

FAMILY, PARENTS/GUARDIAN AND VISITORS CODE OF CONDUCT



PURPOSE

This policy provides guidelines to enable Sparkways Early Learning to:

- ▶ establish the expected standards of behaviour for the families, parents/guardians and visitors
- ▶ create and maintain a child safe environment that reflects the philosophy, beliefs, objectives and values of all Sparkways Early Learning
- ▶ promote desirable and appropriate behaviour
- ▶ promote interactions at the service which are respectful, honest, courteous, sensitive, tactful and considerate.

POLICY STATEMENT

VALUES

Sparkways Early Learning:

- ▶ respects the rights of the child and values diversity
- ▶ acknowledges the vulnerability of Aboriginal children, children from a culturally and linguistically diverse background and children with a disability and has zero tolerance of discrimination
- ▶ maintains a duty of care (refer to Definitions) towards all children at the service
- ▶ is committed to the safety and wellbeing of each child at the service
- ▶ is committed to the safety and wellbeing of all staff at the service
- ▶ provides a safe and secure environment for all at the service
- ▶ provides an open, welcoming environment in which everyone's contribution is valued and respected
- ▶ is committed to communicating openly and honestly
- ▶ is committed to continually learning how to be inclusive and respectful of cultural needs
- ▶ encourages volunteers, students, parents/guardians and visitors to support and participate in the program and activities of the service.

SCOPE

This policy applies to the families, parents/guardians and visitors attending the programs and activities of Sparkways Early Learning.

3. BACKGROUND AND LEGISLATION

Background

Codes of conduct establish standards of behaviour to be followed and define how individuals are expected to behave towards each other, towards the children in their care, and towards other organisations and individuals in the community.

The Approved Provider, Nominated Supervisor and staff have a duty of care to the children attending the service and must ensure 'that every reasonable precaution is taken to protect children being educated and cared for by the service from harm and from any hazard likely to cause injury' (Education and Care Services National Law 2010: Section 167).

The National Quality Standard requires that staff are respectful and ethical and that 'professional standards guide practice, interactions and relationships' (National Quality Standard: 4.2 and 4.2.1).

Employers also have a legal responsibility to provide, as far as is practicable, a safe workplace that is free from discrimination, bullying and harassment.

Child Safe Standard 3 requires services to develop and review codes of conduct that establish clear expectations for appropriate behaviour with children including:

Document Control	Filename: Family Parents/Guardian and Visitors Code of Conduct	Page 1 of 10
Authorisation: CEO	Administered: Early Learning	
Date: May 2021	Version: 1	Next Revision Due Date: January 2022

- ▶ how to respond to risks adults may pose to children or that children may pose to each other
- ▶ how to ensure the cultural safety of Aboriginal children and culturally and linguistically diverse children
- ▶ how to be inclusive of all children, including children with a disability.

A Code of Conduct should be informed by the service's philosophy, beliefs and values, and based on ethical principles of mutual respect, equity and fairness. Consideration should be given to the Victorian Teaching Profession *Code of Conduct and the Code of Ethics* and to the Early Childhood Australia's *Code of Ethics* in developing the code of conduct.

The Approved Provider and Nominated Supervisor must ensure that the parents/guardians and others attending the programs and activities of Sparkways Early Learning adhere to the expectations outlined in the Code of Conduct when communicating to and interacting with:

- ▶ children at the service and their parents and family members
- ▶ each other
- ▶ others in the community.

Legislation and standards

Relevant legislation and standards include but are not limited to:

- ▶ *Charter of Human Rights and Responsibilities Act 2006* (Vic), as amended July 2014
- ▶ Child Safe Standards (Vic)
- ▶ *Children, Youth and Families Act 2005* (Vic), as amended January 2017
- ▶ *Child Wellbeing and Safety Act 2005* (Vic), as amended January 2017
- ▶ *Disability Discrimination Act 1992* (Cth), as amended 2015
- ▶ *Education and Care Services National Law Act 2010*: Sections 166, 167, 174
- ▶ *Education and Care Services National Regulations 2011*: Regulations 155, 156, 157, 175
- ▶ *Equal Opportunity Act 2010* (Vic), as amended 2015
- ▶ *Fair Work Act 2009* (Cth)
- ▶ Fair Work Regulations 2009 (Cth), as amended 2014
- ▶ National Quality Standard, Quality Area 4: Staffing Arrangements
 - Standard 4.2: Professionalism
 - Element 4.2.1: Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other's strengths and skills.
 - Element 4.2.2: Professional standards guide practice, interactions and relationships.
- ▶ *Occupational Health and Safety Act 2004* (Vic), as amended June 2016
- ▶ *Occupational Health and Safety Regulations 2007*, as amended November 2014
- ▶ *Racial Discrimination Act 1975*, as amended 2015
- ▶ *Racial and Religious Tolerance Act 2001* (Vic), as amended August 2011
- ▶ *Sex Discrimination Act 1984* (Cth), as amended 2015
- ▶ Victorian Institute of Teaching The Victorian Teaching Profession Code of Conduct
- ▶ Victorian Institute of Teaching The Victorian Teaching Profession Code of Ethics

DEFINITIONS

The terms defined in this section relate specifically to this policy. For commonly used terms e.g. Approved Provider, Nominated Supervisor, Regulatory Authority etc. refer to the General Definitions section of this manual.

Bullying: Repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons. Bullying occurs when one or more people deliberately and repeatedly upset or hurt another person, damage their property, reputation or social acceptance.

Duty of care: A common law concept that refers to the responsibilities of organisations to provide people with an adequate level of protection against harm and all reasonable foreseeable risk of injury.

Ethical conduct: Behaviour which reflects values or a code of conduct.

Harassment: When someone is demeaning, derogatory or intimidating towards another person. Harassment includes:

- ▶ racial taunts
- ▶ taunts about sexual orientation or gender identity
- ▶ sexual harassment: unwelcome physical, verbal or written behaviour of a sexual nature
- ▶ repeated insulting remarks.

Investigator: A person/staff member assigned or organization engaged with the responsibility of investigating suspected breaches of the Code of Conduct by the Approved Provider.

Notifiable complaint: A complaint that alleges a breach of the Education and Care Services National Law Act 2010 or Education and Care Services National Regulations 2011, or alleges that the health, safety or wellbeing of a child at the service may have been compromised. Any complaint of this nature must be reported by the Approved Provider to the secretary of DET within 24 hours of the complaint being made (Section 174(2)(b), Regulation 176(2)(b)). Written reports to DET must include:

- ▶ details of the event or incident
- ▶ the name of the person who initially made the complaint
- ▶ if appropriate, the name of the child concerned and the condition of the child, including a medical or incident report (where relevant)
- ▶ contact details of a nominated member of the Grievances Subcommittee/investigator
- ▶ any other relevant information.

Written notification of complaints must be submitted via the National Quality Agenda IT system (NQAITS): <http://www.acecqa.gov.au/national-quality-agenda-it-system>. If the Approved Provider is unsure whether the matter is a notifiable complaint, it is good practice to contact DET for confirmation.

Respect: Demonstrating regard for the rights of individuals, for different values and points of views.

Serious incident: A serious incident is defined as (regulation 12):

- ▶ the death of a child -
 - while being cared for by an education and care service; or
 - following an incident while being educated and cared for by an education and care service
- ▶ any incident involving serious injury or trauma to, or illness of, a child while being educated and cared for by an education and care service -
 - which a reasonable person would consider required urgent medical attention from a registered medical practitioner (examples include broken limbs or anaphylaxis reaction) attention of a registered medical practitioner; or
 - for which the child attended, or ought reasonably to have attended a hospital.
- ▶ any incident where the attendance by emergency services at the education and care service premises was sought, or ought reasonably to have been sought
- ▶ any circumstances where a child being educated and cared for by an education and care service appears to be missing or cannot be accounted for;
 - appears to have been taken or removed from the education and care services premises in a manner that contravenes National Regulations;
 - is mistakenly locked in or locked out of the education and care service premises or any part of the premises.

The Regulatory Authority must be notified of a serious incident (section 174(2)(a)) in writing in the case of:

- ▶ the death of a child, as soon as practicable but within 24 hours of the death, or the time that the person becomes aware of the death
- ▶ any other serious incident, within 24 hours of the incident or the time that the person becomes aware of the incident
- ▶ Written notification of serious incidents must be submitted via the ACECQA portal using the appropriate forms.

