Prot. n 1571 del 30-10-2026 - Tit. B 05

GONZAGA CAMPUS
Scuola · International School Palermo · Polisportiva

Growing together



Parents' Code of Conduct

GONZAGA CAMPUS
PALERMO







A shared commitment to educational responsibility, built together through the synodal table method.



SCHOOL | FAMILY | COMMUNITY | FUTURE

Prot. n 1571 del 30-10-2026 - Tit. B 05

Parents' Code of Conduct for Gonzaga Campus Palermo

How This Code Was Developed

This Code of Conduct is the outcome of a process of consultation and dialogue organized by Campus Gonzaga Palermo with parents across the school community.

The process followed a synodal approach: parents worked in groups, each focusing on a key aspect of school life and facilitated by an adult member of the school community. The discussion guides encouraged open conversation, broad participation, and the sharing of practical experiences, concerns, and proposals.

This Code is not intended to be a punitive set of rules or a list of prohibitions, but rather a shared educational guide. Its purpose is to support parents in fulfilling their role responsibly, contributing to the school climate, their children's development, and the building of an educational community grounded in trust, respect, shared responsibility, and mutual care.

Participation

Parent participation in school life is a valuable resource when it arises from the recognition of the school as an institution and the value of choosing Campus Gonzaga's educational vision.

Taking part means being present at community events, supporting school initiatives, working together constructively, and contributing to the good of the whole community. It does not mean stepping into teachers' roles, becoming a child's "union representative", or turning every difficulty into an individual grievance.

Parental involvement should be appropriate to students' age and development. With older students in particular, too much adult involvement can prevent them from taking responsibility and hinder their independence. An involved parent knows when to be present without taking over, to guide without replacing, and to support without intruding.

It is essential to respect the different roles, offer constructive criticism, and maintain an attitude focused on improving things for everyone.

Inclusion

A school community is inclusive when everyone feels welcomed, respected, and valued for who they are. Its guiding principles are empathy, dialogue, and respect.

Parents commit to valuing personal, cultural, social, family, and religious differences, and to teaching their children to value character over appearance. Inclusion begins with language: adults have a responsibility to avoid judgements, labels, offensive nicknames, and comments about someone's physical appearance.

Parents should help their children welcome those who join later, those who are new, different, or more vulnerable. No one should feel they own the class, the group, or the school. A class does not belong to those who have been there the longest: it is a shared space in which every student should be able to participate with equal dignity.

An inclusive parent listens, fosters dialogue, encourages openness toward others, and does not feed into closed or exclusive cliques.

Kindness

Kindness is neither trivial nor a sign of weakness; it is an educational way of being. It shapes how we speak, correct, disagree, manage anger, and relate to one another.

Prot. n 1571 del 30-10-2026 - Tit. B 05

Parents are called to set an example for their children, especially in difficult moments. Young people notice how adults speak about the school, teachers, other parents, and other students. That is why it matters to avoid impulsive remarks, destructive criticism, bullying, and angry words spoken in front of children.

Kindness is closely linked to inclusion: a kind environment is one where everyone can feel respected. It also shows in saying “please”, “thank you”, and “I’m sorry” to all adults at the school: teachers, educational staff, office staff, support staff, and service personnel.

Respect and gratitude are not formalities but practical lessons that teach children the value of others.

Class Group Chats

Class group chats can be useful when used with balance, respect, and a sense of responsibility. They can support practical communication, the organisation of school activities, and coordination between families, especially in preschool and primary school.

However, a chat group must not become a place for arguments, personal venting, frustration, a digital playground, or attacks on the school’s credibility. It is not the place to deal with problems involving teachers, comment on individual students, judge other parents, or publicly shame anyone.

Concerns should be raised through the appropriate channels: parent representatives, coordinators, teachers, or school leadership. A class chat cannot replace formal dialogue or become a permanent court of judgement.

The moderator or parent representative should play a balanced role: not someone who points fingers or is tasked with silencing others, but someone who can foster order, respect, and appropriate use of the tool. Private or non-school matters are best handled in private channels, so as not to overwhelm the group.

In upper secondary school, the different academic pathways and communication channels also need to be taken into account. They make class chats a limited tool that should be used with particular care.

School–Family Partnership

The relationship between school and family is built on a serious commitment to working together in education. The school and parents have distinct roles but share the same goal: the holistic development of students.

Trust in the school does not mean giving up on dialogue; rather, it means recognizing the value of the chosen educational vision and the professional role of the teachers. Any concern or difficulty must be addressed with transparency, respect, and through the appropriate channels.

In the relationship between school and family, respect for differences must be actively nurtured; respect for others should never be taken for granted. Every family brings different sensibilities, histories, cultures, and needs. Dialogue must therefore be thoughtful and serious, and never shaped by judgements or prejudice.

Parents commit to not setting family and school against each other in front of their children, not undermining the school’s educational authority, and working together to strengthen the educational partnership. The school should be experienced as a safe community where students can grow and thrive.

Digital Education

Digital education concerns the responsible use of smartphones, social media, video games, artificial intelligence, online platforms, and technology. The key is leading by example.

Children learn by imitation: they watch how their parents use their phones, respond to messages, comment online, check information, and handle digital conflicts. Adult role modelling is the first form of learning.

Prot. n 1571 del 30-10-2026 - Tit. B 05

Young people should be supported to become responsible upstanders in the digital world and in everyday life, able to recognise risks, respect rules, verify information, and avoid posting or sharing offensive content.

Parents commit to finding the right balance between protection and empowerment: supervision alone is not enough; children need guidance. It is important to spend time together without devices, make space for regular conversations, and explain why rules matter so children can make them their own.

Solidarity

Solidarity means recognising that we have a responsibility, including when others are involved. To act in solidarity is to choose not to look away and to respond to others with attention, care, and engagement.

Key principles include attentiveness to others, empathy, active listening, and guidance. Solidarity is not just a feeling but something we do: noticing those who are falling behind, supporting anyone going through difficulty, promoting the common good, and contributing to a positive community atmosphere.

Parents commit to listening with care and authenticity, setting an example, and turning empathy into action. Reciprocity should be the foundation of relationships: no one should feel alone, excluded, or invisible.

Solidarity calls for discretion, respect for privacy, and the ability to help without intruding.

Respect for the Law and Shared Rules

In a school context, legality means applying and respecting rules as a condition of living together. It is more than formal compliance; it is part of everyday civic education.

Key principles are respect, inclusion, and clear rules. The Campus community includes international families and people with diverse cultures and experiences. This makes it especially important for rules to be clear, shared, and respected both at school and at home.

Parents teach respect for the law when they help their children respect rules, schedules, shared spaces, people, and roles. Consistency between home and school is essential: adults cannot ask young people to respect the school's educational authority if they undermine it in front of them.

Any disagreement with teachers or the school should be expressed through the proper channels, without discrediting a teacher in front of the children. Acknowledging mistakes, apologising, respecting others, and accepting limits and responsibilities are practical ways to teach respect for the law and shared rules.