R.I.S.E. BEHAVIOUR POLICY

Samson Primary School

TOGETHER WE

RISE

★ RESPECT   INCLUSIVE   SAFE   SELF-AWARE ★

OVERVIEW

At Samson Primary School, we have a set of whole school pro-social behaviour expectations, and our staff will develop, in consultation with students, what these expectations look like in the classroom and playground.

The behaviour expectations enhance communication and create a common language among staff, and between students and staff. This will allow us to clearly create a picture of a successful student and provide a guideline for students to monitor their own behaviour. These will be displayed for all students to see.

The students at Samson Primary School are beautifully diverse in their cultural, academic, physical, social and emotional needs and we acknowledge each student will walk into our school with their own set of behavioural beliefs.

Through our Behavioural Support processes and practices we aim to create a shared set of expectations around social, emotional, and academic behaviours so we can come together as one to RISE – Respect, Include, be Safe and Self-aware

Through our approach we ensure:

- We regulate ourselves as adults first – using the principles of the Emotion Code and give energy to the behaviours we expect to see
- We focus on the positive
- We use the Samson Primary School RISE model to teach behaviour expectations and social-emotional skills;
- We have different levels of support to respond to behaviours
- We use data to guide us in supporting students 'physical, social, emotional and academic behavioural needs.

KEY PRINCIPLES

- Behaviour at Samson Primary school is split into 2 areas:
1. Promoting Expected Behaviours: We establish clear expectations and supports to meet these expectations.
2. Responding to Behaviours: We ensure a consistent response to behaviours, strengthening understanding of expectations and provide extra support where needed.
- Restorative Practice: We work with students to address any behaviour issues and maintain positive relationships. This involves:

  - *Building trust, safety, respect, empathy and understanding in all relationships.*
  - *Interacting sensitively with people from differing cultural backgrounds.*
  - *Listening deeply, being positive and optimistic, and future-focused.*
  - *Separating behaviours of concern from the student.*

- *Responsiveness to identified needs for safety, connection, well-being, self-determination, and care and concern for others and the community.*
- *Viewing conflict as an opportunity to grow and learn.*
- *Providing opportunities to repair and restore relationships when harm has occurred.*
- *Supporting students to build resiliency skills to cope with challenges and be accountable for their actions.*

UNDERSTANDING BEHAVIOUR

Behaviour is how a person acts or responds to a particular situation or stimulus. This may be in response to internal factors such as thoughts and feelings or external factors such as the physical environment or other people. We share a collective understanding that:

- **Behaviour is learned.** It can be taught, and can facilitate a change in behaviour that is better serving.
- **Behaviour is communicative.** It is the student's best way to communicate unmet needs and unprocessed emotions.
- **Behaviour is contextual**. Children come from varying backgrounds and past experiences that influence their beliefs about appropriate behaviour, and their capacity to perform the behaviours needed to succeed in school.

  - *Not all students find it easy to demonstrate expected behaviours.*
  - *Not everyone understands what we mean by appropriate behaviour.*
  - *Not everyone has the habits and skills to behave in the way others do.*

- **Behaviour is purposeful.** It meets a need or serves a purpose i.e. has a function, and can, therefore, be made sense of and catered to.

We understand there are many reasons why a student may not yet possess the skills to meet school and classroom behaviour expectations. This may be because the student:
- *has not yet developed functional everyday skills, such as self-regulation and coping skills required to be successful in the school environment*
- *is experiencing difficulties in other parts of their life, which are affecting how they behave at school*
- *is experiencing language and/or information processing difficulties or is still developing executive functions that impact their learning*
- *is just beginning to learn expected behaviours within the new and unfamiliar school or classroom context and culture.*

STUDENTS WITH COMPLEX NEEDS

Some complex needs and/or disability may involve symptoms or manifestations over which the student has little control, but which can present itself as less serving behaviour. We provide individual student behaviour support, where appropriate, for students with complex needs and/or a diagnosed disability by:

- *Monitoring students whose behaviour needs are not being adequately met*
- *Collaborating with the student and their family to develop a suitable support plan (IBP, Escalation Profile, Risk Management and IEP) to best meet the needs of the child.*
- *Liaising with external agencies or experts such as School of Special Education Needs: Behaviour and Engagement (SSEN:BE) as required*
- *Seeking advice and support from Statewide Services or Regional Office staff as required*

When responding to less serving behaviours demonstrated by students with complex needs, we take into consideration whether their behaviour is a manifestation of their disability in determining an appropriate consequence or sanction.

