



Caulfield South Primary School

Respect for School Staff

Last updated: June 2022



Help for non-English speakers

If you need help to understand this policy, please contact the school on 9578 3718

PURPOSE

To ensure that members of our community understand Caulfield South Primary School's expectations for appropriate interactions with school staff.

POLICY

Staff at Caulfield South Primary School, including teachers, education support staff, office staff, the assistant principal/s and principal are committed to providing a supportive learning environment for all our students. Our staff take their work very seriously and feel privileged to be able to play an important role in each child's education.

All staff at Caulfield South Primary School have a right to a safe and supportive work environment.

Caulfield South Primary School expects that all parents/carers and visitors to our school behave in an appropriate and respectful manner to school staff at all times.

There will be a zero tolerance approach to any aggression, intimidation, threats or harassment of school staff, by any means (e.g. in person, by phone, by email, on social media etc). These behaviours may lead to exclusion from school grounds and school activities.

The principal may report aggressive, intimidating, threatening or otherwise inappropriate conduct to Victoria Police. The Department of Education and Training may also take legal or other appropriate action against community members or parents/carers who pose a threat to the safety and wellbeing of school staff.

Caulfield South Primary School expects all members of our community to act consistently with our *Statement of Values*. We are committed to ensuring that staff, parents/carers and students are able to work together in an appropriate and respectful way.

Evaluation and review

This policy will be reviewed as part of a 3-year cycle, or more regularly in response to community feedback and/or for compliance purposes. Policy review will include an evaluation of the effectiveness of the policy, community needs and desires, and other local contextual factors.

Ratified by School Council

June 2022

Next scheduled review

2025