Support: Work in a co-operative and positive manner.

SOURCES AND RELATED POLICIES

Sources

- ▶ Early Childhood Australia, Code of Ethics: www.earlychildhoodaustralia.org.au
- ▶ United Nations, The Universal Declaration of Human Rights: <http://www.un.org/en/universal-declaration-human-rights/>
- ▶ United Nations, Convention on The Rights of the Child: <http://www.unicef.org/crc/>
- ▶ Victoria Legal Aid: www.legalaid.vic.gov.au
- ▶ Victorian Institute of Teaching – The Victorian Teaching Profession Code of Conduct and Code of Ethics: <http://www.vit.vic.edu.au>

Related policies

- ▶ *Child Safe Policy*
- ▶ *Complaints and Grievances Policy*
- ▶ *Delivery and Collection of Children Policy*
- ▶ *Interactions with Children Policy*
- ▶ *Occupational Health and Safety Policy*
- ▶ *Privacy and Confidentiality Policy*
- ▶ *Relaxation and Sleep Policy*
- ▶ *Staffing Policy*

RESPONSIBILITIES

The Approved Provider is responsible for:

- ▶ providing a safe environment for staff, contractors, volunteers, students on placement, parents/guardians, children and others attending the programs and activities of Sparkways Early Learning
- ▶ providing guidance through leadership and by being a positive role model
- ▶ developing and updating/ reviewing codes of conduct for Sparkways Early Learning in collaboration with the Nominated Supervisor, staff, parents/guardians, children and others involved with the service (refer to Attachments 1 and 3)
- ▶ ensuring that staff, volunteers, students and parents/guardians are provided with a copy of this policy on employment, engagement or enrolment at the service and that the current codes of conduct are publicly displayed and promoted to everyone including contractors and visitors
- ▶ ensuring that staff complete and sign the *Code of Conduct Acknowledgement* (refer to Attachment 2) and that these are filed with individual staff records upon engagement in the service
- ▶ ensuring that parents/guardians sign the code of conduct (refer to Attachment 4)
- ▶ ensuring that the codes of conduct are regularly discussed at staff meetings to reinforce expectations
- ▶ developing a culture of accountability within the service for complying with the code(s) of conduct and being prepared to respond when behavioural expectations are not adhered to
- ▶ ensuring that all children being educated and cared for at Sparkways Early Learning are protected from harm and any hazard likely to cause injury (Education and Care Services National Law 2010: Section 167) and that the children know who to speak to about any concerns and that their concerns are followed-up
- ▶ working with the Nominated Supervisor, staff, students, volunteers, parents/guardians and others at the service to provide an environment that encourages positive interactions, supports constructive feedback and holds one another to the codes of conduct
- ▶ ensuring that parents/guardians of a child attending the service can enter the service premises at any time that the child is being educated and cared for, except where this may pose a risk to the safety of children or staff, or conflict with any duty of care of the Approved Provider, Nominated Supervisor or educators under the Law (Education and Care Services National Regulations 2011: Regulation 157)
- ▶ ensuring that contractors, volunteers, parent/guardians, students or visitors at the service are not placed in a situation where they are left alone with a child
- ▶ respecting individual abilities, needs, cultural practices and beliefs in all interactions, both verbal and non-verbal
- ▶ notifying DET in writing within 24 hours of a serious incident (refer to *Definitions*) or of a notifiable complaint (refer to *Definitions*) at the service (Education and Care Services National Law Act 2010: Sections 174(2)(b) and 174(4), National Regulations: Regulations 175(2)(c) and 176(2)(b)) via the NQAITS
- ▶ referring notifiable complaints (refer to *Definitions*), grievances or complaints that are unable to be resolved appropriately and in a timely manner to the Grievances Subcommittee/investigator (refer to *Complaints and Grievances Policy*)
- ▶ activating the *Complaints and Grievances Policy* on notification of a breach of the *Code of Conduct Policy*
- ▶ taking appropriate disciplinary or legal action, or reviewing the terms of employment in the event of misconduct or a serious breach of the *Code of Conduct Policy*

- ▶ • contacting Police in an emergency situation where it is believed that there is an immediate risk, such as when violence has been threatened or perpetrated or where sexual abuse or grooming is suspected as outlined in the *Child Safe (formerly Child Protection) Policy*.

