

2017

Professional Code of Conduct



For Teachers and Students

Grassroots School

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Introduction

The code of conduct defines our commitment to respecting all persons in the school. Below are expectations on staff and students to ensure their actions adhere to the code of conduct so that the children and adults in the school can teach and learn.

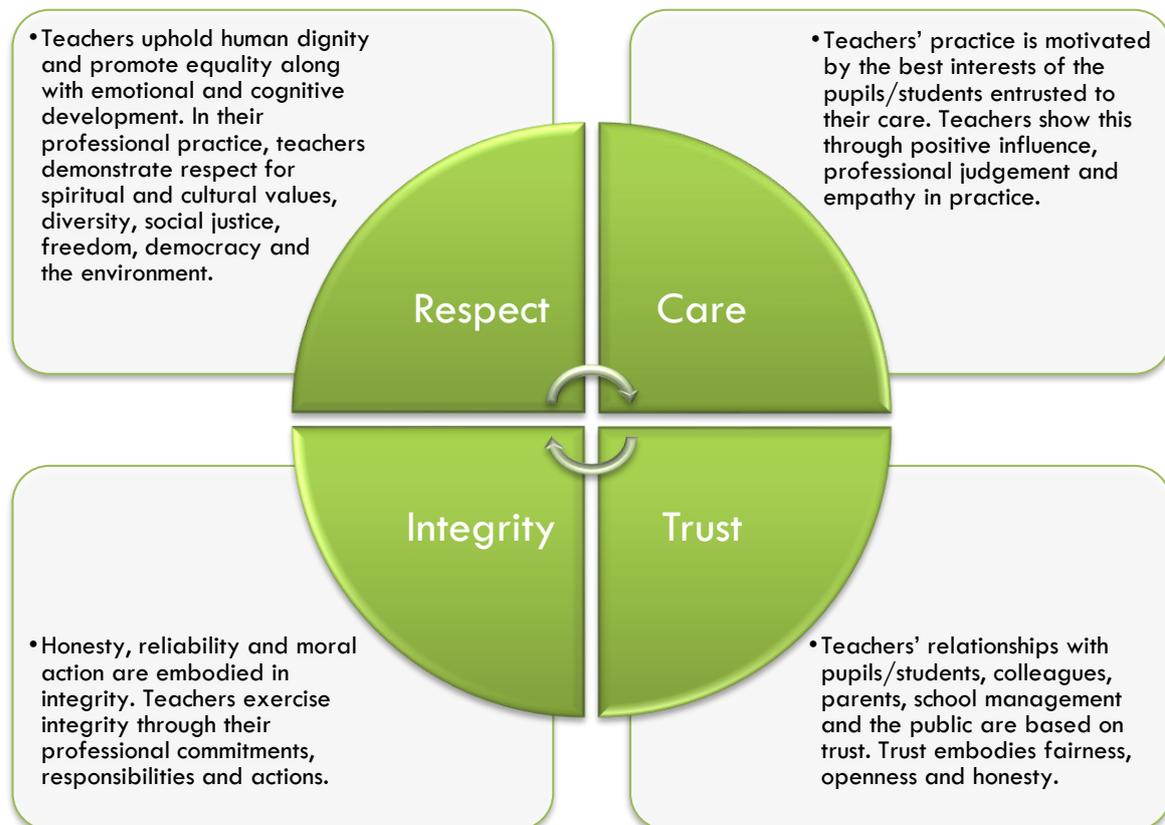
Code of Conduct for Teachers

This Code of Professional Conduct for Teachers reiterates and makes explicit the values and standards that have long been experienced by pupils/students through their participation in education. The Code sets out the key principles of good conduct and practice for teachers at Grassroots School. It is intended to guide teachers' practice judgements and decisions and inform parents, and the community of these standards. It also informs members of the community of the standards expected of teachers. It is not, however, a definitive or exhaustive guide. Neither should it be read as a blueprint to be followed unreflectively by teachers. As professionals, teachers are to constantly engage with the principles outlined in a critical manner, taking into account the educational value of the particular relationships with persons within particular teaching and learning situations and processes.

The Code is intended to encourage teachers to adopt an informed approach to their teaching and its contexts and to reflect on the good and correct practices as professional teachers. A teacher shall endeavour to be a role model and shall act within the community in a manner which enhances the prestige of the profession.

