



# Parent/Guardian Code of Conduct

Review Date: 09/05/2025

Our Code of Conduct reflects our commitment to working in partnership for the wellbeing of children, families, educators and all stakeholders.

The code is a tool to define behaviours that support us to carry out our roles and responsibilities in ways that reflect the values of our organisation. The code also assists us to identify behaviour that contradicts the spirit of our partnerships and would result in consequences set out in associated policies and procedures.

## With Rights come Responsibilities:

Each overarching statement includes examples of behaviours with would enhance or undermine our core values. These are not exhaustive lists but encourage reflection on the impact of our actions upon relationships within the preschool.

## Our Code of Conduct is based on our core values, as identified by our families:

### Kindness

You have the right to be treated with warmth and empathy.

You have the responsibility to be friendly and thoughtful towards others.

### Community

You have the right to feel welcome in our community.

You have the responsibility to contribute to our community.

### Integrity

You have the right to be treated with honesty and taken at face value.

You have the responsibility to make ethical decisions.

### Education

You have the right to expect high quality, play based learning for your child from qualified teachers and educators.

You have a responsibility to be engaged in your child's early education.

### Inclusion

You have the right to feel valued for who you are.

You have the responsibility to value each person as unique.

### Respect

You have the right to be treated with courtesy and dignity.

You have the responsibility to be polite and treat others with dignity.

## Examples of behaviour that support our core values and those which would contradict our core values:

### Kindness:

#### Examples of behaviours that affirm our value of *kindness*:

- Be warm and approachable.
- Show curiosity and compassion for each other.
- Encourage others.

#### Examples of behaviours that contradict our value of *kindness*:

- Using words, body language or social media posts that are intimidating, critical, judgmental or dismissive.
- Making assumptions about the lives, thoughts or actions of others.
- Disciplining or judging other people's children or undermining their parenting choices, styles.

### Community:

#### Examples of behaviours that strengthen our value of *community*:

- Share positive messages about the preschool in the wider community.
- Encourage and support others practically and emotionally.
- Be actively involved in the preschool.
- Confidentially report incidents to a mandatory reporter (a teacher, doctor, the police) or make a direct report to Department of Community & Justice (DCJ) if you have reason to believe a child or young person is at risk of serious harm.

#### Examples of behaviours that weaken our sense of *community*:

- Airing grievances in a disrespectful, insensitive manner or in the wider community.
- Disregarding the wellbeing or needs of others.
- Turning a blind eye when you feel a child maybe unsafe or at risk of harm.
- Benefiting from the preschool without contributing in some way (e.g. through engagement in the program, practical "hands on" support, or decision making).

### Integrity:

#### Examples of behaviours that reinforce our value of *integrity*:

- Communicate openly to keep educators informed about your child's development and family circumstances.
- Act honestly and ethically.
- Being accountable for your actions.

#### Examples of behaviours that conflict with our value of *integrity*:

- Gossip.
- Failing to keep educators updated on information that may affect your child's development, behaviour, learning or wellbeing (thereby diminishing their ability to educate & care for children).

	<ul style="list-style-type: none"> <li>● Seeking to advantage your child at the expense of others.</li> </ul>
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## Education:

<p><b>Examples of behaviours that <u>support</u> the value we place in education.</b></p> <ul style="list-style-type: none"> <li>● Be interested in what your child is thinking, noticing and learning.</li> <li>● Give encouragement. Celebrate mistakes and achievements.</li> <li>● Model positive learning dispositions for your child: <ul style="list-style-type: none"> <li><input type="checkbox"/> Curiosity in the world around you;</li> <li><input type="checkbox"/> Read, read, read;</li> <li><input type="checkbox"/> Doing your best;</li> <li><input type="checkbox"/> Persevering when a task is challenging;</li> <li><input type="checkbox"/> Make mistakes in front of them and show its okay;</li> <li><input type="checkbox"/> Life-long learning.</li> </ul> </li> </ul>	<p><b>Examples of behaviours that <u>devalue</u> education.</b></p> <ul style="list-style-type: none"> <li>● Failing to encourage or show interest in your child’s learning, ideas, thoughts, work/play.</li> <li>● Disregarding or devaluing the knowledge, work and qualifications of early education teachers and educators.</li> <li>● Constantly spending time on your phone instead of having interactions and conversations with your child.</li> </ul>
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## Inclusion:

