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CODE OF CONDUCT PROCEDURAL GUIDELINES - STAFF

PREFACE

Peter Moyes Anglican Community School is committed to providing a child-safe environment which safe guards all students and is committed to promoting practices which provides for the safety, wellbeing and welfare of our children and young people. Peter Moyes Anglican Community School expects all School community members including staff, students, parents, volunteers, visitors and contractors to share this commitment.

School staff are in a unique position of responsibility and authority and must make every effort to make sure that our school provides a child safe environment. Teachers in particular are of primary importance when it comes to detecting abuse and preventing abuse from occurring.

INTRODUCTION

Staff acknowledge the inherent vulnerability of the students in their care, and recognise that the safety and wellbeing of students depends upon the vigilance and diligence of all adults. Staff have a duty of care to students during School hours and at all other times when a staff/student relationship exists. Duty of care falls under the area of common law that is established by the courts on the basis of precedent. The practice of duty of care requires that staff must take reasonable care to avoid acts or omissions, which they can reasonably foresee would be likely to result in harm or injury to the student, and take steps to prevent such harm. All interactions therefore should be transparent and meet the principles of the Code of Conduct.

Staff are expected to behave in a manner which promotes the safeguarding role of the School, which is in accord with School expectations, professional expectations and best practice of the teaching profession, as well as the expected norms of our community. Staff must be fully aware that their actions will be subject to appropriate scrutiny by other staff and by the community and must be prepared to give an account of their behaviours to leadership, when requested.

These guidelines do not give detailed professional advice on specific behaviour, rather they are intended to provide staff and community members with guidance as to the expected behaviours of all staff, visitors, volunteers and contractors engaged by the School.

The Code places an obligation on all employees to take responsibility for their own conduct and to work with colleagues cooperatively to achieve a consultative and collaborative workplace where all members of the School community are safe and people are happy and proud to work. Any conduct, which might be construed by a reasonable person as inappropriate, should be avoided. When considering their actions, staff are required to consider the following:

- (a) How might this interaction be perceived by others?
- (b) Am I treating this student differently from others?

- (c) Can I achieve the same outcome through a different interaction?
- (d) Would I do this or say this if a colleague were present?
- (e) Would I condone my conduct if I observed it in another adult?
- (f) What guidance would my employer give me in this situation?

The Code will assist in ensuring the School is a safe environment for all and reduce the risk that staff will be unjustly accused of unprofessional or abusive conduct.

A member of staff who is unsure about appropriate boundaries in a particular circumstance must consult as early as possible with their line manager to discuss any possible breaches. Any breach must be brought to the attention of the Executive Team immediately. Breaches of the Code may result in disciplinary action.

DEFINITIONS

Child under the Children and Community Services Act (2004) means a person who is under the age of 18 years. In the absence of positive evidence as to age, a child is a person who appears to be under 18 years of age.

Child Abuse means all incidents of physical, sexual and emotional abuse and neglect as covered by Western Australian law.

Child Protection means the development and effective implementation of policies, procedures, practices and strategies for the prevention and deterrence of grooming and child abuse.

Code of Conduct promotes positive work practices and establishes expectations for professional and personal boundaries concerning appropriate and inappropriate behaviour in relation to staff, students, parents, visitors and volunteers. It provides guidelines about behaviour, relationships, attitudes and responsibilities and outlines the process that will be followed if there is a breach of the Code.

Confidentiality means a duty created from the employment or other type of relationship to keep information, personal or otherwise, confidential and not to disclose or use that information for any other purpose unless authorised to do so or authorised to do so by law.

Critical Incident means circumstances that pose a critical risk to the health, safety or wellbeing of one or more students or staff that occurs at the School, or through a related School based activity or circumstance.

Duty of Care refers to the duty imposed by law on all School staff to reasonably foresee risks of harm in the context of School activities and to take reasonable steps to prevent such harm. The Principal holds the ultimate duty of care and this cannot be delegated to third parties.

Executive Team refers to the leadership team of the School including the Principal, Business Manager, Chaplain, Associate and Deputy Associate Principals.

Grooming means actions deliberately undertaken with the aim of befriending and establishing an emotional connection with a student, to lower their inhibitions in preparation for engaging in sexual activity with the child.

Induction means the preliminary introduction to the obligations, expectations and responsibilities of staff to comply with all School policies and procedures.

Mandatory Reporting means the legal obligation of all teachers to report, when a belief is formed, (in the course of their work) that a student was the subject of sexual abuse or is the subject of ongoing sexual abuse. Children and Community Services Act, 2004 (WA)

Members of the School Community refers to all students, parents, staff, volunteers and visitors.

Parent means parent, guardians or carers.

Principal means the individual appointed by the Anglican Schools Commission (ASC) to be Principal of the School.

Privacy means a person's right derived from The Privacy Act (1988) to the protection of their personal information.

School Council refers to the elected members of the governing body of the School led by the Chair of Council and under the direction of the ASC.

Staff refers to all employees of the School including permanent staff, temporary staff, peripatetic, relief staff and practicum teachers.

Student refers to all students, including children and young people enrolled at Peter Moyes Anglican Community School (the School).

Visitor refers to a person who is not a parent or volunteer that is temporarily visiting the School on official business and includes ASC officials, government officials, contractors, consultants or members of the wider community.

Volunteer refers to any person, including a parent, who undertakes official activities on behalf of the School without remuneration or reward.

WHAT IS EXPECTED OF A STAFF MEMBER AS AN EMPLOYEE?

