



Appendix

Codes of Practice
Codes of Conduct

Forrest Primary School & Early Years Centre

COMMUNITY CODE OF PRACTICE

Forrest Primary School provides a high quality educational program for each individual student.

In providing a high quality education that is relevant to the needs of our students, the Forrest Primary School rely on the co-operation, goodwill and close collaboration with the community members in order to:

- Obtain advice, directions and resources for relevant curriculum programs and operations.
- Positively promote our school.
- The school shall provide effective communication with the community on a regular basis through:
 - A weekly newsletter distributed to each family with copies posted on community notice boards,
 - Annual reports,
 - School magazine,
 - Regular press releases,
 - Open days,
 - School concert and other performances,
 - Obtaining feedback via formal and informal discussions and parent surveys,
 - Provide a summary of school council minutes to all families.
- Forrest Primary School shall encourage involvement of members and organisations in order to:
 - Obtain support and advise for its educational and other programs,
 - Have access to local resources to complement students learning experiences,
 - Obtain community participation in classroom and student programs,
 - Have access to local resources to complement student's learning experiences,

APPENDIX 1

- Share community and school resources on a reciprocal basis within reasonable limits,
- Encourage use of school newsletter by community groups,
- Encourage participation on working bees and fund raising activities,
- Show loyalty to the school by airing concerns to the principal or the school council members.

The right of confidentiality for all community members will be respected. Forrest Primary School will celebrate and acknowledge community achievements.

APPENDIX 2

ACRONYMS

DET	Department of Education & Training
EYC	Early Years Centre
LOTE	Languages Other Than English
MACC	Mobile Art Craft Centre
MARC	Mobile Area Resource Centre
OSHC	Out Of School Hours Care

APPENDIX 3

INFECTIOUS DISEASES CASES AND CONTACTS

Minimum period of exclusion from primary schools and children's services centres for infectious diseases cases and contacts

health

Public Health and Wellbeing Regulations 2009

Schedule 7

Minimum Period of Exclusion from Primary Schools and Children's Services Centres for Infectious Diseases Cases and Contacts (Public Health and Wellbeing Regulations 2009).

In this Schedule, medical certificate means a certificate from a registered medical practitioner.

[1] Conditions	[2] Exclusion of cases	[3] Exclusion of Contacts
Amoebiasis (<i>Entamoeba histolytica</i>)	Exclude until there has not been a loose bowel motion for 24 hours	Not excluded
Campylobacter	Exclude until there has not been a loose bowel motion for 24 hours	Not excluded
Chickenpox	Exclude until all blisters have dried. This is usually at least 5 days after the rash appears in unimmunised children, but may be less in previously immunised children	Any child with an immune deficiency (for example, leukaemia) or receiving chemotherapy should be excluded for their own protection. Otherwise not excluded
Conjunctivitis	Exclude until discharge from eyes has ceased	Not excluded
Diarrhoea	Exclude until there has not been a loose bowel motion for 24 hours	Not excluded
Diphtheria	Exclude until medical certificate of recovery is received following at least two negative throat swabs, the first not less than 24 hours after finishing a course of antibiotics and the other 48 hours later	Exclude family/household contacts until cleared to return by the Secretary
Hand, Foot and Mouth disease	Exclude until all blisters have dried	Not excluded
Haemophilus influenzae type b (Hib)	Exclude until at least 4 days of appropriate antibiotic treatment has been completed	Not excluded
Hepatitis A	Exclude until a medical certificate of recovery is received, but not before 7 days after the onset of jaundice or illness	Not excluded
Hepatitis B	Exclusion is not necessary	Not excluded
Hepatitis C	Exclusion is not necessary	Not excluded
Herpes (cold sores)	Young children unable to comply with good hygiene practices should be excluded while the lesion is weeping. Lesions to be covered by dressing, where possible	Not excluded
Human immuno-deficiency virus infection (HIV/AIDS virus)	Exclusion is not necessary	Not excluded
Impetigo	Exclude until appropriate treatment has commenced. Sores on exposed surfaces must be covered with a watertight dressing	Not excluded
Influenza and influenza like illnesses	Exclude until well	Not excluded unless considered necessary by the Secretary
Leprosy	Exclude until approval to return has been given by the Secretary	Not excluded
Measles*	Exclude for at least 4 days after onset of rash	Immunised contacts not excluded. Unimmunised contacts should be excluded until 14 days after the first day of appearance of rash in the last case. If unimmunised contacts are vaccinated within 72 hours of their first contact with the first case, or received NHIG within 144 hours of exposure, they may return to the facility
Meningitis (bacteria – other than meningococcal meningitis)	Exclude until well	Not excluded
Meningococcal infection*	Exclude until adequate carrier eradication therapy has been completed	Not excluded if receiving carrier eradication therapy
Mumps*	Exclude for 9 days or until swelling goes down (whichever is sooner)	Not excluded
Pertussis* (Whooping cough)	Exclude the child for 21 days after the onset of cough or until they have completed 5 days of a course of antibiotic treatment	Contacts aged less than 7 years in the same room as the case who have not received three effective doses of pertussis vaccine should be excluded for 14 days after the last exposure to the infectious case, or until they have taken 5 days of a course of effective antibiotic treatment
Polioomyelitis*	Exclude for at least 14 days from onset. Re-admit after receiving medical certificate of recovery	Not excluded
Ringworm, scabies, pediculosis (head lice)	Exclude until the day after appropriate treatment has commenced	Not excluded
Rubella* (German measles)	Exclude until fully recovered or for at least four days after the onset of rash	Not excluded
Salmonella, Shigella	Exclude until there has not been a loose bowel motion for 24 hours	Not excluded
Severe Acute Respiratory Syndrome (SARS)	Exclude until medical certificate of recovery is produced	Not excluded unless considered necessary by the Secretary
Streptococcal infection (including scarlet fever)	Exclude until the child has received antibiotic treatment for at least 24 hours and the child feels well	Not excluded
Tuberculosis	Exclude until receipt of a medical certificate from the treating physician stating that the child is not considered to be infectious	Not excluded
Typhoid fever (including paratyphoid fever)	Exclude until approval to return has been given by the Secretary	Not excluded unless considered necessary by the Secretary
Verotoxin producing Escherichia coli (VTEC)	Exclude if required by the Secretary and only for the period specified by the Secretary	Not excluded
Worms (Intestinal)	Exclude until there has not been a loose bowel motion for 24 hours	Not excluded

