



LALOR GARDENS PRIMARY SCHOOL

SCHOOL AND COMMUNITY CODE OF CONDUCT

2014—2016

The Lalor Gardens Primary School Code of Conduct was developed by Staff, Students and School Council.

The Code of Conduct outlines the Rights and Responsibilities of:

- Staff
- Students
- Parents/Community

In relation to all aspects of school life.

It also delineates the expectations placed on staff in the interactions with

- Colleagues
- Students
- Parents/Community

Restorative Practices forms the basis of student wellbeing and behaviour management.

Restorative Practices provides an underpinning ethos and philosophy for making, maintaining and repairing relationships and for fostering a sense of social responsibility and shared accountability.

There are many challenges in implementing school-wide approach to student wellbeing and behaviour management since the restorative practices approach challenges deeply-held notions about power and control and the urge to make things unpleasant for someone when they have done something wrong or 'misbehaved'.

When harm has been caused by inappropriate, sometimes thoughtless, negative behaviour then all sides need:

- a chance to tell their side of the story and feel heard-
- to understand better how the situation happened
- to understand how it can be avoided another time-
- to feel understood by the others involved
- to find a way to move on and feel better about themselves

If conflicts and challenges are dealt with in a way that get these needs met then those involved can repair the damage done to their connections with the others involved, or even build connections where there were none previously. They feel fairly treated and respected, since they have been trusted to find solutions for themselves and put things right in their own way. Because they have been listened to, people in conflict are more ready to listen to others' perspectives and emotional responses, and so empathy is developed. This can change the choices made in future situations, as mutual respect and consideration develop.

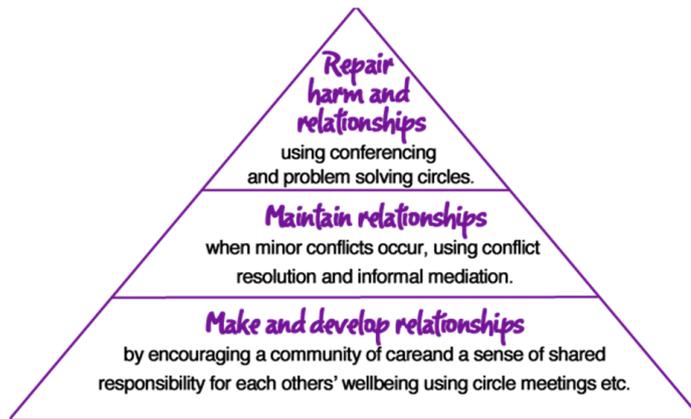
Punitive disciplinary responses, on the other hand:

- cause resentment rather than reflection
- are rarely considered fair
- do not repair relationships between those in conflict and indeed can make them worse
- leave those labelled as wrongdoers feeling bad about themselves leading to further alienation
- can often leave those people expected to act punitively feeling uncomfortable and frustrated – and wishing there was an alternative

