

## Parent Code of Conduct

### 1. About this Code of Conduct

- 1.1. At Canterbury College, we believe that education is most effective when it is built on a strong partnership between families and the College. While parents and carers are essential contributors to a child's development, the College's role as educators is to provide professional expertise, structure and support that guide students toward lifelong learning and character growth.
- 1.2. This Code of Conduct outlines the expectations we hold for all parents, step-parents, guardians, grandparents, extended family members and carers (collectively, Parents) as educational partners in a shared mission. Unlike a transactional relationship, this partnership is grounded in mutual respect, trust in professional judgment, and a commitment to the wellbeing of all members of our community.
- 1.3. Education of our young people is a transformational practice. It requires trust, alignment and shared values between home and school to truly benefit the child and the broader community.
- 1.4. Mutual trust is the fundamental basis of this relationship. When that trust is significantly eroded, it may be necessary for the partnership, formed by contract, to be reviewed or, in some cases, ended.
- 1.5. We always recognise that Parents ultimately want the best for their children. At the same time, the College must balance the interests of all stakeholders, including students, families and staff, while maintaining a safe, respectful and productive learning environment.
- 1.6. This Code sets out general expectations for behaviour and communication. It operates alongside other College policies and procedures and may be updated at the College's discretion. By working together in good faith, we can ensure that Canterbury College remains a place where students thrive, staff are supported, and families feel connected to a shared purpose.

### 2. Support the Educational Ethos and Values of the College

- 2.1. Parents are expected to support the educational ethos and values of the College, model appropriate behaviours for their children to learn from, and work with the College as it educates and provides pastoral support to all students.
- 2.2. This includes recognising the College's professional experience and track record in academic, behavioural and pastoral matters, and trusting staff to make decisions which balance the interests of one student with the interests of the many.

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2.3. Parents can support the College and be positive role models by doing the following:

- 2.3.1 Comply with the College's codes of conduct, directions, policies, procedures, rules and regulations, and ensure their children do the same.
- 2.3.2 Respect (and show to their children that they respect) that the College is inclusive and welcomes students from a variety of backgrounds, and with different needs.
- 2.3.3 Be open to the idea that teachers and staff are professionals, motivated by making a difference for their students, and balancing information from their children with perspectives from teachers, before rushing to judgement.
- 2.3.4 Respond to College communications in a timely manner.
- 2.3.5 Encourage their children to actively participate in the life of the College, including compulsory co-curricular activities.
- 2.3.6 Support the College's commitment to developing student initiative, independence and responsibility.
- 2.3.7 Support the College's approach to behavioural concerns, which may include educational, pastoral or disciplinary outcomes.
- 2.3.8 Be responsive to concerns raised by the College, including attending meetings when required.
- 2.3.9 Raise grievances directly with the College, and in a timely and respectful manner by adhering to the Complaints Management Policy and Procedures which is available on the College website.
- 2.3.10 Keep the College informed about a child's needs, including medical, behavioural, educational or family developments.
- 2.3.11 Keep the College informed about parenting arrangements and court orders, without involving the College in disputes.
- 2.3.12 Drop students at school into nominated supervised areas, OSHC and not to be left unsupervised for extended periods of time.
- 2.3.13 Avoid gossip, speculation or criticism of staff, students or other families, especially on social media.

### 3. Behave Respectfully towards Members of our Community

- 3.1. The College expects respectful behaviour at all times. This includes tone, body language and choice of words.
- 3.2. Respect is not limited to avoiding overt aggression; it includes avoiding undermining, passive-aggressive behaviour, excessive demands, and repeated questioning of staff expertise.
- 3.3. Continuous contact via email, requesting specific updates or responses, may be considered unreasonable and disrespectful, particularly when it places undue pressure on staff or disregards professional boundaries.
- 3.4. Examples of disrespectful behaviour include:

- 3.4.1. Rude, insulting or antagonistic language
- 3.4.2. Refusing to accept a teacher's perspective on an incident in class
- 3.4.3. Refusing to follow a reasonable instruction from a Canterbury staff member or contractor, regarding parking, traffic or pick up zones
- 3.4.4. Bullying, intimidation, discrimination or harassment
- 3.4.5. Aggression or threats (implied, verbal or non-verbal)
- 3.4.6. Behaviour that risks health or wellbeing of others
- 3.4.7. Defamatory or disrespectful comments
- 3.4.8. Gossip, rumour or innuendo
- 3.4.9. Offensive language or raised voices
- 3.4.10. Age-inappropriate language about children
- 3.4.11. Vexatious or repeated complaints
- 3.4.12. Refusing to attend meetings requested by staff at the College

#### 4. Use technology and social media appropriately

- 4.1. Parents must use technology and social media in ways that uphold the College's values.
- 4.2. Online behaviour is subject to the same expectations as in-person conduct. The College will treat any online commentary that undermines staff, students or the College as a breach of this Code.
- 4.3. Parents must:
  - 4.3.1. Respect staff boundaries: if you happen to know them, do not use their personal accounts or social media accounts to raise College matters.
  - 4.3.2. Not take or share photos/videos of staff, students or parents without consent.
  - 4.3.3. Avoid publishing anything that has the potential to bring the College into disrepute.
  - 4.3.4. Not contact students from other families without parental consent.
  - 4.3.5. Not discuss grievances or sensitive matters online.
  - 4.3.6. Obtain permission before using the College's name or insignia online.

