



This Code of Conduct is intended to be made available to the School's staff at the commencement of their employment and it is to be available and/or provided to staff during the course of their employment or involvement with the School. The Code forms comprehensive directions to these employees or other workers as to the expected standard of behaviour. This Code is intended to apply to all employees and contractors and volunteers in their work with the School.

### Preface

The aim of this Code is to outline the standards of behaviour expected of all employees of the School.

This Code does not attempt to provide a detailed and exhaustive list of what to do in every aspect of your work. Instead, it sets out general expectations of the standards of behaviour required.

If a certain behavior or activity is not specifically prohibited by the School, it does not follow that it is ethical or will not lead to disciplinary action by the School or TRBWA, or indeed to criminal prosecution.

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 people are happy and proud to work.

## Who has to comply with the Code of Conduct?

By accepting employment with the School, you must be aware of and comply with this Code. Therefore, you must:

- 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. act ethically and responsibly; and
- d. be accountable for your actions and decisions.

For teachers, this document must be read in conjunction with the TRBWA's [Teacher-Student Professional Boundaries – A Resource for WA teachers](#).

### Contractors and volunteers

School supervisors are to ensure contractors, consultants and volunteers working with the School are aware and adhere to the expected standard of behavior set out in this Code.

Conduct that is not consistent with the conduct set out in this Code may result in the engagement of a contractor, consultant or volunteer being terminated.

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# General

This Code is not intended to be contractual in nature and does not impose any contractual obligations on the School. The School reserves the right at its sole discretion to vary or cancel this Code at any time.

Nothing in this Code should be taken to limit the circumstances in respect of which the School may take disciplinary action in respect of an employee.

You are encouraged to seek advice from your line manager or the Principal if you have any doubts about the appropriateness of your proposed conduct or another teacher's conduct.

## 1. What is expected of you as an employee?

1.1 As an employee, you should be aware of the School's policies and procedures, particularly those that apply to your work. Many of these are available online; others may be made available to you through orientation and professional development programs.

1.2 If you are uncertain about the scope or content of a policy with which you must comply, you should seek clarification from your line manager, Head of Department, Head of the Preparatory School or member of Executive.

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

1.4 As a School employee, you are expected to:

- a. perform your duties to the best of your ability and be accountable for your performance;
- b. follow reasonable instructions given by your line manager or their delegate;
- c. comply with lawful directions;
- d. 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;
- e. act honestly and in good faith in fulfilling your duties;
- f. be courteous and responsive in dealing with your colleagues, students, parents and members of the public;
- g. work collaboratively with your colleagues and to be regularly available during your 'Duties Other Than Teaching (DOTT)' time to your colleagues so such collaboration may occur; and
- h. ensure that your conduct, whether during or outside working hours, is consistent with the ethos of the School and does not damage the reputation of the School.

## 2. What happens if I breach the Code of Conduct?

2.1 The consequences of misconduct and serious misconduct and 'breaches' of this Code will depend on the nature of the breach.

2.2 Employees should report possible breaches by colleagues to their line manager or the Principal. If the possible breach is by their line manager then it should be reported to the Principal.

2.3 Factors the School may consider when deciding what action to take in response to the breach may include:

- a. the nature of the breach;

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- b. the seriousness of the breach, including possible risk to others;
- c. the likelihood of the breach occurring again; and
- d. whether the employee has committed the breach more than once.

2.4 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. The School reserves the right to determine in its entirety the response to any breach of this Code.

### 3. Required reporting

3.1 All employees are required to inform the Principal if they or someone in their immediate family are charged with or convicted of a serious offence that may have an impact on your ability to conduct your work. You must also inform the Principal if you become the subject of a Violence Restraining Order.

3.2 If, through your employment with the School, you become aware of a serious crime committed by another person connected to the School or another employee that may compromise the School in any way you are required to report it to the Principal.

