

RESPECTFUL BEHAVIOURS WITHIN THE SCHOOL COMMUNITY POLICY



PURPOSE

The purpose of this policy is to:

- promote the importance of respectful and collaborative relationships between parents, carers, school staff and other adults who interact with the school community
- provide clear guidelines on the expected standards of behaviour for parents, carers, school staff and other adults who interact with the school community
- ensure Frankston Heights Primary School is a safe and positive place to work and learn.

SCOPE

This policy applies to all parents, carers, school staff and other adults who interact with the school community. It relates to the expected standards of behaviours that apply across different school settings.

POLICY

This policy outlines the shared roles of parents, carers and school staff in creating a positive environment for learning. In addition to this policy there are also other policies that set out clear standards of behaviours that are specific to school staff and students (refer to Student Engagement and wellbeing Policy and Complaints Policy on the school website)

When parents, carers and school staff work together as one team, our students benefit. Frankston Heights Primary School wants to work with parents and carers to achieve this.

The expected standards of behaviours apply to different school settings. This includes at school events, camps, excursions, outdoor activities, online learning and other places related to school events.

Building a positive relationship with your school

Parents, carers and school staff have a relationship that can last many years. This is an opportunity to work together to create a positive relationship in the best interests of the child.

When this relationship is built on respect and trust, students learn better and feel like they belong in the school. Schools, parents and carers can learn from each other to support the child. The foundation of a good collaborative relationship is based on:

- open and honest communication
- trust and respect
- working together
- fair and reasonable expectations by all.

To understand more about how to build a positive connection to the school, access the [Family Engagement in Learning](#) resource.

Shared responsibility of members of the school community to behave respectfully

Positive school environments are important because everyone has the right to be safe and treated respectfully. Everyone at school, particularly staff, parents and carers, play a role in making Frankston Heights Primary School a respectful place for learning and work.

Respectful behaviours are important in building strong, healthy and thriving school communities.

School staff in Victorian Government schools have to follow the [Respectful Workplaces Policy](#) to build and maintain a respectful workplace, including:

- treating each other with respect and consideration
- being inclusive, valuing others and accepting their differences
- recognising the efforts and achievements of others
- considering our impact on others
- calling out and addressing behaviour that can lead to bullying, harassment and discrimination.

Parents and carers can create a positive environment for learning and work by:

- modelling positive behaviour to their child/children and to the school community
- communicating politely and respectfully with all members of the school community
- ensuring their child attends school on time, every day the school is open for instruction
- taking an interest in their child's school and learning
- working with the school to achieve the best outcomes for their child/children
- supporting school staff to maintain a safe learning environment for all students
- communicating respectfully, positively and constructively with the school
- making use of the expected processes and protocols when raising concerns
- following the school's processes for communication with staff and making complaints
- treating all school staff, students, and other members of the school community with respect.

By treating everyone with respect, parents/carers and schools can make sure students feel supported and cared for.

Respectfully communicating concerns

Frankston Heights Primary School welcomes respectful and constructive communication from parents and carers. Parent and carer concerns can be communicated by email, phone or an arranged meeting. The [Family Engagement in Learning](#) page is a resource parents and carers can utilise for this purpose.

In consultation with the school, additional resources such as an interpreter, external student support services may be included to support parents and carers.

For more information, refer to the Frankston Heights Primary School Complaints Policy (school website) or the [Department's Parent Complaints Policy](#).

Unacceptable Behaviours and Consequences

Frankston Heights Primary School is a positive place of learning where everyone has a right to work, learn and interact in a safe and respectful environment.

When parents or carers behave unacceptably towards a staff member or another member of the school community, this can affect their health, safety and wellbeing. The impact can also be felt by the wider school community.

Unacceptable or unreasonable behaviours include, but are not limited to:

- bringing the school or a staff member into disrepute
- being violent or threatening violence of any kind, including being physically intimidating, aggressive hand gestures or invading another person's personal space
- speaking or behaving in a rude, aggressive or threatening way, either in person, via email, social media, or over the telephone
- sending demanding, rude, confronting or threatening letters, emails or text messages
- discriminatory or derogatory comments

- the use of social media or public forums to make inappropriate or threatening remarks about the school, staff or students.

If a parent or carer behaves in an unacceptable way at Frankston Heights Primary School, the Principal may contact them to reinforce the expected behaviours. If the unacceptable behaviour continues, actions and consequences may be enforced.

A further step may be an escalation to the Department, where it will be assessed and managed. This may include:

- requesting that the parties attend mediation or counselling sessions
- requesting all communications be in writing
- written warnings
- conditions of entry to school grounds or school activities
- exclusion from school grounds or attendance at school activities
- reports to Victoria Police
- legal action.

POLICY REVIEW AND APPROVAL

Policy last reviewed	May 2022
Approved by	School Council
Next scheduled review date	May 2023