EXPECTATIONS: OUR VALUES

Our school seeks to develop a safe and inclusive learning culture by supporting the needs of all of our students. Our **VALUES** underpin our whole school behavioural values: Respect, Inclusivity, Safety and sElf-awareness. Each value outlines specific expectations developed by staff that form our schoolwide behaviour curriculum and aim to foster a safe, cooperative, and positive learning environment.

Samson Positive Behaviour Support Framework (R.I.S.E.)

	CLASSROOM	OUTSIDE	ONLINE	COMMUNITY
R Be <u>R</u>espectful	Use your manners Care for the equipment Take pride in your work Be honest Be kind and caring to others Follow staff instructions	Follow the rules of the game and listen to the umpire Put rubbish in the bin Be polite when at the canteen Look after sporting equipment and return to the correct place	Care for ICT equipment Use appropriate language	Wait patiently in line Be courteous to visitors to the school
I Be <u>I</u>nclusive	Let everyone share their ideas, wait your turn Be a kind friend Use kind language Ask others to join you	All students 1-6 can go everywhere Play with all students Include others in games Share equipment with other students Follow the agreed rules of the game	Make sure everyone gets a turn Use kind language	Speak kindly to those around you Work cooperatively
S Be <u>S</u>afe	Keep hands and feet to yourself Walk on the concrete Manage your chair appropriately Use equipment properly Keep germs to yourself – positive hygiene	Use playground equipment safely Keep out of the car park Walk bikes and scooters on school property Stay within the school boundaries Wear a hat Communicate concerns to a trusted adult See danger – report danger	Follow SPS Code of Conduct Log on and off Keep passwords, personal information and location private Use appropriate volume for headphones Never share personal information online	Stay with your class Be aware of your surroundings Make responsible choices
E Be Se<u>l</u>f-Aware	Regulate yourself first Think about other's feelings Be a good listener Keep inappropriate thoughts to yourself Be flexible and cooperative Be ready for learning Ask for help when needed	Show consideration to others and the environment Encourage others and celebrate successes Regulate emotions	No phones at school Be aware of what you post online	Wear your school uniform with pride Use your manners Be mindful of your surroundings – voice control Follow instructions, directions and expectations

Strategies for developing this culture include:

- *Building a consistent, shared language of behaviour expectations and processes through regularly communicating them with all staff, students and community members.*
- *Explicitly teaching expectations to students through a clearly defined 'Focus of the Week' based on our values.*
- *Establishing individual classroom routines and norms that are explicitly taught to create safety and predictability within classrooms.*
- *Address behaviours that do not meet the high expectations set for the class and provide individualised support to students when needed.*
- *Implementing specific teaching, learning and wellbeing programs that address respectful relationships.*
- *Actively acknowledging positive behaviour in a range of ways including affirmations, Faction Tokens, Class rewards, and Merit Certificates.*
- *Discouraging unexpected behaviours through reteaching, restorative practice, and fair, proportionate, and developmentally appropriate sanctions.*
- *Maintaining accurate and up-to-date records of student behaviour on Integris.*

EMOTIONAL REGULATION

We explicitly teach and model the **Emotional Code** program by Amend Movement. This is a comprehensive program designed to foster intelligence and regulation in young students, their teachers, and caregivers. The program builds self-awareness, emotional management skills and healthy relationship practices.

