

Child Code of Conduct Policy – ECC and MCC (K–6)

Introduction

A Code of Conduct is an essential document for a school. It is recognised as a pivotal element in a school's provision of a child-safe environment and is also a requirement under the current *Registration Standards and Other Requirements for Non-Government Schools in Western Australia*.

Schools are required to implement a Code of Conduct for all School Community members which:

- (a) is consistent with the *Child Safe Organisations Example Code of Conduct*, published by the Australian Human Rights Commission, and with the *National Child Safe Organisation Principles*.
- (b) requires them to objectively report observable behaviour which breaches or is suspected of breaching the Code, other than those behaviours subject to mandatory reporting obligations, to the Principal, a designated senior staff member or the Chair of the school's governing body; and
- (c) assures their protection from victimisation or other adverse consequences if they make such reports in good faith.

A Code of Conduct not only makes provision for the safety of the children, but it also helps to safeguard the school, staff, and others from going in a direction that could lead to legal action, a loss of property, reputation and/or put the school at financial risk.

Child Side Playgroup and School (CSS) is committed to providing and ensuring a respectful and child safe environment that is a positive and supportive place for all children in which learning takes place. CSS expects all school community members to share this commitment to ensure the safety and wellbeing of all children. Our school motto, 'BE SAFE, BE KIND, BE CREATIVE' reminds us of the commitment we make, as members of CSS.

CSS *Child Code of Conduct* Guidelines assists to guide children to develop self-discipline and consideration for others so that they can contribute to ensuring a respectful and child safe environment that is a positive and supportive place for everyone. The expectation is that adults already have the self-discipline and consideration for others and demonstrates this at all times.

Scope and Application

CSS maintains and enforces an overall *Code of Conduct* policy statement which forms the foundation for all codes and guidelines developed for each relevant School Community group.

The CSS *Code of Conduct* applies to all school staff (paid/unpaid), children, parents/guardians, volunteers, practicum teachers, work experience students, and contractors of CSS.

The CSS Code of Conduct applies to community groups, visitors and any other individuals who may use or visit the school site.

The CSS Code of Conduct requires that all CSS community members' actions do not bring the school into disrepute whether they occur within or outside of school activities.

The CSS Code of Conduct underpins all activities and events that are school-related and when representing or acting on behalf of the school.

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

The use of the word Educator/Educators in this policy refers to registered teachers in the context of the school environment.

Related Legislation/Guidelines

- The Teacher Registration Act 2012
- The Teacher Registration (General) Regulations 2012
- Guide to the Registration Standards and other Requirements for Non-Government Schools.
- School Education Act 1999
- Privacy Act 1988
- Child Safe Organisations *Example Code of Conduct*- Australian Human Rights Commission
- National Child Safe Organisation Principles

Related Policies/Guidelines/Documents

- SW Learning Community Association Inc Constitution
- CSS Privacy Policy
- CSS Code of Conduct – ECC and MCC (K-6)
- CSS Code of Conduct – YAC (7-10)
- CSS Code of Conduct – School Staff
- CSS Code of Conduct – Governing Council Member
- CSS Code of Conduct – Parent/Guardian
- CSS Child Protection Policy
- CSS General Duty of Care Policy
- CSS Communication Procedure
- CSS Concerns, Complaints and Disputes Policy
- CSS Whistleblower Protection Policy
- CSS Guiding Children's Behaviour Policy
- CSS Anti-Discrimination and Harassment Policy
- CSS Anti-Bullying Behaviour Policy
- CSS Internet and Electronic Devices Policy
- CSS Use of Children's Photographs and Video Images Policy
- CSS Enrolment Policy
- CSS Excursions Policy
- CSS Incursions Policy
- CSS Sickness and Accident Policy
- Child Side School Curriculum Map
- Child Safe Organisation Framework for Child Side School
- CSS Social Media Policy

Definitions

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)].

Grooming

The use of a variety of manipulative and controlling techniques with a vulnerable subject to establish trust or normalise sexually harmful behaviour with the overall aim of facilitating exploitation and/or avoiding exposure. Please refer to the school's CSS *Child Protection Policy* and CSS *Protective Behaviour Curriculum* for information on recognising grooming behaviour.

