



# FAMILY CONDUCT GUIDELINES (Code of Conduct)

*National Quality Standard 6: Collaborative partnerships with families and communities*

*National Quality Standard 7: Governance and Leadership*

The Family Conduct Guidelines works in conjunction with the Service's Grievance Policy, Enrolment Form, Parent Handbook, Code of Ethics and Child Wellbeing Arrangements. The Family Conduct Guidelines are in place to emphasise the commitment and ethical responsibilities each family adopt when enrolling at the Service.

## AIM

The aim of the Family Conduct Guidelines is to provide a clear pathway, supporting families and the Service in communicating and interpersonal skills. This includes acting as an advocate for individual children and discussing more complex and challenging issues that call for astute attention and respect.

It is anticipated that all stakeholders within the Service will adopt the following qualities during their interactions:

- Honesty
- Integrity
- Inclusivity
- Democracy
- Respect
- Confidentiality

## COMMUNICATION

It is expected that families will collaborate with their child's Educator/s, working together to support the child in their learning and development. Our Educators understand that families are busy and often eager to find ways to strengthen the connection between home and the Service. Effective communication builds understanding and trust, for Educators working with families building a positive partnership includes sharing knowledge and experiences to understand the child.

We appreciate when families share information with our Educators about the child. This may include, a restless night, something the child has disclosed, an activity or experience the child would like to do etc. This helps our Educators to support the child throughout the day.

Communication is vital within our Service, ensuring children's needs are being met. We ask that families nominate their preferred method of communication which will be amended as required, so we can do our best to be open and responsive. Families will also be added to our online portfolio portal, Educa, where we will upload information about your child and the centre. We appreciate feedback on posts and working collaboratively with families to set learning goals for children.



## MEETING WITH EDUCATORS OR MANAGEMENT

It is not always possible or effective to discuss issues 'on the spot'. Usually, the most communication between families and Educators occurs at child drop-off and pick-up times. This transition time typically is not conducive to meaningful exchanges; families can be rushed, Educators are understandably focused on children's transitions, and in the case of full-day programs, Educators who spend the largest amount of time with your child may not be available or not rostered on that day.

We encourage families to arrange a time away from the learning environment, where the Educator can give families their full attention and make decisions that have been given careful consideration. Please let our Educators know if you would like to arrange a meeting.

## RESPECTING OUR EDUCATORS

We request that all stakeholders involved with the Service are respected. This includes respect for our Educators, respect for the children and respect for the families.

If we work to share information, contribute ideas and together, reflect on practices we will have a network for your child that not only supports their time here at the Service, but will also see them thrive.

We all have a common goal: What's best for your child. With that in mind, this journey will be rewarding for all.

## Grievances

If there is an incident that has occurred that families are concerned with, we always want to hear and discuss the issue. We ask families to be mindful about discussing or talking about sensitive issues in front of others, including children.

Families are encouraged to document their concerns by completing a 'Complaints / Grievance Form' outlining the incident or concern.

## Confidentiality

Confidentiality is something we will not waiver on and expect the same from everyone involved, Educators and families alike. If you do have concerns regarding your child, please see your child's Educator to arrange a time to meet. The meeting will be in a private area within the Service. If issues are still unresolved, then contact our Centre Manager and reschedule a second meeting.



## Child Care Subsidy Obligation

We remind families that there are some issues that the Educators have no influence over. There are also some issues that the Service has no control over such as Child Care Subsidy, and timing of payments to the Service and your account.

When families enrol their child into the Service, it is the family responsibility to provide us with the required information to receive the Child Care Subsidy. This includes the correct Customer Reference Number (CRN) and date of birth of the child and parent/guardian the child is linked with.

To receive Child Care Subsidy (CCS) families are obligated to confirm the child's enrolment at the Service. This is the final step to complete the Child Care Subsidy. It is important for families to understand that until this step is complete, Child Care Subsidy entitlements will not be confirmed.

Families are required to advise if their circumstances have changed. This includes:

- Advising if the child begins primary or secondary school for the first time
- If families recognised activity details have changed
- The Families income has changed
- The Care arrangements have changed
- Personal circumstances have changes
- There has been a change of address
- If the family leaves Australia.

Families are advised that most changes can be made using the Centrelink online account through myGov. Families may incur a debt if they have not notified the change within 14 days.

## BREACH OF FAMILY CONDUCT GUIDELINES (CODE OF CONDUCT)

If parents or family members are consistently in breach of these guidelines and following an evaluation by the Nominated Supervisor and/or the Approved Provider, any related enrolment/s may be at risk of being terminated.