As an employee, staff are expected to be familiar with the School's policies and procedures, be aware of how to access them for checking purposes and be able and willing to comply with the School's policies and procedures. Many of these are available online; others may be available to you through induction, training and development programs.

If you are uncertain about the scope or content of a policy with which you must comply, or any legal obligations to which you are subject, you should seek clarification from your line manager or the Principal.

You should also be familiar with the legislation under which you are employed as this may specify requirements with which you need to comply.

As a School employee, you are expected to:

- (a) conduct yourself, both personally and professionally, in a manner that upholds the ethos and reputation of the School;
- (b) comply with the School's policies and procedures;
- (c) comply with lawful directions;

- (d) behave respectfully, ethically and responsibly in dealing with your colleagues, students, parents and members of the public;
- (e) perform your duties to the best of your ability and be accountable for your performance;
- (f) follow reasonable instructions given by your line manager or his/her delegate;
- (g) work collaboratively with your colleagues;
- (h) carry out your duties in a professional, competent and conscientious manner, while seeking suitable opportunities to improve your knowledge and skills, including through participation in relevant professional development;
- (i) dress in a professional manner that is appropriate for your role;
- (j) act honestly and in good faith in fulfilling your duties.

If you are responsible for engaging or managing external consultants, contractors or volunteers, it is your responsibility to make them aware of the School's expectations of conduct consistent with the school's Code of Conduct during the period of their engagement. They should be told that any conduct that is not consistent with the Code may result in the engagement of a contractor, consultant or volunteer being terminated.

HOW TO COMPLY

Inform the Principal if you are charged with or convicted of a serious offence. You must also inform the Principal if you become the subject of a Violence Restraining Order.

1. If you become aware of a serious crime committed by another staff member, you are required to report it to the Principal, who may be required to inform the Police and/or the Department of Child Protection and/or the Teacher Registration Board WA.
2. Report any concerns that you may have about the safety, welfare and wellbeing of a child or young person.
3. Report any concerns you may have about the inappropriate actions of any other employee, contractor or volunteer that involves children or young people.
4. If you become aware that an employee, contractor or volunteer has been charged with or convicted of an offence (including a finding of guilt without the court proceeding to a conviction) you must report any knowledge to the Principal. (If the prohibited behaviour is by the Principal then it should be reported to the Chair of Council.)
5. If you become the subject of allegations of 'reportable conduct' whether or not they relate to your employment in the School you must report this information to the Principal or Chair of Council.
6. Staff should make themselves familiar with the procedure for handling allegations against staff and students. It is expected that staff who form a belief that the boundaries or Code of Conduct have been breached will inform the Principal or Chair of Council.
7. Teachers, and some other employees, have mandatory reporting obligations under the Children and Community Services Act 2004 (WA) where they have reasonable grounds to suspect a child is at risk of sexual harm and have current concerns about the wellbeing of the child. You should refer to the School's Child Safe Policy and Mandatory Reporting Policy for further information about these obligations.

8. Sexual abuse that occurred before 1 January 2009 is not a mandatory report but must be reported to the Principal or Chair of School Council.
9. In cases where a former student, or the parent or guardian of a former student, makes an allegation about child sexual abuse at the school occurring before 2009, the Department for Child Protection and Family Support is to be informed immediately.

The Code should be read in conjunction with other relevant School Policies.

WHAT HAPPENS IF I BREACH THE CODE OF CONDUCT?

As a School employee, you hold a position of trust and are accountable for your actions.

All alleged breaches of the Staff Code of Conduct will be subject to scrutiny and, if substantiated, staff may be warned, suspended or have their employment terminated. If the breach is considered to be grooming, the School is obliged to report this to the Teachers' Registration Board (where a teacher is involved) and the Department of Education as a critical incident. Any potentially illegal activity will be reported to the Police and appropriate actions will be taken by the Executive Team.

1. The consequences of inappropriate behaviour and breaches of this Code will depend on the nature of the breach.
2. Employees are required to report all objectively observable behaviour that is not permitted by the Code, other than those subject to mandatory reporting obligations, to the Principal or the Chair of Council.
3. Factors the School may consider when deciding what action to take may include:
 - (a) the seriousness of the breach;
 - (b) the likelihood of the breach occurring again;
 - (c) whether the employee has committed the breach more than once;
 - (d) the risk the breach poses to employees, students or any others; and whether the
 - (e) breach would be serious enough to warrant formal disciplinary action.
4. Actions that may be taken by the School in respect of a breach of the Code include management or remedial action, training or disciplinary action ranging from a warning to termination of employment and reporting of the matter, if suspected to be grooming, to the Director General of the Department of Education, as a critical incident. In the case of a teacher, the matter would also be reported to the Teacher Registration Board WA. The School reserves the right to determine in its entirety the response to any breach of this Code.

STATEMENTS OF CONDUCT

As members of the School Community who take on a duty of care for students:

1. We act safely and competently.
2. We prioritise student safety and wellbeing in all our behaviour and decision making.
3. We abide by all laws, agreements, policies and standards (ie. Child Protection).
4. We respect the dignity, culture, values and beliefs of all members of the School community.
5. We provide opportunities for students to have a voice in their education, safety and wellbeing.
6. We treat personal information about all members of the School community as private and confidential.

7. We use electronic communication and social networking sites appropriately.
8. We provide impartial, honest and accurate information about the education, safety and wellbeing of students.
9. We support all members of the School community in making informed decisions about students.
10. We promote and preserve the trust and privilege inherent in your relationship with all members of the School community.
11. We act professionally, reflectively and ethically at all times, in accordance with the Christian Purpose of the Anglican Schools Commission.
12. We act in accordance with Anglican values as defined in the Code of Ethical Conduct.

Conduct Statement 1 – We act safely and competently

As a school employee, you have a duty of care to students in your charge to take all reasonable steps to protect them from risks of harm that can be reasonably predicted. For example, preventative measures should be taken against risks from known hazards and from foreseeable risk situations. The standard of care that is required, such as the degree of supervision, needs to be commensurate with the students' maturity and ability.

Duty of care to students applies during all activities and functions conducted or arranged by the School. The risks associated with any activity need to be assessed and managed before the activity is undertaken.

The duty encompasses a wide range of matters, including (but not limited to):

- (a) the provision of adequate supervision
- (b) ensuring grounds, premises and equipment are safe for students' use
- (c) implementing strategies to prevent bullying from occurring in the School, and
- (d) providing medical assistance (if competent to do so), or seeking assistance from a medically trained person to aid a student who is injured or becomes sick at school.

You also have a responsibility under occupational safety and health legislation to take care of your own health and safety at work. It is also your responsibility to ensure that your activities do not place your own safety at risk and that of your co-workers, students or other persons that you may come into contact with at work. Considerations of safety relates to both physical and psychological wellbeing of individuals.

How to Comply

1. You do not expose students or anyone else at your workplace to any risk or hazard.
2. You ensure awareness of the School's evacuation and/or lock down procedures.
3. You do not leave students unsupervised either within or outside of class. You should be punctual to class and allocated supervision.
4. You remain with students at after school activities until all students have been collected. In the event that a student is not collected you should remain with the student until collected, or seek advice from your supervisor.

5. You arrive punctually to Duty and actively supervise your designated area, being vigilant and constantly moving around.
6. You watch for indicators of bullying or any other form of discriminatory behaviour, and report incidents to the appropriate staff member.
7. You attend to ill or injured students. You should seek additional assistance if required.
8. You do not store or administer medication to students unless their use complies with the School policy.

Use of alcohol drugs or tobacco

You are responsible for ensuring your capacity to perform your duties is not impaired by the use of alcohol or drugs and that the use of such substances does not put at risk you or any other person's health and safety.

How to Comply

General

1. You must not attend work under the influence of alcohol, illegal drugs or non-prescribed and/or restricted substances.
2. Do not consume alcohol, illegal drugs or non-prescribed and/or restricted substances whilst you have a duty of care to students;
3. You must notify your line manager if you are aware that your work performance or conduct could be adversely affected as a result of the effect of a prescribed drug;
4. You take action to resolve any alcohol or other drug-related problems that you have; and
5. You consult with your line manager or Principal if you are concerned about working with other employees who may be affected by drugs or alcohol.

Drugs

1. You must not have illegal drugs in your possession while at work. Any illegal drugs found on School property or in the possession of any person on School property may result in disciplinary action including the termination of employment, referral to the Police and, in the case of a member of the teaching staff, a report to the Teacher Registration Board WA;
2. You must not give students or other employees illegal drugs or restricted substances, or encourage or condone their use; and
3. You must not supply or administer prescription or non-prescription drugs to students unless authorised to do so.

Alcohol

1. You must not take alcohol to School or consume it during school hours or at any School function at any time students are present, including those events conducted outside School premises unless expressly permitted to do so by the Principal. A School function is any occasion organised by the School and/or in the School's name, including dances, farewells, excursions, sporting fixtures and fundraising events.
2. You must not purchase alcohol for, or give alcohol to, any student (or to any other person under the age of 18 years); and
3. You must not encourage or condone the use of alcohol by students during educational activities.

Tobacco

1. You must not smoke or permit smoking in any buildings, enclosed area or on School grounds.
2. You must not smoke whilst at any School function even if it is not on the School campus. This includes, amongst all other activities, camps, tours and excursions.
3. You must not purchase tobacco or tobacco products for any student, or give them tobacco or tobacco products.

You should ensure that you are aware of all relevant School Policies.

Conduct Statement 2 – We prioritise student safety and wellbeing in all our behaviour and decision making

Children and young people are entitled to live in a caring and nurturing environment and protected from harm. The empowerment of children and young people is essential in creating a culture of safety. The views of children and young people on all matters affecting them should be given serious consideration and taken into account. A child safe and friendly organisation values children, understands safety doesn't just happen and balances a safety focus with positive interactions and environments that contribute to the healthy development of children.

How to Comply

1. You, together with all adults within the School, have individual and joint responsibility for the safety and wellbeing of students.
2. The safety and wellbeing of students are the primary focus of your actions and decisions.
3. You regularly invite students to participate in decision making about their education and wellbeing and offer them constructive feedback on their ideas and opinions.
4. You communicate respectfully in a way that the student and those supporting their education can understand.
5. You ensure that the voice of a student is heard as appropriate, taking into account age and circumstances, and you treat those expressions with respect and care.
6. You seek out relevant information pertaining to the safety and wellbeing of students.
7. Any information about students is collected by staff on behalf of the Principal and for the benefit of the student. All information must be disclosed, and accessible, in order to support the education, safety and wellbeing of the student.
8. You encourage students to inform you or the Principal of any concerns they have about their own or other students' education, safety or wellbeing. You follow up those concerns and keep students informed of how they are resolved.

Conduct Statement 3 – We abide by all laws, agreements, policies and standards

All adults are bound by local, state and federal laws and must abide by them at all times. In addition, staff employed by the School must adhere to their Job Description and Contract of Employment. As an employee, you should be familiar with the School's policies and procedures, know where you can access them for checking purposes and be able and willing to comply with the School's policies and procedures. For example:

Copyright and intellectual property

When creating material you need to ensure the intellectual property rights of others are not infringed and information is recorded about any third party copyright/other rights included in materials.

If you develop material that relates to your employment with the School, the copyright in that material will belong to the School. This may apply even if the material was developed in your own time or at home.

How to Comply

1. Advice relating to sharing or licensing the School's intellectual property should be sought from the Principal.
2. You do not give away or assign the School's intellectual property without the approval of the Principal.
3. You should not use the School's intellectual property (including copyright) for private purposes without obtaining written permission from the Principal.

Identifying and managing conflicts of interest

Private interests can, or have the potential to, influence a person's capacity to perform their duties and in turn compromise their integrity and that of the School.

A conflict of interest can involve:

- (a) pecuniary interests i.e. financial gain or loss or other material benefits;
- (b) non-pecuniary interests i.e. favours, personal relationships and associations.

Conflict of interest also include:

- (a) the interests of members of your immediate family or relatives (where these interests are known);
- (b) the interests of your own business partners or associates, or those of your workplace; or
- (c) the interests of your friends.

How to Comply

1. As a school employee, you must not act in conflict with the School's best interests.
2. When faced with a situation in which conflict of interests may be present, you should report any potential or real conflict to your line manager or the Principal.
3. You should also report situations where a colleague who has an identified conflict is, or may be perceived as, unduly influencing your decision.

You should ensure that you are aware of all relevant School Policies.

Conduct Statement 4 – We respect the dignity, culture, values and beliefs of all members of the School community

Staff should understand their responsibilities to safeguard and promote the welfare of students and other staff.

The School expects employees to treat each other with respect and courtesy. Our daily interaction with others reflects on the School's reputation. Therefore, all employees are expected to be approachable, respectful, courteous and prompt in dealing with other people, including students, parents, other employees and members of the community.

Employees who work with students have a special responsibility in presenting themselves as appropriate role models for those students. Modelling effective leadership and respect in your interactions with students can have a profoundly positive influence on a student's personal and social development.

How to Comply

1. You model effective leadership and respect in your interactions with students.
2. You continually monitor and reflect on your own practice, in order to model appropriate behaviour and to follow the guidance in the Code.
3. You do not use rude or insulting behaviour, including verbal and non-verbal aggression. Abusive, threatening, intimidating or derogatory language and physical abuse or intimidation towards other employees, contractors, students and parents is unacceptable. You must not use information and communication technologies, such as email, mobile phones, text or instant messaging, blogs, social media sites and other websites to engage in this type of behaviour.
4. You must not engage in unlawful discrimination against, harassment of, or bullying towards a fellow employee, contractor, volunteer, student or parent/guardian. Unlawful harassment or discrimination may constitute an offence under the Equal Opportunity Act 1984 or federal industrial or discrimination legislation. Bullying may be a breach of your obligations under work health and safety legislation or your duty of care at common law.
5. If you believe you are being unlawfully harassed or discriminated against or bullied:
 - (a) where you feel comfortable ask the person to stop, or make it clear that you find the behaviour offensive or unwelcome. It may be useful to speak with your line manager in the first instance to seek guidance on how to do this; and/or;
 - (b) raise the issue as a grievance in accordance with the School's policies as soon as possible after the incident(s) have occurred.

You should ensure that you are aware of all relevant School Policies.

Conduct Statement 5 – We provide opportunities for students to have a voice in their education, safety and wellbeing

Need a statement here

How to Comply

1. You recognise that while you and all adults have responsibility for the safety and wellbeing of students, students have opinions and ideas about their education and wellbeing.
2. You allow age-appropriate opportunities and forums for students to reflect on and express their opinions and ideas and you treat those expressions with respect and care.
3. You regularly invite students to participate in decision making about their education and wellbeing and offer them constructive feedback on their ideas and opinions.
4. You encourage students to inform you or the Principal of any concerns they have about their own or other students' education, safety or wellbeing. You follow up those concerns and keep students informed of how they are resolved.

Conduct Statement 6 – We treat personal information about all members of the School community as private and confidential

You should be mindful of confidentiality when in discussions with others. You cannot always give a guarantee of confidentiality especially if the matter under discussion is related to mandatory reporting. You should maintain the confidentiality of School information (refer Confidential Information below) and should be aware that there are strong legal requirements around the collection, release and privacy of information.

Before asking for information or disclosing information staff need to assure themselves that they are acting in a legal manner. If unsure you should discuss the matter with your line manager.

How to Comply

Communication

1. You should not disclose personal information about another staff member to other staff, students or parents or discuss their work performance, except if authorised by the Principal in the context of grievance resolution.
2. All matters discussed in staff meetings and staff memos are to be treated confidentially and not discussed with other staff, students, members of the School community, or the public.
3. The media should not be given access to students or allowed entry to the School without the express permission of the Principal. You should not make any comments to the media about the School, students or parents without the express permission of the Principal.

Confidential Information

1. As a School employee, you must only use confidential information for the work-related purpose it was intended.
2. Unless authorised to do so by legislation, you must not disclose or use any confidential information without the express permission of the Principal.
3. You must make sure that confidential information, in any form, cannot be accessed by unauthorised people.