Restorative Justice

Restorative practice is a whole school teaching and learning approach that encourages behaviour that is supportive and respectful. It puts the onus on individuals to be truly accountable for their behaviour and to repair any harm caused to others as a result of their actions.

Policy Statement

All school staff (paid and unpaid) including volunteers, practicum teachers and work experience students of CSS are responsible for the safety and wellbeing of children who engage with CSS. All school staff (paid and unpaid) are expected to act in accordance with the *Code of Conduct* in their physical and online interactions with children and young people under the age of 18 years.

CSS expects school staff (paid and unpaid), parents/guardians, governing council members and children to behave in a manner that is consistent with our commitment to being safe, kind, and creative through our words and our actions. The School Motto, 'BE SAFE, BE KIND, BE CREATIVE' is clearly displayed in and around the school site and within our school documentation including our *Parent/Guardian and School Staff Information Packages*, as a constant reminder of the commitment we all make to the school.

CSS expects that everyone within the school community will practice courtesy, respect, and thoughtfulness in their behaviour towards themselves, others, and their environment. Particularly, and importantly, adults will model this behaviour within the school in their interactions with each other.

CSS explicitly forbids the use of any form of child abuse, corporal punishment or other degrading punishment as defined and provides clear guidance to all members of the school community about what forms of behaviour management, discipline or punishment are permitted.

Work health and safety is of fundamental importance to the school. Maintaining a safe work environment requires everyone's continuous cooperation. All Community Members, including school staff (paid and unpaid) including volunteers, practicum teachers and work experience students, parents/guardians, governing council members and children, are responsible for ensuring their capacity to perform their duties is not impaired by the use of alcohol or drugs and that the use of such substances does not put at risk their or any other person's health and safety.

The use of illegal substances on the school property is strictly forbidden.

Alcohol must not be consumed during school hours or at any school function at any time school children are present, including those events conducted outside school premises unless expressly permitted to do so by the Co-Principals. A school function is any occasion organised by the school and/or in the school's name, including but not limited to, social gatherings, excursions, camps, sporting activities and fund-raising events.

Smoking (inclusive of all tobacco products, vapes and e-cigarettes) is not permitted at any time on school grounds. This includes all buildings/sheds, gardens, sports fields, cars, and or carparks. Smoking is not permitted at any school function even if it is not on the school site. This includes but is not limited to camps, sporting activities, excursions, fund raising events and social gatherings.

Child Side Playgroup and School designated Staff to whom suspected Code of Conduct breach reports must or can be made:

- Co-Principal (Administration)
- Co-Principal (Senior Educator)
- Continuity and Cohesion Educator, and or the
- Chair of the Governing Council

CSS implements a code of conduct for all staff (paid/unpaid), including practicum students, work experience students and volunteers, governing council members, parents/guardians, and children which:

- (a) is consistent with the *Example Code of Conduct*, published by the Australian Human Rights Commission, and with the *National Child Safe Organisation Principles*;

- (b) requires them to report objectively observable behaviour which breaches or is suspected of breaching the Code, other than those subject to mandatory reporting obligations, to the Principal, a designated senior staff member or the Chair of the governing body; and
- (c) assures their protection from victimisation or other adverse consequences if they make such reports in good faith.

The *CSS Code of Conduct Policy* is a foundation document for each school groups' policy. Each document includes the overarching policy statement and specific guidelines relevant to each group:

- Code of Conduct – School Staff
- Code of Conduct - Governing Council Members
- Code of Conduct – Parents/Guardians
- **Please note:** CSS has separate Codes of Conduct Policies for Children:
 - Code of Conduct – ECC and MCC (K-6)
 - Code of Conduct – YAC (7-10)

CSS, in consultation with its students, develops and regularly reviews a student code of conduct and guidelines on how to comply which:

- (a) sets out minimum standards of conduct,
- (b) prohibits bullying, harassment and other forms of peer-to-peer abuse, and
- (c) requires respect for the privacy and human dignity of other students where relevant.