#### 5. Be a responsible visitor and participant

- 5.1. Parents must follow College procedures when visiting campus or attending events.
- 5.2. Parents must never enter classrooms or student areas unless invited by staff. All visitors must sign in and follow directions from College personnel.
- 5.3. Expectations include:
  - 5.3.1. Demonstrating good conduct at events
  - 5.3.2. Complying with safety and risk procedures
  - 5.3.3. Following the published traffic and parking directives around the College

- 5.3.4. Following staff directions, at events, in the carparks and nearby roads
- 5.3.5. Respecting College property
- 5.3.6. Dressing appropriately
- 5.3.7. Not being under the influence of drugs or alcohol
- 5.3.8. Behaving lawfully on College grounds
- 5.3.9. Ensuring physical contact with students is appropriate
- 5.3.10. Respecting others' property

## 6. Raise grievances appropriately and productively

- 6.1. The College encourages parents to raise genuine concerns respectfully and constructively.
- 6.2. Grievances must be raised through appropriate channels; not through social media, gossip or public commentary. Opportunities exist through the Parent Consultative Committee (CPCC) to raise matters respectfully or suggest improvements. The College will not engage with complaints aired outside of its formal processes.
- 6.3. Parents should:
  - 6.3.1. Never discipline or confront another student
  - 6.3.2. Raise concerns with the child's teacher (JS) or Head of House (SS) first
  - 6.3.3. Arrange face-to-face meetings rather than relying on email
  - 6.3.4. Clearly identify concerns and desired outcomes
  - 6.3.5. Understand staff may not respond immediately; staff have the right to disconnect after their scheduled work hours have concluded.
  - 6.3.6. Trust the College's professional judgment
  - 6.3.7. Respect the privacy of other students and families
  - 6.3.8. Use formal review processes if dissatisfied, but avoid public airing of grievances.

## 7. Consequences for breach of this Code

- 7.1. The Principal will have absolute discretion for deciding how to best respond to concerns about a parent's compliance with the Code.
- 7.2. Where the Principal considers that a parent has breached this Code, the Principal may implement one or more of the following consequences (and not necessarily in any particular order):
  - 7.2.1. A request that the relevant conduct immediately cease.
  - 7.2.2. A written warning.
  - 7.2.3. A parent (or another relevant person) being banned from the College grounds, either for a particular period of time or permanently.
  - 7.2.4. A parent (or another relevant person) being excluded from College activities or events.
  - 7.2.5. A requirement that a parent (or another relevant person) only communicate

with a nominated College representative.

7.2.6. Termination of the enrolment of a parent's child(s).

7.3. Staff and volunteers are empowered to take steps to protect their own health and wellbeing. If they feel that a Parent is being inappropriate, they are encouraged to indicate this and ask that it stop. If it does not, or if a staff member feels that a Parent's actions are posing a risk to their or someone else's health and wellbeing, they are empowered to remove themselves from the situation. This may include immediately concluding a meeting or phone call, or demanding that a Parent immediately leave the College grounds (or a College activity or event).

7.4. The Principal retains absolute discretion in responding to breaches of this Code. Consequences may include:

7.4.1. A meeting with a member of the Executive Leadership Team, so that concerns can be shared

7.4.2. A formal written warning

7.4.3. A behavioural agreement outlining expectations

7.4.4. Restricted access to College grounds or events

7.4.5. Requirement to communicate only through a nominated College representative

7.4.6. Temporary or permanent exclusion from College activities, including individual cocurricular activities

7.4.7. Termination of enrolment of all students in the family

7.5. Repeat or escalating behaviour will result in more serious consequences. Staff are empowered to disengage from any interaction that compromises their wellbeing, including ending meetings or requesting a parent leave the premises.

## 8. Review

8.1. This Code of Conduct will be reviewed regularly as part of the College's policy review cycle. However, Canterbury College reserves the right to update or amend this Code at any time, in response to emerging needs, community feedback, or changes in legislation.

8.2. Any updates will be communicated to families via official College channels. Continued enrolment at Canterbury College implies acceptance of the most current version of this Code and all associated policies.

8.3. Mutual trust remains central to the success of our partnership. Where this trust has broken down, the College may determine that the partnership, established by and through the enrolment contract, can no longer continue.

8.4. The Principal is the Responsible Officer for this Code and has full discretion in interpreting and applying its provisions. The College Board is the Approval Authority.

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<b>Responsible Officer</b>	Principal
<b>Approval Authority:</b>	College Board
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<b>Related Policies/Procedures:</b>	Canterbury College Complaints Management Policy
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