Privacy

1. You should only provide sensitive and personal information to people who are authorised to have access to it.
2. You should always exercise caution and sound judgment in discussing the personal information of students, parents, staff and other people with other school employees. Normally information should be limited to those who need to know in order to conduct their duties, or to those who can assist in carrying out the School's work because of their expertise.
3. From February 22 February 2018, the School is legally required to report the loss, unauthorised access to, or disclosure, of personal information resulting in serious harm, to any individuals to whom the information relates and the Office of the Australian Information Commissioner. In accordance with this requirement you are required to notify your line manager and/or the Principal in relation to any such loss, access or disclosure, including School information that may be contained on school or personal devices. For more information please refer to the 'Notification of data breaches' section of the School's Privacy Policy).

You should ensure that you are aware of all relevant School Policies.

Conduct Statement 7 – We use electronic communication and social networking sites appropriately

The School provides electronic communication facilities for its students and employees for educational or administrative purposes. It monitors and views data stored or transmitted using the School's facilities. By its nature, electronic communication is a fast and informal way of communicating. However, once a document or image has been sent there is no way to recall it and it exists forever.

How to Comply

1. You must comply with the relevant School Policies. This includes:
 - (a) exercising good judgment when using electronic mail, following the principles of ethical behaviour;
 - (b) using appropriate and professional language in electronic mail messages;
 - (c) being aware that if an issue addressed in an email becomes the subject of a legal dispute, then those emails would be discoverable: that is, the court and all parties to the dispute would be entitled to see them;
 - (d) not sending messages that are harassing, discriminatory, defamatory, threatening, abusive or obscene;
 - (e) not inviting students into your personal social networking site or accepting an invitation to theirs, unless you are a parent/relative of the student or the student has not been enrolled at the School for at least 12 months;
 - (f) not using social networking sites to email or contact students;
 - (g) remembering transmission, storage, promotion or display of offensive, defamatory, or harassing material is strictly forbidden; and
 - (h) reporting any situations where you become aware of the inappropriate use of electronic communication and social networking sites.

2. You must never use the School's networks to view, upload, download or circulate any of the following materials:
 - (a) sexually related or pornographic messages or material;
 - (b) violent or hate-related messages or material;
 - (c) racist or other offensive messages aimed at a particular group or individual;
 - (d) malicious, libellous or slanderous messages or material; or
 - (e) subversive or other messages or material related to illegal activities.

You should ensure that you are aware of all relevant School Policies.

Conduct Statement 8 – We provide impartial, honest and accurate information about the education, safety and wellbeing of students

All employees have a responsibility:

- a) to create and securely maintain full, accurate and honest records of their activities, decisions and other business transactions, and
- b) to capture or store records in the School's record systems.

How to Comply

1. You must not destroy or remove records without appropriate authority.
2. Line Managers have a responsibility to ensure that the employees reporting to them comply with their records management obligations.
3. Employees responsible for assessing and recording marks for students' work must do so accurately, fairly and in a manner that is consistent with relevant policy and the requirements of the School and legal time limit of keeping student records.
4. You must maintain the confidentiality of all official information and documents which are not publicly available or which have not been published.

You should ensure that you are aware of all relevant School Policies.

Conduct Statement 9 – We support all members of the School community in making informed decisions about students

The ability to enjoy relationships and work together is very important. Children need to enjoy being in school, they need to love their school and the interactions that take place there. We must respect the rights of all parents and the important role they play in their child's education.

How to Comply

1. You recognise that parents are the first educators of their children and equal partners in the education of students.
2. You actively share information about students with their parents and the Principal so that they may make informed decisions. You listen to everyone with courtesy and respect.
3. You use language with appropriate style, tone and level in your written or verbal communication.
4. You engage with all parents equally and fairly, regardless of their relationship status, mindful that, in the absence of court orders to the contrary, each parent has equal and joint parental responsibility for their child. You do not allow your opinion about the behaviour of parents to prevent you from engaging openly and honestly with each of them about their child's education.
5. You inform parents about the education and wellbeing of their child on the assumption that it is in the student's best interests to do so, regardless of the parent's level of engagement with you or the child.
6. You promote positive relationships between students and their parents, family members, and those significant to the student, regardless of any breakdown in these relationships.
7. You do not use the behaviour of either parent as a reason for denying them or their child access to information or support from the School that are in the best interests of the student.

You should ensure that you are aware of all relevant School Policies.

Conduct Statement 10 – We promote and preserve the trust and privilege inherent in our relationships with all members of the School community

Staff are privileged to teach the students in their care; it is essential that the trust and privilege given to us is upheld. It is important to recognise that an inherent power imbalance exists in a teacher's relationship with students, which can lead to vulnerability and exploitation. Positive use of power involves acting or influencing others in ways that show respect for themselves and for others. Abuse of power occurs when people do not respect the rights of others or themselves.

How to Comply

1. You preserve the trust inherent in your relationship with students and with their parents.
2. You actively preserve the dignity of all people through practised kindness and by recognising the potential vulnerability and powerlessness of each student and their family.
3. You establish a sense of trust to protect the physical, psychological, emotional, social and cultural wellbeing of each student.
4. You maintain appropriate boundaries with students and to actively support other adults to do likewise, including bringing to their attention any failure to do so.
5. You may have personal or recreational relationships outside your school role with students' families and friends, or with other school staff. In cases of overlap or conflict between your dual relationships, you act with the primary intent of the safety and wellbeing of the student.
6. You do not engage in any behaviour with a student that a reasonable person could interpret as creating an opportunity to engage in emotional, physical or sexual intimacy with a student.
7. You recognise that the power imbalance between you and students means that the onus is on you to avoid any ambiguity or misunderstanding by a student or third party about your intent in your behaviour towards them.
8. You understand that the power imbalance between you and students may continue to influence students' choices beyond the date when they cease to be students at your school. You must therefore not engage in emotional, physical or sexual intimacy with a former student within two years of them ceasing enrolment at your school.
9. You do not knowingly mislead parents or make misrepresenting statements to them, or withhold information relevant to their ability to make informed decisions about their children unless required by law.