3.3 As a School employee, you must report to the Principal:

- a. any concerns that you may have about the safety, welfare and well being of a child or young person. If you are completing a mandatory report, you must report this to the Principal. The Principal will initiate a critical incident process, but is required to maintain strict confidentiality;
- b. any concerns you may have about misconduct of any other employee, contractor or volunteer that involves children or young people;
- c. any concerns you may have about any other employee, contractor or volunteer engaging in 'conduct not permitted by the Code' (See 6.13) or any allegation of 'conduct not permitted by the Code' that has been made to you (see 3.5 below); and
- d. 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) involving 'conduct not permitted by the Code'; and
- e. if you become the subject of allegations of 'conduct not permitted by the Code' whether or not they relate to your employment in the School.

You should refer to the School's [Child Protection Policy](#) for further information about these obligations.

3.4 In the event the prohibited behaviour is by the Principal, you should direct your concerns to the Chair of Council.

3.5 Please note that teachers and some other staff have mandatory reporting obligations under the Children and Community Services Act 2004 (WA). They are required by law to make a mandatory report of child sexual abuse when a belief, based on reasonable grounds, is formed that sexual abuse is occurring or has occurred. This applies to staff working in a paid or unpaid capacity as a teacher, school nurse and/or boarding supervisor. If a belief of child sexual abuse is formed when not working in your role as a teacher, nurse or boarding staff, there is no legal requirement for you to report. However, it is strongly recommended that a report be made to the Department of Child Protection and Family Support voluntarily.

Non-mandatory reporters have an obligation to report any concerns that involve the safety of children and young people to the Principal.

In cases where a former student (still under the age of 18), or the parent or guardian of a former student, makes an

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allegation about child sexual abuse at the school occurring before 2009, the Department of Communities – Child Protection Service is to be informed immediately. An allegation involving a former student who is now aged 18 or over is reportable to the Police. In either case, the Principal must submit a critical incident report to the Director General, Department of Education and may also be required to notify the Teacher Registration Board of Western Australia.

You should refer to the School's [Child Protection Policy](#) for further information about these obligations.

## 4. Grooming

4.1 Child grooming has been described in a paper released by the Australian Institute of Criminology as follows:

*Child grooming, a premeditated behaviour intended to secure the trust and cooperation of children prior to engaging in sexual conduct, is a process that commences with sexual predators choosing a location or target area likely to be attractive to children. A process of grooming then commences during which offenders take a particular interest in their child victim to make them feel special with the intention of gaining their trust. As trust is developed between the child victim and the offender, offenders then seek to desensitise child victims to sexual conduct by introducing asexual element into the relationship.*

4.2 You must maintain professional boundaries and refrain from conduct which may be identified as grooming.

4.3 You should be able to identify unacceptable conduct in others and feel confident to report it to appropriate authorities if you observe it.

4.4 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:

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- 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
- raise 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 the 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 focused 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.

## 5. Respect for people

5.1 Employees who work in schools 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.

5.2 Similarly, it is important for you to treat your colleagues, other employees, contractors, students and parents with respect. 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 as outlined in the School's [Communication policy](#), [Social Networking Acceptable Use policy](#) and [ICT acceptable use policy \(staff\)](#).

5.3 You must not discriminate against, or harass for any unlawful reason, or bully for any reason any employee, contractor, student or parent. Unlawful harassment or discrimination may constitute an offence under the Equal Opportunity Act 1984 or federal discrimination legislation. Bullying may be a breach of your obligations under work health and safety legislation or your duty of care at common law.

5.4 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 or Department Head 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 [Grievance Resolution Policy](#) as soon as possible after the incident(s) have occurred.

5.5 The School takes reports of unlawful discrimination and harassment or bullying seriously and will consider action it considers appropriate if such conduct is found to have occurred including disciplining or dismissing offenders. Many incidents can be addressed effectively if reported early.

5.6 If you lie about or exaggerate a complaint, the School will view this as a very serious matter, and you may be disciplined or dismissed.

## 6. Duty of care and work health and safety

### Duty of care

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

6.2 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.

6.3 You should ensure that you are aware of the School's [Duty of Care](#), [School Tours and Excursions](#) and [Sport policies and guidelines](#).