CSS provides appropriate and purposeful induction in relation, but not limited to, *CSS Code of Conduct*, child protection, processes to manage concerns, complaints and disputes and whistleblower protection for all community members.

In particular it provides all new staff as soon as practicable following their appointment, induction covering at least:

- (a) the *CSS Code of Conduct*, including staff obligations to report objectively observable behaviour which is not permitted by the Code.
- (b) the school's policies, procedures and practices that aim to ensure students' safety and wellbeing at school and during school-related activities; and
- (c) the law with respect to mandatory reporting of child sexual abuse.

Parents and guardians receive information about the *CSS Protective Behaviours Curriculum*, the *CSS Code of Conduct*, the CSS child codes of conduct and when, how and whom to tell when they have concerns about grooming, child abuse or other behaviour which is not permitted by either codes.

CSS has an accessible, child focused *Concerns, Complaints and Disputes Policy* which clearly outlines the roles and responsibilities of leadership, School staff, and volunteers; approaches to dealing with different types of complaints; breaches of relevant policies or the *CSS Code of Conduct*; and obligations to act and report.

CSS regularly reviews, evaluates, and improves child safe practices. Complaints, concerns, and safety incidents are analysed to identify causes and systemic failures so as to inform continuous improvement. CSS reports on the findings of relevant reviews to staff, volunteers, community, families, and children and young people.

CSS responds appropriately to complaints and allegations of grooming, child abuse and breaches of the codes of conduct or child codes of conduct in the best interests of children and in accordance with policies and procedures which at least require that:

- (a) the complainant is informed about the services, including advocacy and support services, which may be available; and

- (b) the matter is reported promptly to the responsible government authorities and their direction is sought and complied with as to when, what and by whom information related to the matter and its investigation may be given to the person against whom he complaint or allegation is made, the complainant and their parents/guardian, other affected children and their parents and guardians, and the wider school community.

CSS has and implements a *Critical and Emergency Incidents Policy and Procedures* which:

- (a) include all reportable incidents as well as other critical and emergency incidents.
- (b) enable and require incidents to be managed in such a way as to minimise trauma and distress to students and staff and damage to property and ensure the education program is maintained or resumed, while giving highest priority to the best interests of the student or students affected.
- (c) require all incidents to be reported and documented, and
- (d) enable and require the Co-Principal/s to notify the governing body of all incidents.

Further, the governing body ensures the Director General is notified of every reportable incident as soon as practicable, and in any event within 48 hours of the incident, using the form published by the Director General for this purpose.

Within the context of code of conduct, school leadership is required to contact the Director General with the following matters deemed as a reportable incident:

- The receipt of a complaint or allegation of child abuse, including but not limited to sexual abuse, committed against a student by:
 - (a) a staff member or another student; or
 - (b) another person on the school premises or during a school-related activity; whether the abuse is alleged to have occurred recently or in the past.
- Issuing a formal warning, a suspension or ceasing the employment of a staff member for a breach of the school's Code of Conduct involving suspected grooming behaviour.

Policy Review

All policies are reviewed and amended in accordance with the *CSS Policy on Policies* and the *CSS Policy, Guidelines, Procedures and Frameworks Register*.

The *CSS Code of Conduct – School Staff* and associated guidelines will be reviewed annually; provided that an earlier review is undertaken whenever a matter or other information becomes evident regardless of indicators or not, there has been a policy or procedural failure.

All other Codes of Conduct and associated guidelines will be reviewed biennially; provided that an earlier review is undertaken whenever a matter or other information becomes evident regardless of indicators or not, there has been a policy or procedural failure.

