



Last Approval Date	Next Review Date
2023	2025

## Student Code of Conduct

### Our School Code of Conduct

#### Introduction

Our School's Code is reiterated collaboratively with the students at the beginning of every year and revisited at the beginning of each term, as well as, when needed. It is to be displayed for students to see in each classroom. Visual images should be used to support students' understanding of the Code where appropriate.

At Margaret River Montessori School, we are committed to providing **all people** (students and adults) with safe and supportive environments which foster care, courtesy and respect for the rights of others. The Code of Conduct is a guide to ensure that this is provided for **every person** (students and adults) in our school community. The Code is based on the rights and responsibilities of each person in our school.

Rights	Responsibilities	It is essential that these rights and responsibilities apply for the following reasons:
<b>The right to feel respected</b> <b>The right to learn</b> <b>The right to feel safe</b>	Respect the rights of others Let others learn/work Be prepared Respect personal and school property Act in a safe and caring manner	<ol style="list-style-type: none"> <li>To promote safety and wellbeing for all school members whilst travelling to and from, and during school times.</li> <li>To promote courtesy, co-operation and consideration.</li> <li>To assist in promoting pride in both the school and personal achievement.</li> <li>To ensure that the rights and possessions of self, others and environment are respected.</li> </ol>

Code of Conduct	Looks Like...
1. <b>Respect yourself, others and the environment.</b>	<i>Listening to the thoughts, feelings and ideas of others. Expressing your own ideas and feelings appropriately. Taking turns. Looking after the environment.</i>
2. <b>Develop positive and respectful relationships and think about the effect on relationships before acting.</b>	<i>Following the "Golden Rule" (Always treat others how you yourself would like to be treated.) Stop, think and do. Use your T.H.I.N.K. strategy (is it true, helpful, inspiring, necessary or kind?). Bring a positive attitude to all you do. Be an upstander not a bystander.</i>
3. <b>Value the interests, ability and culture of others.</b>	<i>Listening to others, accepting their circumstances, ideas, ways of thinking and feeling, families and interests maybe different from your own.</i>
4. <b>Practise grace and courtesy at all times.</b>	<i>Waiting and taking turns, speaking and listening to others with courtesy, waiting ones turn to speak or move, using manners in all interactions. Walking inside. Putting into practice the grace and courtesy lessons.</i>
5. <b>Be honest.</b>	<i>Always telling the truth.</i>
6. <b>Use appropriate language in all interactions with all peers and adults.</b>	<i>Not using swear words or manipulative language for personal gain or motives.</i>
7. <b>Use appropriate voice indoors and outdoors.</b>	<i>Using quiet voices indoors. Going up to someone to speak to them so as not to disturb others.</i>

8. <b>Demonstrate self-control.</b>	<i>Using hands for helping only. Taking deep breaths. Following the Stop, Think and Do principle. Control your body.</i>
9. <b>Take personal responsibility for behaviour.</b>	<i>Owning up to your actions both appropriate and inappropriate.</i>
10. <b>Keep the environment clean and orderly, both indoors and outdoors.</b>	<i>Placing rubbish in the bin, putting equipment away in the appropriate places and with care.</i>
11. <b>Maintain purpose and engagement in your work/activity.</b>	<i>Completing your work/activity to the best of your ability without disturbing others.</i>
12. <b>Follow safety rules in both work and play; avoiding and helping others to avoid dangerous behaviour.</b>	<i>Follow the safety rules ensuring all equipment is used for its purpose with care. Look out for your friends and others showing and telling them how to be safe in the environment.</i>

The Code is underpinned by The United Nations Convention on the Rights of the Child, 1990 <https://www.unicef.org.au/Upload/UNICEF/Media/Our%20work/childfriendlycrc.pdf> (see appendix).

### **Creation of the Code**

This Code of Conduct was originally created with the involvement of the students and their voices included. As issues or concerns arise we modify the code accordingly. For example, to clarify a point that has required it for student benefit.

### **Student Induction and Understanding the Code**

Each class discusses the Code in light of their class cohort to create an agreed guideline for behaviours within their class community. This may involve modifying the wording to suit the children in their year levels, whilst still maintaining the integrity of the code herein. The Code is also explained to each new student entering our school by their teacher as well as all Codes of Conduct being referred to within our Enrolment information and at each enrolment interview.

### **Communication of the Code**

As it is stated in our Behaviour Management Policy, each classroom should display their Code of Conduct and the rules that have been established for that classroom community which are based on this code and its related documentation. The Code will be clearly communicated to all members of the School community.

The school adopts Montessori Grace and Courtesy lessons, The Virtues Project, the Highway Heroes Programme and other social/emotional learning resources in teaching the expected code of conduct to the students.

### **Consequences for Breaches of the Code**

The Principal and teacher will use their professional judgement in determining the need for additional individual/ parent conferences, class lessons, discussions and consequences. Where applicable the School's Behaviour Management Policy will be followed and adhered to.

### **Reporting Breaches of the Code**

Students are encouraged to report breaches of the code by fellow students to a staff member. The process of reporting is clear and confidential.

### **Excursions/Camps/other Offsite Activities**

The Code must be adhered to at all times including during off site activities which may include after school hours times. It can be dangerous if staff need to attend to student behaviour and it takes their care and attention away from the group. Therefore there is zero tolerance for any breaches of the Code or of the conditions of the activity and parents may be called to collect students if any breaches occur.

