

CODE OF CONDUCT

Guiding Principles for Children and Teachers

Proper behaviour is essential to the development of responsible and self-disciplined children and to the operation of an effective school. Proper behaviour, although it may be governed by many specific laws, policies, regulations and rules, must always and simply be based on three principles: respect for oneself, respect for the worth and dignity of others, and respect of one's own and others' property. Good conduct is not only a matter of observing a list of rules, but also a matter of care, sensitivity good example and involvement in the school as a community. The guiding principles of our school's Code of Conduct are:

- Kindness
- Honesty
- Respect
- Helpfulness
- Responsibility
- Commitment
- Effort
- Initiative

Discipline

Clifton seeks to encourage responsible behaviour and to provide all children with a happy and safe school experience as well as to discourage misconduct – in other words, facilitate learning and minimize disruptions. Discipline is a slow, bit-by-bit task of helping children see the sense in acting in a certain way. An ounce of prevention is worth a pound of cure if the old maxim can be applied!

Discipline at Clifton focuses on the development of self-discipline in children. To this end, a Code of Conduct has been drafted to guide the behaviour of the children and those who care for them. This Code of Conduct is simply a set of statements which the children are expected to live by. It is envisioned that this will develop a sense of responsibility, honesty and respect and equally, misconduct or unacceptable behaviour will be discouraged.

Yet, even with excellent preventive discipline, problems will still arise and must be addressed. For the discipline issues faced by Clifton, the following practices will be used, many of which are applicable at either whole-school or classroom levels:

- Punishment, in some forms, is an effective method of remediating individual misbehaviour and therefore improving school order but only if the punishment is:
 - Commensurate with the offense committed. Draconian punishments are ineffective.
 - Perceived by the child as punishment. Punishments can sometimes be too light or even unintentionally reinforcing to children. Effective, frequently used punishments include depriving children of privileges, mobility, or the company of friends.
 - Delivered with support. Children often need encouragement to improve their behaviour and assistance in learning how to do so.

- Counselling services based on the assumption that some children lack insight and understanding regarding their own misbehaviour.
- Contingency contracting (daily reports). Research supports the co-operative development and use of contingency contracts which specify the sanctions children will face if they do not behave in accordance with the terms of the contract.
- Home-based reinforcement in which children are given rewards (verbal, tangible or privileges) and sanctions (loss of privileges such as television time, snacks, or later bedtime) at home, based on their behaviour at school.
- In-school suspension programmes which include guidance support, planning for change and opportunities to build new skills
- Out of school suspensions or expulsions are reserved for serious misconduct only and have to be approved by the Board of Directors.

CODE OF CONDUCT – CLIFTON CHILDREN

Rights and Responsibilities of Clifton Children

Whilst the rights of children are recognised, responsibilities are equally if not more important. Children at Clifton are expected to value their responsibilities over their own rights. Clifton children have:

- The *right* to be listened to and taken seriously and the *responsibility* to listen to others
- The *right* to be respected and protected from harm and the *responsibility* to show others respect and caring
- The *right* to make mistakes and the *responsibility* to learn from their mistakes
- The *right* to receive attention for special needs and the *responsibility* to be the best person possible
- The *right* to wear the Clifton school uniform and the *responsibility* to wear it with pride and in the correct manner at all times
- The *right* to have a safe and comfortable School and the *responsibility* to keep it clean and neat and treat it with respect
- The *right* to be proud of our School, our family traditions and beliefs and the *responsibility* to respect the traditions of the School and other people
- The *right* to work and learn without being disturbed by others and the *responsibility* to be considerate to others while at work

- The *right* to be forgiven or given a second chance and the *responsibility* to be forgiving and tolerant of others

Expected Standard of Behaviour – Children

- Be honest
- Be punctual, and if you can't be, be polite
- Be aware of what is going on at school and what your responsibilities are
- Be proud of your school and your school uniform
- Be responsible for your own things and your own actions
- Be friendly and respectful towards visitors to the School
- Be polite to your teachers and your friends
- Take care of your school and your environment. Be the best that you can be at whatever you do

CODE OF CONDUCT – CLIFTON TEACHERS

Rights and Responsibilities – Teachers

As children enjoy their rights and are expected to carry out their responsibilities, so too must teachers enjoy their rights and carry their responsibilities. All Clifton teachers have:

- The *right* to a harmonious workplace and the *responsibility* to provide such for others
- The *right* to be respected and the *responsibility* to show others respect and caring
- The *right* to base diagnosis, planning, methodology and evaluation on professional knowledge and skills, and have the *responsibility* to review constantly their own level of competence and effectiveness and to seek necessary improvements as part of a continuing process of professional development
- The *right* to expect standard of child behaviour necessary for maintaining an optimal learning environment and the *responsibility* to use reasonable methods to achieve such standards
- The *right* to a voice in all decisions of a professional nature which affect them and the *responsibility* to seek the most effective means of consultation and of collaboration with their professional colleagues
- The *right* to criticise educational programmes and the *responsibility* to do so in a professional manner
- The *right* to fair and reasonable evaluation of professional performances and the *responsibility* to give sincere consideration to any suggestions for improvement
- The *right* to parent support and the *responsibility* to support the parents

Expected Standard of Behaviour – Teachers

- Be professional
- Be a role model
- Be kind and caring
- Be responsible

- Have high expectations of yourself and others
- Be fair, be firm, be friendly

Sanction

To assist the development of self-discipline, it is occasionally necessary to invoke sanction in response to misconduct or unacceptable behaviour. The following developmental process will be used:

- *Low-level sanction*
 - Verbal warning and discussion by the staff member concerned
 - Written warning of the incident in the child's file and discussion with the child
 - Time out at the staff member's discretion and supervision and discussion with the child
 - Contingency contracting (daily report)
 - Benching at the Headmaster's office and discussion with the child
 - Campus clean-up
 - Possible counselling
- *Intermediate-level sanction*
 - Conference with the child/staff member/Head of Department and counselling with remedial action
 - Conference with the child/parent/staff member/Head of Department and counselling with remedial action
 - Loss of school/home privileges and counselling with remedial action
 - Suspension from classroom and counselling with remedial action
 - Conference with the Headmaster and counselling with remedial action
- *High-level sanction*
 - Disciplinary hearing and possible internal suspension
 - Second Disciplinary Hearing and possible external suspension – ratified by the Board of Directors
 - Final Disciplinary Hearing and possible expulsion – ratified by the Board of Directors

There may be occasions where misconduct or unacceptable behaviour requires the immediate imposition of high-level sanction. Such occasions of misconduct are limited to:

- Theft
- Use of drugs/alcohol
- Persistent bullying or victimisation
- Committing a criminal offence
- Gross insubordination
- Major vandalism

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