



## COMMUNITY CODE OF CONDUCT

At Kerry Street Community School, we recognise that parents, carers and Community Members play a vital role in the education and social development of their children. We value the partnership between our school and community to support learning, engagement and wellbeing. All Community Members share a commitment to ensuring inclusive and safe environments.

This code of conduct provides guidelines to all Community Members for the development of positive relationships, the promotion of school values and the creation of a child-safe environment. These responsibilities have been aligned with the school's four core values.



As a Community Member at Kerry Street you have a responsibility to:

- support each other and maintain positive and respectful relationships;
- demonstrate honesty and integrity;
- respect school resources and property;
- use Non-Violent Communication to resolve conflict peacefully and seek staff assistance if required;
- comply with the school's *Privacy Policy*;
- not share class lists or personal information or images of children. Specifically, this information is not to be used for business pursuits or networking opportunities;
- ensure you do not use any object to threaten or intimidate any other person;
- ensure you do not cause injury to any other person;
- ensure you do not verbally abuse, threaten or inflict bodily harm on another person or encourage others to do so; and
- ensure you are not in possession of, or under the influence of, or provide others with, alcohol or illegal drugs. The exception is when, in the normal course of events, the School provides hospitality to members or guests of the School Community in keeping with appropriate legal and hospitality regulations.



As a Community Member at Kerry Street you have a responsibility to:

- engage with the community when opportunities arise to develop a sense of community
- complete jobs each term or pay levies in lieu of participation;
- once applied for, commit to jobs / support roles and be available and reliable;
- arrange for another parent / carer to take your place when unavailable;
- sign in at administration prior to entering school grounds;
- be aware of emergency evacuation procedures detailed in the School's *Emergency Response Procedures*;

- report hazards and risks to administration;
- work with the School to deal promptly with concerns; and
- comply with the School's *Concerns and Complaints Policy*.

As a Community Member at Kerry Street you have a responsibility to:

- respect and comply with Commonwealth and State laws;
- familiarise yourself with and adhere to school policies;
- be aware of student protection protocol, in particular the School's *Child Safety and Wellbeing Policy*, to ensure the safety and wellbeing of all students;
- ensure that you are not alone with a child unnecessarily and that relationships with students are strictly in accordance with appropriate roles, and no favouritism or special treatment is displayed;
- ensure that physical contact with students is appropriate given the age of, and relationship with, the student such that questions of impropriety do not arise;
- do not ignore or disregard any suspected or disclosed child harm or abuse. Report all suspected or disclosed child harm or abuse to the appropriate person;
- communicate with and work collaboratively with staff regarding behaviour guidance; and
- support KSCS's Reconciliation Action Plan and take opportunities to engage with Aboriginal and Torres Strait Islander Peoples and create opportunities for unity within our community
- respect and celebrate diversity in people, their ideas and opinions and treat others fairly regardless of their race, ancestry, place of origin, religion, colour, ethnic origin, citizenship, gender, sexual orientation, age or disability.



As a Community Member at Kerry Street you have a responsibility to:

- use courteous and acceptable written and spoken language;
- access information from identified channels of communication: text message, email, newsletter and Educa;
- communicate absences, late arrivals and early collections to administration promptly;
- respect teachers' preparation time before and after school and make an appointment with your child/ren's teacher to discuss any issues or concerns;
- ensure your child/ren arrive at school, on time, every day as required according to the timetable or attendance arrangements;
- ensure that your child/ren are equipped to learn and come to school with essential items;
- be onsite to collect your child/ren on time, every day as required according to the timetable or attendance arrangements;
- support learning at home, including home reading, following learning stories and collaborating with staff to develop individual learning plans.
- complete paperwork promptly; and
- adhere to social media guidelines and the school's *Email, Internet and Electronic Devices Policy*;



## **Definitions:**

**Non-Violence** - Non-Violence is a powerful method to harmonise relationships among people for the establishment of justice and the ultimate wellbeing of all parties (Metta Centre for Nonviolence website).

**Educa** – Online sharing platform used to document children’s learning.

### **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 in order 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 *Child Safety and Well-being Policy* for information on recognising grooming behaviour.

**Breaches:**

Breaches of this Community Code of Conduct will be dealt with at the discretion of the Principal. If the breach involves or is suspected to have involved grooming behaviour, the school is obliged to report this to the Director General of the Department of Education as a reportable incident. Please find further information about this in the dot points below.

Unreasonable behaviour and/or failure to uphold the Kerry Street Community School Community Code of Conduct may lead to investigation and the implementation of appropriate consequences. This may include one or more of the following:

- i. Mediation and/or counselling
- ii. Requirement to attend a formal meeting with the Principal to determine Collaborative Action Plan
- iii. An intervention order being sought
- iv. Informing police
- v. The school may take other steps as it deems reasonable according to the nature of the breach

Factors the School may consider when deciding what action to take may include:

- vi. The seriousness of the breach
- vii. The likelihood of the breach occurring again
- viii. Whether the person has committed the breach more than once
- ix. The risk the breach poses to employees, students or any others
- x. Whether the breach would be serious enough to warrant formal disciplinary action.

**What do I do if I see someone breach the Code of Conduct?**

- Act to prioritise the best interests of children;
- Take actions promptly to ensure that children are safe;
- Promptly report any concerns to the Principal;
- Follow Kerry Street Community School's policies and procedures for receiving and responding to concerns and complaints, reports and/or allegations;
- Comply with legislative requirements on reporting if relevant, and with Kerry Street Community School's policy and procedure on internal and external reporting.

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

I/We confirm that I/we have read and will adhere to responsibilities stated in the Community Code of Conduct.	
Name:	
Signature:	Date:
Name:	
Signature:	Date: