



# Guardian Code of Conduct

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## 1. Policy Scope

This Code of Conduct applies to all MacKillop Education parents/guardians/carers (referred to as 'guardians') to the school and school-related places. It extends to all school-related activities and events, and when visiting or representing the school.

## 2. Policy Outline

### Context

MacKillop Education's values of respect, hope, justice, compassion, and collaboration inform the quality of relationships we establish and all that we do to ensure our learning community is a place of welcome and safety. MacKillop Education celebrates diversity, and we are committed to inclusion, so that every student, regardless of race, religion, culture, gender identity or personal circumstances, including barriers to learning, can access education and experience success.

Our model, Reframing Learning and Teaching Environments (ReLATE), supports our trauma-informed practice and highlights the critical partnership between students, guardians, and staff, as we work together, to enhance the learning outcomes for every child.

### Purpose

It is the intention of MacKillop Education to provide clear conduct guidelines to all guardians to ensure a respectful learning environment that is safe, positive, and supportive for all.

Guardians, as a condition of enrolment, are required to read, sign, and comply with the MacKillop Education Enrolment Agreement, Guardian Code of Conduct, Child Safety Code of Conduct, and relevant school policies.

### Principles

This Code of Conduct is based on the following principles.

That everyone at MacKillop Education has the right to:

- Be safe.
- Be treated respectfully, compassionately, and justly.
- Be heard, valued, and interact within a collaborative and hopeful environment.
- Be supported and challenged as ongoing learners.
- Participate within a secure environment, free of harm, threats, or abuse.

MacKillop Education understands that guardians:

- Are the primary and most important educator of their children.
- Are 'partners in learning', where collaboration is essential to the success of their children.
- Possess an innate human dignity which is deserving of unconditional positive regard.

MacKillop Education expects that all adults within the school community will:

- Uphold the school's core beliefs and values and collaborate in the best interest of the child.
- Communicate openly, honestly, willingly, and respectfully.
- Listen to and consider the perspective of others.

- Behave in a manner that nurtures the health, safety and wellbeing of themselves and others.

### **3. Expected Conduct**

#### **Guardians**

It is expected that every guardian will strive to be:

##### **Respectful**

- Act and communicate in a manner in alignment with the Code of Conduct principles.
- Openly voice ideas and concerns through the appropriate channels of communication.
- Cease the conversation if emotions become too strong but always return when calmer.

##### **Just**

- Recognise that every student has the right to attend school and access learning.
- Understand justice as trying to meet the individual need of each student.
- Encourage and allow for student voice in meetings with their child.

##### **Compassionate**

- Understand that all children want to do well.
- Speak positively about school and members of the school community with their child.
- Support trauma-informed responses to behaviour (recovery, learning & relationship focus).

##### **Collaborative**

- Attend school meetings and regularly work with staff to enhance their child's learning.
- Share their own and listen to others' perspectives, ideas and opinions.
- Accept school decisions when consensus cannot be reached.

##### **Hopeful**

- Celebrate their child's learning through attending school events.
- Empower their child to manage conflict in positive ways, regardless of their role.
- Understand that growth takes time, perseverance, and a positive outlook.

#### **School leaders and staff**

It is expected that, when engaging guardians, school leaders and staff will be:

##### **Respectful**

- Act and communicate in a manner in alignment with the Code of Conduct principles.
- Recognise the critical importance of a guardian's bond with their child.
- Be contactable (within work hours) and respond within a reasonable time frame.

##### **Just**

- Be welcoming of all races, religions, cultures, gender identities and personal circumstances.
- Actively engage all guardians of their students and communicate progress and successes.
- Value and consider guardian's opinions when making decisions regarding their child.

##### **Compassionate**

- Hold unconditional positive regard for students and their guardians.
- Attempt to co-regulate with guardians in times of stress or high emotion.
- Actively work to repair relationships and restore trust, where rupture occurs.

##### **Collaborative**

- Endeavour to reach consensus with guardians in decisions regarding their child.
- Clearly communicate the rationale of school decisions that impact their child.
- Where possible, attempt to organize meetings at a time that suits the guardian.

## Hopeful

- Provide regular opportunities for students to celebrate achievements with their guardians.
- Provide opportunities for guardians to learn about MacKillop Education's ReLATE Model and contemporary wellbeing and learning and teaching approaches.

## 4. Response to Guardian Conduct Concerns

MacKillop Education understands that school decisions impact the lives of students and guardians. As such, raised emotions and disagreements can happen from time to time. If a guardian behaves in a manner outside of expected conduct, staff will attempt the following steps, where possible, reasonable and safe to do so.