Statutory rule

A person in charge of a primary school or children's services centre must not allow a child to attend the primary school or children's services centre for the period or in the circumstances:

- specified in column 2 of the table in Schedule 7 if the person in charge has been informed that the child is infected with an infectious disease listed in column 1 of the table in Schedule 7; or
- specified in column 3 of the table in Schedule 7 if the person in charge has been informed that the child has been in contact with a person who is infected with an infectious disease listed in column 1 of the table in Schedule 7.

The person in charge of a primary school or children's services centre, when directed to do so by the Secretary, must ensure that a child enrolled at the primary school or children's services centre who is not immunised against a vaccine preventable disease (VPD) specified by the Secretary in that direction, does not attend the school or centre until the Secretary directs that such attendance can be resumed. (Note—VPDs marked in bold with an asterisk (*) require the department to be informed immediately. Contact the department on 1300 651 160 for further advice about exclusion and these diseases.)

Further information

For further information about exclusions mentioned in this document, please contact the Department of Health's Communicable Disease Prevention and Control Section on 1300 651 160 or visit ideas.health.vic.gov.au



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Department of Health

APPENDIX 4

STAFF, STUDENT, PARENT/COMMUNITY and PRINCIPAL CODE OF PRACTICE

STAFF CODE OF PRACTICE POLICY- SCHOOL/ PRE-SCHOOL/ OSHC

The staff code of practice for Forrest Primary School, Forrest Out Of School Hours Care and Forrest Pre-school applies to the professional behaviour of the School staff in the performance of their duties.

The staff of Forrest Primary School and Forrest Pre-school will work with the Principal, colleagues, students, parents and wider community in a professional manner to ensure all students experience success and achieve their personal best. The teaching staff and support staff, where applicable, will operate within Department of Education and Training Acts and Regulations, MECA and Kindergarten Assistants Award or contractual agreements, and agree to the following codes and standards.

All staff will:

- Present a positive role model.
- Demonstrate a commitment to school TRIBES values and processes.
- Show initiative, adapt to change, make decisions and take appropriate action where necessary.
- Contribute to whole School activities and take an active role in the School community.
- Treat all members of the community with empathy and respect.
- Become involved in professional development and self-improvement.
- Behave and dress in a way consistent with the expectations and conditions of the School environment.
- Be aware of, and successfully implement the general School philosophy aims and objectives.
- Demonstrate loyalty to the School, School Council and School community and recognise the need for confidentiality.
- Challenge students in their learning with high but achievable expectations.
- Recognise and cater for individual student differences, abilities and learning styles.

- Encourage and empower students to take responsibility for their own learning.
- Encourage and promote the partnership of home and School in learning.
- Promote self-esteem and confidence in students.
- Monitor and assess students continuously using a variety of techniques.
- Report to students and parents in a meaningful, clear and accurate manner.
- Demonstrate a range of teaching strategies, and display an ability to be flexible in regard to curriculum.
- Communicate issues with parents as they arise.

STUDENT CODE OF PRACTICE POLICY- SCHOOL/ OSHC

The aim of the Forrest Primary School Student Code of Conduct is to foster the safety and wellbeing of students. We believe that the wellbeing of children, staff and parents is paramount. The school has adopted the philosophies and practices of Health Promoting Schools. To this end we have implemented the TRIBES process K-6. It forms the basis of our daily interactions with one another and of our normal school routines.

The TRIBES process is supplemented with our on-going Welfare Programs i.e. Program Achieve-You Can Do It, Healthy Relationships (Values), Healthy Families, Individual School Drug Education Strategy and our Policies.

Forrest Primary School Council believes that all students have the following rights and responsibilities.

STUDENT RIGHTS

- ✓ To be treated as an individual with kindness and respect.
- ✓ To work and play safely, without interference.
- ✓ To develop as an individual, both emotionally and intellectually.
- ✓ To express ideas and feelings.
- ✓ To gain recognition for good behaviour and achievement.
- ✓ To bring personal property to school without it being destroyed, defaced or stolen.

STUDENTS RESPONSIBILITIES

- ✓ To come to school.
- ✓ To allow others to work and play with a positive mindset and without hindrance.
- ✓ To treat others with courtesy and understanding.
- ✓ To show tolerance of individual differences.
- ✓ To help make the school a good place to be.
- ✓ To accept the consequences of their actions.
- ✓ To be honest.
- ✓ To obey school rules.

SCHOOL RULES

There are five basic 'Whole School Rules':

- ✓ Move and play safely.
- ✓ Care for yourself, others and property.
- ✓ Resolve problems calmly.
- ✓ Respect others through your speech and manners.
- ✓ Work as well as you can to allow others to do the same.

At the beginning of each year teachers will negotiate a set of classroom rules (learning plans) for their own grades that are consistent with whole school rules. School and grade rules are to be displayed prominently.

Our approach to discipline:

At Forrest PS & EYC we have a consistent and positive approach to behaviour encouraging personal responsibility and self-discipline. We are committed to the following strategies:

- Giving positive reinforcement to improve self-esteem.
- Acknowledging student achievements in the Newsletter and assemblies.
- Encouraging friendships, tolerance and understanding between students.
- Requiring children to accept responsibility for their actions.
- Providing adequate supervision in the school grounds.
- Encouraging understanding and awareness of the school rules.
- Breaches of the school rules may incur some penalty or action, which will be a

logical consequence of misbehaviour. The following procedures will be considered:

- Discussion followed by warning.
- Withdrawal of privilege.
- Detention.
- Parental contact.
- Suspension within DOE guidelines.
- Expulsion within DOE guidelines.

PRINCIPAL CODE OF PRACTICE POLICY

The Principal is responsible for the leadership, management and development of the School and its programs. The Principal of Forrest Primary School operates within the relevant sections of the Education Act, Department of Education and Training policies and the 'Role and Accountabilities' statement (1994).

PARENT/COMMUNITY CODE OF PRACTICE

Parents/Community members commit to contributing to creating an environment at Forrest PS & EYC that:

- respects the rights of the child and values diversity
- maintains a duty of care towards all children at the Forrest PS & EYC
- is committed to the safety and wellbeing of each child at the Forrest PS & EYC
- is committed to the safety and wellbeing of all staff at the Forrest PS & EYC
- acknowledges the vulnerability of Aboriginal children, children from a culturally and linguistically diverse background and children with a disability and has zero tolerance of discrimination
- provides a safe and secure environment for all at the Forrest PS & EYC
- provides an open, welcoming environment in which everyone's contribution is valued and respected
- is committed to communicating openly and honestly
- is committed to continually learning how to be inclusive and respectful of cultural needs

- encourages parents/guardians, volunteers, students and community members to support and participate in the program and activities of the Forrest PS & EYC.

In relationships with children, parents/community members commit to:

- being a positive role model at all times
- encouraging children to express themselves and their opinions
- allowing children to undertake experiences that develop self-reliance and self-esteem
- maintaining a safe environment for children
- speaking to children in an encouraging and positive manner
- giving each child positive guidance and encouraging appropriate
- behaviour regarding all children equally, and with respect and dignity
- having regard to each child's cultural values
- respecting individual difference including age, physical and intellectual development, and catering for the abilities of each child at the Forrest PS & EYC.