6.4 You should avoid at all times on excursions, school trips and tours sharing a room with students. Should this be necessary due to extenuating circumstances you should alert either the Head of Senior School or Preparatory School as soon as possible. In circumstances where this is known in advance, parents should be notified.

## Occupational Health and Safety

6.5 You also have a responsibility under occupational health and safety 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 at risk the health and safety of your co-workers, students or other persons that you may come into contact with at work.

6.6 Considerations of safety relate to both physical and psychological wellbeing of individuals.

6.7 You should ensure that you are aware of the School's [Occupational Safety & Health & Policy](#).

## Supervision of students

6.8 You should take all reasonable steps to ensure that no student is exposed to any unnecessary risk.

6.9 You should be familiar with and comply with the School's evacuation procedures.

6.10 You should be punctual to class and allocated supervision.

6.11 Prior to leaving any after School activity you should be assured that all students have been collected. Boys from Pre-Kindergarten to Year 9 must be supervised until collection. Boys from Year 10 to Year 12 may be left unsupervised however you must confirm collection arrangements with parents.

6.12 Playground supervision is an integral part of the responsibility of staff. It must take precedence over other activities. It is unacceptable to be late. You should actively supervise your designated area, being vigilant and constantly moving around.

6.13 You should be alert to bullying or any other form of discriminatory behaviour, and report incidents to the appropriate staff member. Additional detail about student bullying is set out in the [Supporting Positive Relationships Policy](#).

6.14 Ill or injured students should be attended to by the supervising staff member. Should additional assistance be required you should contact the School Health Centre.

6.15 You should ensure that you understand and comply with the School's Health Centre guidelines in regard to the storage and administration of prescribed medication.

## 7. Professional boundaries

Professional boundaries are invisible structures imposed by legal, ethical and professional bodies that determine the limits of a relationship between the Christ Church Grammar School staff member, the student and family. Professional boundaries are demonstrated in the following ways:

- Clearly established limits that allow for safe connections between staff members and students;
- A clear understanding of the limits and responsibilities of the teacher's role; and
- Being friendly, not friends

Professional boundaries protect the space between the staff member's power and the child's vulnerability.

7.1 You must act professionally at all times in your relationship with students in and outside the school setting.

7.2 The teacher-student relationship is not equal. You, as a teacher, are in a unique position of trust, care, authority and influence with their students which means there is always an inherent imbalance between teachers and students. Professional boundaries are breached when you, as a teacher, misuses the power imbalance in such a way that the student's welfare is compromised. You must take responsibility for establishing and maintaining professional boundaries with students.

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7.3 You must not develop a relationship with any student that is, or that can be interpreted as, having a personal rather than a professional interest in a student. 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 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.

7.4 You must ensure you consider the following professional boundaries when dealing with students:

- a. Emotional boundaries;
- b. Relationship boundaries;
- c. Power boundaries;
- d. Communication boundaries; and
- e. Physical boundaries.

7.5 You should use only appropriate authority and power in dealings with students.

7.6 You should treat students fairly, without treating any students as 'favourites'.

7.7 You must be vigilant to ensure you do not view or treat students as your peers or friends.

7.8 You should avoid situations where you are alone in an enclosed space with a student. Where you are left with 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, Head of Department and/or the Principal.

7.9 You should refrain from driving a student in your car unless you have specific permission from the parent to do so. Should the parent not be available then you should seek permission from your line manager. In the event of an emergency you should exercise discretion but then report the matter to your line manager.

7.10 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. It is preferable to leave the door open. You should not locate yourself between the student and the door.

7.11 You should keep good records of meeting with students, including the reasons for the meetings and records of which senior staff member authorized them or were made aware of them.

7.12 You should not meet up with a student in a coffee shop or other social settings, without a valid context and without appropriate school/parent permissions in advance.

7.13 You must avoid situations that could be regarded as private or personal between you and student.

7.14 You must engage in conduct with students that meets the needs of the student and not your needs.

7.15 If a student intentionally or unintentionally cross boundaries with you, you must respond quickly but respectfully by removing yourself or the student from the inappropriate contact, or ending an inappropriate conversation. You should then report the contact, whether intentional or not, with your line manager.