AFFIRMATIONS AND REWARDS

We use a range of individual, classroom, faction and whole-school rewards to encourage positive behaviour.

- **AFFIRMATIONS**
  - Staff celebrate when students identify and celebrate behaviours that serve them better and aligned to our school vision.

- **RISE CERTIFICATES AND FACTION REWARDS**
  - Rise certificates are used to recognise and reinforce RISE behaviour in the classroom. Duty staff and student councillors hand out Faction Tokens when observing RISE behaviour from students in the playground. Teachers use Rise certificates to support individual reward systems within their classroom. These are recorded and the classroom with the most certificates receive the RISE trophy at assembly.

END-OF-TERM REWARD

- They are recorded weekly and placed in the Faction houses near the library. The faction with the highest score by the end of Week 9 each term will be eligible for the Faction Reward.

RISE Reward Points   ROOM

TOGETHER WE RISE	DAMPIER	FLINDERS	LOCKYER	STIRLING
RESPECT				
INCLUSIVITY				
SAFETY				
SELF-AWARENESS				

STUDENT BEHAVIOUR

- **Expected behaviours** are reasonable or can be anticipated in a particular situation.
- **Unexpected behaviours** are either disruptive or challenging and can be distinguished by intensity, including the severity, frequency, duration and durability of the behaviour and the degree of risk the behaviour presents to self or others.
  - **Minor behaviour** hinders or stops a teacher from teaching or other students from learning.
  - **Major behaviour** threatens the safety of staff or students and include disruptive behaviours that are persistent in nature.

TOGETHER WE R.I.S.E

Disruptive Minor Behaviours	Challenging Major Behaviours
 • Not following instructions • Engaging in off-task behaviour • Disruptive behaviour (tapping, fidgeting, etc.) • Refusing to participate in class activities or complete tasks • Displaying disrespectful attitudes or language	• Intentional physical violence towards others • Threatening behaviour towards peers or staff • Intentional damage to school property • Bullying or harassment of peers • Persistent defiance or refusal to comply with instructions • Persistent disruption of lessons • Leaving the classroom or school grounds without permission

RESPONDING TO MINOR BEHAVIOUR

Acknowledge the behaviour

We respond calmly, consistently, immediately, and respectfully when addressing student behaviour. Teachers will communicate regularly with families to keep them informed of any concerns with their child's behaviour. Repeated and out-of-the-ordinary Minor Behaviours are recorded on INTEGRIS.

The process for responding to minor behaviour is as follows:

1. Acknowledge the event with compassion to seek a shared understanding of what occurred.
2. Seek to confirm the goal of the behaviour at the time and provide ideas and strategies that could have worked (Pros and Cons)
3. Assist student to decide what to do next time and what could help.
4. Give the student plenty of opportunities to practice a more pro-social behaviour.
5. If student continues to display behaviour that dos not align with the Bahaviour expectations they are given a ten minute time out period in a safe place in the classroom.
6. If they require more than ten minutes they can be sent to a pre-arranged buddy class to reflect on their emotional regulation.
7. TEACHER RESET

Consequences are a necessary component of teaching and reinforcing the expected behaviours for learning. They act as a deterrent, manage disengaged and disruptive behavior's, and guide students to choose expected behaviours. When giving consequences or sanctions, we are consistent and ensure they are appropriate, logical, and proportionate to the behaviour.

NON-VERBAL

Proximity, Pause & Wait, 'Look', Remove distraction

1

FIRST WARNING

Verbal reminder of expectation, allow time to respond

2

SECOND WARNING

Give logical choice to prompt expected behaviour & consequence

3

THIRD WARNING

10 minutes Time Out in classroom. Reflect on expected behaviour

4

FOURTH WARNING

If minor behaviour continues after time out in class, 15 minutes of time out of class and behaiour reflection sheet

5

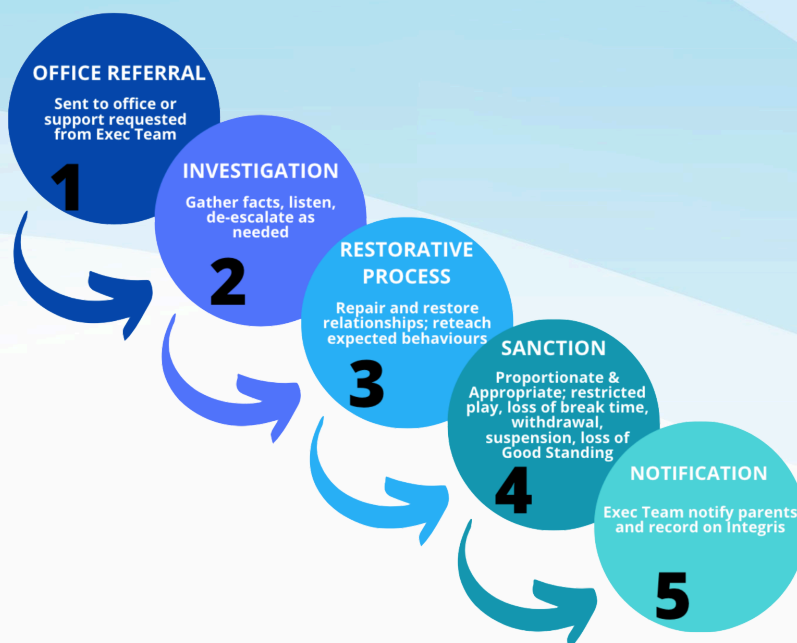# PROCESS FOR ENCOURAGING PRO-SOCIAL BEHAVIOUR

Seek to understand the Behaviour

Upon returning from time out, and at the first appropriate time, the student/s will engage in a restorative conversation about the impact of their behaviour on self and others, and be retaught the expected behaviour. Students will complete a **reflection sheet** which will go home to be signed by parents and This will be completed in private, treating the student/s with respect and dignity. Strategies will be negotiated to support the student/s to engage in expected behaviours in the future, as appropriate. Class teacher notifies parent of behaviour and consequences, and records as 'Minor Behaviour' on the Excel spreadsheet on Teams. Should the minor behaviour continue following the restorative discussion, this is treated as the student/s third warning and they are sent to the office to be spoken to by a member of the Leadership Team.

When minor behaviours continue over time, despite being consistently addressed and retaught, an informal agreement or behaviour plan will be constructed in consultation with the student and their family to assist in demonstrating expected behaviours. This involves working together to identify and define unexpected behaviours, negotiate solutions, and identify appropriate, individualised rewards and consequences/sanctions.

PROCESS FOR RESPONDING TO MAJOR BEHAVIOUR

OFFICE REFERRAL

Sent to office or support requested from Exec Team

1

INVESTIGATION

Gather facts, listen, de-escalate as needed

2

RESTORATIVE PROCESS

Repair and restore relationships; reteach expected behaviours

3

SANCTION

Proportionate & Appropriate; restricted play, loss of break time, withdrawal, suspension, loss of Good Standing

4

NOTIFICATION

Exec Team notify parents and record on Integris

5

Teachers complete an Office Referral when support from the Executive Team is required to address Major Behaviour. The Executive Team member will investigate and engage the student/s in a restorative process and reteach the expected behaviour. Following this, a sanction will apply, parents will be notified, and the behaviour will be recorded on Integris.

Sanctions are used to deter future behaviour and support upholding our behaviour expectations. When the Executive Team select sanctions, they are proportionate to the behaviour displayed, developmentally appropriate, and take into consideration the student's needs, especially those with complex needs and/or a disability.

PLAYGROUND BEHAVIOUR

Active vigilance by staff on playground duty has an important role in maintaining a safe environment and managing any less serving behaviour. Pro-social behaviour is noticed and celebrated by staff on duty. Consequences for behaviour incidents depend on the severity:

MINOR BEHAVIOUR

Staff will set up students to succeed by PROMPTING and reminding students what the expectation is before it is required.

Logical consequences are applied, Students can be directed: to walk with the teacher, play in a different area, loss of equipment, or sit out for a five minutes

MAJOR BEHAVIOUR

Duty teacher records incident on Referral Card and the child/ren is/are sent to the office.

Executive Team will follow process for responding to major behaviours and apply appropriate consequences / sanctions and families will be notified.

Samson PS Office Referral

Student		Room	
Other Students Involved		Staff	
		Date	Time

Time	Location		Behaviour
☐ Morning	☐ Class	☐ Senior wet area	☐ Abusive/Inappropriate Language
☐ Recess	☐ Specialist class	☐ Junior wet area	☐ Defiance/Non-compliance
			☐ Disruption
☐ After recess	☐ Playground	☐ Library	☐ Fighting
			☐ Inappropriate Technology Use
☐ Lunch	☐ Oval	☐ Basketball courts	☐ Physical Agression
			☐ Property Damage
☐ After lunch	☐ Garden area	☐ Middle block	☐ Threating Behaviour/Intimidation
			☐ Other:

Behaviour Details

WITHDRAWAL

Withdrawal involves the student/s being withdrawn to the office for half a day, a full day, or more than one day, depending on the severity of the major behaviour, taking into consideration what is developmentally appropriate or complex needs of the student/s. During a withdrawal, the student will engage in restorative practice and reflection with a member of the Leadership Team and, if necessary, may also be supported by the chaplain or school psychologist.

SUSPENSION

The decision to suspend a student is not taken lightly and requires careful consideration including the student/s complex needs, what is developmentally appropriate, and any extenuating circumstances. A student may be suspended by the Principal, in line with Department of Education Policy, following a review of their actions, intent and the impact on others. When a student is suspended, they immediately lose Good Standing. A student who is suspended must engage in a re-entry meeting with their parent/s and a member of the Executive Team to review expected behaviours upon returning to their class.

GOOD STANDING

Good Standing refers to the status of a student who demonstrates expected behaviours. It emphasises the importance of students taking responsibility for the choices they make daily which impact academically and socially on themselves and others. It provides recognition for the majority of students who consistently meet behavioural expectations. Students with Good Standing participate in all curricular and extra-curricular activities and are eligible to represent the school in sporting, musical, and social activities. Good Standing provides a system that assists in ensuring students maintain behaviour expectations which encompass classroom and playground behaviour, and academic participation. All students commence each school year with Good Standing.

MAINTAINING GOOD STANDING

It is the responsibility of each student to maintain their Good Standing. They do this by consistently demonstrating the expected behaviours outlined in Our VALUES.

LOSING GOOD STANDING

A student will lose Good Standing when they are involved in the following major behaviours:
- *Intentional physical violence with others that causes harm or injury*
- *Fighting*
- *Repeated bullying, intimidation, and/or harassment of peers or staff*
- *Use of threatening or offensive language including of a discriminatory nature eg. racial, religious, gender*
- *Wilful damage to school property*
- *Communicating offensive, inappropriate online messages that may harm the school's reputation or cause distress to others*

Consideration will be given to students with complex needs and/or disability, a student's developmental needs, and extenuating circumstances that have resulted in unproductive behaviours. Any decision to withdraw or maintain Good Standing will be at the discretion of the Principal.

Students who lose Good Standing will have all privileges removed for a period of two weeks. This includes not attending incursions, excursions, camps, participating in class, Faction, or School rewards, or represent the school in sporting carnivals, music events, or academic teams. Depending on the severity of the reason for a student losing their Good Standing, the Principal will have the discretionary power to determine whether a student will be allowed to attend any incursion or excursion for educational purposes. A student withdrawn or suspended immediately loses their Good Standing.

Any leadership positions held by students will be forfeited until Good Standing resumes. Badges will be handed to the Leadership Team. A second loss of Good Standing would see this as a permanent arrangement.

REGAINING GOOD STANDING

Students regain Good Standing by demonstrating expected behaviours as monitored and recorded by teachers in a Daily Progress Report. During the two-week loss of Good Standing, the student's teacher will set daily behavioural goals. After each session, the student must present their Daily Progress Report to their teacher, who will determine if they have met the expected behaviour goal. The Daily Progress Report is the student's responsibility to have checked. At the end of the day, the student must present their Daily Progress Report to a member of the Executive Team to sign. The Daily Progress Report must also be signed each night by a parent.

If a student fails to complete their Daily Progress Report or if they are not signed by an Executive Team Member or a parent, their loss of Good Standing will be extended by an additional week. If a student fails to meet their behavioural goal twice in one week, their loss of Good Standing will be extended for an additional week.

CRITICAL INCIDENTS

Emergency support from the Leadership Team is provided when the safety of students or staff members is at risk or if serious damage to equipment or resources is anticipated. During an emergency, a member of the Leadership Team will be contacted for immediate support via a Red Card, phone call, or seeking support from another staff member.

RECORD KEEPING

We maintain accurate, up-to-date records of student behaviour on Integris and/or Compass. Behavioural record keeping is used to:

- *Identify students needing individualised or additional support.*
- *Ensure parents are kept informed of their child's behaviour at school.*
- *Help identify trends and patterns to guide future planning.*
- *Meet accountability requirements.*

BULLYING

Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or anti-social behaviour that intends to cause physical, social and/or psychological harm. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening. Bullying is a learned behaviour that is unacceptable and can have a long-term harmful impact on students' engagement, academic achievement, and physical and mental wellbeing.

Bullying can happen in person or online via various digital platforms and devices, and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records). Bullying of any form or for any reason can have immediate, medium and long-term effects on those involved, including bystanders. Isolated incidents and conflicts or fights between equals, whether in person or online, are not defined as bullying.

Behaviours that do not constitute bullying include:

Mutual disagreements where there is no power imbalance.

Not liking someone or a single act of social rejection.

One-off acts of meanness or spite.

Isolated incidents of aggression, intimidation or violence.

The school has developed the following strategies to prevent and manage bullying:

- *Keeping children well-informed of what bullying is and maintaining a proactive approach to addressing bullying and 'put-downs'.*
- *Promoting a positive, caring culture and learning environment that fosters respect for self and others*
- *Building emotional regulation through explicit teaching of The Emotion Code*
- *Buddy classes between older and younger children*
- *Explicitly teach our expected behaviours and continually review throughout the year*
- *Explicitly teaching Respectful Relationships in classrooms and to provide support and education to our school community.*
- *Increasing the community's awareness of bullying through our website, Facebook page, Class Dojo and Newsletter*

RESPONDING TO BULLYING INCIDENTS

When staff become aware of bullying, they will:

- Speak to the students, including bystanders, to understand what is happening and why. Is it a one-off incident or repeated incidents?
- Counsel students involved using restorative practices
- Determine logical consequences
- Develop an Action Plan in collaboration with students and gain agreement on strategies
- Contact families to discuss and outline how the situation is being addressed. Gain support from all families involved
- Schedule regular follow-up meetings to determine the effectiveness of the Action Plan

CYBERBULLYING

Cyberbullying involves the use of digital technologies to support deliberate, repeated actions by an individual or group intended to embarrass, humiliate or intimidate their victim. It can involve abusive texts and emails, imitating others online, excluding others online, tagging others inappropriately, and/or posting unkind messages or inappropriate images on social media.

