

Community Code of Conduct

Purpose:	The purpose of this Community Code of Conduct is to: • articulate shared expectations for behaviour across the Montessori International College (MIC) community; • promote consistency in how members of the community interact with one another; • support a safe, respectful and inclusive educational environment; and • ensure that all members of the College community contribute to a culture aligned with MIC's Values and Montessori philosophy.	
Scope:	This Community Code of Conduct applies to all members of the MIC community, including: • Students • Staff, volunteers, and contractors • Board Directors • Parents, guardians, and visitors This document outlines shared behavioural expectations that apply College-wide. Additional role-specific obligations apply to: • Students (via the Student Code of Conduct) • Staff (via the Staff Code of Conduct) • Board Directors (via the Board Code of Conduct) • Parents and Carers (via the Enrolment Agreement and Parent Code of Conduct) Nothing in this Code replaces or limits obligations arising under employment contracts, governance responsibilities, enrolment agreements, or applicable legislation.	
Status:	☐ Draft ☒ Approved	Supersedes: None
Authorised by:	School Principal	Date of Authorisation: 20/03/2026
References:	• Child Protection Act 1999 (Old) • Education (General Provisions) Act 2006 (Old) • Work Health and Safety Act 2011 (Old) • College Constitution • Enrolment Policy • Relevant Codes of Conduct • Report and Resolution (Complaints Handling) Policy	
Review Date:	Annually	Next Review Date: April 2027
Policy Owner:	Executive Leadership	

POLICY STATEMENT:

Montessori International College (MIC) is a prepared learning environment in which students construct independence, responsibility, and social capability through active participation in a calm, ordered, and respectful community. Within this environment, learning occurs not only through formal instruction, but through observing and participating in the social life of the community. As such, the conduct of both adults and students forms part of the learning experience itself, and all members share responsibility for creating an environment that supports learning and wellbeing for all.

In accordance with Montessori principles of independence, responsibility, and human-centred education:

- students are supported to develop self-regulation, empathy, and collaborative problem-solving skills; and
- adults within the College environment are recognised as prepared role models whose conduct directly influences students' developing capacity for emotional regulation, communication, and respectful participation in community life.

All members of the MIC community share responsibility for contributing to a social environment that supports safety, dignity, belonging, and purposeful learning. Accordingly, all members of the MIC community are required to:

- act in ways that support the safety, wellbeing, and dignity of others;
- communicate respectfully, calmly, and constructively;
- demonstrate grace and courtesy in interactions;
- engage with others in good faith, even where differences of opinion arise;
- take responsibility for their behaviour and its impact on others;
- respect the professional roles and responsibilities of staff;
- raise concerns through appropriate College processes;
- maintain confidentiality where required;
- contribute positively to the learning environment; and
- conduct themselves in a manner that upholds the ethos and reputation of the College.

These expectations apply on College premises, at College-related activities and events, and in written or digital communications relating to the College community. Conduct that undermines respectful relationships, disrupts the calm functioning of the learning environment, or compromises the authority or professional judgement of College staff is not consistent with the expectations of this Community Code of Conduct and may impact the College's ability to maintain a safe and effective Montessori environment for students.

"Establishing lasting peace is the work of education."

— Maria Montessori, *Education and Peace*, 1972

GUIDING PRINCIPLES:

MIC is founded on the understanding that a child's development occurs not only through interaction with materials and curriculum, but through participation in a stable, respectful, and socially coherent community. The prepared environment therefore extends beyond the physical classroom to include the emotional and relational tone created by the people within it. The way students and adults communicate, resolve conflict, manage disagreement, and show respect

for one another contributes directly to students' developing sense of belonging, responsibility, and social capability.

This Code of Conduct exists to support shared responsibility for maintaining a calm, orderly, and psychologically safe learning environment in which all members of the community are able to participate with dignity and purpose.

Where challenges arise, the College seeks to respond in ways that are restorative, developmentally appropriate, and consistent with Montessori principles of independence, accountability, and peaceful collaboration, while also ensuring that the integrity of the learning environment is preserved for all students.

Respect for Roles

MIC operates within clearly defined professional and governance structures to ensure the safety and wellbeing of students and the effective functioning of the College.

Members of the community are expected to:

- respect the distinction between governance (Board) and operations (Principal and staff);
- allow staff to supervise and manage students without interference during College time;
- follow reasonable directions from authorised College representatives while on site; and
- engage with College processes when raising concerns, reports, or seeking resolution.

Non-Compliance

Conduct that compromises the safety, wellbeing, dignity, or emotional security of others is not consistent with this Community Code of Conduct. This includes behaviour that is verbally or physically aggressive, intimidating, dismissive, discriminatory, or otherwise unsafe, as well as conduct that interferes with staff supervision or professional decision-making, publicly undermines members of the College community, or creates tension, intimidation, or instability within the learning environment.

Public criticism, commentary, or discussion of individual students, staff members, or other members of the College community in a manner that undermines their role, reputation, or wellbeing is also not consistent with this Code (e.g., in informal forums, group messaging platforms, social media or email).

Where conduct is not aligned with this Code, the College may take reasonable and proportionate steps to address the behaviour. This may include:

- providing guidance or clarification of expectations;
- requesting a meeting to discuss concerns;
- imposing conditions on communication or access; or
- directing future communication through nominated College representatives.

Where behaviour persists despite reasonable attempts to resolve the matter, the College may take further action in accordance with relevant role-specific frameworks, including:

- behaviour management processes;
- employment and enrolment policies and procedures;
- governance policies (for Directors); or

- contractual agreements.

Further action may include restrictions on communication or access to College premises, management or disciplinary action, termination of engagement or enrolment arrangements, or the pursuit of legal remedies where appropriate. Any such action will be undertaken in accordance with the applicable employment relationship, governance obligations, or contractual terms governing the individual's engagement with the College.

Raising Concerns

MIC encourages concerns to be raised in a timely and constructive manner. Concerns should be addressed through the appropriate channels outlined in MIC's Report and Resolution (Complaints Handling) Policy. Where appropriate, concerns may first be raised informally with the relevant staff member. Where this is not suitable, matters may be escalated in accordance with College policy.