

COMMUNITY CODE OF CONDUCT



Dream it. Believe it. Do it.

WE LIVE AND THRIVE TOGETHER AS A COMMUNITY OF LEARNERS - STUDENTS, STAFF, FAMILIES AND GUESTS WHEN WE:

- We connect and collaborate in a safe and inclusive way, respecting all members of our ADR community.
- We create relationships that value individual differences, collective responsibility and equity.
- We contribute to a caring, kind and welcoming environment by taking care of this place and each other.
- We create safe learning spaces that value innovation and curiosity.

We recognize that our students are developing as responsible members of our community; therefore, we remain focused on accountability for personal actions, coupled with approaches that focus on empathy and the repairing of harm.



All are welcome at AD Rundle. Our community aims to be free from:

- Discrimination of any form based on race; ethnicity; ancestry; sexual orientation, gender identity or expression; religion, place of origin, family status, physical, mental ability, or other factors
- Bullying or harassment: a persistent pattern of unwelcome aggressive behaviour that hurts others physically and/or emotionally
- Retribution against a person who has reported concerns

ADR Dress Code

Our student dress code supports our goal of inspiring students to learn while leaving primary decisions around clothing and style to students and families. Students will refrain from wearing clothing that contains discriminatory images, drug/alcohol references or imagery that negatively impacts a safe, welcoming learning environment.



Expected Actions

We expect members of our community to act in a way that makes the school safe, equitable, kind, and inclusive. Our community functions at its fullest through:

- Just, consistent, and reasonable expectations that embed student voice and choice
- Instructional design that promotes and reinforces pro-social skills, mediation, meaningful learning, and restorative practices
- Responsible choices and safe behaviours
- Collaborative problem solving
- Conflict resolution through restorative practices

Unexpected Actions

Unexpected behaviours or actions can interfere with personal safety, well-being, and learning. Unexpected actions may damage relationships, disrupt learning, or undermine safety.

They consist of, but are not limited to:

- Lack of respect or care for others
- Verbal (digital or face-to-face) harassment or physical aggression
- Destruction or misuse of property
- Actions that threaten the emotional or physical safety of others
- The possession or use of illegal substances
- Possession or use of a weapon
- Caffeinated beverages
- Leaving campus without permission
- Riding bikes, scooters, skateboards on school property

Restorative Processes

WHERE POSSIBLE:

- Include students in the development of meaningful interventions through discussion or mediation
- Focus on finding solutions to repair relationships and re-integrate the student back into their learning community
- Support students with time and space needed for reflection, self-regulation and repair
- Create supportive conditions for students to learn and practice self-regulation
- Address injustices by addressing the needs of those who have been harmed and support restorative interventions

Responses to Unexpected Actions

To be equitable, responses must be flexible, and individualized. Responses may vary from student to student; each response will consider individual rights, needs, age or developmental level, and where they are in their learning journey. Responses will focus on restorative actions wherever possible. Serious incidents will result in communication with parents, school district officials, police, and/or other agencies as appropriate to support the students involved.

Responses may include:

- **Review of expectations**
- **Meetings with parents/guardians**
- **Loss of privileges (this can include a loss of free time at break or lunch, or an in or out of school suspension)**
- **Student support contract or behaviour plan that includes strategies, supports and resources**
- **Referrals to district or community resources for additional assessment or support**