



The partnership that exists between school and home is an integral part of Wallington Primary School. We recognise that as a school; as a community; as individuals we all have responsibilities and rights to ensure that Wallington Primary School is a safe and secure environment for everyone. The core business of the school is education and we must ensure that student learning is at the centre of what we want for our school and what behaviours are acceptable at our school.

This document outlines Wallington Primary School's expectations of how people should conduct themselves at the school, and as part of the school community. The community is made up of staff, students, parents, visitors, outside agencies. At the heart of these expectations are the values that we hold:

- **Integrity**
- **Honesty**
- **Respect**
- **Sense of community**
- **Commitment**
- **Tolerance**

This document respects the diversity of our community members and addresses the needs and the responsibilities we all to each other to develop a vibrant culture in our school. A culture that is free of bullying, discrimination, violence, and aggressive and threatening behaviour that are unacceptable and will not be tolerated at this school.

Our Code of Conduct acknowledges that parents and school staff are strongly motivated to do their best for every child. Everyone has the right to differing opinions, views and to raise concerns, as long as it is done respectfully and in the best interest of the school community.

RESPONSIBILITIES

AS PRINCIPAL I will:

- Work collaboratively to create a school environment where respectful and safe conduct is expected of everyone.
- Behave in a manner consistent with the standards of our profession and meet core responsibilities to provide inclusive, safe and orderly environments.
- Plan, implement and monitor arrangements to ensure the care, safety, security and general wellbeing of all students in attendance at the school is protected.
- Identify and support students who are or may be at risk.
- Do our best to ensure every child achieves their personal and learning potential.
- Work with parents to understand their child's needs and, where necessary, adapt the learning environment accordingly.
- Respond appropriately when inclusive, safe or orderly behaviour is not demonstrated and implement appropriate interventions and sanctions when required.
- Make known to parents the school's communication and complaints procedures.
- Ask any person who is acting in an offensive or disorderly way to leave the school grounds.

AS TEACHERS AND ALL NON-TEACHING STAFF, WE WILL:

- Model positive behaviour to students consistent with the standards of our profession as set out by the Victorian Institute of Teaching.
- Proactively engage with parents about student outcomes.
- Work with parents to understand the needs of each student and, where necessary, adapt the learning environment accordingly.
- Work collaboratively with parents to improve learning and wellbeing outcomes for students with additional needs.

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- Communicate with the principal and school leaders in the event we anticipate or face any tension or challenging behaviours from parents.
- Treat all members of the school community with respect.

AS PARENTS, WE WILL:

- Model positive behaviour to our child.
- Ensure our child attends school on time, every day the school is open for instruction.
- Take an interest in our child's school and learning.
- Work with the school to achieve the best outcomes for our child.
- Communicate constructively with the school and use expected processes and protocols when raising concerns.
- Support school staff to maintain a safe learning environment for all students.
- Follow the school's complaints processes if there are complaints.
- Treat all school staff, students, and other members of the school community with respect.

AS STUDENTS, WE WILL:

- Model positive behaviour to other students.
- Comply with and model school values.
- Behave in a safe and responsible manner.
- Respect ourselves, other members of the school community and the school environment.
- Actively participate in school.
- Not disrupt the learning of others and make the most of our educational opportunities.

AS COMMUNITY MEMBERS, WE WILL:

- Model positive behaviour to the school community.
- Treat other members of the school community with respect.
- Support school staff to maintain a safe and orderly learning environment for all students.
- Utilise the school's communications policy to communicate with the school

THE DEPARTMENT OF EDUCATION AND TRAINING WILL:

- Provide support and advice to principals to equip them to manage and respond to challenging behaviour of students, parents and staff.
- Provide practical guidance and resources to support schools to manage and respond to challenging behaviour of students, parents and staff.
- Provide practical guidance and resources to support schools respond to and prevent bullying and promote cyber-safety and wellbeing.
- Provide access to evidence based resources and strategies to increase student safety, wellbeing and engagement.
- Provide schools with practical and legal support as required.
- Provide parents with practical guidance and resources to resolve conflicts with the school.

AS AN OUTSIDE AGENCY, WE WILL:

- Model positive behaviour to our clients
- Ensure that we are punctual to our appointments or communicate, in a timely manner, with the school and clients if running late or there is a need to cancel appointments.
- Work with the school to achieve the best outcomes for our client.
- Communicate constructively with the school and use expected processes and protocols when raising concerns.
- Support school staff to maintain a safe learning environment for all students.
- Follow the school's complaints processes if there are complaints.
- Treat all school staff, students, and other members of the school community with respect.
- Respect the privacy of our clients.
- Provide copies of Working With Children's Checks to the school.

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Through Knowledge to Wisdom

CONSEQUENCES FOR FAILING TO UPHOLD THE VALUES OF THIS CODE OF CONDUCT

UNREASONABLE BEHAVIOURS

Behaviours that are considered inappropriate on and adjacent to school grounds or in relation to school business and that do not uphold the values of this Code of Conduct include when a person:

- is rude, aggressive or harasses others
- sends rude, confronting or threatening letters, emails or text messages
- is manipulative or threatening
- speaks in an aggressive tone, either in person or over the telephone
- makes sexist, racist or derogatory comments
- inappropriately uses social media as a forum to raise concerns/make complaints against the school
- is physically intimidating, e.g. standing very close.

CONSEQUENCES

Principal is responsible for determining what constitutes reasonable and unreasonable behaviour.

Unreasonable behaviour and/or failure to uphold the values of this Code of Conduct may lead to further investigation and the implementation of appropriate consequences. This may include:

- utilising mediation and counselling services
- alternative communication strategies being applied
- formal notice preventing entry onto school premises or attendance at school activities. Written notice will follow any verbal notice given.
- an intervention order being sought
- informing the police which may result in a charge of trespass or assault
- by agreeing to meet specified standards of positive behaviour, everyone in our school, community can be assured that they will be treated with fairness and respect. In turn, this will help to create a school that is safe and orderly, where everyone is empowered to participate and learn.

**This document was ratified by the Wallington Primary School Council
on 19th August 2015**

It is to be reviewed August 2016

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