While cyberbullying is similar to real-life bullying it differs in the following ways:

- *It can give the bully a sense of being anonymous.*
- *It can be difficult to escape as it can occur 24/7*
- *It is invasive. You can be targeted whilst at home.*
- *It can have a large audience ie. sent to many people at once, posted on a public forum.*
- *You don't get a chance to respond immediately.*
- *People don't immediately see the consequences of bullying.*
- *It can be permanent.*

Our school promotes safe internet use and teaches positive online behaviour and cybersafety to students. We encourage students to deal proactively if they are being cyberbullied:

- *Tell a trusted adult. Confide they are being bullied. Stand up and speak out.*
- *"Do not reply to a bully". Not responding to what the bully says online.*
- *Block the bully. The student has the control.*
- *Ensure strict privacy settings.*
- *Click the REPORT abuse button or flag to let the site know cyberbullying is taking place.*
- *Collect evidence. Keep mobile phone messages, print emails and social networking conversations.*
- *Help stop cyberbullying by not being a bystander and intervening if a friend is being bullied online.*
- *Messages or pictures that may be offensive or upsetting to someone should never be forwarded.*

Students will be expected to abide by the 'Student Online Use of Digital Technologies' Guidelines. Inappropriate use will result in students losing Good Standing and the privilege of using technologies in school for an agreed period of time, depending on the severity of the incident, and negotiated with the Principal, teacher, student, and family.

PARENT AND COMMUNITY CODE OF CONDUCT

At Samson Primary School, we strive to build a positive school culture where all members of the community belong and are valued, respected and supported within a welcoming, inclusive, and safe environment. Creating a positive behaviour culture requires a collaborative effort between the students, families, staff, and the wider community.

Our Code of Conduct reflects the following ideals:

• Respect the rights of others to work in a safe, non-threatening environment.
• Understand there are rights and responsibilities associated with living in a democratic society.
• Appreciation and respect for the differing views of others.
• Recognise the impact of behaviour on others and learn from the experience.
• Understand there are consequences and sanctions related to unacceptable behaviour.

To abide by the Code of Conduct, we have described the rights and responsibilities of all members of the school community and established guidelines and consequences for non-compliance to make our expectations clear.

FAMILIES RIGHTS	FAMILIES RESPONSIBILITIES
• To ensure their child has access to a quality education that meets their needs. • To express their opinions and be heard in a suitable and respectful setting. • To be informed about decisions concerning their child's health and wellbeing. • To be informed on their child's academic progress. • To be informed about any behaviour concerns and decisions affecting their child. • To report any concerns, issues, or incidents involving their child for appropriate attention and/or resolution. • To be treated with respect, care, courtesy, and fairness.	• To support the school in ensuring a quality education of their child, including adherence to school policies, and active participation in decision-making processes, where needed. • To build a cooperative and supportive relationship with staff, including open communication and collaboration. • To model respectful, courteous, and honest behaviour for their child and others. • To communicate any health or other issues that may affect their child's learning or behaviour. • To listen to the perspectives of others. • To approach any issues with a solutions-focused mindset, promoting a calm and cooperative resolution.

COMMUNITY EXPECTATIONS

Elements of engagement	It is expected that parents and visitors to our school will:	Parents and visitors to our school demonstrate this by:
Communication	• Be polite to others • Treat staff with respect, care, and courtesy • Act as positive role models • Recognise and respect personal differences • Use the school's communication process to address concerns	• Using polite spoken and written language • Speaking and behaving respectfully at all times • Being compassionate when interacting with others • Informing staff if the behaviour of others is negatively impacting them or their family • Accepting staff will respond to appropriate communication when they are able during working hours • Requesting a meeting to discuss any concerns about their child's education
Collaboration	• Support the Samson Primary School Positive Behaviour Policy and Our RIGHTS	• Reading and encouraging their child to understand and follow Our RIGHTS
School Culture	• Recognise every student is important • Contribute to a positive school culture • Work together with staff to resolve issues or concerns • Respect the privacy of others	• Valuing each child's education • Acknowledging staff are responsible for supporting the whole school community • Speaking positively about the school and its staff • Not making negative comments or gossiping about other school community members, including students, in person, in writing or on social media • Understanding, at times, compromises may be necessary • Considering the privacy of all school community members at all times, and understanding that the school cannot share confidential information.