Appendices

Appendix 1	CSS Code of Conduct – ECC and MCC (K-6) Children Guidelines
Appendix 2	Things adults need to know straight away – Guide For Children

Version Management

VERSION	DATE REVIEWED	DATE RATIFIED	CHANGES MADE	AUTHOR OF CHANGES	NEXT REVIEW DATE
1	Oct 2011	26/10/2011	Policy formulated	KM	
2	March 2013	20/3/2013	Name changes - GC	KM	
3.	May 2016	29/6/2016	Remove reference to FLA	KM	
4.	March 2017	29/3/2017	Include reference to Child Side School Staff Code of Conduct	KM	
5.	September 2018	28/11/2018	Reviewed and Re-formatted for consistency, Enrolment process added, more specific detail in child code	KM	
6.	Feb 2019	27/2/2019	Code of conduct for each school group separated from overarching policy	KM	Term 1 - 2022
7.	Sept 2022	09/11/2022	Re-titled to target students not in high school cohort Added introduction and scope and reference to prevention of bullying and harassment	LF	Term 2 – 2024
8.	July 2024	07/08/2024	Major Formatting changes. Update to meet 2024 Registration Requirements. Changed the name of all Code of Conduct Policies. Code of Conduct – ECC and MCC (K-6) Code of Conduct – YAC (7-10) Code of Conduct – School Staff Code of Conduct – Governing Council Code of Conduct – Parent/Guardian Overarching Policy added to each individual groups Code of Conduct guidelines which eliminates needing to refer to 2 documents. Update to meet the 2024 Reportable Conduct Requirements. Added explicit reporting obligations and child protection compliance requirements. Added reference to use of alcohol, drugs and tobacco use by Parents, students and GC Members. Added clarification about tobacco products to include vaping and e-cigarette usage. Addition of definition of restorative justice Minor changes to policy titles (CSS) Separation of policy and guidelines Added statement about development of Child Code Updated statement re. prohibited actions Added parent/guardian rights and responsibilities	JM	Term 3 - 2026

Child Side Playgroup and School Code of Conduct – ECC and MCC (K-6) Children Guidelines

CSS is committed to ensuring a respectful learning environment that is a brave space and is positive and supportive for all children.

These guidelines:

- provide guidance on the general conduct which is expected and that which is not acceptable and or prohibited.
- do not provide an exhaustive list of what constitutes misconduct rather, articulates what is expected , making misconduct a breach of these expectations.

Educators will decide how and the extent to which child code of conduct documentation is made accessible and available for all children. Child friendly documents may be developed as a part of ongoing code of conduct discussions and review by Clusters.

It is acknowledged that parents/guardians have rights and responsibilities in relation to child code of conduct.

Children are expected and supported to:

BE SAFE, BE KIND, BE CREATIVE.

Children have a right to:

- feel safe within the school,
- learn in a challenging environment to the best of their ability,
- be treated with respect by other children and educators,
- be listened to.

Children have a responsibility to:

- 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
- listen to and follow instructions
- use appropriate words and language
- be tolerant of differences such as race, culture, personal choices and ability
- share concerns with an adult, particularly in relation to safety, kindness and respect and productivity issues.

Parents/guardians have a right to:

- expect that their children can interact and learn in a safe, positive, supportive and secure environment,
- be informed of matters regarding their children,
- be involved in developing strategies for the management of their own child's/children's behaviour within the context of the School's ethos and policy and guidelines (see breaches of this code).

Parents/guardians have a responsibility to:

- encourage children to observe school rules,
- work co-operatively with the school to solve problems,
- provide support for school staff in implementing the child code of conduct,
- communicate relevant information and concerns to the school,
- abide by the *CSS Code of Conduct – Parent/Guardians*.

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- *Restorative Justice* practice is a core, whole school teaching and learning approach used by all Educators and other school staff, that encourages behaviour that is supportive and respectful. It puts the onus on individuals to be truly accountable for their behaviour and to repair any harm caused to others as a result of their actions.
 - This child code of conduct applies to all children and describes the conduct expected of them whilst at school, engaging in school related activities or representing the school.
 - All children are expected to uphold the School's core values at all times.
 - In supporting children to comply with the expectations, staff will model, unpack and provide many examples of how to comply e.g. 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 child's code of conduct with all children regularly, especially at the beginning of each term and when new children enter into the class as part of their induction.

What do children do if they believe someone has breached the Code of Conduct?

