Parent Code of Conduct

Purpose:	The purpose of this Code of Conduct is to strengthen the partnership between families and educators in nurturing students' academic, social, and spiritual growth. Faith Christian School seeks to maintain a respectful, supportive, and Christ-centred learning environment where all members of the community; students, Home Educators, and staff can thrive.		
Scope:	This Code applies to all Home Educators, guardians, and Home Educators participating in Faith Christian School activities, including: • Attendance at live online lessons (Primary) • Monitoring student attendance at lessons (Years 7-12) • Participation in faith-based and community events • Respectful communication with staff, students, and other families All Home Educators and Home Educators are expected to uphold these standards whenever they represent or engage with the school community.		
References:	**Legislation** • *Child Protection Act 1999 (Qld)* • *Child Protection Regulation 2023* • *Child Safe Organisations Act 2024 (Qld)* • *Education (General Provisions) Act 2006 (Qld)* • *Education (General Provisions) Regulation 2017 (Qld)* • *Education (Accreditation of Non-State Schools) Act 2017 (Qld)* • *Education (Accreditation of Non-State Schools) Regulation 2017 (Qld)* **Related Documents** •		
Supersedes:	Parent Code of Conduct 2021		
Approval Authority	Executive Principal		
Approval Date	01/10/2026	**Effective Date**	01/10/2028
Responsible Officer	Executive Principal		
Review Cycle	2 years, or as appropriate to reflect changing legislation and environment		

1 Principles

Parents play a vital role in guiding their children's moral, spiritual, emotional, and educational development. In Proverbs 22:6 (NIV) parents are encouraged to "Start children off on the way they should go, and even when they are old they will not turn from it."

As a Christian school community, we believe that parents are entrusted by God with the responsibility of raising children in His wisdom, truth, and love (Proverbs 22:6; Ephesians 6:4).

We commit to modelling Christ-like character through respect, honesty, humility, kindness, patience, and self-control. You're expected to work in partnership with the School, communicate respectfully, address concerns constructively, support appropriate discipline, and contribute to a safe, peaceful, and nurturing learning environment.

We recognise that our words and actions influence our children and that we are called to be examples of faith, love, and integrity (1 Timothy 4:12). In all our interactions, we will seek to honour God, uphold the dignity of others, promote unity, and pursue reconciliation when disagreements arise (Romans 12:18; Colossians 3:12–13).

Our commitment is to partner with you (the parent, guardian) in raising children who love God, respect others, take responsibility for their actions, and grow in Christlike character.

"Let all that you do be done in love." — 1 Corinthians 16:14 (ESV)

2 Procedure for Primary, Junior Secondary and Senior Secondary

2.1 Participation in Live Lessons

2.1.1 **Respect** the Learning Environment: Home Educators are welcome to observe live lessons but should do so without interrupting teaching or distracting students. Please ensure that the home environment is appropriate for learning—this includes maintaining modest dress, using respectful language if audible, and avoiding background noise. Please be aware of what is happening in the background. Microphones should remain muted so that private conversations or household sounds are not heard by the class.

2.1.2 **Confidentiality:** Recording, photographing, or sharing any part of a live lesson is prohibited without prior written consent from the school.

2.1.3 **Supportive Presence:** Encourage your student's engagement and independence. Home Educators should only participate in the session when invited by the staff members.

2.1.4 **Technical Etiquette:** Ensure your student logs in on time, is appropriately dressed, and is situated in a quiet, distraction-free space. Home Educators should refrain from speaking or appearing on camera during lessons.

2.1.5 **Reminder:** All lessons and online conversations are recorded. This may include items visible in the background of your student's environment and any side conversations that occur while the student's microphone and camera are on.

2.2 Attendance at Faith Events

2.2.1 **Model Christian Values:** Demonstrate respect, kindness, and unity consistent with the school's Christian ethos.

2.2.2 **Punctuality and Presence:** Arrive on time and remain for the duration of events to support both your student and the school community.

2.2.3 **Appropriate Conduct:** Maintain a respectful demeanour toward staff, students, and families.

2.2.4 **Dress Code:** Dress appropriately for the occasion, reflecting the values of the Faith Christian School community.

2.3 Communication and Feedback

2.3.1 **Constructive Dialogue:** Direct questions or concerns to your student's teacher or school leadership through the appropriate channels. Do not raise issues during lessons or public events.

2.3.2 **Privacy and Respect:** Protect the confidentiality of students, staff, and families. Avoid discussing individual student matters in public forums or on social media.

2.3.3 **Respect for Teacher Workload and Communication Frequency:** Teachers have scheduled classes, preparation responsibilities, and student support duties throughout the day. To ensure effective and timely communication, parents are encouraged to consolidate their questions or concerns into one email per day, rather than sending multiple messages. Before emailing, parents should make reasonable efforts to resolve simple issues independently. This supports clear communication and allows teachers to respond thoughtfully without interruption to learning or teaching commitments.