### Step 1. Return to expected conduct in the moment

MacKillop Education staff will attempt to respectfully remind the guardian of the expectations and support them to fulfil their responsibility. If unsuccessful, staff will attempt to respectfully set clear boundaries with the guardian/s. This may include:

- Clearly communicate that they are feeling unsafe and the behaviours they require to stop.
- Seeking the support of a school leader to assist in the interaction.
- Ending an interaction with a plan or the intention to return once calmed.

If the interaction is ended, staff may attempt to have the discussion at a later time, before proceeding to Step 2.

### Step 2. Meet to discuss and resolve

A meeting/s will be scheduled with the guardian to facilitate a respectful conversation and resolve any issues, including the initial problem and the conduct. This may include a school leader to support the conversation.

If the issues remain unresolved, a meeting will be scheduled with the Campus Principal and/or a member of the leadership team to resolve the issue. Where required, external supports from MacKillop Education or MacKillop Family Services may also be present to assist with resolution.

### Step 3. Restore relationships

If a rupture in the relationship between the guardian and a staff member or other member of the community remains, this should be repaired. This may take the form of:

- An apology or caring gesture
- A restorative conversation
- A mediated meeting

It can be expected that the method of restoration will be discussed and agreed upon during the previous steps. However, it is important that action is taken to repair the relationship and that the method meets the needs of all parties.

*Please note: Throughout the process outlined above, any adverse impact on a child's regular attendance at school should be avoided. However, on some occasions, impact may be unavoidable due to safety considerations.*

## 5. Unacceptable Conduct

MacKillop Education is both a school and a workplace. As such, there are some behaviours that are unacceptable within the environment.

Unacceptable conduct includes, but is not limited to:

- Sexually or physically engaging with students, staff or others in a manner which may endanger their health, safety, and wellbeing.
- Any form of physical or verbal violence, including fighting, assault, or threats of violence.
- Use of language, gestures or images which are:

- Harmful, threatening, abusive, inappropriate, or likely to offend.
- Used to harass, bully or discriminate against any member of the community.
- Cyber bullying/abuse directed towards staff, students or other community members.
- Disciplining a child who is not their own. Such matters are only dealt with by school staff.
- Approaching another guardian to resolve issues arising between students at school. Guardians should approach school staff to support restorative practices.
- Communicating with staff in a manner which is unreasonable in frequency, volume or tone (including via email or digital applications)
- Attending school or school events whilst intoxicated by alcohol or under the influence of illicit drugs.
- Smoking on the school premises or within the immediate environs of the school.
- Claiming to represent the school without explicit permission from the principal.
- Theft, fraud, or misuse of school resources.
- Not demonstrating expected conduct repeatedly.

## 6. Response to Unacceptable Conduct

If a guardian's behaviour falls within unacceptable conduct, the Campus Principal must take appropriate action to ensure the safety of the school community.

In some cases, actions may include limiting access to school grounds and/or school events, setting mandatory parameters around methods and timing of communication, or imposing an Immediate or Ongoing School Community Safety Order.

In exceptional circumstances and if all other options have been exhausted, a termination of enrolment may occur.

### Termination of Enrolment

A termination of enrolment may occur if a guardian:

- a) Has been warned that any further breaches may result in a termination of enrolment
- b) Repeatedly breaches the Code of Conduct and/or relevant school policies; or
- c) Engages in conduct on a single occasion which constitutes a serious breach of the Code of Conduct and/or relevant school policies (e.g. direct threat to student or staff safety)

A decision to terminate the enrolment of a student may only be made by the Group Director and Deputy Executive Principal, upon consideration of the following:

- The view of the Campus Principal.
- An objective assessment of all presenting circumstances.
- The principles of procedural fairness, including opportunity for the student and guardian/s to be heard.

Before any final decision is made, the student's guardian will be provided with an opportunity to comment on and/or provide any relevant information for consideration. In accordance with applicable legislation, the police, the Department of Families, Fairness and Housing (DFFH), the Commission for Children and Young People (CCYP), and/or any other relevant bodies will be informed of any unlawful breaches of this code.

## 7. Approval and Review Details

Guardians will be provided with a copy, and will be asked to sign, the Guardian Code of Conduct when they enroll their child at MacKillop Education. A copy of the Guardian Code of Conduct will be published on the MacKillop Education website.

Approval and Review	Details
Approval Authority	Group Director, The MacKillop Institute and MacKillop Education
Approval Date	12 December 2023
Recommended to Approval Authority by	MacKillop Education Leadership Team
Next Review Date	1 November 2025
Version	1

## 8. Declaration

I confirm that I have been provided with a copy of the above Guardian Code of Conduct.

I confirm that I have read and understood the Code and understand that I am required to comply with the Code. I acknowledge that if I breach the Code, I may be subject to disciplinary action, including termination of my engagement with MacKillop Education.

Name of Guardian (please print): \_\_\_\_\_

Signature of Guardian: \_\_\_\_\_

Date: