

## Parent/Caregivers and Volunteer CODE OF CONDUCT

### INTRODUCTION

Glendore is an engaging and inclusive school, where respect and caring are core values of the school's vision. Glendore Public School actively promotes and encourages a partnership approach to education. It acknowledges the role Parents/Caregivers play in their children's learning and the contributions they make to our school.

### PURPOSE

This Code of Conduct has been developed to provide school community members with procedures for appropriate conduct and issue resolution. Our school's vision is "A respectful, caring, learning environment, where everyone can succeed". School values and expectations for behaviour have been developed to support our vision, which are modelled and promoted by staff, students and the parent community.

We expect that Glendore Public School Parents/Caregivers will demonstrate the school values at all times within the school setting:

- |                       |                               |
|-----------------------|-------------------------------|
| - <i>Honesty</i>      | - <i>Respect</i>              |
| - <i>Confidence</i>   | - <i>Getting Along</i>        |
| - <i>Persistence</i>  | - <i>Emotional Resilience</i> |
| - <i>Organisation</i> | - <i>Acceptance</i>           |
| - <i>Excellence</i>   | - <i>Responsibility</i>       |

### CODE OF CONDUCT

Parents/Caregivers are encouraged to understand the school's behavioural expectations, which aim to provide a consistent approach that support your child's learning and engagement in and out of school. This Code of Conduct also ensures that everyone who visits the school site is able to do so in a safe and friendly manner. It also ensures that students, staff, parents and other visitors are not subjected to inappropriate behaviour.

Parents/Caregivers, visitors and volunteers may need to approach the school in order to:

- Discuss the progress or welfare of your own child
- Express concern about the actions of other students
- Enquire about school policy and practice
- Engage with in-school/excursion activities, assistance with reading/numeracy programs etc.
- Convey information about change of address, custody details, health issues etc.
- Express concern about actions of staff

There may be occasions when concerns cause frustration or need further discussion. At such times it is important to organise a time to talk with school staff in an appropriate time and setting. This can be done by contacting the office to arrange a suitable meeting time.

**Please note: Parents/Caregivers are not permitted to directly approach another person's child at any time.**

## PROCEDURE FOR ISSUE RESOLUTION

All of our students have the right to feel safe and comfortable at school. There may be times when you feel that the action of another child has impacted the rights of your own child/ren. **All school issues are to be handled by the school staff.**

- We attempt to resolve these issues through:
  - *Calm discussions between those directly involved.*
  - *Considering the actions of all involved.*
  - *Following Department guidelines.*
- Parents/Caregivers should not directly approach other students or make contact with their families. This may make the incident more difficult to resolve.
- Under no circumstances is a parent or carer to approach another child to discuss or chastise them because of their actions.

## WHO TO CONTACT

If you have a concern or issue relating to your child/ren, please follow the following steps:

1. Contact the class teacher first – they are in the best position to help you, as they know your child well and are directly responsible for them.
2. If you still have concerns or are requiring further support, please make an appointment to see the Stage's Assistant Principal.
3. For urgent matters, or if you feel you would like further support, please make an appointment to see the Deputy Principal.
4. The Principal will also be involved when required with student wellbeing matters.

The school will deal with issues between students as part of the School's Welfare policy.

In very rare cases where people wishing to express concerns do so in an aggressive, threatening or violent manner, the Principal (or nominee) has the legal authority under the "Inclosed Lands Act" to:

- direct the person to immediately leave the grounds
- call the Police to remove the person should he/she refuse
- withdraw future permission (by letter) for the person to enter the grounds without permission of the Principal
- seek further legal advice and support

**ALL SCHOOLS ARE PROTECTED BY THE INCLOSED LANDS PROTECTION ACT OF 1901**

## PROCEDURES AND EXPECTATIONS FOR VOLUNTEER HELPERS

Parents and other volunteers assisting with activities must follow the following requirements and expectations:

- **PRIOR TO COMMENCING VOLUNTEERING**, you must have a completed and approved **Working with Children Check** and provided a **100 – point Proof of Identity check** (Available from the Front Office)
- Always sign in and sign out at the Front Office
- Always wear a GPS lanyard or Visitors badge
- Treat all members of the school community with respect
- Allow staff to supervise, investigate and manage students without interference
- Discuss issues or concerns about the school, staff or students through the correct procedures
- Follow school procedures for entry and behaviour on school grounds, including any restrictions that may be imposed
- Report safety concerns, injuries or emergencies to a member of staff

**All Parents and Volunteers are not to discuss any information they obtain at school with anybody, other than classroom teachers or the School Principal.**

Any Parents/Caregivers or Volunteers not fulfilling these requirements may have their volunteer position at the school reviewed. Your cooperation is greatly appreciated in making our school a safe and positive learning environment.