Standards of Teaching, Knowledge, Skill, Competence and Conduct

The role of the teacher is to educate. The following ethical values underpin the standards of teaching, knowledge, skill, competence and conduct as set out in this Code.



On behalf of the teaching profession, Grassroots School sets out the following standards that apply to all registered teachers regardless of their position.

Professional Values and Relationships

Teachers should:

1. be caring, fair and committed to the best interests of the pupils/students entrusted to their care, and seek to motivate, inspire and celebrate effort and success
2. acknowledge and respect the uniqueness, individuality and specific needs of pupils/students and promote their holistic development
3. be committed to equality and inclusion and to respecting and accommodating diversity including those differences arising from gender, civil status, family status, sexual orientation, religion, age, disability, race, ethnicity, membership of the Traveller community and socio-economic status, and any further grounds as may be referenced in equality legislation in the future.
4. seek to develop positive relationships with pupils/students, colleagues, parents, school management and others in the school community, that are characterised by professional integrity and judgement
5. work to establish and maintain a culture of mutual trust and respect in their schools
6. make every effort to encourage parents, guardians and carers to interest themselves actively in the education and welfare of children in their care

Professional Integrity

Teachers should:

1. act with honesty and integrity in all aspects of their work
2. respect the privacy of others and the confidentiality of information gained in the course of professional practice, unless a legal imperative requires disclosure or there is a legitimate concern for the wellbeing of an individual
3. represent themselves, their professional status, qualifications and experience honestly
4. use their name/names as set out in the Register of Teachers, in the course of their professional duties
5. avoid conflict between their professional work and private interests which could reasonably be deemed to impact negatively on pupils/students
6. be mindful of their position as a role model to students

Professional Conduct

Teachers should:

1. uphold the reputation and standing of the profession
2. take all reasonable steps in relation to the care of pupils/students under their supervision, so as to ensure their safety and welfare
3. work within the framework of relevant legislation and regulations
4. comply with agreed national and school policies, procedures and guidelines which aim to promote pupil/student education and welfare and child protection report, where appropriate, incidents or matters which impact on pupil/student welfare
5. communicate effectively with pupils/students, colleagues, parents, school management and others in the school community in a manner that is professional, collaborative and supportive, and based on trust and respect
6. ensure that any communication with pupils/students, colleagues, parents, school management and others is appropriate, including communication via electronic media, such as e-mail, texting and social networking sites
7. ensure that they do not knowingly access, download or otherwise have in their possession while engaged in school activities, inappropriate materials/images in electronic or other format
8. ensure that they do not knowingly access, download or otherwise have in their possession, illicit materials/images in electronic or other format
9. ensure that they do not practise while under the influence of any substance which impairs their fitness to teach

Professional Practice

Teachers should:

1. maintain high standards of practice in relation to pupil/student learning, planning, monitoring, assessing, reporting and providing feedback

2. apply their knowledge and experience in facilitating pupils'/students' holistic development
3. plan and communicate clear, challenging and achievable expectations for pupils/students
4. create an environment where pupils/students can become active agents in the learning process and develop lifelong learning skills
5. develop teaching, learning and assessment strategies that support differentiated learning in a way that respects the dignity of all pupils/students
6. inform their professional judgement and practice by engaging with, and reflecting on, pupil/student development, learning theory, pedagogy, curriculum development, ethical practice, educational policy and legislation
7. in a context of mutual respect, be open and responsive to constructive feedback regarding their practice and, if necessary, seek appropriate support, advice and guidance
8. act in the best interest of pupils/students

Professional Development

Teachers should:

1. maintain high standards of practice in relation to teaching and learning, classroom management, planning, monitoring, assessment and reporting
2. take personal responsibility for sustaining and improving the quality of their professional practice by:
 - a. actively maintaining their professional knowledge and understanding to ensure it is current
 - b. reflecting on and critically evaluating their professional practice, in light of their professional knowledge base
 - c. availing of opportunities for career-long professional development
3. be open and respond positively to constructive feedback regarding their teaching practices
4. seek support, advice and guidance where necessary

Professional Trust and Collaboration

Teachers should:

1. base their relationship with students on mutual trust and respect
2. have regard to the safety and wellbeing of students under their responsibility
3. respect the uniqueness and diversity of the learning community they are part of
4. work with teaching colleagues and student teachers in the interests of sharing, developing and supporting good practice and maintaining the highest quality of educational experiences for pupils/students
5. be sensitive to the need for confidentiality where appropriate
6. uphold public trust and confidence in the teaching profession
7. work in a collaborative manner with pupils/students, parents/guardians, school management, other members of staff, relevant professionals and the wider school community, as appropriate, in seeking to effectively meet the needs of pupils/students
8. create learning experiences which engage, motivate and challenge students in an inclusive setting with a lifelong learning perspective
9. engage with the planning, implementation and evaluation of curriculum at classroom and school level

Professional Relationships with Students

Teachers should:

1. maintain professional boundaries whilst in school and out of school, avoid improper physical contact, avoid inappropriate communication via any form of media and avoid inappropriate relationships with students. The members of the teaching profession are duty bound and are ultimately responsible to maintain a professional distance
2. refrain from taking advantage of professional relationships with students for their own personal benefit, including giving private lessons to students from the classes they teach or who are under their administrative responsibility, against payment, whether monetary or in kind
3. conduct counselling interventions with students professionally, and behave in keeping with their unique position of trust and status as role models
4. follow behaviour management and safe school's policies and guidelines as directed by the relevant school, college and education authorities

5. act appropriately towards students exercising care in their language, gestures and attitudes, ensuring that they do not act in such a manner that is embarrassing or disparaging and ensuring that they do not use abusive language or offensive names or make inappropriate remarks; and
6. act with a professional attitude and behaviour at all times

Respect the Uniqueness and Diversity of Students

Teachers should:

1. demonstrate respect for diversity, maintain fairness and promote equality irrespective of gender, race, religion, sexual orientation, appearance, age, language or different needs or abilities
2. maintain an up to date knowledge and understanding of, implement and comply with, current child protection procedures
3. maintain an up to date knowledge of guidelines issued by their school, college and/or nationally, education authorities insofar as these concern their personal and professional conduct
4. contribute to the creation of a fair and inclusive school environment by addressing discrimination, stereotyping and bullying
5. identify and refer to the competent authorities any issues that might impact on students' welfare at the earliest possible stage
6. Demonstrate respect for diversity when dealing with colleagues, parents, guardians or carers in their capacity as partners in the educative process

Code of Conduct for Students

Grassroots School is committed to support and guide our students to achieve success in a supportive, positive, challenging, safe and non-threatening learning environment. The Student Code of Conduct aims to state our expectations of students' appearance and behaviour on the school premises, during all school events and on the transportation provided by the school. The overall intention of the Student Code of Conduct statement is to highlight and promote student wellbeing and enhance student learning at this school.

Any breach of the expected behaviour outlined in this Student Code of Conduct will result in the Student Disciplinary Procedure being invoked.

Principles Which Underlie the Student Code of Conduct

- All students have the right to be safe.
- All students are to be valued and treated with respect.
- All students have the right to work and play in a secure environment.
- All students should be actively encouraged to develop empathy, courtesy and respect for others.
- All students will be encouraged and have opportunities to exhibit pride in their school.
- Teachers should be able to teach in an orderly and cooperative environment.
- The Head of School and staff have an obligation to implement the Student Code of Conduct fairly, reasonably and consistently.

Rights and Responsibilities

STUDENTS HAVE THE FOLLOWING RIGHTS	STUDENTS HAVE THE FOLLOWING RESPONSIBILITIES
The right to feel safe at school.	To learn and follow all the school rules.
The right to learn without interference from others.	To attend class prepared to learn and not interfere with the learning of others.
The right to be treated with respect and in a fair and equitable manner free from harassment.	To treat others with respect and resolve differences through discussion and compromise and not conflict.
The right to expect your property to be safe.	To take care of your own and other people's property.

Guiding Principles

There are six basic guiding principles that make school life safe and happy for all students:

1. Move and play safely – [Is it safe for yourself, the school and others?]
2. Care for yourself, others and property.
3. Resolve problems calmly, sensibly and fairly – [Stop, Think, Do].
4. Respect others through your speech, behaviour and manners.
5. Work as well as you can and allow others to do the same.
6. Work towards establishing behaviour that reflects pride in your school and its values.

Teachers and students will establish appropriate classroom rules and behaviours consistent with school rules and with developing classrooms as caring communities.