In relationships with the staff, other parents/guardians, volunteers and visitors, parents/community members commit to:

- reading and abiding by the Code of Conduct Policy
- developing relationships based on mutual respect
- working in partnership in a courteous, respectful and encouraging manner
- valuing the input of others
- sharing our expertise and knowledge in a considered manner
- respecting the rights of others as individuals
- giving encouraging and constructive feedback, and respecting the value of different professional approaches
- respecting the privacy of children and their families and only disclosing information to people who have a need to know as required under the Privacy and Confidentiality policy

- following the directions of staff at all times
- treating the kindergarten & school environment with respect
- raising any concerns, including concerns about safety, as soon as possible with staff to ensure that they can be resolved efficiently
- raising any complaints or grievances in accordance with the Complaint and Grievances Policy

APPENDIX 5

SAFEGUARDING CHILDREN and YOUNG PEOPLE CODE OF CONDUCT

PURPOSE

This Code of Conduct has a specific focus on safeguarding children and young people at Forrest PS & EYC against sexual, physical, psychological and emotional abuse or neglect. It is intended to complement other professional and/or occupational codes.

All staff, volunteers, contractors and school council members at Forrest PS & EYC are expected to actively contribute to a school culture that respects the dignity of its members and follows the school's core values. They are required to observe child safe principles and expectations for appropriate behaviour towards and in the company of children, as noted below.

ACCEPTABLE BEHAVIOURS

All staff, volunteers, contractors and school council members are responsible for supporting the safety of children by:

- adhering to the school's child safe policy and upholding the school's statement of commitment to child safety at all times
- taking all reasonable steps to protect students from abuse
- treating everyone in the school community with respect
- listening and responding to the views and concerns of children, particularly if they are telling you that they or another child has been abused or that they are worried about their safety/or the safety of another child.
- promoting the cultural safety participation and empowerment of children with culturally and/or linguistically diverse

backgrounds (for example by having a zero tolerance of discrimination)

- promoting the safety, participation and empowerment of children with a disability (for example, during personal care activities)
- ensuring as far as practicable that adults are not alone with a child
- reporting any allegations of child abuse and/or child safety concerns to the school's leadership
- understanding and complying with all reporting obligations as they relate to mandatory reporting and reporting under the Crimes Act 1958
- if an allegation of child abuse is made, ensuring as quickly as possible that the child(ren) are safe
- reporting to the Victorian Institute of Teaching, any charges, committals for trial or convictions in relation to a sexual offence by a registered teacher, or certain allegations or concerns about a registered teacher
- following school wide policies and procedures when managing student behaviour

UNACCEPTABLE BEHAVIOURS

As staff, volunteers, contractors, and any other member of the school community involved in child-related work we must not:

- ignore or disregard any concerns, suspicions or disclosures of child abuse
- develop a relationship with any student that could be seen as favouritism or amount to 'grooming' behaviour (for example, offering gifts)
- exhibit behaviours or engage in activities with students which may be interpreted as abusive and not justified by the educational, therapeutic, or service delivery context
- ignore behaviours by other adults towards students when they appear to be overly familiar or inappropriate
- discuss content of an intimate nature or use sexual innuendo with students, except where it occurs relevantly in the context of parental guidance, delivering the education curriculum or a therapeutic setting
- treat a child unfavourably because of their disability, age, gender, race, culture, vulnerability, sexuality or ethnicity.
- communicate directly with a student through personal or private contact channels (including by social media, email, instant messaging, texting etc) except where that communication is reasonable in all the circumstances, related to school work or extra-curricular activities or where there is a safety concern or other urgent matter
- photograph or video a child in a school environment except in accordance with school policy or where required for duty of care purposes^[1]
- in the school environment or at other school events where students are present, consume alcohol contrary to school policy ^[2] or take illicit drugs under any circumstances.

^[1] SPAG:

<http://www.education.vic.gov.au/school/principals/spag/safety/pages/photoandfilm.aspx> . The policy says the school should get consent before taking and publishing photos of a student. This applies every time a photo is taken. The same policy applies for excursions and school activities.

^[2] SPAG:

<http://www.education.vic.gov.au/school/principals/spag/safety/pages/alcohol.aspx>. The policy says the school must obtain
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school council approval before alcohol can be consumed on school grounds or at a school activity. The policy says staff members should not consume alcohol during camps and excursions. It is silent on whether they can consume alcohol at other school events where students are present, this is a matter that the school needs to decide upon – draft text is provided in the guidance fact sheet