The Nominated Supervisor is responsible for:

- ▶ ensuring that the children educated and cared for at Sparkways Early Learning are protected from harm and from any hazard likely to cause injury (Education and Care Services National Law 2010: Section 167)
- ▶ providing guidance through their leadership and by being a positive role model
- ▶ assisting the Approved Provider to develop codes of conduct for staff and parents/guardians, students, contractors, volunteers and visitors (refer to Attachments 1 and 3 for samples)
- ▶ completing and signing the *Code of Conduct Acknowledgement* for staff (refer to Attachment 2)
- ▶ adhering to the Code of Conduct for staff at all times
- ▶ informing the Approved Provider in the event of a serious incident (refer to Definitions), of a notifiable complaint (refer to Definitions) or of a breach of the *Code of Conduct Policy*
- ▶ contacting Police in an emergency situation where it is believed that there is an immediate risk, such as when violence has been threatened or perpetrated, or where sexual abuse or grooming is suspected as outlined in the *Child Safe Policy*
- ▶ working with the Approved Provider, staff, students, volunteers, parents/guardians and others at the service to provide an environment that encourages positive interactions, supports constructive feedback and holds one another to the codes of conduct
- ▶ ensuring that parents/guardians sign the code of conduct (refer to Attachment 4)
- ▶ ensuring that parents/guardians of a child attending the service can enter the service premises at any time that the child is being educated and cared for, except where this may pose a risk to the safety of children or staff, or conflict with any duty of care of the Approved Provider, Nominated Supervisor or educators under the Law (Education and Care Services National Regulations 2011: Regulation 157)
- ▶ developing practices and procedures to ensure that parent/guardians, students, contractors, volunteers or visitors at the service, are not placed in a situation where they are left alone with a child
- ▶ respecting individual abilities, needs, cultural practices and beliefs in all interactions, both verbal and non-verbal
- ▶ understanding and accepting that serious breaches of this code will be deemed misconduct and may lead to disciplinary or legal action, or a review of their employment.

All staff are responsible for:

- ▶ assisting the Approved Provider to develop a code of conduct for staff (refer to Attachment 1)
- ▶ completing and signing the *Code of Conduct Acknowledgement* (refer to Attachment 2)
- ▶ adhering to the code of conduct for staff (refer to Attachment 1) at all times
- ▶ providing guidance to students, volunteers, parents/guardians, students and visitors through positive role modelling and, when appropriate, clear and respectful directions
- ▶ working with the Approved Provider, Nominated Supervisor, their colleagues, students, volunteers, parents/guardians and others at the service to provide an environment that encourages positive interactions, supports constructive feedback and holds one another to the codes of conduct
- ▶ ensuring that parents/guardians, students, contractors, volunteers and visitors at the service are not placed in a situation where they are left alone with a child
- ▶ informing the Approved Provider in the event of a serious incident (refer to Definitions), of a notifiable complaint (refer to Definitions) or of a breach of the *Code of Conduct Policy*

- ▶ contacting Police in an emergency situation where it is believed that there is an immediate risk, such as when violence has been threatened or perpetrated or where sexual abuse or grooming is suspected as outlined in the Child Safe (formerly Child Protection) Policy.
- ▶ respecting individual abilities, needs, cultural practices and beliefs in all interactions, both verbal and non-verbal
- ▶ understanding and accepting that serious breaches of this code will be deemed misconduct and may lead to disciplinary or legal action, or a review of their employment.

Families, Parents/guardians and Visitors are responsible for:

- ▶ reading the Families, Parent/Guardians and Visitors Code of Conduct Policy
- ▶ completing and signing the Families, Parent/Guardians and Visitors Code of Conduct for parents/guardians (refer to Attachments 3 and 4)
- ▶ abiding by the Families, Parent/Guardians and Visitors Code of Conduct for parents/guardians
- ▶ complying with all policies of the service.

Students, contractors, volunteers and visitors while at the service, are responsible for following this policy and its procedures.

