

HILLS

COMMUNITY CODE OF CONDUCT & COMMUNICATION PROCEDURES



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HILLS is a caring Christian community nurturing within students a growing relationship with Christ which promotes individual excellence, learning and responsibility, for life.

CODE OF CONDUCT POLICY

Our School Community is very important to us

The Hills Christian Community School (HILLS) is committed to providing a safe work environment for all staff, students, volunteers and parents/caregivers.

We recognise parents and caregivers are integral to the HILLS community and we encourage their participation as an indispensable part of their child/ren's education.

To balance the rights and responsibilities of parents and caregivers, students, and staff, we require parents and caregivers to uphold a standard of behaviour that is consistent with the values of the school.

This standard helps children to learn, teachers to teach, and other community members to participate in education, free from harassment, intimidation, vilification or violence.

Parents and caregivers set an example for their child/ren and the children of others. They have a shared responsibility with their child/ren, other parents and caregivers and the School, to ensure their child/ren act in accordance with the School expectations in terms of student responsibilities, relationships and all other guidelines.

It is always the aim of HILLS to seek to resolve issues through direct discussion between relevant parties using the underlying principle of subsidiarity, which means every issue should be dealt with at the lowest level that involves all those who are affected. In such cases where it is not possible to take up the issue with the other party directly, or doing this does not resolve the matter, then the Complaints Handling Policy and Procedures should be utilised.

OUR VALUES

HILLS strives to enable children to learn and grow to achieve their potential by providing an individualised and purposeful student-centred curriculum that inspires creative risk-takers and collaborative, entrepreneurial problem solvers who have a passion for lifelong learning and service to others.

The values of Respect, Integrity, Courage, Empathy and Pursuit of Excellence underpin the way we interact with all members of our community.





EXPECTATIONS OF PARENTS AND CAREGIVERS

As a parent or caregiver, we require you to:

- Understand that educators, parents and caregivers must work together for the benefit of our students and their learning &/or development.
- Support your child/ren in all educational endeavours by offering encouragement and demonstrating an interest in school activities.
- Correct your own child's behaviour especially when it could lead to conflict, aggression, or unsafe behaviour.
- Clarify your child/ren's version of events and provide support to work with the school towards a resolution.
- Be aware that any aspect of conflict will have differing perspectives.
- Understand that interpretation of facts can vary. This may include the intent, extent and impact of an individual's or group's actions.
- Make a personal, phone or online appointment at a mutually convenient time if you wish to discuss your child/ren's learning or any other area of concern.
- Treat all members of the HILLS community with respect and provide a positive example in your speech and behaviour.
- Remain calm, polite and respectful at all times when communicating with staff and other members of the school community.
- Respect educators' preparation and personal time before and after school hours, including weekends.
- Understand that educators will endeavour to respond to any written communication within 24 – 48 hours.
- Contact the school to help resolve any underlying matters and not use social media or engage other parents to voice matters of concern.

- Be mindful of words and actions to respect the reputation of HILLS staff.
- Respect the School, decisions that it makes as an organisation, and policies/procedures including the use of Restorative Practices.
- Be cognisant that after all facts, opinions and understandings of involved parties have been considered, particularly in relation to any dispute or disagreement, any outcome will align with the aims, values and expectations of the school.
- Provide the School with any formal and/or informal changes to parenting situations or parenting plans in writing as soon as practicable to enable appropriate support to be provided.

School Staff have a right to:

- Be treated with respect and courtesy by all members of our community
- Request that a parent/caregiver ceases inappropriate communication in order to allow effective communication to proceed
- Put an end to a phone call, meeting or discussion if a parent/caregiver engages with inappropriate communication
- Request another staff member be present during a meeting
- Lodge a complaint* with the School against an offending parent/caregiver
- Engage in a Restorative Conference to repair injured relationships

*Refer to WHS0029 Complaints Handling Policy for correct procedure

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BREACHES OF THE CODE OF CONDUCT

The consequences for a breach of this Community Code of Conduct will be determined by the Principal, or a delegated member of the Executive Leadership Team and may include the following:

- The School may direct that a parent may only communicate with members of staff through a nominated School representative
- The School may restrict a parent/caregiver from entry to the School grounds or from attending co-curricular & extra-curricular activities, or other events
- In cases of extreme or prolonged breaches of this Code of Conduct by a parent/caregiver, the School may either terminate enrolment of the student/s, as determined by the Principal, or restrict parent engagement with the School
- The School, where appropriate, may involve external authorities
- The School may take other steps as it deems appropriate according to the form and severity of the breach.



POLICY/PROCEDURE REVIEW

The Policy/Procedure will be reviewed every three years, or earlier if deemed necessary by the Executive Leadership Team





COMMUNICATION PROCEDURES

Mutually supportive and trusting relationships between educators and parents/caregivers provide the foundation for optimal student learning development. Here is our two-part process as to how students, parents/caregivers and educators can work together productively and respectfully.

RESPONSIBILITY OF PARENTS/CAREGIVERS

- Understand that staff, parents/caregivers must work together for the benefit of students
- Build a strong community by supporting and showing respect for other students, parents, staff members and school activities
- Respect school staff, decisions the school makes as an organisation, and policies/procedures including the use of Restorative Practices
- Ensure students attend the school regularly and punctually, in correct uniform and with the equipment necessary to support their learning
- Remain calm, polite and respectful at all times when communicating with staff and other members of the school community
- Provide any formal and/or informal changes to parenting situations or parenting plans in writing as soon as practicable to enable appropriate support to be provided.

RESPONSIBILITY OF STUDENTS

- Attend School regularly, on time, in correct uniform and well-prepared for the day's learning.
- Learn and participate to the best of their ability.
- Complete set tasks, homework, research, and assessments on time to the best of their ability.
- Treat all staff, students and community members with courtesy and respect.
- Demonstrate care for our school community, buildings, grounds, and resources without exception.
- Accept responsibility for their behaviour choices and work towards restoring relationships when required.

RESPONSIBILITY OF EDUCATORS

- Provide a safe and supportive learning environment for students
- Have high yet realistic expectations of each student
- Build student and educator relationships based on trust and understanding to support their learning
- Keep students, parents/caregivers and School administration well-informed of learning activities and intentions
- Work collaboratively with other School staff, parents/caregivers students and outside agencies to support student learning and wellbeing
- Work restoratively with students after lapses in behaviour and engage in opportunities to restore relationships when required
- Be timely, open and honest in notifying School staff and parents/caregivers of achievements and concerns for students in regard to their learning and wellbeing
- Work together with students, parents/caregivers and School administration in a respectful and professional manner when challenges arise
- Uphold the School's spiritual and educational culture, strategic goals and values.





WORKING IN PARTNERSHIP

What can be done if there are concerns about your child/ren? We value open and respectful communication. When concerns arise, it is best if those concerns are dealt with at the earliest opportunity and by the most appropriate people.

The following flow chart provides an overview of common matters and the preferred person for you to contact in the first instance.

RELATING TO PERSONAL ISSUES

PRIMARY
CLASSROOM EDUCATOR

SECONDARY
CARE GROUP EDUCATOR

- Family communication
- Friendship issues
- Student procedures
 - Attendance
 - Uniform
 - Student Behaviour
 - Student Relationships
- Mobile Phone/ ICT Usage
- Restorative Practices
- New student support
- Student-educator relationships

SCHOOL COUNSELLORS PASTORAL CARE LEADERS

PRIMARY AND SECONDARY
R-2, Y 3-4, Y 5-6, Y 7-9,
Y 10-12

- Student Wellbeing
 - Attendance
 - At risk behaviour
 - Family concerns affecting learning

SACE COORDINATOR

- SACE

VET/CAREERS COORDINATORS

- VET & Careers
- Subject Counselling

RELATING TO LEARNING ISSUES

PRIMARY
CLASSROOM EDUCATOR

SECONDARY
SUBJECT EDUCATOR

- Pedagogy
- Homework
- Progress/achievement level
- Work program
- Student progress
 - Achievement
 - Assessment
 - Learning Needs
- Student engagement
 - Motivation
 - Expectations
- Subject content
- Program sequence
- Individual student Progress

INCLUSIVE EDUCATION

PRIMARY AND SECONDARY

- STUDENT LEARNING NEEDS/SUPPORT

HEAD OF SCHOOL / PRINCIPAL

Both the Heads of School and Principal can be contacted by parents as required. An attempt will be made by the Heads of School or Principal to direct enquires to the relevant person should it be considered that there is a person in the school better positioned to respond to the situation in the first instance.



TWO CONVERSATIONS

Our preferred process for staff and parents/caregivers to communicate involves two conversations

FIRST CONVERSATION

- Email or telephone the relevant staff member or parent/caregiver
- Identify the key concerns
- If necessary, arrange a face to face or online meeting to discuss the issue further.

Staff will endeavour to respond within 24-48 hours between 9.00am and 4.00pm on weekdays.

SECOND CONVERSATION

Should the matter not be resolved through the first conversation, the Parents/caregivers and educator will then organise to participate in a second conversation that will preferably be face to face and will take about 20 minutes to complete.

At this meeting the following process should be used and minutes of the conversation should be recorded and made available to the Parent/Caregiver.

- Ensure all parties understand the objective of the meeting
- Ensure there is a discussion of the facts around the concern.
- Discuss possible pathways forward and agree on an action plan.
- Determine a time line for any required follow up.

If this process does not resolve the matter, then the Complaints Handling Policy and Procedures should be utilised. This can be found on the school website.





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www.hills.sa.edu.au