Behaviour Expected from All Students

Students at Grassroots School are expected to uphold the values associated with the School culture.

General Behaviour

Students are expected to demonstrate respect for themselves and others as well as be responsible citizens. They are expected to:

1. Walk within the school buildings.
2. Wear the proper school attire.
3. Be neat and tidy in their appearance.
4. Treat everyone in the school community with respect.
5. Respect and follow the rules and regulations of the school.
6. Refrain from using the lifts in school unless permission has been granted.
7. Refrain from inappropriate acts of intimacy.
8. Arrive in school on time.
9. Be punctual at their designated pick-up points.
10. Be punctual for all classes and activities.
11. Inform the teacher or teacher-in-charge if they expect to be absent (facilitated by parents for younger children).
12. Meet their teachers to find out about lessons completed during their absence.
13. Be responsible for their personal belongings and keep valuables in their lockers.
14. Maintain the cleanliness of their own class and common areas in the school.
15. Restrict ball playing and other sporting activities to the gym and designated areas within the school.
16. Seek official approval before bringing a guest on campus.
17. Follow Essential Agreements within their respective classrooms.
18. Take responsibility for their learning (See Home-School Partnership Policy).

Moving from Class to Class during school time

- Take the path that will cause the least disturbance to other classes
- Ensure children move in an orderly fashion
- Be aware classes are working

Manners

- Use courtesy words: Please, thank you, excuse me, etc
- Greet others in a friendly manner
- Show kindness and respect

Uniform

- Wear correct uniform to school
- Maintain the stipulated colour code
- Wear appropriate sports outfits including suitable shoes
- Jewellery, make up, label clothing are not to be worn

Lunch Eating Routines

We are committed to zero waste at Grassroots School. This means:

- Children eat all food under the supervision of their teacher in the classroom or outside but seated

- All food scraps and wrappings go home or to the worm farm
- Children are not to walk around the school eating food
- Eating time is a chance for the teacher to model social skills and for children to practice these i.e. table manners, including others in conversations, being polite etc
- Eating time conversations should be in their respective mother tongues, facilitated by the teacher, as a step towards promoting acceptance, diversity and tolerance.

Playing in the playground

- Be caring, sharing and include others
- Look after sports equipment and return it when you have finished
- Be fair and play games to the rules
- Stay in bounds
- Know what not to bring to school

Assembly Behaviour

- Children line up in the main area (after they have been taken there by their teacher) in an orderly quiet line.
- Teachers need to be with their class
- Children walk in quietly without talking and sit as directed
- Children remain quiet and follow assembly guidelines or appropriate audience responses
- This should be the case for team assemblies too or any time, teams meet together in the main area.

Before School

Children come into school and wait outside but within the premises until summoned by their teachers/class maids.

After school

- Children leave to go home ASAP after the bell goes
- Children do not play in the playground unless they are with their parents
- Children walking home go to the crossings and follow the instructions of the duty teacher and road patrollers
- Children waiting to be picked up by parents and care givers wait by the main gate. If they are late come to the office and wait there
- All children are expected to be collected by caregivers ASAP after the end of day only by providing a valid photo ID
- The office closes at 3.30pm

Consistency is the key. Please follow through with these guidelines in a non-authoritarian manner seeing lapses of behaviour as a teaching opportunity and follow up with an appropriate advice and guidance to the students concerned. Our commitment to restorative justice means we are moving away from punitive methods to restorative practices that ensure children do accept responsibility for their choices and are supported to make changes in their behaviour.

Students Bringing Money, Electronics and Valuables to School

Students are not allowed to use mobile phones, MP3/4 players, portable CD players, radios, etc, on the campus, unless permission is granted by the teachers for the use of such items for a specific purpose. Students in possession of these items during the school day will have them confiscated. Items will be returned at the discretion of Senior Management. Parents may be requested to come to school to collect the confiscated items should the student commit repetitive offences and not respond to warnings by the school. Grassroots School will not be held responsible for the loss, theft or damage of the devices in school. Students are discouraged from bringing money or any valuables to school. Individual family accounts should mean that money is seldom required to be brought to pay for items. Exceptions to this include school allotted adaptive devices for children identified with SEN and payments for special days.

