



CODE OF CONDUCT- PARENTS and GUARDIANS

Rationale

At Pioneer Village School (PVS) we are very fortunate to have supportive, caring, and friendly parents. Our parents recognise educating children is a process that involves partnership between home and school and understand the importance of a good working relationships to equip children with the necessary skills for adulthood. For these reasons we welcome and encourage parents/carers to participate fully in the life of our school.

The purpose of this policy is to inform all parents and visitors to our school about expected conduct so we can work together to ensure a safe and positive school environment for our children. Pioneer Village School explicitly forbids the use of any form of child abuse, corporal punishments or any other degrading punishment (see definitions below).

Parents act as one of the most influential role models within a child's life and play a formative role in the development of their child's sense of justice and equity, as well as the dignity and worth of all members of our school community. It is a clear expectation of the community for all parents to uphold the core values of our school and model acceptable behaviour at all times within the school setting.

Application

For the purpose of this Code:

- 'School Community' includes parents, guardians, stepparents, relatives, extended family, friends, supporters and carers.
- The Code applied to all people identified as being members of the School Community, as defined above. Whilst reference is made herein to 'Parents', responsibilities extend to all members of the School Community.
- The Code applies when in the school environment or when attending any school related function or activity at any other location, and when on school related websites and social media.

Parents and guardians agree to abide by all policies including this Code of Conduct when signing the Enrolment Contract. Although step-parents, relatives, extended family, friends, supporters and carers are not a party to that Enrolment Contract, this Code of Conduct is a guide for them to understand expected standards of behaviour.

General Conduct

School community members agree to:

- Act in accordance with school policies and procedures which can be accessed on the website. A hard copy can also be provided upon request from the school Reception;
- Show an active and non-invasive interest in their child's school work and progress;
- Work respectfully with the teaching staff to deal promptly with areas of concern;
- Treat all members of the school community with respect and courtesy;
- Ensure their child is appropriately dressed and prepared for school each day;
- Promptly report to the school their child's absence or late arrival;
- Not smoke nor consume alcohol or other drugs on school property, nor access the school site whilst intoxicated;
- Work respectfully with the school in dealing with disciplinary issues involving their child;
- Not publish photos of other children on social media without express permission from the child's family;
- Observe confidentiality in respect of all information gained through participation in school activities. All information held by the school is handled with care and individuals must not discuss nor disclose personal information about other students, staff or students' parents/guardians and;
- Not behave in an illegal, offensive, intimidating, humiliating, aggressive, threatening or abusive manner.

Any parent or guardian who invites a relative, friend, supporter, carer or other person (adult or child) to be present at any school related function or activity at any location must be responsible for that person and must ensure they act at all times in a manner consistent with this Code.

Expected Parent Outcomes

All parents are expected to abide by the action statements below to ensure the behaviours they model are appropriate at all times. We trust parents, carers and visitors will fully support this *Code of Conduct* to ensure a positive environment for all.

Support your child in all their educational endeavours by giving praise and showing interest in their school activities.

Help your child discover the learning process is more valuable than the end product, and giving of your very best is what matters rather than comparing yourself against the capabilities of others.

Ensure all our children and school members have the right to feel safe at school.

There may be times when you feel the actions of another child have infringed upon the rights of your own child. ***Under no circumstances is a parent or guardian to approach another child whilst they are in the care of the school to discuss or chastise them because of their actions towards their own child.*** Approach the class teacher in the first instance to seek their intervention in bringing about an equitable and appropriate solution to the situation. If the issue is not resolved then the Concerns and Complaints Policy, which can be accessed on the school website, will guide further actions.

Bullying (refer to Anti-Bullying policy for correct definition which can be access at on the school website) has no place within our community and as such bullying behaviours will not be tolerated. **This applies to adult-to-adult interaction, adult-to-child interaction and child-to-child interaction.** Instances of bullying must quickly be brought to the attention of the school staff who will discuss the issue with the Principal so a resolution may be achieved for all involved.

Always be positive.

The school fosters a spirit of co-operation and genuine partnership with parents. Issues are more readily resolved with a positive and constructive approach.

Show awareness that a child's perception is not the same as an adult's due to developmental maturity.

A child is not necessarily lying when their story conflicts with another or when the teacher's perspective does not match what you have been told at home. Children see their world through their own limited experiences, which influences their perceptions. Adult perceptions are balanced with life experiences. Looking through the 'lens' of a child is important when dealing with children's issues. Listen to your child as they tell you their 'reality', but remember there may be a different 'reality' through another's 'lens'. Open, honest discussion with school staff is essential in these situations. Please contact your class teacher to discuss any concerns.

Understand children may and do act differently at home and school.

