

CODE OF CONDUCT

Parents and Students | Ref: A.0.2
Student Welfare | Community | Authorised by Board of Directors | NESAs B8.2

Document Owner Clinical Director	Version 2 — 2025	Authorised By Board of Directors	Review Date Annually
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PART A — POLICY

A1. Purpose and Policy Statement

Woodbury Autism Education and Research Limited (Woodbury) is committed to maintaining an inclusive, positive, and respectful environment where every student, family, and staff member feels safe and valued. This Code of Conduct sets out the standards of behaviour expected of all parents, carers, and students when engaging with Woodbury — including on school grounds, at school events, online, and in all communications with the school community.

By adhering to this Code of Conduct, parents, carers, and students contribute to a supportive, respectful environment where every child can learn and thrive. Woodbury is a specialist school for students with Autism Spectrum Disorder, and the wellbeing and safety of our students is the foundation of everything we do. The respectful partnership between Woodbury's staff and each student's family is essential to achieving the best outcomes for each child.

NESA
B8.2

Schools must have and implement policies and procedures for behaviour management. Codes of conduct form part of the evidence base for NESAs B8.2 compliance. (NESAs Registered and Accredited Individual Non-Government Schools Manual, February 2026)

A2. Scope

This Code of Conduct applies to:

- All parents and carers of students enrolled at Woodbury
- All students enrolled at Woodbury, in a manner appropriate to each student's age, development, and individual communication profile
- Any other family members, support persons, or visitors who attend Woodbury's school grounds or events

This Code applies across all settings, including:

- On school grounds at Buildings 11, 14, and 17, Baulkham Hills, during school hours
- At school events, excursions, incursions, and any Woodbury-organised activity
- In all written, verbal, or digital communications with Woodbury staff or the school community
- On social media or online platforms where Woodbury, its staff, or its students are discussed or referenced

A3. Our School Community

Woodbury is a specialist primary school for students with Autism Spectrum Disorder. All students at Woodbury have complex and individual communication, behavioural, and learning profiles. This shapes how our Code of Conduct is understood and applied:

Note: *Students at Woodbury may not always be able to communicate distress, discomfort, or boundary violations in the same way as neurotypical children. The responsibility for modelling appropriate behaviour, respectful communication, and the values in this Code rests with adults — parents, carers, and staff. How adults behave in and around the school directly affects the safety and learning environment of every child.*

A4. Roles and Responsibilities

Role	Responsibility
Board of Directors	Approves and oversees this Code as part of Woodbury’s governance framework; ensures alignment with NESAs B8.2 requirements and child-safe obligations
Clinical Director	Primary responsibility for implementing and reviewing this Code; receives reports of alleged breaches; determines the school’s response; communicates consequences to families
All Staff	Model the standards in this Code at all times; address breaches they observe or are made aware of; report concerns to the Clinical Director
Executive Administrator	Provides families with this Code at enrolment and on request; maintains records of formal breach responses; supports family communications
Parents and Carers	Read and understand this Code; model its expectations in all interactions with Woodbury; support their child to understand and meet expectations in a manner appropriate to the child’s developmental level
Students	Are supported by staff and families to understand and meet the expectations in this Code, in a manner appropriate to each student’s individual communication profile and ABA program

A5. Monitoring and Review

- This Code is reviewed annually by the Clinical Director and approved by the Board of Directors
- This Code is provided to all families at enrolment and is published on the Woodbury website
- The Clinical Director may update this Code at any time to reflect changes to the school’s operating environment, student population, or relevant legislation
- Serious or repeated breaches are documented and retained in accordance with Woodbury’s records management procedures

PART B — EXPECTATIONS FOR PARENTS AND CARERS

The following six standards apply to all parents and carers of Woodbury students in all interactions with the school community. These are the conditions under which a respectful and safe partnership between families and Woodbury can be maintained.

1 Respectful Communication and Behaviour

- Treat all Woodbury staff, students, families, and visitors with kindness, empathy, and respect at all times
- Communicate with staff and the school community courteously and constructively — in person, by phone, by email, and on social media
- Avoid language or actions that are aggressive, threatening, abusive, discriminatory, or disrespectful toward any member of the school community
- Refrain from discrimination on the grounds of disability, race, sex, sexual orientation, age, religion, or any other attribute
- Avoid making personal or disparaging comments about staff, students, or other families, including on social media or online platforms

2 Positive Engagement with the School

- Participate in Woodbury’s activities, events, and communications in a positive and supportive manner
- Cooperate with Woodbury’s staff, policies, and procedures, which are designed to deliver the best possible outcomes for students
- Attend scheduled IEP meetings, review meetings, and family communications as agreed
- Follow all directions from staff regarding student arrival, departure, and safety procedures including the Drop-Off and Pick-Up Policy
- Support the school’s ABA-based approach and the implementation of your child’s Individual Education Plan at home, where appropriate

