

Codes of Conduct for People at The Small School

Values

The Small School fosters the wellbeing and safety of children and staff.

All adults at The Small School exercise a duty of care and kindness to children.

Commitment to relationship building is highly valued in children's moral, social, emotional and behavioural development and within the school community generally.

All adults at The Small School model respectful relationships and conflict resolution practices.

Purpose

These codes of conduct set out the expectations on people who interact at The Small School. They also form the framework in which further rule development takes place in the school's Whole School Meeting, which is outlined in the Student Leadership Policy and Procedures document.

Child Code of Conduct

As a child attending The Small School I have the responsibility to:

- Co-operate with my classmates and staff at the school staff.
- Be kind to my classmates and seek help from a teacher when I'm having trouble being kind.
- Participate in Special Circles when I have had trouble with a classmate or one of my friends has and help to work out a solution.
- Participate in developing school rules at Whole School Meetings and participate in carrying them out.

- Know that some rules are made by the teachers and the School Manager and they will tell me what these are.
- Help to care for my school and keep it tidy – the gardens, the classrooms, the kitchen, the play equipment and my own belongings.
- Understand that school is a very special place of learning and this means working quietly sometimes or being quiet because someone else is working.
- Ask one of the teachers if I want to access the internet at school.
- Think about what I wear to school each day, long sleeves and a hat because the sun is strong, something warm because it's cold, workwear because I'm building something or painting, a good outfit because we have an event on.
- Be a good representative of my school when we go on excursions.
- Know that The Small School is truly the best it can be when I participate too, in learning, in Circles and our community events.

As a child attending The Small School I have the right to:

- A physical environment which is safe and well-maintained.
- A non-physical environment in which the adults hold my emotional, social and educational well-being in the highest regard and are interested in learning about me and my own unique characteristics.
- A learning environment which is enjoyable, flexible and responsive to my individual needs and interests.
- Participate in decision making at school about things that affect me during the day.
- Have a say in some of the things I want to learn.
- Play as part of my day when I'm at school.
- Know if my behaviour is not acceptable to others and to understand why.
- Talk through an incident of unacceptable behaviour with a teacher or another student in a Special Circle and to receive help if I have trouble expressing how I feel about what happened.
- Have an opportunity to make amends when my behaviour has been unacceptable to someone else.

Parent and Volunteer Code of Conduct

As a parent/volunteer at The Small School I have the responsibility to:

- Model cooperative and respectful behaviour to the community of children at The Small School.
- Promote the safety of all children at the school whenever I am there.
- Participate in Whole School Meetings or Circle Time when I can.
- Participate constructively in conflict resolution procedures when there is a problem at the school with an intention of resolving them and making the school community stronger as a result of participating in the resolution process.
- Make complaints constructively, either directly with the teacher or with the School Manager with the intention of improving the school as a result of the process.
- Co-operate with teachers and the School Manager when undertaking tasks at the school.
- Be aware of and abide by the policies of the school.
- Help to care for the school environment whenever I can, including the gardens and kitchen.
- Support and participate in the school's community events
- Be aware that The Small School wants children to have access to online material responsibly both at school and at home.
- Help guide my child/ren make good decisions about what to wear to school.

As a parent/volunteer at The Small School I have the right to:

- Receive clear information about how the school operates and the expectations the school has of me and my child.
- Expect that the school premises will be safe and well-maintained.
- Expect that my child is being cared for at all times by responsible and safe adults, including other parents who may be around my child from time-to-time at the school or when on school excursions.
- Spend regular time in discussion with my child's teacher about how my child is progressing with their learning, to understand what they are learning and to discuss any concerns I have about their learning progress.

- An understanding of how decisions are made at The Small School, including at the level of the School Board.
- Procedural fairness with regard to concerns or allegations about my child's behavior, including the right to fully understand the concerns or allegations, to be present when serious concerns or allegations are being discussed and for my child and myself to have an opportunity to respond to concerns or allegations.
- Attend a meeting with staff and participate in the development of a Support Plan, jointly determined by staff and myself and where appropriate my child, to help my child address any behavioural concerns or breaches of this code.
- Meet with the School Manager to discuss any concerns I have about how the school is operating and where those concerns are found to be valid, be given a response as to how they will be addressed.
- Attend a meeting of the School Board if I believe my issue has not been sufficiently addressed by the School Manager.
- Set up a parent sub-committee, with the permission of the School Board and with terms of reference agreed to by the Board, to carry out a school project on behalf of the School Board.
- Know how to contact members of the School Board if there is a serious incident at the school, which I believe has not been dealt with effectively by the School Manager or where the matter concerns the School Manager and it is not appropriate for them to deal with it.
- Ask the School Manager to take an issue or idea to the School Board for their consideration and to receive feedback from the Board.

Employee Code of Conduct

At The Small School, potential employees are assessed by their application, interview, references and Working With Children Check clearance.

When at the school, employee behaviour is assessed by the School Manager and parents are able to contribute to this assessment should this be necessary.

Employees take all sensible steps to protect children from risks of harm that can be reasonably predicted. For example, risks from known hazards and from foreseeable risk situations against which preventative measures can be taken. The standard of care that is required, for example the degree of supervision, needs to be commensurate with the children's maturity and ability.

As an employee at The Small School I have responsibility to:

- Model cooperative, respectful and kind behaviour to the community of children at The Small School.
- Model participation, conflict resolution and shared decision-making in Whole School Meetings, Circle Times and Special Circles.
- Help children participate in developing school rules at Whole School Meetings and to support them in carrying them out.
- Explain to children which rules are made by the teachers and the School Manager and help them to understand them and carrying them out.
- Carefully consider how I behave towards children at The Small School and take the time to reflect on my own personal development and talk to a colleague if I find I am having trouble with a particular child or their behaviour.
- Carefully consider how I behave towards my co-workers and take the time to reflect on my own personal development when an issue arises with a colleague. Commit to the conflict resolution processes of dialogue with an intention of contributing to school community because issues have been resolved and relationships have been strengthened.
- Make complaints constructively, either directly with the teacher or with the School Manager with the intention of improving the school when the complaint is resolved.
- Participate in collaborative planning sessions, professional and administrative, recognising there is a shared responsibility and significant benefit with the inclusion of all staff.
- Act according to legislation (Child Protection, Work Health and Safety), guidelines and regulations (Work Health and Safety) and school policies and procedures to make the school a safe, secure place for everyone.
- Model behaviour that promotes safety for children.
- Help to care for the school environment including the gardens, classrooms, kitchen and play equipment.
- Ensure that my professional practice meets the requirements of my position description.
- Ensure that my use of social media is not unlawful and that my personal activities, including online, do not interfere with the performance of my job.
- Support all school activities including community events, student performances and excursions.
- Represent the school in a professional manner when outside of the school both during and outside of school hours.

As an employee at The Small School I have right to:

- A safe and healthy working environment which is compliant with the NSW Work, Health and Safety Act 2011.
- Receive my pay and entitlements according to my employment contract.
- Procedural fairness and conflict resolution processes where there are disagreements between myself and another employee, a parent or the School Board. This includes the right to fully understand any concerns or allegations about my conduct, to choose to have an independent third party to support me during a conflict resolution process and to have the opportunity to respond to concerns or allegations.
- Annual Performance Reviews which provide feedback about my performance, identifies skills or areas of knowledge which need improvement and provides pathways for professional development.
- A Performance Review Plan which has been jointly determined by myself and the School Manager and/or the School Board to address and remedy any concerns about my conduct.
- A workplace culture that values and contributes to my professional development.