

Codes of Conduct



DARLING POINT SPECIAL SCHOOL Staff Code of Conduct



Supporting wellbeing, safety and learning in an environment of success

Together, we model our shared values: **D**illigence, **R**esilience, **E**thics, **A**udacity, **M**ateship.

Heeding privacy, and health and safety requirements, leaders, and staff welcome parents¹ and community to our school.

Working together with the school community², school leaders and staff promote productive partnerships between parents, students, and the wider community, to facilitate wellbeing, safety, learning, and high expectations for success.

Everyone is entitled to a physically and emotionally safe work environment and the squad works together within legislation and policy, to achieve safety and life quality for all members of our squad, student cohort, and wider community.

Staff support wellbeing and safety, ensuring communication, conduct, and activities are respectful, align to our school's shared values, and reflect the values and principles of government, the Department, the school, and the profession.

ELEMENTS OF ENGAGEMENT	It is expected that school leaders and staff will:	School leaders and staff demonstrate collaboration when they:
 Collaboration	- arrive in time or stay as needed, to maximise well-being and efficiency, collaborate with team members, and engage with planning and development meetings and projects - work productively in teams that form part of our school squad, to support learning, wellbeing and developmental outcomes, and school advancement and reputation - reflect all aspects of the Public Service Code of Conduct and requirements of law.	- work together to support the social and emotional wellbeing of all students, school leaders, staff, and the wider school community - make time to share information that may impact others' work or wellbeing, or that of students - meet with parents and colleagues to co-design and implement individual learning, medical, and positive behaviour support plans - model the school's shared values, expectations, and rules - learn and develop effective negotiation, collaboration, and co-operation skills and ways of working
ELEMENTS OF ENGAGEMENT	It is expected that school leaders and staff will:	Our school leaders and staff demonstrate helpful communication when they:
 Communication	- be polite and thoughtful of others - share information that supports student wellbeing, safety, learning, and developmental outcomes - be positive role models - be advocates for individual needs and respectful of difference - use the school's communication processes to share successes, celebrations and affirmations, and address concerns - actively engage in professional learning, sharing, mentoring, and coaching.	- use polite, user-friendly, meaningful language - are always respectful, to everyone, in all contexts, being aware of reputation and wellbeing - are compassionate, ethical, and responsive - proactively seek to resolve matters if another person's behaviour negatively impacts them, thinking of self and others - respect time by demonstrating effective time management, considering their own and others' needs, and knowing and doing their job so others can do theirs - give sufficient notice for meetings, and respond promptly to meeting requests - maximise technology skills for productivity and quality.
ELEMENTS OF ENGAGEMENT	It is expected that school leaders and staff will:	School leaders and staff support our school culture when they:
 School Culture	- recognise every student is important - contribute to a positive school culture - promote learning, confidence, safety, and wellbeing for all - work to promote our school's shared values in practice - demonstrate quality practices	- model, mentor, coach and lead our school's shared values - value each student's wellbeing and safety education, putting students' needs and support before adults - acknowledge they are responsible to support the whole school community, including the P and C Association and School Council, and the wider corporate components of the Department of Education, and the government of the day

¹ The term 'parent' refers to parents, carers, guardians, and people who exercise parental responsibility for a child.

² The term 'school community' refers to staff, students, parents, local business and community organisations and visitors to the school.



DARLING POINT SPECIAL SCHOOL

Parent and Community Code of Conduct

Supporting wellbeing, safety and learning in an environment of success



Together, we model our shared values: **D**iligence, **R**esilience, **E**thics, **A**udacity, **M**ateship.

Heeding privacy, and health and safety requirements, parents¹ and other members of our community are welcomed to our school. Working together with the school community², leaders and staff promote productive partnerships amongst parents, students, and the wider community, to facilitate wellbeing, safety, learning, productivity, and high expectations for success for everyone. Everyone – staff, students, parents, and community members - is entitled to a physically and emotionally safe work environment. Parents and other visitors to our school, along with staff and students, support wellbeing and safety by ensuring their communications and conduct associated with the school and its activities are respectful and aligned to our school's shared values.

