

Community Conduct (Staff) Policy



HELP FOR NON-ENGLISH SPEAKERS

If you need help to understand the information in this policy, please contact Cranbourne Primary School on (03) 5996 1744 or cranbourne.ps@education.vic.gov.au.

PURPOSE

The purpose of this policy is to ensure that all staff employed at Cranbourne Primary School understand their rights and responsibilities with regards to the school. All members of our school community have a right to experience an inclusive, safe and supportive working environment. We expect that all students, staff, parents and carers treat each other with respect and dignity.

SCOPE

This policy applies to all interactions towards and about Cranbourne Primary School including but not limited to: communication with other staff, parents/carers, school visitors and students; interactions onsite, in the community and at venues where the school is officially attending (EG: camps/excursions/graduations); and online. This code of conduct prescribes the behaviour expected of employees of Cranbourne Primary School.

POLICY

Cranbourne Primary School strives to create an open and inclusive school community, where the school works in close partnership with students, their families and other stakeholders to be actively involved in students' development and education.

Employees of Cranbourne Primary School are, by extension, employed by the Department of Education (Victoria) and as such are required to demonstrate the Victorian Public Service Values of responsiveness, integrity, impartiality, accountability, respect, leadership and human rights. Details of these values can be found on PAL under [Values – Department Values for Schools](#).

Rights

Staff have the right to:

- Physical and psychosocial safety in the workplace, one that is free from bullying, harassment, violence, racism, discrimination or intimidation
- Work, teach and/or instruct in a safe and orderly environment
- Be informed, within privacy requirements, about matters relating to students that will affect the teaching and learning program for that student
- Be treated with respect by all people within the school community (other staff, students, families etc.)
- Join professional organisations and unions
- Have all physical and digital resources necessary to deliver their programs or other work
- Have their strengths identified and celebrated
- Equitable professional development opportunities
- Have a coach or mentor in the first year of employment, and by arrangement at any time throughout their employment
- Access meaningful in-house professional development and learning
- Expect respectful communication with parents/carers and other stakeholders
- Be supported to manage workload
- Access support services such as the Employee Wellbeing Support Service

Responsibilities

Staff have the responsibility to:

- Fairly, reasonably and consistently, implement the Student Wellbeing and Engagement policy
- Attend PLT and other meetings prepared with any pre-work completed (provided that at least 1 full school days notice was given)
- Arrive to work on time, noting that arrival is considered when you have entered the school grounds/buildings, and clock in/out when you arrive and leave
- Inform Daily Org by text or phone call before 7am (or as early as possible) of any absences and their team leader
- Be punctual by arriving to all duties on or before the times listed:
 - Morning doors open: 8:45am
 - Recess duty 1: 11am
 - Recess duty 2: 11:15am
 - Session 3 doors open: 11:30am
 - Lunch duty 1: 1:40pm
 - Lunch duty 2: 1:57pm
 - Session 5 doors open: 2:15pm
 - Gate duty: 3:15pm
 - After school meetings: 3:30pm (*note: if you are on an after school duty, please inform the meeting facilitator in advance*)
- Treat all students, staff and members of our community with dignity and respect
- Conduct themselves according to the agreed [Above and Below the Line](#) behaviours
- Provide feedback to any staff who is demonstrating Below the Line behaviours
- Address ongoing peer conduct concerns with the Principal
- Demonstrate the DE Values of responsiveness, integrity, impartiality, accountability, respect, leadership and human rights while at school and when conducting business that involves the school in any way
- Follow the Cranbourne Primary School instructional model for teaching and learning
- Follow the Curriculum Framework Policy (located on the school website) and all other school and relevant DE policies
- Immediately communicate matters related to Child Safety to a member of the Leadership Team who will support with calls to DFFH (or other agencies) as needed
 - Calls may be made on behalf of the reporting staff member by a member of the Wellbeing Team or Leadership Team
 - Where communication of these concerns is delayed, staff have the responsibility to complete a Mandatory Report themselves
- Display all required whole-school physical resources in the relevant spaces
- Make reasonable adjustments for students with disabilities
- Assist in monitoring absences of children, implementing all of the school absence procedures, whereby, after 2 consecutive days absent, regardless of whether or not the parent/carer has notified the school, the classroom teacher will make phone contact home and record this on Sentral
- Record all disclosures, significant communications, behavioural concerns etc. on Sentral in a timely manner
- Make referrals for students they are concerned about
- Build strong, positive working relationships with students and their families/carers
- Make regular communication with families
- Sign out via Sentral when leaving early or going offsite temporarily, then signing back in
- Be a positive role model through promotion of the school's values, motto and vision
- Ask questions that seek to understand, not blame
- Adhere to road safety requirements and laws when parking and driving around the school
- Ensure no child is left unsupervised

Furthermore, in accordance with AITSL, teachers, and PCOs have the responsibility to:

- Know students and how they learn
- Know the content and how to teach it
- Plan for and implement effective teaching and learning
- Create and maintain supportive and safe learning environments
- Assess, provide feedback and report on student learning
- Engage in professional learning
- Engage professionally with colleagues, parents/carers and the community

More information can be found at the [AITSL Standards](#).

Breaches to this policy will be taken seriously and investigated, where deemed appropriate by the Principal, Conduct and Integrity will be notified.

DEFINITIONS

Respectful behaviour and communication is defined as behaviour or communication that does not:

1. Cause physical or mental harm to others
2. Cause significant disruption to the school or its activities
3. Interfere with the wellbeing, safety or educational opportunities of students
4. Interference with the wellbeing, safety or educational opportunities of students
5. Disorderly, offensive, intimidating or threatening behaviour
6. Vexatious communications (communication that a reasonable person would consider unreasonable in the circumstances)

COMMUNICATION

This policy will be communicated to our school community in the following ways:

- Made available publicly on our school website
- Included in staff induction and handbook
- Made available in hard copy from school administration upon request

FURTHER INFORMATION AND RESOURCES

This policy should be read in conjunction with the following policies on the Department's Policy and Advisory Library (PAL):

- Student Engagement and Wellbeing
- Statement of Values
- Child Safe Policy
- Child Safe Code of Conduct
- Attendance Policy
- Curriculum Framework Policy

POLICY REVIEW AND APPROVAL

Policy last reviewed	November, 2025
Approved by	Principal
Next scheduled review date	Reviewed every 4 years Before November, 2029