**Please report any breaches of the Code of Conduct by another student to a staff member. The information you provide is welcomed and confidential.**

# A SIMPLIFIED VERSION OF THE UNITED NATIONS CONVENTION ON THE RIGHTS OF THE CHILD.



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- Article 1** Everyone under 18 years of age has all the rights in this Convention.
- Article 2** The Convention applies to everyone whatever their race, religion, abilities, whatever they think or say, whatever type of family they come from.
- Article 3** All organisations concerned with children should work towards what is best for each child.
- Article 4** Governments should make these rights available to children.
- Article 5** Governments should respect the rights and responsibilities of families to guide their children so that, as they grow up, they learn to use their rights properly.
- Article 6** Children have the right to live a full life. Governments should ensure that children survive and develop healthily.
- Article 7** Children have the right to a legally registered name and nationality. Children also have the right to know their parents and, as far as possible, to be cared for by them.
- Article 8** Governments should respect a child's right to a name, a nationality and family ties.
- Article 9** Children should not be separated from their parents unless it is for their own good. For example, if a parent is mistreating or neglecting a child. Children whose parents have separated have the right to stay in contact with both parents, unless this might harm the child.
- Article 10** Families who live in different countries should be allowed to move between those countries so that parents and children can stay in contact, or get back together as a family.
- Article 11** Governments should take steps to stop children being taken out of their own country illegally.
- Article 12** Children have the right to say what they think should happen when adults are making decisions that affect them and to have their opinions taken into account.
- Article 13** Children have the right to get and to share information, as long as the information is not damaging to them or to others.
- Article 14** Children have the right to think and believe what they want and to practise their religion, as long as they are not stopping other people from enjoying their rights. Parents should guide children on these matters.
- Article 15** Children have the right to meet with other children and young people and to join groups and organisations, as long as this does not stop other people from enjoying their rights.

- Article 16** Children have the right to privacy. The law should protect them from attacks against their way of life, their good name, their family and their home.
- Article 17** Children have the right to reliable information from the media. Mass media such as television, radio and newspapers should provide information that children can understand and should not promote materials that could harm children.
- Article 18** Both parents share responsibility for bringing up their children and should always consider what is best for each child. Governments should help parents by providing services to support them, especially if both parents work.
- Article 19** Governments should ensure that children are properly cared for and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them.
- Article 20** Children who cannot be looked after by their own family must be looked after properly by people who respect their religion, culture and language.
- Article 21** When children are adopted the first concern must be what is best for them. The same rules should apply whether children are adopted in the country of their birth or if they are taken to live in another country.
- Article 22** Children who come into a country as refugees should have the same rights as children who are born in that country.
- Article 23** Children who have any kind of disability should receive special care and support so that they can live a full and independent life.
- Article 24** Children have the right to good quality health care, clean water, nutritious food and a clean environment so that they will stay healthy. Richer countries should help poorer countries achieve this.
- Article 25** Children who are looked after by their local authority rather than their parents should have their situation reviewed regularly.
- Article 26** The Government should provide extra money for the children of families in need.
- Article 27** Children have the right to a standard of living that is good enough to meet their physical and mental needs. The government should help families who cannot afford to provide this.
- Article 28** Children have the right to an education. Discipline in schools should respect children's human dignity. Primary education should be free. Wealthier countries should help poorer countries achieve this.

- Article 29** Education should develop each child's personality and talents to the full. It should encourage children to respect their parents, their cultures and other cultures.
- Article 30** Children have the right to learn and use the language and customs of their families, whether or not these are shared by the majority of the people in the country where they live, as long as this does not harm others.
- Article 31** Children have the right to relax, play and to join in a wide range of leisure activities.
- Article 32** Governments should protect children from work that is dangerous or that might harm their health or education.
- Article 33** Governments should provide ways of protecting children from dangerous drugs.
- Article 34** Governments should protect children from sexual abuse.
- Article 35** Governments should make sure that children are not abducted or sold.
- Article 36** Children should be protected from any activities that could harm their development.
- Article 37** Children who break the law should not be treated cruelly. They should not be put in a prison with adults and should be able to keep in contact with their family.
- Article 38** Governments should not allow children under 15 to join the army. Children in war zones should receive special protection.
- Article 39** Children who have been neglected or abused should receive special help to restore their self-respect.
- Article 40** Children who are accused of breaking the law should receive legal help. Prison sentences for children should only be used for the most serious offences.
- Article 41** If the laws of a particular country protects children better than the articles of the Convention, then those laws should override the Convention.
- Article 42** Governments should make the Convention known to all parents and children.

The Convention on the Rights of the Child has 54 articles in all. Articles 43-54 are about how adults and governments should work together to make sure that all children get all their rights.  
Go to [www.unicef.org/crc](http://www.unicef.org/crc) to read all the articles.



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## Rights:

- The right to feel respected
- The right to learn
- The right to feel safe

## Responsibilities:

- Respect the rights of others
- Let others learn Be prepared
- Respect personal and school property
- Act in a safe and caring manner

## It is essential that these rules apply for the following reasons:

- 1.To promote safety and wellbeing for all school members whilst travelling to and from, and during school times.
- 2.To promote courtesy, co-operation and consideration.
- 3.To assist in promoting pride in both the school and personal achievement.
- 4.To ensure that the rights and possessions of self, others and environment are respected.

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**Individual Children. Individualised Learning**