### **Physical contact with students**

7.15 You must not impose physical punishment or any form of corporal punishment on a student in the course of your professional duties.

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- 7.16 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 provide reassurance for the student by asking for a volunteer if necessary to demonstrate a particular activity.
- 7.17 Attention to the toileting needs of young 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.
- 7.18 If you need to have physical contact with a student, especially younger students, such contact must be authorized by senior staff either specifically, or be consistent with general rules. You should record unavoidable contact which falls outside the school's code of conduct and rules, and report it to parents and your line manager at the earliest opportunity.
- 7.19 When congratulating a student, a handshake, pat on the shoulder or brief hug are acceptable as long as the student is comfortable with this action. Kissing of students is not acceptable.
- 7.20 You must not engage in any act or conduct directed towards a student, of a romantic or sexual nature. This includes obscene language or gestures of a sexual nature, suggestive remarks or actions or jokes, or humour of a sexual nature.
- 7.21 Assessing a student who is injured or ill may necessitate touching the student. Always advise the student of what you intend doing and, if they are conscious, seek their consent.
- 7.22 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 student management plan. You should report and document any such incidents to your line manager.
- 7.23 You are explicitly forbidden to use of any any form of **child abuse, corporal punishment** or other **degrading punishment**. See below for definitions of these terms.

### Definitions

#### Child abuse:

Four forms of child abuse are covered by WA law:

- (a) Physical abuse when a child is severely and/or persistently hurt or injured by an adult or a child's caregiver.
- (b) Sexual abuse, in relation to a child, includes sexual behaviour in circumstances where:
  - (i) the child is the subject of bribery, coercion, a threat, exploitation or violence;
  - (ii) the child has less power than another person involved in the behaviour; or
  - (iii) there is a significant disparity in the developmental function or maturity of the child and another person involved in the behaviour.
- (c) Emotional abuse includes:
  - (i) psychological abuse; and
  - (ii) being exposed to an act of family and domestic violence.
- (d) Neglect includes failure by a child's parents to provide, arrange or allow the provision of:
  - (i) adequate care for the child; or
  - (ii) effective medical, therapeutic or remedial treatment for the child.

### **Corporal punishment:**

Any punishment in which physical force is used and intended to cause some degree of pain or discomfort, however light; typically involving hitting the child with the hand or with an implement; can also include, for example, forcing the child to stay in an uncomfortable position. It does not include the use of reasonable physical restraint to protect the child or others from harm: *from UN Committee on the Rights of the Child, General Comment No.8 (2006), paragraphs 11 and 15: CRC/C/GC/8, 2 March 2007.*

### **Degrading punishment:**

Any punishment which is incompatible with respect for human dignity, including corporal punishment and non-physical punishment which belittles, humiliates, denigrates, scapegoats, threatens, scares or ridicules the child (*from UN Committee on the Rights of the Child, General Comment No 8 (2006), paragraphs 11 and 16: CRC/C/GC/8, 2 March 2007.*)

## **Relationships with students**

7.24 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:

### **Child protection**

7.25 You must be aware of and comply with the [School's Child Protection Policy](#).

7.26 For further information about 'conduct not permitted by the Code' see the [School's Child Protection Policy](#).

7.27 The requirements outlined in Section 7 in relation to Supervision, Physical Contact and Relationships with Students set professional boundaries in relation to your behaviour. They make clear what behaviour is unacceptable and could amount to conduct not permitted by the Code.

## **8. Appropriate use of electronic communication and social networking sites**

8.1 You must comply with the School's policies that include:

- a. [ICT Acceptable Use Policy](#)
- b. [Communication Policy](#)
- c. [Social Networking Acceptable Use Policy](#)

8.2 You must use employer-authorized means of communicating with students, including authorized IT systems, not personal email or private messages on websites.

8.3 You must not use social media to interact with a student without a valid educational context and appropriate safeguards.

## **9. Use of alcohol, drugs or tobacco**

9.1 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.

