Public Schools Branch

OPERATIONAL PROCEDURE

Code of Conduct - Parents and Visitors	
Policy Section	*Policy Number*
Pages	*Approved Date*
Reviewed Date	*Effective Date*
Replaces:	

DRAFT

1.0 INTRODUCTION

1.1 The Public Schools Branch (PSB) has developed this Code of Conduct to provide distinct guidance for parents and visitors when they are on school premises or attending a school-sponsored activity or event.

1.2 Visitors and parents of students are expected to conduct themselves in accordance with this Code of Conduct and to model positive communication through behaviour and words that support respectful, safe, caring, and orderly learning and working environments.

1.3 This Code of Conduct for Parents and Visitors must be read alongside the *PSB School Code of Conduct* that establishes definitions, standards, principles, and response frameworks applicable to all members of the school community.

2.0 PURPOSE

2.1 To communicate the expectations for parent and visitor conduct, in-person and via electronic means, as it relates to PSB matters.

2.2 This Code applies to all conduct occurring on school premises, school sponsored activities, and in other contexts, including electronic means, where the behavior has an impact on school climate or operations.

2.3 To capture the important role parents play in the education of their children and can support the efforts of school staff in maintaining a respectful, safe, and caring learning environment for all students.

2.4 This Code confirms that a visitor is considered a member of the school community while engaging with other members of the school community and as such is subject to the required Codes of Conduct.

2.5 Where the *PSB School Code of Conduct* sets expectations for a respectful, safe, caring, and welcoming environment for all members of the school community, this *Parents and Visitors*

Code of Conduct provides more operational guidance on the implementation of those expectations.

3.0 PRINCIPLES

3.1 Parents and visitors are expected to have a fundamental understanding and commitment to the following principles:

- **i.** The entire school community wants all children to learn in an environment that is welcoming, respectful, safe, and caring.
- **ii.** The entire school community must work together for the benefit of all students.
- **iii.** The entire school community deserves to be treated with dignity and respect, including school property.
- **iv.** The school should be provided an opportunity to resolve issues of concern.
- **v.** Follow school staff direction and all rules of the school, as well as all PSB policies and procedures.
- **vi.** Respect the privacy and confidentiality of students, parents, staff, and other members of the school community.
- **vii.** Comply with any and all health, safety, and emergency procedures and report any concerns immediately to school staff.

3.2 Parents, guardians, and caregivers have the right to respectfully advocate for the educational needs and well being of their children while adhering to these principles.

4.0 CORE EXPECTATIONS

4.1 Student success and well-being is best supported when everyone in the school community works together. Parents have a role to play in making sure schools are welcoming, safe, and caring environments for learning by:

- **i.** Speaking with their child about appropriate school behaviours;
- **ii.** Understanding all applicable Codes of Conduct and how they apply to themselves and their child;
- **iii.** Contacting their child's school with any questions about the Code of Conduct or acceptable behaviours;
- **iv.** Working collaboratively with school staff to respond appropriately when unacceptable behaviours happen; and
- **v.** Modelling acceptable behaviours.

4.2 Visitors to school premises or school-sponsored activities or events have a role to play in making sure schools are welcoming, safe, and caring environments by:

- **i.** Being considerate of all other members of the school community;
- **ii.** Communicating with members of the school community in a respectful manner;
- **iii.** Being mindful of and respecting the privacy of others if recording or taking photographs;
- **iv.** Using school spaces as they are intended; and
- **v.** Modelling acceptable behaviours

5.0 ACCEPTABLE BEHAVIOURS

5.1 Examples of acceptable behaviours by parents include, but are not limited to:

DRAFT

i. Treating all members of the school community with dignity and respect regardless of race, ethnicity, age, ancestry, religion, gender identity, sexual orientation, ability, socio-economic status or any other element of a person's unique identity;
ii. Modeling positive and responsible behaviours and communicating to their child the expectation that they do the same;
iii. Using respectful language in all interactions (in-person, phone, email, other electronic means, etc.);
iv. Demonstrating sensible digital citizenship by maintaining a respectful online presence, using social media responsibly, and avoiding the spread of content that may negatively affect the school community.
v. Supporting their child to attend school daily and punctually;
vi. Working with the school to resolve issues or concerns, and in accordance with *PSB Procedure 102.1 Concerns and Resolutions*;
vii. Supporting teachers and students and their classroom expectations

5.2 Examples of acceptable behaviours by visitors include, but are not limited to:

i. Treating all members of the school community with dignity and respect regardless of race, ethnicity, age, ancestry, religion, gender identity, sexual orientation, ability, socio-economic status or any other element of a person's unique identity;
ii. Modeling positive and responsible behaviours;
iii. Showing care for school property and the property of others;
iv. Respecting the learning environment;
v. Using respectful language in all interactions (in-person, phone, email, etc.);
vi. Working with the school to resolve issues or concerns, and in accordance with *PSB Procedure 102.1 Concerns and Resolutions*.

6.0 UNACCEPTABLE BEHAVIOURS

6.1 Examples of unacceptable behaviours that parents and visitors must refrain from include, but are not limited to:

i. Abusive, threatening, profane, or harassing communication, either in-person, by e-mail, text, voicemail, phone, social media, or other written or verbal communication;
ii. Disruptive behaviour that interferes or threatens to interfere with school operations either on school premises or during a school-sponsored event or activity;
iii. Threats of bodily harm to any member of the school community;
iv. Threats to damage the property of the education authority and/or any member of the school community;
v. Defamatory, offensive, or derogatory comments regarding the school or members of the school community whether in-person, online, or via other electronic means;
vi. Taking photos or recordings of a staff or student who is not their own child without consent;
vii. Shouting or yelling during disagreements with any member of the school community; and
viii. Disciplining a student who is not their own child.

7.0 FAILURE TO ADHERE

7.1 The PSB recognizes the importance of ensuring appropriate behaviour that is supportive of safe and caring learning and working environments. Breaches of the Code of Conduct are taken seriously and escalated as necessary within the PSB to ensure appropriate action is taken.

DRAFT

7.2 When a parent or visitor breaches the Code of Conduct the response will be determined by the nature of the misconduct.

7.3 The response to a breach of this Code of Conduct will be determined by the school administration.

7.4 If the nature of the breach rises to a level where the school administration feels assistance is required, they will reach out to the PSB senior leadership team who will provide support.

7.5 Depending on the nature of the misconduct by a parent or visitor the following actions may be taken:

- **i.** Verbal or written warnings;
- **ii.** Ending meetings and/or rescheduling if conduct is not respectful;
- **iii.** Restricted access to the school premises or school events;
- **iv.** Formal meetings with school and/or education authority leadership; and/or
- **v.** In extreme cases of misconduct, legal action or banning from school premises.

7.6 Responses to a breach will be proportionate to the nature, severity, and frequency of the misconduct.

7.7 All responses to a breach will be handled in a matter that respects privacy and confidentiality obligations.

DRAFT