3 Compliance with Woodbury’s Policies and Procedures

- Read and follow Woodbury’s policies and procedures, including those related to attendance, enrolment, fees, communications, and student welfare
- Comply with all NDIS-related obligations where applicable, including service agreements and funding arrangements
- Observe all Woodbury signage, supervision instructions, and directions from staff while on school grounds
- Refrain from accessing school buildings or classrooms without prior authorisation from a staff member
- Maintain student confidentiality — do not share information about other students or families obtained through your association with Woodbury

4 Constructive Conflict Resolution

- Address concerns, disagreements, or complaints through Woodbury’s formal Complaints Handling Policy and Procedure — not through direct confrontation with staff or other families
- Raise concerns in a timely, calm, and respectful manner by contacting the Clinical Director or Executive Administrator
- Refrain from engaging in, instigating, or encouraging verbal or physical disagreement, bullying, or harassment of any kind
- Refrain from approaches that bypass the school’s formal processes — including approaching individual staff members outside of school hours or through personal channels without authorisation
- Where a concern is not resolved at the school level, families may escalate to the relevant external authority (e.g. NESAs, ACNC, NDIS Commission) through the formal channels of those bodies

5 Responsibility and Accountability

- Take responsibility for your own behaviour and its effect on the school community
- Accept accountability for behaviour that violates this Code and demonstrate a genuine commitment to positive change
- Ensure that visitors or support persons accompanying you to Woodbury are also aware of and comply with this Code
- Notify the school promptly of any circumstances that may affect your child’s attendance, wellbeing, or safety

6 Privacy and Confidentiality

- Respect the privacy of all Woodbury students, families, and staff — do not photograph, record, or share images or information about other people’s children without explicit consent
- Do not share confidential information about Woodbury’s programs, students, or staff on social media, in community groups, or through any other channel
- Do not publish or post images of school activities or other students on social media, consistent with Woodbury’s Digital Devices and Online Services Policy and the Social Media Minimum Age Act 2024 (Cth, effective 10 December 2025) — all Woodbury students are under 16

- Handle all information about other students and families with discretion and respect

PART C — EXPECTATIONS FOR STUDENTS

At Woodbury, all students have Autism Spectrum Disorder and learn within an Applied Behaviour Analysis (ABA) framework. Student conduct expectations are not applied in a one-size-fits-all manner. Each student's Behaviour Intervention Plan (BIP) and Individual Education Plan (IEP) set out the specific, individualised expectations and support strategies that apply to that student, consistent with the principles below.

Note: Student behavioural expectations are embedded in each student's ABA program and IEP. The Positive Approach to Behaviour Supports Policy and the Discipline Policy set out how Woodbury responds to student behaviour of concern. This section is a values statement — not a disciplinary framework. Families are encouraged to discuss these principles with their child in a manner appropriate to the child's developmental level and communication profile.

Value	What This Looks Like at Woodbury
Safety	Students are supported to keep themselves and others safe — physically and emotionally — within the school environment. Safety is always the first priority.
Respect	Students are supported to interact with peers, staff, and visitors in ways that respect personal space, belongings, and communication boundaries, consistent with their individual ABA program.
Kindness	Students are encouraged to show kindness and positive social behaviour toward their peers, consistent with their social skills goals in their IEP.
Participation	Students are supported to engage with their learning program, daily routines, and school activities to the best of their individual ability.
Communication	Students are supported to use their preferred communication method to express needs, discomfort, and preferences, and to seek help when needed, consistent with their Functional Communication Training (FCT) goals.
Responsibility	Students are supported, at a level appropriate to their developmental stage, to understand that their actions affect others, and to develop skills in self-regulation and positive social behaviour.

PART D — BREACHES AND CONSEQUENCES

D1. What Constitutes a Breach

A breach of this Code occurs when a parent, carer, student, or visitor fails to meet the expectations set out in Parts B or C above. Breaches range from minor lapses in communication standards to serious conduct that affects the safety, wellbeing, or dignity of members of the school community.

Examples of serious breaches include, but are not limited to:

- Verbal abuse, threats, or intimidation directed at any staff member, student, or family
- Physical aggression or threatening behaviour on school grounds or at a school event
- Harassment or bullying of staff, students, or other families, including online
- Sharing or publishing images or information about students without consent
- Conduct that creates a child protection concern or puts a student at risk of harm
- Persistent, repeated, or escalating disrespectful conduct toward staff or the school community

D2. Reporting a Breach

Any staff member, parent, carer, or student who experiences or witnesses a breach of this Code should report it to the Clinical Director as soon as practicable. Reports can be made:

- Verbally — by speaking directly with the Clinical Director or a senior staff member on school grounds
- In writing — by email to the Clinical Director at the school's contact email address
- Through the Complaints Handling Policy and Procedure — where the concern relates to the school's response to a conduct matter

Note: Woodbury's students may not be able to report a breach of this Code independently due to their individual communication profiles. Staff are trained to recognise behavioural indicators that a student has experienced distress or harm, and will report concerns to the Clinical Director even where no verbal report has been made.