- CSS has well-established policy, guidelines and processes which provide opportunity for children to provide feedback, raise concerns, make complaints and seek solutions, particularly in relation to code of conduct expectations and perceived breaches. The *Child Feedback and Solutions Seeking Policy* is used in conjunction with this *Code of Conduct Policy and Guidelines*.
- Children will be held accountable for their misconduct (breach) and may be asked to complete a *Seeking Solutions and Feedback Form* (child appropriate grievance lodgement).
- Staff assist and support Children to navigate this process both formally and/or informally and as appropriate.

CSS will not tolerate victimisation or other adverse consequences that are directed towards any person who makes such reports in good faith.

Breach of this Code

Restorative justice practice underpins all actions Educators take in order to manage and support code of conduct breaches by children.

In the first instance if a child/children breach this code, they will be reminded and shown how to comply with the code. This is often an opportunity for the Educator or Senior Educator to remind all of the children about appropriate conduct through a class meeting where a floor book is used to record the meeting discussion and include any outcomes or agreements made. Children are often asked to sign the floor book to say that they have been a 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 the leadership team:

- The Child will be asked to give back e.g. wash the other person's dish for a day/week, fix or replace the broken object (or some other action appropriate to the breach)
- The Child will be asked to draw or write about what happened and what they would do differently next time.
- A Learning Team Debrief (LTD) will be called so that the behaviours can be discussed with the child's parents/guardian and the child.
- The Child will be asked to be shadowed by a parent/guardian at school for a day/week.
- The 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.
- The 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.
- The Child and parents/guardians may be asked to seek support from external agencies to school.

<p>Things adults need to know straight away</p>	<p>Repeat behaviours that an adult needs to know about before you go outside or go home if it is really upsetting or distracting you</p>
<p>Safety issue</p> <ul style="list-style-type: none"> Someone or you are hurt Someone or you are really upset (crying, shouting, chasing someone, lashing out, hiding, run away: fright, freeze, flee or fight response) Someone is likely to get hurt or very upset without adult help You are feeling very uncomfortable about something you have heard, seen or had happen to you or others Things are broken or are likely to get broken <p>Kindness and respect issues</p> <ul style="list-style-type: none"> Repeatedly swearing or yelling at you or someone else You or someone have broken something You or someone is deliberately being left out of something or being repeatedly targeted by one or a group of other children without a real reason given Someone deliberately stopping you from working You have tried to work with someone, but they are not responding (maybe on purpose or because it is too hard, or they don't understand) 	<ul style="list-style-type: none"> Silly comments Making 'smart' comments Calling out Ignoring you Continuous teasing Banter that goes on too long Talking to you about other things that stop you working Using your things Being too loud Asking you too many questions or not listening to your answers Tapping or making other sounds that annoy you Helping themselves without checking in with you first Not waiting their turn Not sharing Always wanting to go first or having something the longest Never wanting a turn Not owning up to something nor taking responsibility Leaving it up to you to do the work or finish something Blaming others Being too rough Being too bossy or rude
<p>Productivity issues: You or someone can't start or complete the work or job because:</p> <ul style="list-style-type: none"> you are unsure or confused what or how to do it you do not have the materials or tools to do it you do not yet have the skills and need a demonstration you have run out of time something is missing or you have run out of it the person you are working with is not there or not co-operating 	<p style="text-align: center;">Things to consider...</p> <p>You do not need to tell an adult if someone does this once or only a couple of times over a day or week and they stop when you tell them you don't like it, or you can just move away and get on with things.</p> <p>You need to be able to let the other person know that you are not okay with these things and move yourself away. You are always welcome to work on the decking or in the Re-Set room near the office if you need to concentrate, as long as an MCC adult is okay with this.</p>

<ul style="list-style-type: none"> • the person you are working with is unsure and needs to have their job modified • it is too big a job and you need a helping hand 	<p>Take a look in the 'mirror'; You need to make sure you are not also doing this to others. Make sure you are not joining in, laughing or encouraging others to do this.</p> <p>Be very clear and firm about your needs.</p> <p>Focus on your work so that others cannot distract you. Then YOU get more time to do choices.</p> <p>Let the adults notice things that other people are doing if you are not involved and it is not stopping you, as long as it is NOT a safety issue.</p>
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