COMMUNITY CODE OF CONDUCT POLICY

1. Purpose

Parents of the St Catherine's School Community are required to conduct themselves in a manner that respects other members of the Community and behave in a manner that is consistent with the School Values of integrity, curiosity, gratitude, perseverance and empathy.

The Community Code of Conduct Policy outlines clear standards of behaviour that are expected of the School community. All members of the St Catherine's School Community have the right to be safe and feel safe in their School Community.

In developing this Code, the School recognises that Parents ultimately want the best for their children. However, the School also expects Parents to recognise that it must ultimately balance the interests of all of the School's stakeholders (including not only students and Parents, but also the School's staff and their right to a safe working environment).

This Code does not attempt to provide a detailed and exhaustive list of what to do in every aspect of a parent's interactions with the School and the school community. Instead, it sets out general expectations. As such, this Code is intended to be practical, non-adversarial and non-legal.

2. Scope

To ensure such co-operation and support, this Code of Conduct outlines the School's expectations for members of the School Community including, but not limited to, parents, guardians, students and alumnae.

3. Policy Summary

3.1   Support the educational ethos and values of the School.

3.2   Behave respectfully towards members of our community

3.3   Use technology and social media appropriately

3.4   Be a responsible visitor and participant

3.5   Raise grievances appropriately and productively

4. Support the educational ethos and values of the School

Parents are expected to support the educational ethos and values of the School, model appropriate behaviours for their children to learn from, and work with the School as it educates and provides pastoral support to all students.

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Parents can support the School and be positive role models by doing, for example, the following:

4.1 Comply with the School's codes of conduct, policies, procedures, expectations and regulations, and ensure their children do the same.

4.2 Respect that the School is inclusive and welcomes students from a variety of backgrounds, and with different needs.

4.3 Encourage their children to actively participate in the life of the School, including in the classroom and co-curricular activities available.

4.4 Support the School's commitment to developing a student's initiative, independence and sense of responsibility.

4.5 Support the School's approach to student behavioural concerns, which can include a range of outcomes, including those which are educational, pastoral or disciplinary in nature.

4.6 Be responsive to concerns raised by the School about their own child.

4.7 Raise grievances directly with the School, and in a timely manner.

4.8 Keep the School informed about a child's needs (including but not limited to their behavioural, educational, personal, and physical or mental health needs). This includes providing updated medical information, family developments and other like information as it becomes available.

4.9 Keep the School informed about a child's parenting arrangements, including any court orders that may be in place.

4.10 Understand the importance of maintaining a positive and supportive school community and refrain from engaging in unproductive discussions or spreading negative information, including criticism, unfounded rumours, or baseless speculation.

As valued members of our community, parents are expected to be role models for responsible and safe behaviours. This includes ensuring the health and safety of all members of our school community (including staff, students, parents and alumnae) and the wider community.

5. Behave respectfully towards members of our community

The School anticipates that parents will consistently demonstrate respect toward all members of the school community, emphasising respectful language, tone, body language, and similar expectations as outlined in the School's codes of conduct for both staff and students.

5.1 Respect and comply with all applicable Commonwealth and State laws

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Maintained by: [Director of Community Engagement and Deputy Principal School Operations]
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5.2 Adhere to the School's policies and procedures

5.3 Demonstrate honesty and integrity

5.4 Respect differences in people, their ideas and opinions

5.5 Respect and treat others fairly, regardless of their race, ancestry, place or origin, colour, ethnic origin, citizenship, gender, religion, sexual orientation, age or disability

5.6 Respect the moral and legal rights of others

5.7 Show proper care and regard for School property and the property of others

5.8 Swearing, derogatory terms, sexual jokes, innuendo or inappropriate language in the School environment or around students will not be tolerated

6. Use technology and social media appropriately.

The expectations set out in this Code can also apply to the way a parent uses technology and behaves online.

For example, parents should:

6.1 Communicate with respect in all verbal and written documentation, including emails to school staff and the community. Inappropriate and aggressive tone and manner in communications will not be tolerated.

6.2 Respect a staff member's professional and personal boundaries, by not using their personal online presence to raise School matters (or otherwise engage in disrespectful behaviour).

6.3 Not take photos, videos or other recordings of a staff member or parent without their consent, or of a student without their parent's consent, and not publish information (including personal details, contact information, images and recordings) concerning a staff member, parent, student or other member of the school community online without express consent.

6.4 Avoid publishing information which may bring the School (or any of its staff, students, parents and other members of the school community) into disrepute. This may include an image or recording which shows a student in School uniform, or a member of the school community at the School or at a school activity or event, behaving inappropriately.

6.5 Respect the privacy and boundaries of community members by seeking prior consent before initiating any form of communication, including emails or social media interactions.

6.6 Not discuss confidential or sensitive School matters, including in relation to grievances.

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6.7 PFA Class Representatives and School Auxiliaries are permitted to set up a WhatsApp Group for each Year Level to tailor specific communications for families. Parents/guardians are expected to show respect to others, including members of the School community. Parents/guardians are also expected to give due respect to the reputation and good name of the School. Please note that WhatsApp parent groups are not endorsed by the school.

When invited into a Year Level group, Parents/guardians are expected to ensure that they respect the rights and confidentiality of others.