D3. Woodbury's Response to Breaches

The Clinical Director determines the appropriate response to a breach of this Code. The response is proportionate to the nature, seriousness, and frequency of the breach. Responses may include:

Nature of Breach	Possible Response
Minor or first-time	Informal discussion with the Clinical Director or senior staff member; reminder of the expectations in this Code; recording of the conversation for future reference
Moderate or repeated	Formal written notice from the Clinical Director; meeting with the family to address the conduct; written agreement about future conduct expectations; records retained on file
Serious or persistent pattern	Formal written notice; requirement to attend a meeting with the Clinical Director and, where appropriate, the Board Chair; conditions placed on access to the school; suspension of visiting or on-site access rights
Breach creating risk to student safety	Immediate protective action to ensure student safety; notification to the Board Chair; involvement of NSW Police, DCJ, or another relevant authority where required; consideration of whether the family's continued presence at the school is compatible with student safety
Extreme or irreversible	Restriction of access to school grounds; where the safety and wellbeing of students or staff cannot be assured, the Board may consider whether the student's enrolment can continue

Important: Woodbury's primary obligation is to the safety and wellbeing of its students. Where any conduct by a parent, carer, or visitor places a student at risk, Woodbury will take immediate protective action. This may include restricting access to school grounds, notifying relevant authorities, and in extreme cases, reviewing the student's enrolment arrangements.

PART E — RELATED POLICIES AND DOCUMENTS

This Code is read alongside, and must be implemented consistently with, the following Woodbury policies and documents:

Policy / Document	Relevance to This Code
Anti-Bullying Policy	Governs how Woodbury identifies and responds to bullying involving parents, carers, and students; this Code is referenced in the Anti-Bullying Policy as a related document
Attendance Policy	Parents and carers are expected to comply with Woodbury's attendance reporting and notification requirements

Policy / Document	Relevance to This Code
Child Protection Policy	Any breach of this Code that constitutes a child protection concern triggers mandatory reporting obligations under the Child Protection Policy
Code of Conduct Policy (Staff)	The parallel conduct standards that apply to all Woodbury staff; the EHS Staff Conduct Policy
Complaints Handling Policy	Families use this policy to raise concerns about the school’s response to a conduct matter, or to escalate unresolved complaints
Digital Devices and Online Services Policy	Governs the use of technology and online platforms in connection with the school; relevant to the privacy and social media expectations in Part B
Discipline Policy	Governs how Woodbury responds to student behaviour of concern, consistent with each student’s ABA program and PBS framework
Drop-Off and Pick-Up Policy	Governs the safe arrival and departure of students; parents and carers must comply with these procedures at all times
EEO, Anti-Bullying and Anti-Discrimination Policy	The policy governing discrimination and harassment in the staff community; relevant where Part B standards intersect with staff welfare
Educational Context	Provides context for understanding Woodbury’s ABA-based approach and the individualised nature of the school’s programs
Enrolment Policy	Conduct expectations form part of enrolment conditions; persistent serious breaches of this Code may affect enrolment
Grievance Policy and Procedure	Where a family member has a grievance about the conduct of another community member, the Grievance Policy provides a pathway for resolution
IEP and Parent Communication Policy	Sets out how Woodbury communicates with families about their child’s program; respectful engagement is expected from all parties
Positive Approach to Behaviour Supports Policy (PBS)	Governs Woodbury’s approach to student behaviour; families are encouraged to support the PBS approach and their child’s BIP at home where possible
Safeguarding and Incident Reporting Policy	Any incident involving a breach of this Code that affects student safety is recorded and managed as an incident under this policy

Version Control

Version	Date	Approved By	Summary of Changes
1.0	Prior	Board of Directors	Original Code of Conduct (Parents and Students) — A.0.2
2.0	2025	Board of Directors	Added: Part A policy framework (purpose, scope, ASD context, roles, monitoring); Part B — six numbered expectation cards for parents and carers; Part C — student conduct values table with ASD-specific framing; Part D — breaches and consequences table with five escalation levels; Part E — related policies table (15 policies updated to current suite naming). Privacy expectations updated for Social Media Minimum Age Act 2024.

This document is approved by the Board of Directors of Woodbury Autism Education and Research Limited and is provided to all families at enrolment