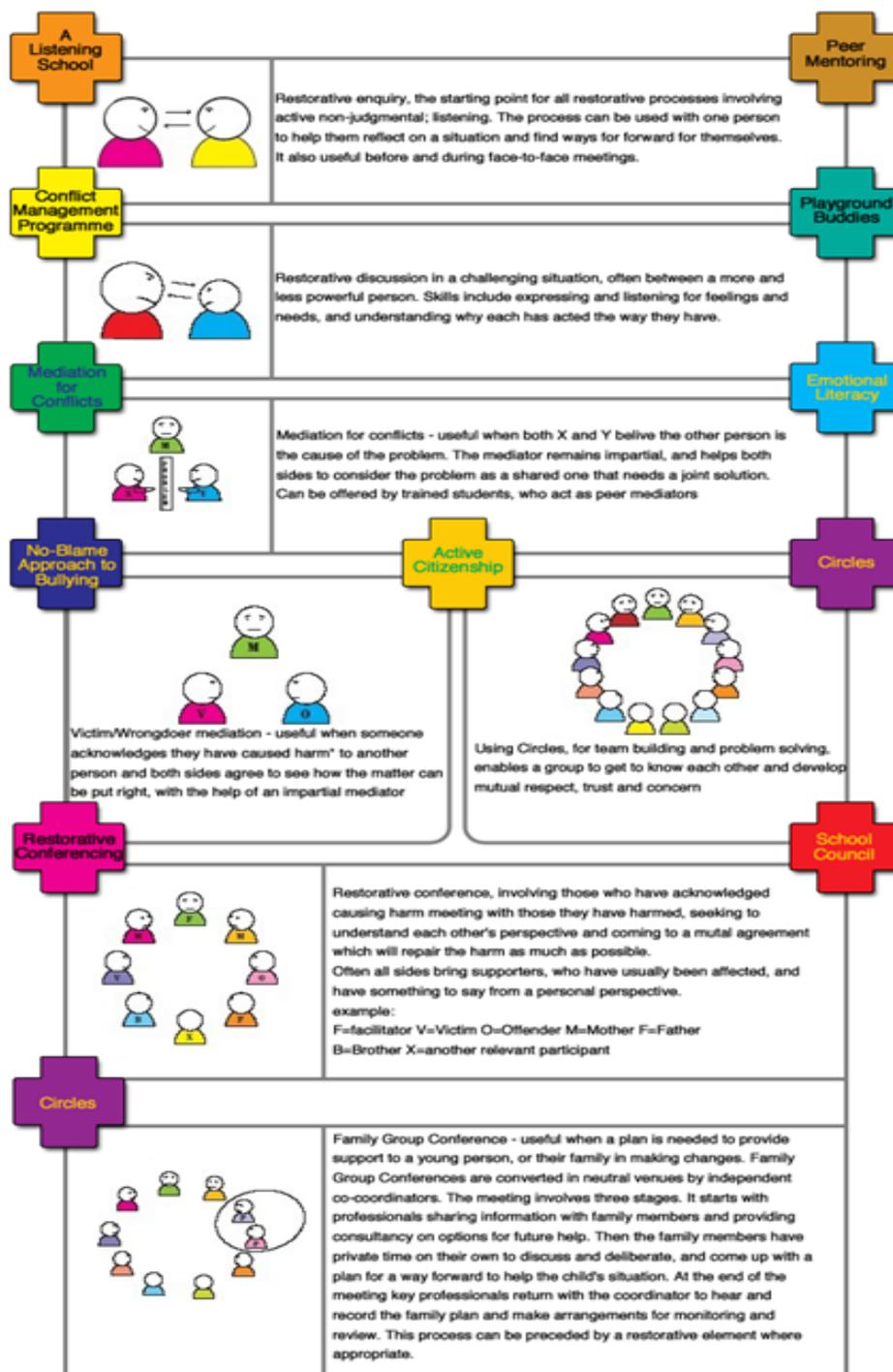
Environments that have had most success in the implementation of a restorative approach are those that have seen it as part of an ongoing plan to develop relationship skills, emotional literacy, health and wellbeing (LGPS Blooming Great Kids) and distributed leadership opportunities. In schools this also includes participatory and collaborative teaching and learning and peer support. By seeking to build cohesive, compassionate communities wherever people live and work together, restorative approaches also address community cohesion in practical and pragmatic ways.

At Lalor Gardens Primary school we use a school-wide restorative approach in terms of a 3-tiered model based on a public health model, as first developed by Brenda Morrison building on the work of John Braithwaite. The health model is built on a community-wide strategy for maintaining health and wellbeing and developing preventative strategies. It offers targeted support as needed and focussed acute interventions for serious and emergency cases.

The institution-wide restorative model can be based on the following diagram:



At Lalor Gardens Primary School we consider Restorative Practices as pieces of a jigsaw, which, put together, create a congruent whole school approach to relationship building and conflict and behaviour management.



STUDENT RIGHTS—GENERAL

To

- . Learn
- . Be Safe
- . Be Respected
- . Be Heard
- . Be Independent
- . Be Confident
- . Be Stimulated/Engaged in Learning
- . Be Wanted
- . Been Seen as Important
- . Be Encouraged
- . Have Opportunities to be and think creatively
- . Not be discriminated against in any way

STUDENT RESPONSIBILITIES—GENERAL

To

- . Participate
- . Be motivated
- . Think Before Acting
- . Act Safely and Ensure the Safety of Others
- . Use positive body language and tone of voice
- . Contribute to the learning process
- . Take Turns
- . Be Respectful of others in Words and Actions
- . Respect the Rights and Beliefs of Others
- . Think and Act Confidently
- . Take Initiative
- . Speak Up
- . Be On Time
- . Be Ready to Learn
- . Use Time Productively
- . Persist in Your Learning
- . Treat Others Fairly
- . Demonstrate Pride in Achievements
- . Consistently Put In “Best Effort”
- . Demonstrate Acceptance of Others
- . Treat Others As You Want To Be Treated

Student Responsibilities Inside the Building

- Moving appropriately (walking quietly and in line)
- Keeping hands to oneself
- Respecting property (keeping learning areas clean, neat and tidy)
- Using quiet voices or appropriate to a particular activity
- Listening and obeying staff member instructions
- Being aware of surroundings – watching where you are going
- Ensuring learning of others is not disrupted
- Waiting to be invited into a learning area or room
- Reminding others of appropriate behaviour