EVALUATION

In order to assess whether the values and purposes of the policy have been achieved, the Approved Provider will:

- ▶ regularly seek feedback from everyone affected by the policy regarding its effectiveness
- ▶ monitor the implementation, compliance, complaints and incidents in relation to this policy
- ▶ assess whether a satisfactory resolution has been achieved in relation to issues arising from this policy
- ▶ keep the policy up to date with current legislation, research, policy and best practice
- ▶ revise the policy and procedures as part of the service's policy review cycle, or as required
- ▶ notify parents/guardians at least 14 days before making any changes to this policy or its procedures.

ATTACHMENTS

- ▶ Attachment 1: Sample Families, Parent/Guardians and Visitors Code of Conduct • Attachment 2: Code of Families, Parent/Guardians and Visitors Code of Conduct Acknowledgement

AUTHORISATION

This policy was adopted by the Approved Provider of Sparkways Early Learning on January 2017.

Policy Reviewed Annually

NEXT REVIEW: JANUARY 2022

ATTACHMENT 1

Code of conduct for parents/guardians

I commit to contributing to creating an environment at Sparkways Early Learning that:

- ▶ respects the rights of the child and values diversity
- ▶ acknowledges the vulnerability of Aboriginal children, children from a culturally and linguistically diverse background and children with a disability and has zero tolerance of discrimination
- ▶ maintains a duty of care (refer to Definitions) towards all children at the service
- ▶ is committed to the safety and wellbeing of each child at the service
- ▶ is committed to the safety and wellbeing of all staff at the service
- ▶ provides a safe and secure environment for all at the service
- ▶ provides an open, welcoming environment in which everyone's contribution is valued and respected
- ▶ is committed to communicating openly and honestly
- ▶ is committed to continually learning how to be inclusive and respectful of cultural needs
- ▶ encourages parents/guardians, volunteers, students and community members to support and participate in the program and activities of the service.

Relationships with children

In our relationships with children, I commit to:

- ▶ being a positive role model at all times
- ▶ encouraging children to express themselves and their opinions
- ▶ allowing children to undertake experiences that develop self-reliance and self-esteem
- ▶ maintaining a safe environment for children
- ▶ speaking to children in an encouraging and positive manner
- ▶ giving each child positive guidance and encouraging appropriate behaviour
- ▶ regarding all children equally, and with respect and dignity
- ▶ having regard to each child's cultural values
- ▶ respecting individual difference including age, physical and intellectual development, and catering for the abilities of each child at the service.

Relationships with the Approved Provider, Nominated Supervisor, staff and others

In my relationships with the Approved Provider, Nominated Supervisor, staff, other parents/guardians, volunteers and visitors I commit to:

- ▶ reading and abiding by the *Code of Conduct Policy*
- ▶ developing relationships based on mutual respect
- ▶ working in partnership in a courteous, respectful and encouraging manner
- ▶ valuing the input of others
- ▶ sharing our expertise and knowledge in a considered manner
- ▶ respecting the rights of others as individuals
- ▶ giving encouraging and constructive feedback, and respecting the value of different professional approaches
- ▶ respecting the privacy of children and their families and only disclosing information to people who have a need to know as required under the Privacy and Confidentiality policy
- ▶ following the directions of staff at all times
- ▶ treating the kindergarten environment with respect
- ▶ raising any concerns, including concerns about safety, as soon as possible with staff to ensure that they can be resolved efficiently
- ▶ raising any complaints or grievances in accordance with the *Complaints and Grievances Policy*



ATTACHMENT 4

Code of Conduct Policy Acknowledgement for parents/guardians, students, contractors and volunteers

I hereby acknowledge that I received a copy of the Family, Parent/Guardian and Visitors Code of Conduct Policy for Sparkways Early Learning.

I have read this policy and understand its contents. I commit to abiding by the Family, Parent/Guardian and Visitors Code of Conduct and fulfilling my responsibilities as outlined in this policy whilst my child is attending Sparkways Early Learning.

I agree to abide by the values, principles and practices set out within.

I understand that a breach of the Family, Parent/Guardian and Visitors Code of Conduct may lead to limitations being placed on my attendance at the service.

Signature	Name (please print)	Date
-----------	---------------------	------

Witness signature	Name (please print)	Date
-------------------	---------------------	------

Thank you for your contribution to making Sparkways Early Learning an open, safe, welcoming and friendly environment.

REF ONLY