ELEMENTS OF ENGAGEMENT

It is expected that parents of our school:

Parents demonstrate collaboration when they:



Collaboration

- ensure their child attends school regularly and ready to learn, fed, clean, tidy, and resourced as needed
- collaborate to support learning, wellbeing, safety, and developmental outcomes
- support the Student Code of Conduct.

- take responsibility for their child's needs including them having good sleep routines as much as possible, breakfast, medication, and school lunches, and arriving and departing school safely, on time, every day
- communicate with the teacher and the school including same-day advice of reasons for absence or impacts for learning
- meet with the teacher to co-design and implement individual learning, medical, and positive behaviour support plans
- assist their child to know and demonstrate the school's shared values, behaviour expectations, and rules.

ELEMENTS OF ENGAGEMENT

It is expected that parents and visitors to our school will:

Parents and visitors to our school demonstrate helpful communication when they:



Communication

- be polite and thoughtful of others
- share information to support student wellbeing, safety, learning and outcomes
- be positive role models
- be advocates for individual needs and respectful of difference
- learn beneficial skills from each other
- use the school's communication processes to share successes, celebrations and affirmations, and address concerns.

- use polite and productive spoken, written, and online language
- speak and behave respectfully at all times
- are compassionate
- inform staff if the behaviour of others negatively impacts them or their family
- respect staff time by accepting they will respond to appropriate communication as soon as they are able
- request and respond to school invitations for meetings to discuss concerns about their child's education – allowing time to prepare and appreciating time may be limited.

ELEMENTS OF ENGAGEMENT

It is expected that parents and visitors to our school will:

Parents and visitors to our school support our school culture when they:



School Culture

- recognise every student is important
- contribute to a positive school culture
- do everything they can to promote student learning, staff confidence, and wellbeing for all
- work with the school to promote our shared values in practice

- model our school's shared values
- value each child's education
- acknowledge staff are responsible to support the whole school community
- speak positively and productively about the school
- do not make negative comments or gossip about school community members, including students – in person, in writing or on social media
- understand that, at times, compromise may be necessary

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² The term 'school community' refers to staff, students, parents, local business and community organisations and visitors to the school.

There are many components to the Department of Education Code of Conduct and the Principles that Guide our work as Public Servants.

The Staff Code of Conduct in Queensland schools is designed to set clear expectations for staff behaviour and conduct. It applies to all employees, contractors, and volunteers working with the school, emphasising the importance of a collaborative and consultative workplace. The code outlines the standards of behaviour expected and places an obligation on all employees to take responsibility for their own conduct. The code does not impose any contractual obligations on the school but reserves the right to vary at its discretion.

The key factors of the Queensland Education Code of Conduct include:

- **Supportive Environment:** Ensuring a safe, respectful, and inclusive learning environment for all students.
- **High Expectations:** Setting clear and consistent expectations for positive behavior.
- **Positive Behaviour Management:** Utilizing behavior management as an opportunity for social learning and academic success.
- **Disciplinary Procedures:** Providing guidance on the application of disciplinary consequences and appeal processes.
- **Community Involvement:** Working collaboratively with students, parents, and the community in support of student learning and behaviour.

These factors are designed to facilitate high standards of behavior, prevent problem behavior, and respond to unacceptable behavior, ultimately contributing to a productive and effective learning environment.

Amongst the Policies and Procedures designed to guide achievement of positive culture and strong morale paired with high levels of student learning and wellbeing, is the **Queensland Education Conflict of Interest Policy**

The Queensland Education Conflict of Interest Policy is designed to ensure that all employees are aware of their obligation to transparently identify, declare, and manage conflicts of interest in favor of the public interest. The policy emphasizes the importance of an ethical and transparent workplace culture, where actual, perceived, or potential conflicts of interest are resolved or appropriately managed. It outlines the responsibilities of employees to disclose interests that may influence their ability to discharge their duties impartially and ethically. The policy aligns with the Queensland Public Service Commission's directives and sets out the mandatory requirements for identifying and managing conflicts of interest.

The key factors which all staff should understand and apply are

- Integrity and Impartiality
- Promoting the public good
- Commitment to the system of government
- Accountability and transparency.