensions from the bus, restricted play area and times, yard isolation, office time-out/ reflection, Take home, exclusion from camp or excursion, meeting with parent.

Any wilful damage or vandalism will have to be paid for by the student or parent. The amount and method of payment is at the discretion of the Principal.

At any time the Behaviour Support Team from the department may be contacted to help improve student choices/ behaviour

High Level Office Procedure

For behaviours that are highly disruptive or unsafe, or the student continues medium level behaviours the Principal or Acting Principal will discuss the incident and consequences with the student, phone the parents and inform them of the incident and the consequences applied. This may include:

- *Internal suspension (working in the front office) or Take Home*
- *Exclusion from some lessons, restricted play areas/ times or other possibilities as negotiated.*
- *External suspension up to 5 days.*



Code of Conduct

Extreme/ Final Level Response

Extreme Level Office Procedure

For behaviours that are extremely disruptive and unsafe or there have been continual high-level behaviours and bad choices, a formal suspension will be put in place. The Principal or Acting Principal will seek a meeting with the parents to discuss the incident. Illegal activities will be reported to police.

- *A suspension may mean that the student will not be eligible for SAPSASA, camps and excursions unless there has been a term or more of appropriate behaviour. This will be at the discretion of the Principal based on individual assessment.*

EXAMPLES:

Severe cases of physical violence, drug offences, bullying, repeated high level behaviour.

RESPONSES:

External suspension (up to 5 days), involvement of police, involvement of other outside agencies, involvement of DECD interagency personnel.

Final Level Office Procedure

Exclusion will be the final consequence applied to students who repeatedly behave or make choices that show that they have no respect for the rights of others and have been suspended four times within a twelve-month period. Exclusion is up to 10 weeks and the child is expected to attend school at another site or through Open Access or a Learning Centre.

- *The department Behaviour Support Team and Interagency Manager will work with students at this level.*

Code of Conduct



Appendix	9
• Step 4 Reflection Time-out sheet	10
• Step 4 Reflection Time-out sheet JP	11
• Step 5 Office Time-out reflection sheet	12
• Step 5 Office Time-out reflection sheet – JP	13
• Restricted Play Letter	14
• Restricted Play Information	15
• Restricted Play – Yard Card	16
• Yard isolation letter	17
• Reflection Time-out record sheet	18
• Classroom Charts	19-20
• Agreement to be signed annually	21
• Yard Behaviour Record Book	separate file

Code of Conduct



Telephone: (08) 85817127

Fax: (08) 85817003

Principal: Mrs. Angela Jenkins

Step 4- Classroom/Yard

Reflection Time Out

Dear

Your child,was placed on Step 4 of our Code of Conduct today _____ for

which resulted in Reflection Time out for 15 minutes.

We hope that he/she has thought about their inappropriate/unacceptable behaviour and will make better decisions in the future. Please discuss the importance of appropriate behaviour with your child, sign this form and return it with your child to school tomorrow. Should you wish to discuss your child's behaviour with the staff, please feel free to make an appointment.

What did you do to reach Step 4 Reflection Time Out?

How did it affect others?

What will you do to improve your behaviour?

Teacher:

Principal:

Parent comment:

Parent signature:



Code of Conduct

Step 4 Classroom /Yard

Reflection Time Out

NAME:

DATE:

Dear,

At Robertstown Primary School, we believe that everyone has the right to enjoy learning and play time in a safe environment free from harassment or interruption.

Today has been in Reflection time out as a consequence for the following inappropriate behaviour. _____

Please discuss this with your child, sign and return it to school tomorrow. If you wish to discuss the matter further, please do not hesitate to contact the school.

1. Draw/Write what you did wrong.

2. Draw/Write what you should have been doing.

3. Copy/Write the rule you must remember

4. Principal signature and comment (if required)

5. Parent signature and comment (if required)

Code of Conduct



Telephone: (08) 85817127
Fax: (08) 85817003

Principal: Mrs. Angela Jenkins

Step 5- Classroom/Yard

Office Time Out

Dear,

Your child,was placed on Step 5 of our Code of Conduct today _____ for

which resulted in Office Time out for 30 minutes.

