

Child Code of Conduct Kindergarten – Y6

Introduction

While attending school during regular hours or during school-sponsored activities, children are expected to follow the principles and expectation described in this Code of Conduct.

This Code of Conduct provides guidance on general conduct which is expected and that which is prohibited. It is not an exhaustive list of what constitutes misconduct. Children will be held accountable for their misconduct as detailed in the "Breach of this Code" paragraph and may be asked to complete a Seeking Solutions and Feedback form.

Our school is committed to ensuring a respectful learning environment that is a brave space and positive and supportive for all children. This Student Code of Conduct applies to all children in the Kindergarten – Year 6 cohort regarding the conduct expected of them whilst at school, engaging in school related activities or representing the school. Children are expected to uphold the School's core values at all times.

This Code applies to all activities and events that are school-related and when representing or acting on behalf of the School. The code also requires that children's actions do not bring the school into disrepute at any time regardless of whether the action occurs within or outside of school activities.

In general, the aim of this Code is to ensure that the school is a brave space and pleasant place in which learning takes place, that the property and reputation of the school is protected and that children develop self-discipline and consideration for others.

Scope and Application

This Code applies to all children in the Kindergarten to Year 6 cohort at Child Side School. This Code will be reviewed and amended at least bi-yearly in accordance with Child Side School Policy on Policies and Policy Guidelines and Procedures Contents Schedule.

The use of the word child/children in this policy refers to students in the context of the school environment.

Children are expected and supported to:

- BE SAFE, BE KIND, BE CREATIVE.
 - treat others with kindness, understanding and care
 - express ideas and feelings without the intent to hurt others
 - respect the right of self and others to learn, without disruption
 - contribute to a safe working environment
 - respect other people's ideas and beliefs, work and property
 - listen when others are speaking
 - wait your turn before speaking
 - use appropriate words and language
 - listen and follow instructions
 - be tolerant of differences such as race, culture and ability

In supporting children to comply with the expectations above, staff model, unpack and provide many examples of how to comply eg what it sounds like, looks like and feels like to BE SAFE, BE KIND, BE CREATIVE. This focus endeavours to prevent bullying, harassment and other forms of peer-to-peer abuse. Educators review the Children's Code of Conduct with children regularly but especially at the beginning of each term and when new children enter into the class as part of their induction.

Breach of this Code

Children

In the first instance if children breach this code they will be reminded and shown how to comply with the code. This is often an opportunity for the class educator or Senior Educator to remind all of the children through a class meeting and children are often asked to sign the floor book to say that they have been part of the meeting and agree to comply with the actions that have been discussed. For repeated breaches or breaches of a more serious nature one or more of the following steps may be implemented at the discretion of the Educator and or leadership team:

- Child will be asked to give back eg wash the other person's dish for a day/week, fix or replace the broken object etc
- Child will be asked to draw or write about what happened and what they would do differently next time
- An LTD (Learning Team Debrief) will be called so that the behaviours can be discussed with the child's parents as well as the child
- Child will be asked to be shadowed by a parent at school for a day/week
- Child may be told that they are not able to participate in an incursion or excursion until they can restore trust with the supervising educators through demonstration of appropriate behaviours
- Child may be told that they need to spend some time at home to focus on restorative justice processes and or access professional help before they are allowed to return to school
- Child and parents may be asked to seek support from external agencies to school

Child Side School explicitly forbids the use of any form of child abuse, corporal punishment or other degrading punishment.

Child abuse

Four forms of child abuse are covered by WA law and are defined by the Department of Communities:

- (1) Physical abuse occurs when a child is severely and/or persistently hurt or injured by an adult or caregiver.
- (2) Sexual abuse occurs when a child is exposed to, or involved in, sexual activity that is inappropriate to the child's age and developmental level, and includes sexual behaviour in circumstances where:
 - (a) the child is the subject of bribery, coercion, a threat, exploitation or violence;
 - (b) the child has less power than another person involved in the behaviour; or
 - (c) there is a significant disparity in the developmental function or maturity of the child and another person involved in the behaviour.
- (3) Emotional abuse includes:
 - (a) psychological abuse; and
 - (b) being exposed to an act of family and domestic violence.
- (4) Neglect is when children do not receive adequate food or shelter, medical treatment, supervision, care or nurturance to such an extent that their development is damaged or they are injured. Neglect may be acute, episodic or chronic.

Corporal punishment

Any punishment in which physical force is used and intended to cause some degree of pain or discomfort, however light; typically involving hitting the child with the hand or with an implement; can also include, for example, forcing the child to stay in an uncomfortable position. It does not include the

use of reasonable physical restraint to protect the child or others from harm. *[UN Committee on the Rights of the Child, General Comment No. 8 (2006)]*.

Degrading punishment

Any punishment which is incompatible with respect for human dignity, including corporal punishment and non-physical punishment which belittles, humiliates, denigrates, scapegoats, threatens, scares or ridicules the child *[UN Committee on the Rights of the Child, General Comment No. 8 (2006)]*.

Version Management

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