6.8 Obtain express permission to use the School's name or insignia in the title of any online website, forum or group, or printed or online publication. In addition, no suggestion should be made that any such platform or material is operated or sanctioned by the School.

7. Be a responsible visitor and participant

Parents are expected to adhere to the School's risk-management protocols when visiting. Upon arrival, parents should promptly proceed to the Reception area to sign in. Access to classrooms or other student environments should only occur when a staff member extends an invitation to do so. This requirement does not apply when visiting the School only to:

7.1 Attend an activity or event.

7.2 Visit the School uniform shop.

When visiting the School, or attending School activities and events, parents should model appropriate and respectful behaviours, and uphold the School's values. This includes:

7.3 Demonstrating good sporting conduct and fair play when attending the School's cocurricular events.

7.4 Complying with any reasonable directions given by the School's staff.

7.5 Showing appropriate care and regard for the property of the School and others.

7.6 Acting in accordance with relevant legal guidelines. The School strictly prohibits parents from attending the School or School-related events and activities while under the influence of alcohol or intoxicated.

7.7 Behaving lawfully on School grounds whether at events hosted by or connected to the School, whether conducted on site or otherwise.

7.8 Respecting the School's property and the property of other members of the school community.

7.9 When dropping off and picking up students from the School, parents are expected to ensure the health and safety of all members of our school community, as well as the wider community.

7.10 Parents must comply with all traffic rules and any School traffic management system in place. This includes adhering to applicable speed limits, observing all traffic signs, limiting the use of car horns (unless indicating imminent danger), and parking appropriately and safely.

7.11 Parents must also comply with any government issued health orders or directions.

8. Raise grievances appropriately and productively

The School is committed to the education and wellbeing of each student. It is therefore critical that parents are able to raise genuine grievances they may have about such matters in an appropriate, constructive and respectful forum.

The School's grievance-management procedures are set out in the Complaints and Grievances Policy. This policy sets out how concerns and grievances may be raised with the School; who they should be raised with; and how the School will deal with these in a respectful and timely manner.

Parents with grievances should refer to the school's Complaints and Grievances Policy.

9. Consequences for breach of this code

The Principal will have absolute discretion for deciding how to best respond to concerns about a parent's compliance with the Code.

Where the Principal considers that a parent has breached this Code, the Principal may implement one or more of the following consequences (and not necessarily in any particular order):

9.1 A request that the relevant conduct immediately cease.

9.2 A written warning.

9.3 A parent (or another relevant person) being not permitted to attend on the School grounds, either for a particular period of time or permanently.

9.4 A parent (or another relevant person) being excluded from School activities or events.

9.5 A requirement that a parent (or another relevant person) only communicate with a nominated School representative.

9.6 Termination of the enrolment of a parent's child(s).

Staff and volunteers are empowered to take steps to protect their own health and wellbeing. If they feel that a parent's behaviour is inappropriate, they are encouraged to request that the behaviour ceases. If a staff member continues to feel that a parent's actions are posing a risk to their or someone else's health and wellbeing, they are empowered to remove themselves from the situation. This may include immediately

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concluding a meeting or phone call or demanding that a parent immediately leave the School grounds (or a School activity or event).

10. Definitions

[Bullying]: Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening.

Bullying can happen in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records).

Bullying of any form or for any reason can have immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

Covert bullying: Covert bullying can be very difficult for someone outside of the interaction to identify. It can include hand gestures and threatening looks, whispering, excluding or turning your back on a person, restricting where a person can sit and who they can talk with. Social bullying (spreading rumours, manipulation of relationships, excluding, isolating) is often covert bullying.

Cyberbullying: Cyberbullying includes any form of bullying behaviour that occurs online or via a mobile device. It can be verbal or written, and can include threats of violence as well as images, videos and/or audio.

Physical bullying : Physical bullying includes hitting, pushing, shoving or intimidating or otherwise physically hurting another person, damaging or stealing their belongings. It includes threats of violence.

Social bullying: This is sometimes called relational or emotional bullying, and includes deliberately excluding someone, spreading rumours, sharing information that will have a harmful effect on the other person and/or damaging a person's social reputation or social acceptance.

Verbal and written bullying: Verbal and written bullying includes name-calling or insulting someone about an attribute, quality or personal characteristic.

[Community] refers to the collective group of individuals and stakeholders who are associated with a particular educational institution. This includes students, parents or guardians, teachers, administrative staff, support personnel, volunteers, and anyone else directly involved in or connected to the school's activities, events, or functions.

[Discrimination]: Discrimination is unfavourable treatment of a person in an area of public life (for example, at work) due to one of their personal characteristics. Discrimination can be either Indirect or Direct

[Direct Discrimination]: Direct Discrimination occurs if a person treats, or proposes to treat, someone unfavourably because of a personal characteristic protected by law.

[Indirect Discrimination]: Indirect Discrimination will occur where a person imposes, or proposes to impose, a requirement, condition or practice that has, or is likely to have the effect of disadvantaging people with a protected attribute, and that is not reasonable.

[Sexual Harassment]: Sexual Harassment is unwelcome sexual behaviour which could be expected to make a person feel offended, humiliated or intimidated.

[Victimisation]: Victimisation includes any unfavourable treatment of a person who has been involved with a discrimination or sexual harassment complaint

11. Associated Documents

- Staff Code of Conduct

- Community Grievance Policy

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