CODE OF CONDUCT
POLICY

'We are an inclusive and safe learning community that empowers students to achieve their potential and live our values.
We are responsible, respectful and resilient'.

POLICY STATEMENT:

Meadows Primary School recognises the importance of the partnership between schools and parents to support student learning, engagement and wellbeing. We share a commitment to, and a responsibility for, ensuring inclusive, safe and orderly environments for children, staff and community members.

AIMS:

To recognise the importance of and a responsibility for:

- Ensuring our school is a safe, supportive and enriching environment

- Fosters and respects the dignity and self esteem of children and young people, enabling them to thrive in their learning and development

- All staff, contractors, volunteers and members of the school community observing the code of conduct

RESPONSIBILITIES:

AS PRINCIPALS AND SCHOOL LEADERS, WE WILL:
- Work collaboratively to create a school environment where respectful and safe conduct is expected of everyone.
- Behave in a manner consistent with the standards of our profession and meet core responsibilities to provide inclusive, safe and orderly environments.
- Plan, implement and monitor arrangements to ensure the care, safety, security and general wellbeing of all students in attendance at the school is protected.
- Identify and support students who are or may be at risk.
- Do our best to ensure every child achieves their personal and learning potential.
- Work with parents to understand their child's needs and, where necessary, adapt the learning environment accordingly.
- Respond appropriately when inclusive, safe or orderly behaviour is not demonstrated and implement appropriate interventions and sanctions when required.
- Make known to parents the school's communication and complaints procedures.
- Ask any person who is acting in an offensive or disorderly way to leave the school grounds.
- Call the police if a person does not leave the school grounds when asked to do so.

AS TEACHERS AND ALL NON-TEACHING STAFF, WE WILL:

- Model positive behaviour to students consistent with the standards of our profession.
- Proactively engage with parents about student outcomes.

- Work with parents to understand the needs of each student and, where necessary, adapt the learning environment accordingly.
- Work collaboratively with parents to improve learning and wellbeing outcomes for students with additional needs.
- Communicate with the principal and school leaders in the event we anticipate or face any tension or challenging behaviours from parents.
- Treat all members of the school community with respect.

AS PARENTS, WE WILL:

- Model positive behaviour to our child/children.
- Ensure our child attends school on time, every day the school is open for instruction.
- Take an interest in our child's/children's school and learning.
- Work with the school to achieve the best outcomes for our child/children.
- Communicate constructively with the school and use expected processes and protocols when raising concerns.
- Support school staff to maintain a safe learning environment for all students.
- Follow the school's complaints processes if there are complaints.
- Treat all school leaders, staff, students, and other members of the school community with respect.
- Keep school updated on current contact details for ease of communication

AS COMMUNITY MEMBERS, WE WILL:

- Model positive behaviour to the school community.
- Treat other members of the school community with respect.
- Support school staff to maintain a safe and orderly learning environment for all students.
- Utilise the school's communications policy to communicate with the school.

THE DEPARMENT OF EDUCATION AND TRAINING WILL:

- Provide support and advice to principals to equip them to manage and respond to challenging behaviour of students, parents and staff.
- Provide practical guidance and resources to support schools to manage and respond to challenging behaviour of students, parents and staff.
- Provide practical guidance and resources to support schools respond to and prevent bullying and promote cyber-safety and wellbeing.
- Provide access to evidence based resources and strategies to increase student safety, wellbeing and engagement.
- Provide schools with practical and legal support as required.
- Provide parents with practical guidance and resources to resolve conflicts with the school.

CONSEQUENCES FOR FAILING TO UPHOLD THE STATEMENT OF VALUES

UNREASONABLE BEHAVIOURS

Behaviours that are considered inappropriate on and adjacent to school grounds or in relation to school business and that do not uphold the principles of this Statement of Values include when a person:

- is rude, aggressive or harasses others
- sends rude, confronting or threatening letters, emails or text messages
- is manipulative or threatening
- speaks in an aggressive tone, either in person or over the telephone
- makes sexist, racist or derogatory comments
- inappropriately uses social media as a forum to raise concerns/make complaints against the school

- is physically intimidating, e.g. standing very close.
- Endangers the safety of students and community members on the road.

CONSEQUENCES

Principals are responsible for determining what constitutes reasonable and unreasonable behaviour.

Unreasonable behaviour and/or failure to uphold the principles of this Statement of Values may lead to further investigation and the implementation of appropriate consequences. This may include:

- utilising mediation and counselling services
- alternative communication strategies being applied
- formal notice preventing entry onto school premises or attendance at school activities. Written notice will follow any verbal notice given.
- an intervention order being sought
- informing the police which may result in a charge of trespass or assault

By agreeing to meet specified standards of positive behaviour, everyone in our school community can be assured that they will be treated with fairness and respect. In turn, this will help to create a school that is safe and orderly, where everyone is empowered to participate and learn.

EVALUATION:

This policy was last ratified by School Council on:

Signed: Signed:

Brad Coath   Anthony Potesta
School Council President   Principal

References and Related Documents:

LINKS AND APPENDICES (including processes related to this policy)

Appendices connected with this policy are:

APPENDIX A
CREATING RESPECTFUL SCHOOL COMMUNITIES

Create a respectful community at your school

- Strategies to prevent and manage challenging or aggressive parent behaviour

- Overview of resources

Strategies to prevent and manage challenging or aggressive parent behaviour

A safe, supportive and inclusive school environment is essential for providing quality learning opportunities for all students. Meaningful and active engagement within and between families is invaluable in boosting a child's learning and wellbeing. While the majority of parents positively engage with their child's education and the school community, in some cases, parents' behaviour is challenging or aggressive.

In many situations, challenging behaviour or conflict with parents can be avoided or resolved through conflict resolution before relationships break down or conflicts and behaviour escalate. Schools are encouraged to consider and use available conflict resolution options, where they are appropriate.

For more information, see: Conflict Resolution in Schools

Overview of resources

This toolkit was developed to promote a positive culture within school communities and to support principals to manage unacceptable parent behaviour by providing principals and school staff with the resources to help them work effectively with parents.

The toolkit includes a Statement of Values which outlines the expectations for how all members of a school community – principals, teachers, parents, students and visitors – should behave. The toolkit is accompanied by resources to support principals and school staff to implement the Statement of Values and manage and prevent challenging parent behaviour.

Making these expectations clear will ensure that all members of the community understand the shared responsibility for maintaining respectful and orderly school environments that support student learning. On enrolment of a child, parents should be informed of the Statement of Values.

For more information, see: Statement of Values

The toolkit also provides advice on how to manage unacceptable parent behaviour, with a focus on:

Prevention

Resources to assist with the prevention of unacceptable behaviour.

For more information, see: Preventing Unacceptable Parent Behaviour

Intervention

Recommended steps to take when unacceptable behaviour occurs.

For more information, see: Interventions for Respectful School Communities

Sanctions

Understand the sanctions that can be applied as a last resort.

For more information, see: Sanctions to Apply as a Last Resort

Restoration

Actions to help restore staff wellbeing after an incident.

For more information, see: [Restoring Wellbeing After an Incident](#)

https://edugate.eduweb.vic.gov.au/sites/i/pages/production.aspx#/app/search