We hope that he/she has thought about their inappropriate/unacceptable behaviour and will make better decisions in the future. Please discuss the importance of appropriate behaviour with your child, sign this form and return it with your child to school tomorrow. Should you wish to discuss your child's behaviour with the staff, please feel free to make an appointment.

What did you do to reach Step 5 Office Time Out?

How did it affect others?

What will you do to improve your behaviour?

Teacher:

Principal:

Parent comment:

Parent signature:

Code of Conduct



Step 5 Classroom /Yard

Office Time Out

NAME:

DATE:

Dear,

At Robertstown Primary School, we believe that everyone has the right to enjoy learning and play time in a safe environment free from harassment or interruption.

Today has been in Office Time out as a consequence for physical or verbal harassment, unsafe play or other high level inappropriate behaviour. Please discuss this with your child, sign and return it to school tomorrow. If you wish to discuss the matter further, please do not hesitate to contact the school.

1. Draw/Write what you did wrong.

2. Draw/Write what you should have been doing.

3. Copy/Write the rule you must remember

4. Principal signature and comment (if required)

5. Parent signature and comment (if required)



Dear

Your son/daughter, _____ had an incident in the yard today _____ with the inappropriate behaviour indicated below.

- ◆ Bullying
- ◆ Graffiti
- ◆ Harassment (general)
- ◆ Racial Harassment
- ◆ Sexual Harassment
- ◆ Non-compliance
- ◆ Out of Bounds
- ◆ Obscene Language
- ◆ Rudeness to teachers
- ◆ Unsafe Play / Fighting
- ◆ Other

As a consequence your son/daughter will have **Restricted Play** for ____ days. This means he/she will be given a designated area to play in with a teacher closely monitoring and supporting during recess/lunchtimes.

This is the first consequence for this type of behaviour. Further warnings for any of the behaviours previously listed, within a period of 10 weeks, may result in:

1. A 'Take Home' - you will be phoned and asked to pick your son/daughter up from school for the remainder of the day (or the following day if after 2pm). OR
2. For subsequent or severe incidents, a suspension of at least one day up to a maximum of five days.

Our Code of Conduct and practice is designed to protect all students' rights to a safe and productive learning environment and to ensure that teachers are not prevented from teaching effectively within their classrooms. Equally we wish to maintain a safe environment in the yard during break times.

Please contact me on 8581 7127 if you wish to discuss this matter further.

Yours sincerely,

Angela Jenkins

Restricted Play – Yard Card Information for parents

A Yard Card has a designated play area written on it for each recess and lunchtime.

A Yard Card can be provided to a child for a number of reasons. For some children the large size and busy nature of the school yard can be confusing and confronting, particularly for younger students. They are not always aware of where the yard duty teachers are or how to seek support. For other children, additional support from adults is needed to help them to make safe and friendly behaviour choices. The designated areas assigned on a yard card help children to become familiar with the range of areas and activities available to them, eg – Playground, Computer Suite, Netball Court, Hard Play area, Sand Pit, Oval or Library. The idea being that children who are actively engaged in play and not “bored” are more likely to be successful.

Restricted Play Yard Card

Name: _____ Class: _____ Week: _____

	Mon	Sign	Tues	Sign	Wed	Sign	Thurs	Sign	Fri	Sign
Recess										
Lunch										

Yard Duty teachers: Please pay extra attention to this student and sign in the appropriate box and the end of the play session. If there are any behavioural concerns, please relay them to Angela

When issued with a yard card the class teacher takes the student to the designated area and introduces the child to the yard duty teacher. In doing this the student knows firstly, **who** the yard duty teacher is and secondly, that the teacher is there to **help and support** them in the yard should any issues arise. It also allows for the yard duty teacher to know which students may require additional support and/or monitoring in the yard regarding the making of good behaviour choices. The yard duty teacher signs and returns the card to the student at the end of the play period. The student takes the card back to the class teacher. If there were any concerns the yard duty teacher reports these to the class teacher or Principal to follow up.