You should ensure that you are aware of all relevant School Policies.

Conduct Statement 11 – We act professionally, reflectively and ethically at all times, in accordance with the values of the Christian Purpose of the Anglican Schools Commission

“Anglican schools take seriously the needs of the whole person, that is, their spiritual, physical, intellectual, social, emotional, aesthetic and moral needs. Such a stance reflects a Christian view of the nature of people and the need to affirm the particular gifts and abilities of each person.”

As a professional teacher, it is expected you will provide quality teaching appropriate for your students, recognising the diversity of learners in your care and making every effort to help all students equally so they have every chance of succeeding.

Good teaching also means you will work closely with your colleagues and the carers of your students and respond appropriately and promptly to any concerns they have.

How to Comply

1. You differentiate your lessons to cater for all learners and show no favouritism, bias or prejudice in your dealing with your students.
2. You make all effort to facilitate the provision of ancillary support to a student, as is determined by their needs, to enable their equitable access to educational programs. Examples of ancillary support include extension programs for gifted and talented students; assistive technologies, counselling.
3. You maintain a safe classroom environment.
4. As a professional you will look for and take advantage of every learning opportunity that is appropriate to your role.
5. You treat all members of the School community with respect.
6. You have high expectations of all of your students.
7. It is expected that you will regularly review School policies and make every effort to comply with them.
8. You maintain regular communication with your students' parents.
9. You work cooperatively with your colleagues and share ideas and experiences in a collegiate manner.
10. You engage reflectively and ethically to ensure that you consciously put student safety and wellbeing at the forefront of your behaviour and decisions.
11. You develop and maintain appropriate and best practice advice, support and care for each student and their family.
12. You evaluate your conduct and competency according to this Code, the terms of your relationship with the School, and school policies.
13. You contribute to continuous improvement by supporting opportunities to record, assess and learn from incidents involving student safety and wellbeing.
14. You advise the Principal of any reduction in your capacity to act in the best interests of the safety and wellbeing of students due to health, social or other factors, while you seek ways of addressing the deficiency.
15. You take care of the safety and wellbeing of all members of the school community so that you all may fully contribute and cooperate in providing for the safety and wellbeing of students.

You should ensure that you are aware of all relevant School Policies.

Maintain professional relationships between employees and students

Teachers need to treat students with courtesy and respect and provide an environment that encourages students to do the same.

As a school employee, you are expected to always behave in ways that promote the safety, welfare and wellbeing of children and young people. You must actively seek to prevent harm to children and young people, and to support those who have been harmed.

While not all employees are required to manage and supervise students, it is important for all employees to understand and observe the [School's child protection policies](#).

The detection and prevention of grooming behaviour is a vital consequence of complying with this principle.

How to Comply

Supervision of students

1. You should not be alone in an enclosed space with a student, unless there is an unavoidable situation e.g. a lockdown procedure. Where you have the responsibility of a single student you should ensure that this is in an open space in view of others. Where this is not possible or practical it should be discussed with your line manager and/or the Principal.
2. You should not drive a student in your car unless you have specific permission from your line manager and/or the Principal and written permission from the parent to do so. In the event of an emergency you should exercise discretion, but then report the matter to your line manager.
3. If you wish to conduct a private conversation with a student you should consider the time and venue carefully to avoid placing yourself in a vulnerable situation. The door should remain open. You should not locate yourself between the student and the door.

Physical contact with students

1. You must not impose any form of corporal or demeaning punishment on a student in the course of your professional duties. Refer to the relevant policies.
2. When physical contact with a student is a necessary part of the teaching/learning experience you must exercise caution to ensure that the contact is appropriate and acceptable. You should seek reassurance from the student before making contact or asking for a volunteer if necessary to demonstrate a particular activity.
3. Attention to the toileting needs of any children should be done with caution. It may be appropriate to have the door open. For students with a disability the management of toileting needs should be included in the student's individual management plan.
4. You must always seek a student's permission for physical contact. A handshake, high-five, pat on the shoulder or brief hug may be acceptable as long as the student is comfortable with this action. Kissing students is never acceptable.
5. Assessing a student who is injured or ill may necessitate touching the student. You must always advise the student of what you intend doing and, if they are conscious, seek their consent.
6. Sometimes in ensuring duty of care you may be required to restrain a student from harming him or herself or others using reasonable force. Any such strategy must be in keeping with the

School's behaviour management practices or individual documented plans. You should report and document any such incidents.