When faced with an audience of their own peers children will often act/react in different and unexpected ways. Be open to all possibilities.

Follow correct procedures in time of conflict

If you or someone you know within the school community are experiencing problems, differences of opinion, or personality clashes with another person within the school community, always attempt to resolve issues through calm dialogue between the parties **directly involved** whilst respecting the dignity of each and every person. The school will **not**:-

- (a) become involved in these disputes unless it occurs on school grounds or during a school mandated event, or puts a student of the school at risk;
- (b) involve third parties in discussions regarding other people's children and it is expected families do the same. Maintaining each and every person's privacy and protecting people's good name is of utmost importance.

If the problem involves an issue which occurred at school or a school mandated event, please first contact your class teacher to discuss any concerns.

Follow correct procedures in times of conflict. This will ensure all parties are heard and enable harmonious solutions to be reached.

If the conflict centres on a classroom issue, the first approach is to be made with the classroom teacher. If a resolution is not reached then refer to the Concerns and Complaints policy on the School website for conflict resolution which can be found on the school website.

Be aware of other’s privacy when using social media.

Social media platforms are increasingly used to share information. Families must not post photos or information regarding other people’s children without express permission from the child’s parents and/or guardians.

In serious cases of misuse of social media the school Principal and the school Board will consider its legal options to deal with any such misuse. Cyber bullying and the use by any member of the school community to publicly humiliate another member by inappropriate comments on social media platforms will be considered a serious breach of this code of conduct. Please refer to the outlined consequences below under the heading “Breaches of the Code of Conduct”.

Parking with consideration and respect for others when delivering and collecting children from school.

Parents are expected to be respectful and polite to other drivers around the school and not exceed the Village speed limit of 8km per hour.

Breaches of the Code of Conduct

Members of the school community have a responsibility to develop and maintain an environment where conflict and differences can be addressed in a manner characterised by respect, civility and dignity.

The consequences for breaching this Parent Code of Conduct will be determined by the Principal and/or School Board in accordance with the Concern and Complaints policy, which can be found on the school website. Breaches of the Code of Conduct can be reported to the **Principal**.

Consequences may include, but are not limited to:

- prohibiting a member of the school community from attending any extra-curricular activity
- prohibiting a member of the school community from being on campus
- directing a parent/guardian to communicate with members of staff through a nominated school representative
- refusing to permit a student to continue at PVS or withdrawing a student from PVS if in the opinion of the School Principal and the School Board the partnership between the parent and PVS breaks down
- taking other steps the School Principal and the School Board, at their reasonable discretion, determines are appropriate according to the nature of the breach in the partnership.

Definitions

Definitions as per the 2020 Guide to Registration Standards

Child abuse

Four forms of child abuse are covered by WA law and are defined by the Department of Communities:

(1) Physical abuse occurs when a child is severely and/or persistently hurt or injured by an adult or caregiver.

(2) Sexual abuse occurs when a child is exposed to, or involved in, sexual activity that is inappropriate to the child’s age and developmental level, and includes sexual behaviour in circumstances where: (a) the child is the subject of bribery, coercion, a threat, exploitation or violence;
(b) the child has less power than another person involved in the behaviour; or
(c) there is a significant disparity in the developmental function or maturity of the child and another person involved in the behaviour.

(3) Emotional abuse includes:

- (a) psychological abuse; and
- (b) being exposed to an act of family and domestic violence.

(4) Neglect is when children do not receive adequate food or shelter, medical treatment, supervision, care or nurturance to such an extent that their development is damaged or they are injured. Neglect may be acute, episodic or chronic.

Corporal punishment

Any punishment in which physical force is used and intended to cause some degree of pain or discomfort, however light; typically involving hitting the child with the hand or with an implement; can also include, for example, forcing the child to stay in an uncomfortable position. It does not include the use of reasonable physical restraint to protect the child or others from harm [UN Committee on the Rights of the Child, General Comment No. 8 (2006)].

Degrading punishment

Any punishment which is incompatible with respect for human dignity, including corporal punishment and non-physical punishment which belittles, humiliates, denigrates, scapegoats, threatens, scares or ridicules the child [UN Committee on the Rights of the Child, General Comment No. 8 (2006)].

Emotional abuse

Emotional abuse occurs when an adult harms a child’s development by repeatedly treating and speaking to a child in ways that damage the child’s ability to feel and express their feelings.

Psychological abuse

Repeatedly treating and speaking to a child in ways that damage the child’s perceptions, memory, self-esteem, moral development and intelligence. It is a form of emotional abuse.

Document Group	Welfare
Document Owner	Principal
Last Review	Mar 2022
Next Review	2024
Distribution	Internal/External
Endorsed by the Governing Body 08.06.2022	