POLICY DATES			
Formulated	2018	Implemented	2019
Endorsed by the School's P&C – November, 2018			

# School Community Charter

 **Collaborative. Respectful. Communication.**

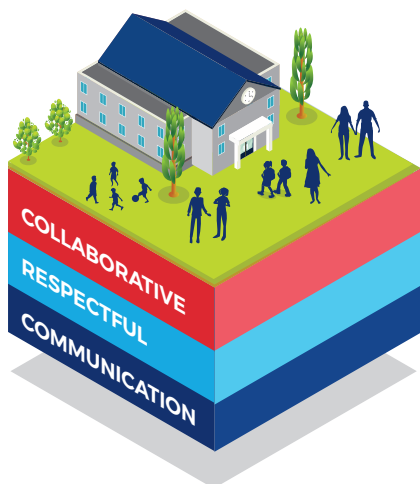
The following School Community Charter outlines the responsibilities of parents, carers, educators and school staff in NSW public schools to ensure our learning environments are collaborative, supportive and cohesive.

## What our schools provide

NSW public schools work to create positive environments for students, staff and the entire school community that support student learning. We strive to ensure that every student is known, valued and cared for.

**The best education happens when parents and schools work together.**

The School Community Charter aligns with the NSW Department of Education Strategic Plan 2018 – 2022.



## Positive environments

It is important that our NSW public schools are positive environments and that parents and carers are kept informed of students' progress and school announcements.

Parents and carers can expect:

- to be welcomed into our schools to work in partnership to promote student learning.
- communication from school staff will be timely, polite and informative.
- professional relationships with school staff are based on transparency, honesty and mutual respect.
- to be treated fairly. Tolerance and understanding are promoted as we respect diversity.

We treat each other with **respect**

We **prioritise** the wellbeing of all students and staff

**Unsafe behaviour** is not acceptable in our schools

We work **together** with the school

**Ensuring respectful learning environments for all members of NSW Public Schools communities.**



We create  
**collaborative**  
learning  
environments

We  
all play  
**a part**

We work  
**in partnership**  
to promote  
student  
learning

## Communicating with our schools

Our staff will find a time to talk to you when they can give you their full attention. Please remember that while our staff are in class or dealing with other matters, they may not be available to answer your questions immediately.

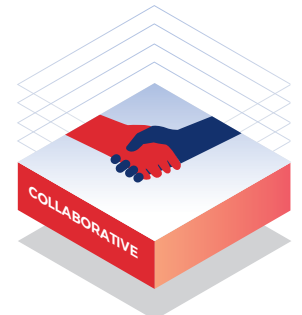
Our schools and communities will make sure that written communication is appropriate, fair and easy to read. We encourage you to use email and social media appropriately to connect with your school and stay up-to-date with up-coming events in the school community.

Our guide for parents, carers and students provides useful information about the complaints process: [education.nsw.gov.au/about-us/rights-and-accountability/complaints-compliments-and-suggestions/guide-for-parents-carers-and-students](https://education.nsw.gov.au/about-us/rights-and-accountability/complaints-compliments-and-suggestions/guide-for-parents-carers-and-students)

## Respectful communication is a right

In all workplaces people have the right to feel respected. Unacceptable and offensive behaviour has no place in our school communities.

To ensure the wellbeing of students, staff and the community in our schools, steps will be taken to address unacceptable behaviour. This may include restricting contact with the school community or, in more serious cases, referral to NSW Police.



## Unacceptable behaviour may include but is not limited to:

- Aggressive or intimidating actions, such as violence, threatening gestures or physical proximity.
- Aggressive or intimidating language, including the use of obscenities, making sexist, racist or derogatory comments or using a rude tone.
- Treating members of the school community differently due to aspects such as their religion or disability.
- Inappropriate and time wasting communication.



**Collaborative.**  
**Respectful.**  
**Communication.**

**School Community Charter**

[education.nsw.gov.au](https://education.nsw.gov.au)