<p><b>Examples of behaviours that <u>strengthen</u> our value of inclusion:</b></p> <ul style="list-style-type: none"> <li>● Celebrating difference as adding value to our community.</li> <li>● Understanding that each person may need different levels of support to fully participate and reach their potential.</li> <li>● Trying at all times to refer to people or groups by their correct name and title and use language that affords everyone safety and dignity.</li> </ul>	<p><b>Examples of behaviours that <u>undermine</u> with our value of inclusion:</b></p> <ul style="list-style-type: none"> <li>● Harassing, excluding or discriminating against people on the grounds of age, race, gender, ability, religion, lifestyle choices or sexuality.</li> <li>● Behaving towards, or speaking about, people in ways that would cause offense, hurt or embarrassment.</li> <li>● Talking about someone’s child in a way that may damage their standing within the community.</li> </ul>
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# Respect:

## Examples of behaviours that reflect our value of respect:

- Value the expertise and knowledge of educators and support healthy boundaries around their private lives.
- Treat others you meet with courtesy, dignity and sensitivity.
- Be understanding of inadvertent mistakes.
- Respect the choices of others.
- Communicate in a way that fosters trust and encourages others to speak openly.
- Raise concerns respectfully and confidentially.

## Examples of behaviours that conflict with our value of respect:

- Devaluing the role, or efforts of educators in educating and caring for children.
- Dismissing the efforts, ideas, suggestions or beliefs of others (e.g. posting photos or video of other people's children on social media without permission).
- Bullying, being aggressive, judgmental or offensive.
- Being unwilling to communicate constructively, positively or through the correct channels.

## **Statutory Legislation & Considerations**

Children (Education and Care Services National Law Application) Act 2010

Education and Care Services National Regulations 2011

## **Sources**

Parent and Staff contributions- Via Online Core Values Survey (Survey Monkey), emails and Sea Breeze Newsletter, 2019.

ECA Code of Ethics (2016)

The Child Safe Standards- Office of the Children's Guardian, 2022.

United Nations Convention on the Rights of the Child (1991)

Early Childhood Australia – [www.eca.com.au](http://www.eca.com.au)

CCSA Staff Code of Conduct Template [www.ccsa.com.au](http://www.ccsa.com.au)

## **Related Policies**

- Service Philosophy
- Privacy Policy
- Child Protection Policy
- Providing a Child Safe Environment
- Guiding Children's Behavior
- Inclusion
- Interactions with Children

## **POLICY ADOPTED:**

**President's Name:** Narissa Cuskelly

**President's Signature:** .....

**Date:** 09/05/2023

**REVIEW DATE:** 09/05/2025

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# Procedure for Dealing with Disrespectful Conduct

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## Introduction

As a rule, parents and guardians conduct themselves in a positive and respectful manner, following appropriate channels to discuss issues that affect their child and to lodge a complaint if they deem it necessary.

Occasionally, adults make poor behaviour choices which may result in:

- Interference with the choices of other families utilising the service;
- Interference with staff performing their duties;
- Negatively affecting the atmosphere of the service and/or morale.

## Consequences of Disrespectful Parent Conduct

Educators will attempt to divert minor breaches of the Code of Conduct and model appropriate behaviour.

During breaches of the Code of Conduct, educators and other adults will act to minimise exposure of children to the consequences of the disrespectful behaviour.

For serious breaches, the parent will be asked to meet with the Nominated Supervisor at an agreed time to discuss the underlying issue.

Both the Nominated Supervisor and the parent may choose to have a support person present at their meeting. The support person will not contribute to the general discussion but will observe proceedings. Witness accounts of the occurrence must be signed and dated for inclusion.

If discussion becomes heated, the meeting may be adjourned to allow a cooling off period of no more than 24 hours.

The purpose of the meeting is to agree upon a course of action. This will be documented and implemented. Examples of resolutions may include, but are not restricted to:

- A meeting with staff
- An extraordinary Management Committee Meeting
- A General Meeting
- An apology
- A documented agreement.

If the issue cannot be resolved:

- (i) The Management Committee will be informed and/or the parent may decide to lodge a formal complaint (see Complaints Policy).
- (ii) If the parent's poor behaviour continues or escalates, they will be given 4 weeks' notice to leave the service by the Committee. DoE will be informed of the decision.
- (iii) Grossly inappropriate or violent behaviour may trigger an emergency evacuation or lockdown procedures. The matter will be placed in the hands of the police and/or DCJ and the parent will be excluded from the service immediately.