School Rules

Everyone has the right to learn and play in a happy, safe, secure environment. All school rules at Grassroots School are developed in consultation with students, parents and teachers; and stated in the positive and are linked to the principles and practices. To ensure students understand and follow school rules, all teachers are expected to reinforce the rules through appropriate strategies that teach the necessary skills and processes:

Communication (how students speak and listen)

- We use "I" Statements
- We listen to others and try to empathise with them.
- We talk and discuss instead of yelling and arguing.
- We make our words and body language match in an assertive way.
- We use each other's names.

Settling Conflicts (how conflicts are to be resolved)

- We try to solve our problems so that everyone wins.
- We let people know how we feel about something.
- We apologise if we hurt someone's feelings.
- We can make the rules up for a game before we start, to make it fair for everyone.

Movement (how movement occurs within the classroom and around the school)

- We walk in the classroom and around the school buildings.
- We respect people's personal space when we are moving around the school.

Safety and Security (how we keep ourselves safe)

- We stay inside the school boundaries during school hours.
- We are careful when we play on the play equipment.
- We wear a hat to play in the sun.

Learning (how students are actively involved in their learning)

- We help each other in the classroom and in the playground
- We stay on task and concentrate on our own work
- We work to achieve our personal best

Treatment (how all community members will be treated)

- We make people feel welcome
- We stay calm and rational when resolving problems
- We cooperate when we play and we are caring of each other
- We respect each other and each other's property
- We have responsibilities that are linked to our rights

Classroom Rules

Each class is responsible for discussing and developing a set of rules. These will enable each member of the class to learn in an environment which is free from disruption. The class rules will be supported by a set of consequences to be implemented by the teacher after consideration of the behaviour. The rules and consequences are displayed in each classroom.

Implementation of the Student Code of Conduct

1. Students will receive a copy of the Code of Conduct for reference and to help facilitate understanding and awareness of school rules, consequences, and empowerment strategies.
2. Students and parents will review the Home-School Partnership Policy and sign the Parent Undertaking at the beginning of each year.

3. Student wellbeing will be supported and addressed through the school's policies and procedures for Behaviour Management, Bullying, Program for Students with Disabilities, Equal Opportunity, Health, First Aid, Mandatory Reporting, Medication and Sexual Harassment.
4. Students and teachers will continue to work collaboratively developing school rules and acceptable behaviours.
5. All teachers will consistently administer the school rules and their logical consequences.
6. All teachers will encourage pride in the school and a positive school spirit that promotes sharing, tolerance and empathy.
7. Anti-social behaviour is viewed as a serious breach of the Student Code of Conduct and will not be tolerated.
8. Students will be given positive reinforcement that acknowledges and promotes their achievements, and where necessary, assistance and support to follow the Student Code of Conduct.
9. Students will be required to take appropriate responsibility for their behaviour and actions.
10. The school will provide adequate supervision in the playground.
11. All incidents requiring documenting, counselling, and consulting with parents will be handled with discretion and abide by the school's Codes of Conduct.
12. Support groups will be established for students with special needs to assist them to reach their potential.
13. Behaviour Support Plans will be established to assist students in developing greater social competence.
14. Student Support Group meetings with parents or teachers will be established to address issues of concern.
15. Assistance will be sought from outside agencies when appropriate.

Unacceptable Behaviours

The following behaviours are considered unacceptable. If a student chooses to display any of them, a staged response will be implemented in line with school policy.

1. Punching, hitting, kicking
2. Throwing stones, sticks, apples or any other dangerous missiles
3. Playing with sticks (no sticks in hands at all)
4. Leaving the school grounds or being out of bounds without permission
5. Climbing trees or structures other than designated playground equipment
6. Teasing, name calling and deliberately annoying another student
7. Showing disregard for the property of others
8. Bad language, insolence, disobedience and disruptive behaviour
9. Failing to comply with the school's 'No hat ...No play' policy
10. Not playing footy on the oval or other grassed areas
11. Showing disrespect towards a staff member
12. Entering the classroom or school building without teacher permission

Logical Consequences

A key component of the school's Behaviour Support Program is teaching about and using logical consequences to address behavioural problems. A logical consequence is based on goodwill and not retaliation. It is concerned with present and future behaviour and differs from punishment in that logical consequences are:

- Related to the behaviour
- Respectful of all parties
- Reasonable expectations
- Relationship-building