



Family and Visitor Code of Conduct

Approval: November 2021

Review: November 2023

POLICY STATEMENT:

Bondi Before & After School Care is committed to creating a respectful and positive culture for our service & community, we do this by setting and maintaining high standards for all children educators & families.

Our Family & Visitor Code of Conduct reflects the values and beliefs of the service and establishes a standard of behaviour to be followed by all BASC families and friends. The Code of Conduct defines how individuals should behave towards others in the service & community and assists in the safety and wellbeing of our children, families, and educators.

Our service recognises that positive, reciprocal, and open relationships with families are integral to every aspect of service operation. Experiences of relationships and participation in communities contribute to children's belonging, being, and becoming. Collaborative partnerships with families are extremely important to achieve quality learning outcomes for children. We are committed to establishing an atmosphere at the service, which is open, and friendly, and allows for a united relationship between families and educators. BASC also recognises the legal responsibility to provide a safe workplace that is free from discrimination, bullying, and harassment.

We at BASC understand that it is a natural reaction for families to feel defensive and protective over their children however, we expect our families to express these emotions in an appropriate respectful way and understand that the intention of our Educators is to guide children through problem solving learning experiences and supporting children as they develop their social and emotional intelligence. Our philosophy is not to get children "in trouble" or place "blame", our priority is to purely inform families of any events involving their child at the service, to ensure families have:

- a clear picture & full comprehension of their child's day & experiences
- understanding their child's emotional state / mood
- opportunity to debrief with their child about their day
- awareness of when additional emotional support is required
- an opportunity to collaborate with educators to support their child's development
- input into behaviour guidance plans to provide consistency for children

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY

2.1.1	Wellbeing and comfort	Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's need for sleep, rest and relaxation.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.

QUALITY AREA 4: STAFFING ARRANGEMENTS

4.2	Professionalism	Management, educators and staff are collaborative, respectful and ethical.
-----	-----------------	--

4.2.1	Professional collaboration	Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other's strengths and skills
4.2.2	Professional standards	Professional standards guide practice, interactions and relationships.

QUALITY AREA 5: RELATIONSHIPS WITH CHILDREN

5.1	Relationships between educators and children	Respectful and equitable relationships are maintained with each child.
5.1.1	Positive educator to child interactions	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.
5.1.2	Dignity and rights of the child	The dignity and rights of every child are maintained.

QUALITY AREA 6: COLLABORATIVE PARTNERSHIPS WITH FAMILIES AND COMMUNITIES

6.1	Supportive relationships with families	Respectful relationships with families are developed and maintained and families are supported in their parenting role.
6.1.1	Engagement with the service	Families are supported from enrolment to be involved in the service and contribute to service decisions.
6.1.2	Parents views are respected	The expertise, culture, values and beliefs of families are respected, and families share decision-making about their child's learning and wellbeing.
6.1.3	Families are supported	Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing.

QUALITY AREA 7: GOVERNANCE AND LEADERSHIP

7.1	Governance	Governance supports the operation of a quality service
7.1.1	Service philosophy and purpose	A statement of philosophy guides all aspects of the service's operations.
7.1.2	Management Systems	Systems are in place to manage risk and enable the effective management and operation of a quality service

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS an NATIONAL LAWS

84	Awareness of child protection law
155	Interactions with children
156	Relationships in groups
157	Access for parents
168	Education and care service must have policies and procedures
170	Policies and procedures to be followed
174	Time to notify certain circumstances to Regulatory Authority
175	Prescribed information to be notified to Regulatory Authority
	Work Health & Safety Act 2011

SERVICE RELATED DOCUMENTS

Confidentiality Policy	Interactions with Children & Families Policy
Enrolment & Orientation Policy	Providing a Child Safe Environment Policy
BASC Philosophy	BASC Staff Code of Conduct

PURPOSE

The aim of the *Family Conduct Guidelines* is to provide information to support families and the Service to develop clear and effective methods of communication to support the building of genuine partnerships and adopt appropriate and expected behaviour for families and educators.

It is anticipated that all stakeholders within the Service will adopt the following qualities during their interactions:

- Honesty
- Integrity
- Inclusivity
- Democracy
- Respect
- Confidentiality

SCOPE

This Code applies to all parents, carers, guardians, authorised contacts, visitors and family members of children enrolled in the service. The Code must be observed in all conduct and interaction with Bondi BASC including any function or events.

GENERAL GUIDELINES FOR INTERACTIONS

The following areas are key to creating a safe, respectful and positive environment. We expect all BASC families & visitors to adhere to these guidelines in all their interactions at the service.

- **Safety:** Comply with all policies & procedures of the centre. These are displayed at the service and on the service website. All stakeholders of the service are entitled to attend a physically and psychological safe environment.
- **Ethical Conduct:** Always act in the best interests of the children, families & educators in our community.
- **Communication:** Use of courteous & appropriate communication, verbal & non-verbal language.
 - Appropriate communication shall include but is not limited to; appropriate language, calm tone, and considerate and respectful, positive interactions.
 - Refrain from the use of profane, insulting, harassing, aggressive, or otherwise offensive language.
 - Effective and positive communication builds mutual respect, understanding, and trust between Educators and families which is vital for collaboration, working in partnership, and sharing knowledge and experiences to support and understand each child and their individual needs.
- **Respect:** We request that all stakeholders involved with the Service are respected. This includes respect for our educators, respect for the children, and respect for the families.
 - Value the rights, religious beliefs & practices of individuals.
 - Refrain from actions & behaviour that constitute harassment or discrimination.
 - As all employees, our educators deserve to be treated respectfully and feel safe, and free from physiological harm in the workplace
- **Confidentiality:** Comply with the service's privacy policy. Respect the confidential nature of information gained or behaviour observed, whilst at the service, in relation to other children &

adults.

- **Complaints:** We encourage families to voice any concerns. Please discuss any complaints or grievances with the Director/Nominated Supervisor or Management Committee/Approved Provider. We ask families to be mindful about discussing or talking about sensitive issues in front of others, including children. Management will always acknowledge your complaint and endeavour to achieve an outcome that supports the best interests and wellbeing of children and families. (Please see our *Dealing with Complaints Policy*).
- **Meetings:** We encourage families to request a meeting time with a member of the service management team at any time if they would like to discuss a concern. Meetings are an appropriate setting to discuss private topics or if there are any concerns regarding your child or other children and families that attend the service. Directly approaching another family regarding an issue between children is not acceptable at the service. These issues will be handled by the BASC team.

IMPLEMENTATION OF FAMILY & VISITOR CODE OF CONDUCT

While at the service parents, guardians, authorised collectors & visitors will:

- Always communicate respectfully.
- Ensure conversation topics are always appropriate for a children's education and care environment.
- When making any public statements about BASC children, educators, families, supervisors, or the service, ensure that it is in a positive manner in the appropriate forums.
- Respectfully participate in all BASC communication platforms, to promote a positive culture in our community.
- Avoid making personal phone calls or using personal phones during drop off & collection.
- Maintaining a safe environment for all.
- Respecting the rights of all children, families & educators in our service.
- Contributing to a service environment that is free from discrimination, bullying, and harassment.
- Speak to children in an encouraging and positive manner.
- Be a positive role model at all times.
- Use courteous & respectful, verbal and non-verbal language to everyone
- Refrain from actions and behaviour that constitute harassment or discrimination.
- Display respect for all people while at the service and never use raised voices or threatening language which may intimidate or humiliate educators, children, or other visitors. Raised voices are not acceptable in a children's service
- Use courteous and acceptable written and spoken language in all communications with educators and other parents and members of the service community. No profane, insulting, harassing, aggressive, or otherwise offensive language may be used.
- Ensure that all interactions with educators are positive and non-confrontational. All service educators are entitled to a safe and happy work environment; this is in the best interest of the children as well as the educators themselves.
- Not approach a child who is not their own regarding any concerns or any intention to 'reprimand'. Any issue should be raised with the nominated supervisor/ Director or other educators and it is their responsibility to deal with these issues.
- Not to have physical contact with any children, other than their own, or those authorised to be collected by them.
- Comply with all safety and emergency procedures in place at Bondi BASC and in the event of an emergency while on the service grounds follow the instructions given by the educators of the service.

- Ensure any issues and concerns are raised in accordance with the guidelines set in the BASC *Complaints Policy*.
- Abide by the service's *Confidentiality Policy* in regards to any information gained or witnessed about the service and to not disclose any information to unauthorised individuals.
- Inform the Nominated Supervisor or responsible person in charge of the service of any Work Health and Safety issues witnessed or of which they are made aware.
- Smoking and alcohol are prohibited on school grounds. Any persons found to be smoking or suspected to be under the influence of drugs or alcohol will be asked to leave the school grounds.
- Under NO circumstance should a child, parents/guardians, or member of staff be approached directly in a confrontational manner.
- Parents who have a concern in regards to the service should raise this with the responsible person of the service at the time, negative networking about the service will not be tolerated.

EMERGENCY SITUATION

Where it is believed that educators, children, or parents/guardians are at immediate risk (for example, if violence has been threatened or perpetrated), the educator or those involved will act quickly and decisively. The educators will follow lockdown procedures if necessary. The Director / Nominated Supervisor, all educators, and the Management Committee members are authorised to contact the NSW police to advise them of the situation.

BREACH OF FAMILY CONDUCT GUIDELINES / CODE OF CONDUCT

Consequences of a breach of code of conduct by a Parent, Guardian, Authorised Collector, or any Visitor

If a breach of the *Family and Visitor Code of Conduct* occurs the Director / Nominated Supervisor and/or the Management Committee will investigate the complaint and if satisfied a breach has occurred, the Management will take a course of action which may include but is not limited to the following:

- Provide a warning that a breach of the *Code of Conduct* has occurred and remind those responsible of their duty to abide by the Code of Conduct if those persons wish to continue to utilise the services provided by the service.
- Advise those responsible for breaching the Code of Conduct that future breaches may result in those persons being excluded from attending the service.
- Where further breaches occur or if a particular breach of the Code of Conduct is determined by the Management Committee to have put the safety of educators, children, or families at risk, the Management Committee will seek advice from the NSW Police Force as to the most appropriate course of action and respond accordingly.
- Where continued breaches occur, the person/s responsible may be excluded from attending the service by a method determined appropriate in accordance with the circumstances, and/or the enrollment of the child/ren of those responsible may be suspended or cancelled for a period of time determined appropriate by the Management Committee.
- If parents or family members are consistently in breach of these guidelines and following an evaluation by the Nominated Supervisor and/or the Approved Provider, any related enrolment/s may be at risk of being terminated.

SOURCES

- Australian Children’s Education & Care Quality Authority. *Inappropriate discipline*. (2020). www.acecqa.gov.au/sites/default/files/2020-06/inappropriate-discipline.pdf
- Australian Government Department of Education, Skills and Employment. *Belonging, Being and Becoming- The Early Years Learning Framework for Australia*. (2009).
- Australian Government Department of Education, Skills and Employment. Inclusion Support Program Guidelines. <https://docs.education.gov.au/node/53374>
- Australian Government Department of Education, Skills and Employment. Inclusion Support Program Guidelines. <https://www.education.gov.au/inclusion-support-program-isp>
- Association of Children’s Welfare Agencies: www.acwa.asn.au
- Australian Children’s Education & Care Quality Authority. (2014).
- Department of Education NSW Positive Behaviour for Learning (PBL) Early Childhood <https://pbl.schools.nsw.gov.au/resources/early-childhood.html>
- Department of Education State Government of Victoria. *Strategies to guide children’s behaviour* (reviewed 2015)
- Early Childhood Australia’s Blog (2018). *What every child needs for learning self-regulation* KidsMatter Early Childhood.
- Early Childhood Australia Code of Ethics. (2016).
- Education and Care Services National Law Act 2010. (Amended 2018).
- [Education and Care Services National Regulations](http://www.education.gov.au/education-and-care-services-national-regulations). (2011).
- Family & Community Services: www.community.nsw.gov.au
- Guide to the Education and Care Services National Law and the Education and Care Services National Regulations. (2017).
- Guide to the National Quality Framework. (2017). (amended 2020).
- NAPCAN: www.napcan.org.au
- Porter, L. (2016). *Young children’s behaviour: Guidance approaches for early childhood educators*. Australia: Allen & Unwin.
- Raising Children Network. (2019) *What is self-regulation?* <https://raisingchildren.net.au/toddlers/behaviour/understanding-behaviour/self-regulation>
- Revised National Quality Standard. (2018).
- State Government of Victoria. *Strategies to guide children’s behaviour* (reviewed 2015)

POLICY REVIEWED	MODIFICATIONS	NEXT REVIEW DATE
November 2021	<ul style="list-style-type: none"> • edits to policy guided by Child Care Centre Desktop QA6 Family Conduct Guidelines • inclusion of additional regulations 	November 2023