The Yard Card is not a “punishment”, rather a strategy to keep children in the yard and playing with more support and known boundaries. Children cannot learn to play appropriately with others if they are sat in Time Out by themselves. They need the opportunity to practise positive play/social skills in real settings. Please contact Mrs Angela Jenkins (Principal) if you have any queries.

Restricted Play Yard Card

Name: _____ Class: _____ Week: _____

	Mon	Sign	Tues	Sign	Wed	Sign	Thurs	Sign	Fri	Sign
Recess										
Lunch										

Yard Duty teachers: Please pay extra attention to this student and sign in the appropriate box and the end of the play session. If there are any behavioural concerns, please relay them to Angela

Restricted Play Yard Card

Name: _____ Class: _____ Week: _____

	Mon	Sign	Tues	Sign	Wed	Sign	Thurs	Sign	Fri	Sign
Recess										
Lunch										

Yard Duty teachers: Please pay extra attention to this student and sign in the appropriate box and the end of the play session. If there are any behavioural concerns, please relay them to Angela



Dear

Your son/daughter, _____ had an incident in the yard today _____ with the inappropriate behaviour indicated below.

- ◆ Bullying
- ◆ Graffiti
- ◆ Harassment (general)
- ◆ Racial Harassment
- ◆ Sexual Harassment
- ◆ Non-compliance
- ◆ Out of Bounds
- ◆ Obscene Language
- ◆ Rudeness to teachers
- ◆ Unsafe Play / Fighting
- ◆ Other

As a consequence your son/daughter will have **yard isolation** for ____ days. This means he/she will walk with a teacher during recess/lunchtimes.

This is the first consequence for this type of behaviour. Further warnings for any of the behaviours previously listed, within a period of 10 weeks, may result in:

3. A 'Take Home' - you will be phoned and asked to pick your son/daughter up from school for the remainder of the day (or the following day if after 2pm). OR
4. For subsequent or severe incidents, a suspension of at least one day up to a maximum of five days.

Our Code of Conduct and practice is designed to protect all students' rights to a safe and productive learning environment and to ensure that teachers are not prevented from teaching effectively within their classrooms. Equally we wish to maintain a safe environment in the yard during break times.

Please contact me on 8581 7127 if you wish to discuss this matter further.

Yours sincerely,

Angela Jenkins

Reflection Time Out Record Sheet

Student Name: _____ **Lesson/Activity:** _____ **Time:** _____ **Date:** _____

<u>Strategies attempted by teacher</u>	✓	<u>Student Behaviours observed (EDSAS code)</u>	✓
Reminder of rule		1. Violence- threatened or actual	
Warning		2. Threatened good order	
Discussion away from other students		3. Threatened safety or wellbeing	
Re-negotiate task		4. Acted illegally	
Class time out		5. Interfered with rights of others	
Re-explain task		6. Persistent and wilful inattention	

Brief description of event/s: _____

Teacher: _____

Reflection Time Out Record Sheet

Student Name: _____ **Lesson/Activity:** _____ **Time:** _____ **Date:** _____

<u>Strategies attempted by teacher</u>	✓	<u>Student Behaviours observed (EDSAS code)</u>	✓
Reminder of rule		1. Violence- threatened or actual	
Warning		2. Threatened good order	
Discussion away from other students		3. Threatened safety or wellbeing	
Re-negotiate task		4. Acted illegally	
Class time out		5. Interfered with rights of others	
Re-explain task		6. Persistent and wilful inattention	

Brief description of event/s: _____

Teacher: _____



Code of Conduct

Behaviour Expectations for students

- Be punctual and attend regularly
- Be dressed neatly in school colours and wear school hat when playing outside in Term 1 & 4
- Come to lessons prepared
- Respect the right of others to learn
- Respect teacher's right to teach
- Meet requirements within time limits
- Communicate with other students, staff, parents and visitors using respectful verbal, body and written language
- Keep our environment free of graffiti, vandalism and theft
- Keep our environment alcohol, cigarette and drug free
- Respect flora and fauna
- Assist in communication with parents by taking home notes and messages
- Keep our environment free of harassment, aggression, violence and bullying
- Deal with bullying or harassment by following the Anti-Bullying Policy or Grievance Procedure
- On buses, follow bus driver's instructions and bus rules
- On excursions and camps follow school rules and expectations

