



COMMUNITY CODE OF RESPECT

Policy Group: Behavior

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Title: 1.1 Community Code of Respect	Review Date: Annual
Approved By: Green School Board of Learners	Other Relevant Details: None
Application: All Green School Community Members	Contact Position: Head of Community

Policy Statement

The Green School community is founded on values of mutual respect and trust, where children flourish and achieve in a safe and nurturing environment. Green School recognizes that educating children is a process that involves partnership between parents, faculty, administration and the wider school community. We come together as a community of Learners and our interactions are underpinned by a set of principles, expectations and parameters to protect all members of our school community.

Policy

Scope:

This policy applies to all members of the Green School Community – students, parents, teachers, managers, administration, on-site vendors, the Board, Trustees and all other staff, community members and visitors. All stakeholders are required to play their role in the implementation of this policy as part of their commitment to the School and our community.

Reason:

While Green School is founded on the IRESPECT values, it is important to clearly outline expected behaviors and responsibilities so as we have a common understanding of what constitutes behavior which is consistent with the values. We have a diverse community within which we seek to have alignment around how we treat each other and resolve differences.

Related Policies:

- Complaints and Grievance Management Policy
- Behavior Development Policy
- Dress Code Policy
- Tuition Policy
- Off Campus Behaviour

Principles

Our diverse school community is one within which:

1. All community members abide by the Green School IRESPECT values (see Appendix).
2. The respect and caring ethos of our school is based on the rights and responsibilities of individuals and groups.
3. Our educators are trusted and treated respectfully at all times, knowing that putting the children first does not always mean putting an individual child first.
4. All individuals are responsible for their own speech, actions and behaviours, in an age appropriate way.
5. We share a belief in free speech and are open to challenge, but not when it is not respectful in terms of tone or time allocated to single issues/individuals.
6. We believe in restorative justice and mediation, as a first principle where respect/relationships have broken down.

Code of Respect Chart of Expected Behaviors:

In order to support a peaceful, safe and caring school environment our community expects students, parents, carers, faculty, staff, board members and visitors to exhibit positive behaviors. But we understand that interpretations of what is respectful behaviour can vary greatly. We apply the 'reasonableness test' when describing behaviours both expected and unacceptable, acknowledging that such a list is not all-inclusive, but rather, indicative. Disruptive behaviors, which breach our Code of Respect are outlined in the next section.

Expected Behavior (Examples Of Inconsistent, Disruptive Behaviors)

Behave in a respectful and appropriate manner	<ul style="list-style-type: none">• Using loud, offensive, or profane language. Displaying temper that shows a lack of restraint and respect• Repeated criticism in the absence of a demonstrated willingness to work cooperatively• Dressing in a manner which is deemed highly inappropriate or offensive.• Behaving in a way that intentionally or repeatedly causes offence, which includes acts of racism, sexism, ageism, and other forms of discrimination• Threatening or causing actual bodily harm to a member of school staff, board, visitor, parent/carer, or student• Using physical aggression and/or intimidation towards an adult or child; including physical punishment of one's own child on school premises• Failure to demonstrate respect for and to abide by all current School policies
Respect the school, its property, and employees	<ul style="list-style-type: none">• Behavior which interferes or threatens to interfere with the operation of a classroom, school office, teaching area, playing field, or any other area of the school grounds, including disrespecting learning space boundaries as set down by a teacher..• Theft, damage or wilful destruction of school property, including the property of vendors or invited guests• Any behaviour which disrespects or diminishes the contribution and roles of our Indonesian staff
Respect the privacy, rights and culture of others	<ul style="list-style-type: none">• Inappropriate taking of and/or distribution of photographs/video/media• Approaching someone else's child in order to discuss or chastise him/her because of the actions of this child towards his/her own child. (Such an approach to a child may be seen to be an assault on that child and may have legal consequences)
Communicate using a positive, caring, and respectful tone	<ul style="list-style-type: none">• Abusive or threatening email, text, voicemail, phone, or social media messages or other written communication• Defamatory, offensive, untruthful or derogatory comments (including gossip) regarding the school or any member of the school community, at the school, on Facebook, or other social media sites. (See Appendix 1)• Unsubstantiated or public criticism, complaints or personal attacks on someone's character, competence or professional conduct, made directly or indirectly.• Repeated and unreasonable demands for meetings, excessive email demands and over-use of personal staff phones for messaging.
Set a good example by acting in a socially-acceptable manner	<ul style="list-style-type: none">• Any involvement in the use, creation or distribution of pornography or sexually explicit materials and/or behavior• Smoking, consumption of alcohol, or use of other drugs whilst on school property or at school-sponsored events, other than• responsible use of alcohol by adults at school sanctioned events• Verbal disputes on school premises which may be upsetting to children/community.

Expectations

Green School teachers and staff, parents/carers, and all community members are committed to cooperating and participating in the application of the following procedures, which are intended to reinforce the above Community Code of Respect:

Expected Interactions with students and community members

1. Teachers and staff are expected to correct children's behaviour without the use of physical force or public humiliation.
2. Parents and carers are expected to understand and clarify a child's version of events, without prejudice, in order to bring about a peaceful solution to any issue.
3. Parents and carers are expected to correct their own child's behaviour, especially if it is in public, where it could lead to conflict, or aggressive or unsafe behaviour.
4. Parents and carers are expected to avoid using staff as threats to correct children's behaviour.
5. All community members are expected to voice any disagreement with each other or with the School in a manner that is constructive and focuses on the issue, not the individual person.
6. Where the school takes a decision or requires parties to participate in conflict resolution, all parties are expected to participate.
7. Feedback should be given and received in a constructive fashion and where agreement reached, acted on.
8. Differences of opinion between parents, between staff, between teachers and any other adults in the community are expected to be resolved in a civil and constructive manner

Expectations

Expectations for Resolving Conflict

1. All stakeholders are expected to approach the individual/school openly as a measure to help resolve any issues of concern.
2. Differences of opinion between parents, between staff, between teachers and any other adults in the community are expected to be resolved in a civil and constructive manner, between themselves, as the first step.
3. All stakeholders are expected to articulate serious or unresolved concerns through the appropriate channels so they can be addressed fairly, appropriately, and effectively for all concerned.
4. The School takes responsibility for managing the resolution of significant/serious conflicts, including taking final decisions, in the best interests of the School and community.
5. Where situations require additional attention or a review of a decision is requested, we expect all stakeholders to abide by the Green School Complaints and Grievance Management Policy.

Consequences

Should any of the above “disruptive type behaviors” occur on school premises, off-campus at school-sponsored events, or on school-hosted social media, the school reserves the right to take action in line with our policies, which may include:

- Sanctions (including removal of privileges, including access to off-campus privileges for students and on-campus privileges for adults)
- Suspensions/expulsions (no tuition refund granted)
- Reimbursement/Replacement of damaged facilities, equipment, or supplies
- Banning an offending adult, student or guest from entering the school grounds
- Ongoing direct access to certain members of the community
- Review of a student’s/family’s enrolment
- Disciplinary sanctions for staff
- Review of a staff member’s employment.

As stated previously, Green School reserves the right to make the final decision on any failure to comply with this policy