2.4 Commitment to Community

2.4.1 **Shared Responsibility:** Home Educators, staff, and students share responsibility for fostering a safe, respectful, and faith-filled learning environment.

2.4.2 **Faith Alignment:** Support the school's mission to "Achieve Through Christ" by modelling Christian behaviour, promoting positive relationships, and encouraging your student's spiritual growth.

2.5 Camps, Carnivals and Excursions

2.5.1 **Direction of Staff:** When attending camps or excursions, Home Educators are always under the direction of Faith Christian School staff.

2.5.2 **Active Support:** Home Educators are expected to assist with activities and duties as needed to ensure the smooth running of the camp and the safety of all students.

2.5.3 **Role Modelling:** Maintain behaviour that reflects the school's Christian values and supports a positive experience for all participants.

2.6 Junior and Secondary Specific

The role of the Home Educator is essential in supporting the secondary student experience. Home Educators act as the primary point of observation and communication regarding the student's learning environment at home.

2.6.1 **Weekly Check-In:** Home Educators are expected to meet with their student once a week for approximately 15 minutes. During this time, discuss:

2.6.1.1 Work submitted during the current week
2.6.1.2 Upcoming tasks and assessments for the next two weeks
2.6.1.3 Any events or activities that require planning

Following the discussion, the Home Educator must confirm that the agreed actions and progress notes are uploaded to Learning@Faith using the Home Educator login.

2.6.2 **Communication and Responsiveness:** It is critical that Home Educators monitor emails from the Exams Coordinator and respond within 24 to 48 hours when required. Timely communication ensures smooth coordination of assessments and supports the student's academic success.

2.7 Senior Secondary Specific

The role of the Home Educator is essential in supporting the senior secondary student experience. Home Educators act as the primary point of observation and communication regarding the student's learning environment at home.

2.7.1 **Weekly Check-In:** Home Educators are expected to meet with their student once a week for approximately 15 minutes. During this time, discuss:

2.7.1.1 Work submitted during the current week
2.7.1.2 Upcoming tasks and assessments for the next two weeks
2.7.1.3 Any events or activities that require planning

Following the discussion, the Home Educator must confirm that the agreed actions and progress notes are uploaded to Learning@Faith using the Home Educator login.

2.7.2 **Communication and Responsiveness:** It is critical that Home Educators monitor emails from the Exams Coordinator (11 & 12 plus short course examinations) and respond within 24 to 48 hours when required. Timely communication ensures smooth coordination of assessments and supports the student's academic success.

3 Definitions

Home Educator	A Home Educator is the individual responsible for delivering and overseeing a student's education in a home-based learning environment. This role may be fulfilled by a parent, grandparent, aunt, caregiver, foster carer, or any other person legally authorised to provide education to the student. For the purposes of this policy, all references will use the term Home Educator to encompass any of the above roles

4 Breach Levels and Responses

Level 1: Low-Level Misconduct	Level 2: Moderate Misconduct	Level 3: Serious Misconduct	Level 4: Critical / Unsafe Behaviour
Examples: • Rude, dismissive, or uncooperative communication. • Non-response to reasonable teacher communication attempts. • Failure to follow directions regarding assessment processes. • Minor non-compliance with school procedures.	**Examples:** • Aggressive or hostile communication. • Persistent non-compliance following Level 1 warning. • Repeated failure to engage with school processes. • Failure to follow Senior Secondary assessment and exam procedures. • Harassment via repeated emails, calls, or messages.	**Examples:** • Verbal abuse toward staff or students. • Intimidation or threatening behaviour. • Significant disruption to school operations (e.g. exam centres, excursions, awards night, school events). • Ongoing refusal to comply with school processes despite prior warnings.	**Examples:** • Physical aggression or assault. • Credible threats. • Behaviour creating a safety risk to staff or students.
Response: • Informal warning issued by Leadership via email. • Clarification of expectations and required actions. • Recorded in school system (Sentral). **Escalation:** Continued behaviour = escalated to Level 2.	**Response:** • Formal written warning from Leadership. • Communication restrictions implemented (if required). • Single point of contact. • Email-only communication. • Meeting with Leadership if required (documented). **Escalation:** Continued behaviour = escalated to Level 3	**Response:** • Immediate escalation to Principal. • Restricted access to school events, sites, or communication channels. • All communication managed through Leadership only. • Cancellation of Enrolment(s).	**Response:** • Immediate removal from site or interaction. • Police involvement where required. • Long-term or permanent restriction from school premises. • Cancellation of Enrolment(s). • Legal action considered