Class Procedure

1. **Reminder**- Children are reminded of the appropriate behaviour.
 2. **Warning**- Children are to be warned that their behaviour is still inappropriate.
 3. **Class Time-out**- Children sit on their own in the class for 5-10 minutes.
 4. **Class Reflection**- Children will receive a logical consequence for their inappropriate behaviour that may result in them missing some of their break time to catch up work or practice the appropriate behaviour. Class reflection will require teachers to inform parents and record on EDSAS (computer system). Class Reflection time-out is 15 minutes.
 5. **Office Time-out/ Lunch Time Reflection**- Children are sent to the office as a result of continual poor behaviour in one lesson or serious behaviours. They will be required to complete a lunch time reflection of their behaviour and parents will be notified. Incidents to be recorded on EDSAS. Office Time-out is 30 minutes.
- **These series of responses apply for the day and will begin again the following day.**
 - The level of disruption or lack of regard for safety for others may result in any of these responses to be skipped and could result in going directly to the fifth response.

For behaviours that are highly disruptive or unsafe, or the student continues medium or high level behaviours the Principal or Acting Principal will discuss the incident and consequences with the student, phone the parents and inform them of the incident and the consequences applied. This may include:

- *Internal suspension (working in the Front Office) or Take Home*
- *Exclusion from some lessons, restricted play areas/ times or other possibilities as negotiated.*
- *External suspension up to 5 days.*



Code of Conduct

Yard:

Behaviour Expectations

- **Do play safely and co-operatively** e.g. use equipment properly, play in safe places and in safe ways be a good sport, do not grab people, push others, etc.
- **Do look after people's feelings and use appropriate language** e.g. encourage others, help people who are hurt, remember that teasing and harassment are hurtful, swearing is not permitted.
- **Do look after the school grounds** e.g. put away equipment, put rubbish in bins, keep off the garden, respect people's property.
- **Do what a teacher asks you to do** - immediately, without arguing or talking back. Talking back to staff or insolence will result in further actions.
- The classrooms are out of bounds during recess and lunch unless under direct supervision of a teacher.
- The path around the school is a walking zone only. You are not allowed to run around the building.

Yard Procedure

1. **Reminder**
2. **Warning**
3. **Time out** – 5 minute walk with teacher or sit on bench outside the Front Office on the verandah
4. **Yard Duty** – 10 minute yard duty (e.g. picking up papers)
5. **Office Time out & Reflection (30 minutes)**

For behaviours that are highly disruptive or unsafe, or the student continues medium or high level behaviours the Principal or Acting Principal will discuss the incident and consequences with the student, phone the parents and inform them of the incident and the consequences applied. This may include:

- *Internal suspension (working in the Front Office) or Take Home*
- *Restricted play areas/ times, Yard Isolation or other possibilities as negotiated.*
- *External suspension up to 5 days.*

**ROBERTSTOWN
PRIMARY SCHOOL**



Respect Pride Success

ROBERTSTOWN PRIMARY SCHOOL

Corey Street

PO Box 19

Robertstown 5381

Telephone: (08) 85817127

Fax: (08) 85817003

Principal: Mrs Angela Jenkins

Annual Agreement

We have read and understand the Code of Conduct. We agree to abide by the rules and conditions related to behaviour expectations at Robertstown PS.

Date: _____

Student Name/s: _____

Parent name: _____ Parent signature: _____

**ROBERTSTOWN
PRIMARY SCHOOL**



Respect Pride Success

ROBERTSTOWN PRIMARY SCHOOL

Corey Street

PO Box 19

Robertstown 5381

Telephone: (08) 85817127

Fax: (08) 85817003

Principal: Mrs Angela Jenkins

Annual Agreement

We have read and understand the Code of Conduct. We agree to abide by the rules and conditions related to behaviour expectations at Robertstown PS.

Date: _____

Student Name/s: _____

Parent name: _____ Parent signature: _____