Relationships with students

1. You must not have a romantic or sexual relationship with a student. It is irrelevant whether the relationship is homosexual or heterosexual, consensual or non-consensual or condoned by parents or caregivers. You are reminded of:
 - (a) the law prohibiting sexual relations with a person under the age of consent (16 years); and
 - (b) the law prohibiting sexual relations between a teacher and his or her student under the age of 18 years.
2. You must not develop a relationship with any student that is, or that can be interpreted as, being a personal, rather than a professional, interest. An overly familiar relationship with any student (including any adult student) that you are responsible for teaching, tutoring, advising, assessing, or for whom you provide pastoral or welfare support, raises serious questions of potential grooming behaviour, conflict of interest, trust, confidence, dependency, and of equality of treatment. Such relationships may also have a negative impact on the teaching and learning environment for other students and colleagues, and may carry a serious reputational risk for the School.
3. If you consider that a student is being overly familiar, seeking to establish a personal relationship with you or has developed an infatuation with you, you should report your concerns to your line manager and/or the Principal as soon as possible so that a plan can be developed to manage the situation effectively and sensitively.
4. You must, at all times when speaking with students, take care to use appropriate language. You must always treat students with respect and without favouritism. There is no place for sarcasm, derogatory remarks, inappropriate familiarity or offensive comments.
5. You may, as part of your pastoral care role, engage in discussions with students. This is entirely appropriate. However, you must be cautious about making personal comments about a student or asking questions that probe your own or a student's sexuality or relationships. You must not hold conversations with a student of an intimately personal nature where you disclose information about yourself.
6. You must not:
 - (a) invite students to your home
 - (b) visit students at their home without parental presence; or
 - (c) attend parties or socialise with students, unless you have the permission of the Principal and the child's parents or caregiver.
7. You must not engage in tutoring or coaching students from the School without the permission of the Principal.
8. You must not invite students to join your personal electronic social networking site or accept students' invitations to join their social networking site.
9. You must not give gifts to students. You should also carefully consider your position before accepting any gift from a student or a parent.
10. Wherever practical, you should avoid teaching or being involved in educational decisions involving family members or close friends. Where it is not practical to avoid such situations completely, another member of staff should make any significant decisions relating to the student's assessments and have those endorsed by a more senior member of staff.
11. You should be aware of, and sensitive to, children with culturally diverse or indigenous backgrounds and cultural practices that may influence the interpretation of your behaviour.

You must be aware of, and comply with, all relevant School Policies.

Declaring gifts, benefits or bribes

As an employee, you may be offered a gift or benefit as an act of gratitude. There are some circumstances when to refuse a gift would be perceived as rude, insulting or hurtful. You are expected to exercise sound judgement when deciding whether to accept a gift or benefit. If you are in any doubt regarding the intention of substantial value of a gift, you must speak with a member of the Executive Team.

Accepting gifts and other benefits has the potential to compromise your position by creating a sense of obligation and undermining your impartiality. It may also affect the reputation of the School and its staff. You must not create the impression that any person or organisation is influencing the School or the decisions or actions of any of its employees.

How to Comply

1. If you are offered a bribe (i.e. anything given in order to persuade you to act improperly), you must refuse it, explain why it is not appropriate, and immediately report the matter to the Principal.
2. If you are offered a gift or benefit, you should always consider the value and purpose of a gift or benefit before making any decision about accepting it. A gift that is more than of a nominal value (approx. \$75) must not become personal property. You should either politely refuse it or advise the contributor that you will accept it on behalf of the School.
3. When a gift is accepted, you must advise the Principal. She/he will determine how it should be treated and make a record of its receipt. Depending on the nature and value of the gift, it may be appropriate to record the gift as a donation or other such record established for that purpose.
4. Sometimes employees might, in the course of their work, win a prize of significant monetary value e.g. a computer, from another organisation. Prizes are usually considered the property of the School. If you win a prize you must advise your line manager or the Principal who will determine how the prize should be treated and recorded.

You should ensure that you are aware of all relevant School Policies.

Conduct Statement 12 – Act in accordance with the Anglican values as defined in the Code of Ethical Conduct.

Anglican schools endeavour to help students reach their potential. As an Anglican school, we take seriously the needs of the whole person; their spiritual, physical, intellectual, social, emotional, aesthetic and moral needs. Such a stance reflects a Christian view of the nature of people and the need to affirm the particular gifts and abilities of each person.

In our school the spiritual and moral dimensions of education find a significant place in the curriculum. Our students are encouraged to explore Christian faith, and practice and develop a value system for their own lives which gives expression to such faith and practice.

The core values of the Anglican Schools Commission are Faith, Excellence, Justice, Respect, Integrity and Diversity.

The Christian Purpose of the Anglican Schools Commission are:

- Aim for excellence and the development of the whole person
- Provide a thoughtful and balanced education
- Value all students by being inclusive and open
- Positively affirm all that is wholesome in human life
- Maintain continuity with the past, but thoughtfully respond to innovation in education
- Provide pastoral care of all students, especially those with special needs
- Provide Anglican Christian studies and promote Anglican Christian values
- Provide stability and reliability in leadership and teaching staff

How to Comply

1. You support and promote the Christian Purpose of the Anglican Schools Commission in all their professional duties.
2. You should act respectfully, and model participation at all Anglican Schools Commission events such e.g Christian Purposes Day.
3. You pursue high standards in all things.
4. You demonstrate fairness, compassion and conviction.
5. You advocate for all students regardless of any disadvantage.
6. You respect self, others and our world.
7. You act with honesty and openness.
8. You promote social inclusion and celebrate difference.
9. You actively support Chapel services and other Christian celebrations.
10. You model Christian values and beliefs.
11. You aim for excellence and the development of the whole person
12. You provide a thoughtful and balanced education
13. You value all students by being inclusive and open
14. You positively affirm all that is wholesome in human life
15. You maintain continuity with the past, but thoughtfully respond to innovation in education
16. You provide pastoral care of all students, especially those with special needs

You should ensure that you are aware of all relevant School Policies.

Appendix 1 - Grooming

Understanding Grooming Behaviour

Grooming in a child protection context refers to deliberate actions undertaken to engage in sexual activity with a child. It differs from sexual abuse in that it is primarily a preparatory activity occurring before abuse occurs, but is continued during and after the abuse to ensure the safety of the groomer.