Student Responsibilities In the School Yard

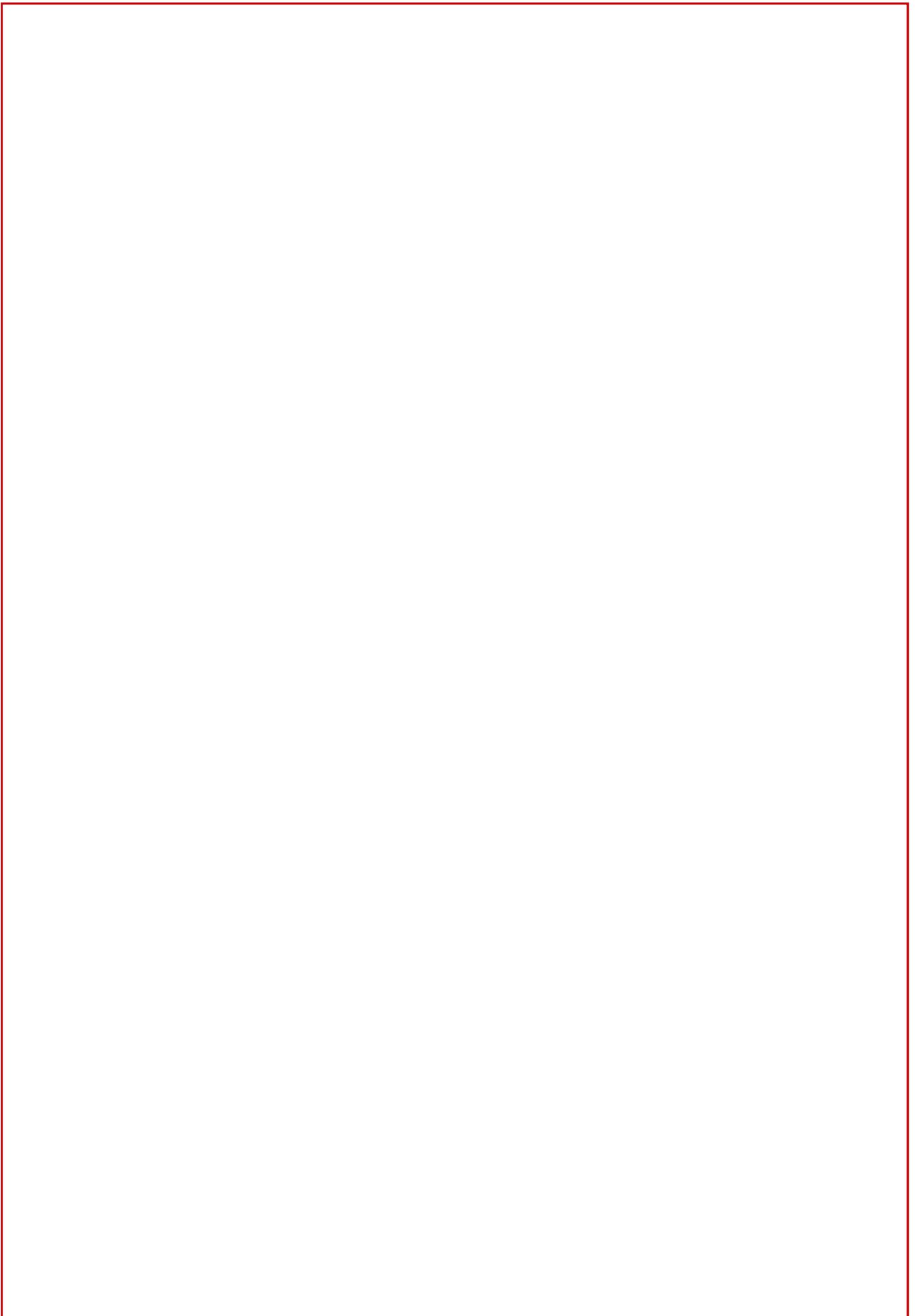
- . Playing safely and cooperatively
- . Using correct playground areas before, during and after school
- . Using school equipment appropriately
- . Seeking help of Yard Duty Teacher to resolve issues/conflicts
- . Eating all food and drink inside with no rubbish taken into the yard
- . Wearing of School Hats in Terms 1 and 4
- . Walking on walkways
- . Removing hats when inside
- . Caring for, sharing and returning borrowed sports equipment to appropriate place
- . Giving way to others especially staff and small children on narrow walkways
- . Staying away from neighbours fences
- . Avoiding interference with other children's games
- . Using appropriate language
- . Using manners with others