Grooming is a subtle, gradual, and escalating process of building trust with a child and those around the child, both children and adults, with the express purpose of the sexual gratification of the perpetrator, this generally involves engaging in sexual activity with the child. It is deliberate and purposeful and occurs both before and after the abuse. Abusers may groom children and supporting adults for weeks, months, or even years before any sexual abuse actually takes place. The grooming may occur in person, via cyber media and/or other forms of communication.

A committed offender will employ grooming behaviour from an early stage and because it is so subtle and gradual the child may not even be aware that the actual abuse when it occurs, is wrong or harmful. The grooming occurs with the child but also with those supporting networks around the child which might normally act as a deterrent or protective element. The perpetrator will invest significant energy and patience to minimise the risk of detection and exposure.

The groomer will employ manipulation, guilt, shame, bribery, coercion or exploit low self-esteem to psychologically manipulate the child. As a result the child becomes increasingly dependent on the groomer and increasingly alienated from protective elements including possible sources to disclose to. This is a deliberate strategy employed to maintain the secrecy of the abuse and to ensure the silence of the child.

The groomer will exploit any vulnerabilities of the protective elements around the child, including parent and family circumstances and school systemic weaknesses. Groomers are very adept at identifying anomalies, boundary ambiguities and any lack of systemic awareness, and then using them to deflect attention from their own actions and intentions.

While distinguishing between appropriate intent and inappropriate intent is often difficult, particularly for a child, it is essential that schools have very clear expectations and boundaries around employee behaviours so that there can be rigorous accountability when dealing with staff.

Schools must work to improve their knowledge and understanding in this area so they are able to challenge existing practice, recognise unprofessional behaviour and build a shared understanding of what a safe school is.

Grooming behaviour with children may include, but is not limited to:

- Selecting and befriending a child and gaining his or her trust and then exploiting the child's vulnerabilities.
- Testing a child's boundaries through telling inappropriate jokes, roughhousing, backrubs, tickling, or sexual games.
- Moving from non-sexual touching to "accidental" sexual touching. This typically happens during play so the child may not even identify it as purposeful, inappropriate touching. It is often done slowly so the child is gradually desensitised to the touch.
- Manipulating the child to not tell anyone about what is happening. The abuser may use a child's fear, embarrassment, or guilt about what has happened. Sometimes, the abuser uses bribery, threats, or coercion.

- Causing the child to feel responsible for the abuse. Children may not notice or may become confused as the contact becomes increasingly intimate and sexual.

Grooming behaviour with adolescents may include additional strategies, such as:

- Identifying with the adolescent. The abuser may appear to be the only one who understands him/her.
- Displaying common interests in sports, music, movies, video games, television shows, etc.
- Recognising and filling the adolescent's need for affection and attention.
- Giving gifts or special privileges to the adolescent.
- Allowing or encouraging the adolescent to break rules (e.g., smoking, drinking, using drugs, viewing pornography).
- Communicating with the adolescent outside of the person's role (e.g., teacher, or coach). This could include, for example, texting or emailing the teen without the parents' knowledge.

In addition to grooming the child, the groomer will use deflection strategies to remain unchallenged. Some of these strategies may include where the perpetrator:

- promotes self and creates a reputation as caring, child-loving, competent, available, trustworthy, truthful
- raises doubts about the motives, mental health, reliability of the child or anyone else who might approach support services with allegations
- fosters dependency as someone the family can rely on
- positively represents child to others so as to be perceived as someone who would never harm the child

Preventing or interrupting the grooming process:

Schools unfortunately provide a vast array of opportunities for groomers to enact the grooming process. Some abusers have a particular preference for children within particular age bands and some studies have shown that groomers will take child focussed employment primarily to get access to a particular cohort of children.

Within a school context, holding all staff members accountable to the school Code of Conduct and challenging boundary crossings and violations is one of the most effective strategies to combating grooming behaviour.

Appendix 2 – Code of Ethical Conduct

Ethical conduct at Peter Moyes Anglican Community School requires you to develop your relationships in a manner that are based on Anglican Christian values. The core values of the Anglican Schools Commission are Faith, Excellence, Justice, Respect, Integrity and Diversity. You are mindful that your decisions and behaviour are opportunities for students and others to see Anglican (Christian) values in action and how faith integrates with life.

You acknowledge that as a member of an Anglican School community, your conduct reflects on the Anglican Schools Commission and the Anglican Church, and therefore you must strive to uphold the letter and spirit of the Code of Ethical Conduct.

You are called upon by the Code of Ethical Conduct to act in a manner that is:

- Based on Christian ethics
- Professional
- Timely and contextually appropriate

The **Code of Ethical Conduct** requires you to take an ethical approach based on the living out of the Anglican values of:

- Faith – living and teaching Gospel values and Anglican traditions
- Excellence – pursuing high standards in all things
- Justice – demonstrating fairness, compassion and conviction; advocating for the educationally disadvantaged
- Respect – respecting self, others and our world
- Integrity – acting with honesty and openness
- Diversity – promoting social inclusion and celebrating difference

These values are expressed in the following three areas:

RELATIONSHIPS

Fostering positive relationships which flow from being:

- Welcoming and open
- Honest and loyal, trusting and trustworthy
- Willing to share knowledge, skills, resources and insights

CONFIDENTIALITY

Committing to appropriate confidentiality based on:

- Respect for others
- Professionalism

ACCOUNTABILITY

Committing to appropriate accountability based on:

- The acceptance of responsibility for any action or initiative at a personal and professional level