Parent Rights

- A quality education for their children
- Feeling welcome in the school
- Voicing opinions and concerns at the appropriate forums
- Being informed about what is happening in the school
- Being informed about their children's progress
- Being involved in the school
- Being accepted/valued as members of the school community
- Being able to communicate with staff members at an appropriate time and in an appropriate manner

Parent Responsibilities

- Ensuring their children are at school on time
- Ensuring children come to school ready to learn
- Ensuring children wear their school uniform and wear their school hats in Term 1 and 4
- Ensuring children have enough nourishing and wholesome food each day
- Ensuring children have a water bottle at school for hydration each day
- Supporting children to complete homework as applicable
- Informing the school and providing reason for student absences
- Ensuring children act appropriately at school in accordance with their rights and responsibilities
- Support the school in behaviour management processes as it relates to the school's Restorative Practices Approach
- Following up with children as much as possible school recommendations re learning and behaviour
- Ensuring the school has up to date student/family details
- Supporting the school vision, mission and values
- Ensuring all school fees are for student requisites and school programs



TEACHER RIGHTS AND RESPONSIBILITIES

Teacher Rights	Teacher Responsibilities
To feel safe	To Wear appropriate clothing and footwear Follow school emergency procedures Follow school processes Support colleagues Report difficulties and issues
To be supported by the school community	To Provide relevant information to other staff and parents Ask for assistance when it is needed Listen respectfully to others Respect differences in others Be non-judgemental of others Provide constructive feedback to students and colleagues
To be provided with opportunities for sustained professional learning	To Undertake school based and external professional learning aligned to school goals and priorities especially in Literacy and Numeracy Implement new learnings into professional teaching practice Share knowledge with colleagues Reflect on professional learning and critically evaluate professional teaching practice
To feel part of a team	To Be ready to be informed and inform others Be included within the team structure and processes Be actively involved in building and sustaining a positive team culture Participate in team and whole school activities Be ready to offer opinions Be prepared to negotiate cooperatively at a team and whole school level Abide by the team and school's democratic decision making processes
To have access to resources, equipment and learning areas	To Share appropriate resources and equipment Personally care for and return equipment and resources to the appropriate area Consult and consider others when borrowing resources and equipment
To have a voice	To Readily participate in discussion forums and decision making processes Listen to others respectfully Be non-judgemental of others opinions & beliefs Respect and follow decisions of the team and whole school
To have the opportunity to be actively involved in the decision making processes of the school	To Be actively involved in implementing democratically decided school based decision school ideas, initiatives Meet planning and assessment guidelines and timeframes To implement school and classroom programs using creativity and initiative

RESPECTFUL RELATIONSHIPS

Staff Members – Students

When interacting with students, staff will be mindful of the following expectations:

- Providing a warm, safe and stimulating learning environment
- Being approachable
- Being organised for daily teaching and learning programs with all necessary resources readily available
- Providing differentiated tasks for students with different learning needs
- Implementing engaging, relevant programs that are challenging but achievable
- Using data to evaluate student progress
- Ensuring consistency when implement assessment tasks/testing procedures
- Using Whole/Part/Whole for lesson format
- Providing constructive structured feedback
- Establishing clear learning intentions and success criteria for students
- Knowing students well and understanding each child's specific learning needs
- Establishing behaviour expectations
- Supporting the wellbeing of students
- Encouraging students to be life long learners

RESPECTFUL RELATIONSHIPS

Staff Members – Parents/Community Members

When interacting with students, staff will be mindful of the following expectations:

- Comprehensive reporting of student progress both formally and informally
- Being respectful and managing cultural and religious differences
- Being proactive in communicating with parents when issues/problems arise
- Providing jargon free information related to school and team structures and programs
- Providing a welcoming classroom and school environment
- Being able to explain student achievement and continued learning goals
- Being organised
- Being supportive, committed, equitable and fair in all dealings with the community

RESPECTFUL RELATIONSHIPS

Staff Members – Team and Whole School

When interacting with others staff members will be mindful of the following expectations:

- Ensuring safe, tidy learning environment
- Sharing resources, ideas and teaching applications
- Maintaining consistency in student management using Restorative Practices Approach to resolving issues
- Maintaining consistency of teaching approaches while allowing for and being respectful of differences in teaching style
- Being approachable, supportive, helpful and non-judgemental of others
- Being respectful of the beliefs and opinions of others
- Being flexible in thinking and actions in relation to the beliefs and opinions of others
- Negotiating respectfully
- Providing honest, open and constructive feedback
- Understanding and complying with all aspects of agreed to School policies and procedures and DEECD guidelines
- Sharing knowledge and expertise in a respectful manner (eg mentoring and coaching role)
- Commitment to contribute to the smooth functioning of the school
- Supporting the development of school initiatives