9.2 As a School employee, you must:

- a. not attend work under the influence of alcohol, illegal drugs or non-prescribed and/or restricted substances;
- b. not consume alcohol, illegal drugs or non-prescribed and/or restricted substances in the course of your work;

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- c. notify your supervisor if you are aware that your work performance or conduct could be adversely affected as a result of the effect of a prescribed drug;
- d. take action to resolve any alcohol or other drug-related problems that you have; and
- e. consult with your supervisor or Principal if you are concerned about working with other employees who may be affected by drugs or alcohol.

## Drugs

9.3 As a School employee, you must not:

- a. 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 your employment and referral to the police;
- b. give students or other employees illegal drugs or restricted substances, or encourage or condone their use; and
- c. supply or administer prescription or non-prescription drugs to students unless authorised to do so.

## Alcohol

9.4 You must not take alcohol to School or consume it during School hours or at any School function at any time School students are present, including those events conducted outside School premises unless 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 fund raising events.

9.5 You must not:

- a. purchase alcohol for, or give alcohol to, any School student (or to any other person under the age of 18 years); and
- b. encourage or condone the use of alcohol by students of any age during educational activities.

## Smoking

9.6 You must not smoke or permit smoking in any School buildings, enclosed area or on School grounds. This includes all buildings, gardens, sports fields, cars and car parks.

9.7 You must not purchase tobacco or tobacco products for any School student, or give them tobacco or tobacco products.

## 10. Identifying and Managing Conflicts of Interest

10.1 As a School employee, you must not act in conflict with the School's best interests or policies (e.g Tutoring Policy). A conflict of interests 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.
- c. It may not only be about your own interests. It may include:
- d. the interests of members of your immediate family or relatives (where these interests are known);

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- e. the interests of your own business partners or associates, or those of your workplace; or
- f. the interests of your friends.

10.2 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, Head of Department or the Principal.

10.3 You should also report situations where a superior or colleague who has an identified conflict is, or may be perceived as, unduly influencing your decision.

## 11. Declaring Gifts, Benefits or Bribes

11.1 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.

11.2 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.

11.3 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 nominal value of \$150 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.

11.4 When such a gift is accepted, you must advise the Principal. 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 in the asset register as a donation or other such record established for that purpose.

11.5 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 supervisor or the Principal who will determine how the prize should be treated and recorded.

## 12. Communication and Protecting Confidential Information

### Communication

12.1 You are required to comply with the School's [Communication Policy](#).

12.2 You should be mindful of confidentiality when in discussions with parents. You cannot provide a guarantee of confidentiality if the matter under discussion requires mandatory reporting.

12.3 You should not disclose personal information about another employee to students or parents or another employee nor discuss their work performance, except if authorised by the Principal in the context of grievance resolution.

12.4 All matters discussed in staff meetings and staff memos are to be treated confidentially and not discussed with students, members of the School community, or the public.

12.5 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

12.6 As a School employee, you must only use confidential information for the work-related purpose it was intended.

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12.7 Unless authorised to do so by legislation, you must not disclose or use any confidential information without the express permission of the Principal.

12.8 You must make sure that confidential information, in any form, cannot be accessed by unauthorised people.

## Privacy

12.9 Sensitive and personal information should only be provided to people, either within or outside the School, who are authorised to have access to it.

12.10 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.

## 13. Record Keeping

13.1 All employees have a responsibility:

- a. to create and 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.

13.2 You must not destroy or remove records without appropriate authority.

13.3 Line managers have a responsibility to ensure that the employees reporting to them comply with their records management obligations.

13.4 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.

13.5 Employees must maintain the confidentiality of all official information and documents which are not publicly available or which have not been published.

## 14. Copyright and Intellectual Property

14.1 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.

14.2 Advice relating to sharing or licensing the School's intellectual property should be sought from the Principal.

14.3 The School cannot give away or assign its intellectual property without the approval of the Principal.

14.4 If you develop material whilst performing the duties for which you are employed 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.

14.5 You should not use the School's intellectual property (including copyright) for private purposes without obtaining written permission from the Principal.

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## 15. Acknowledgement

By signing this Acknowledgement, I am agreeing to abide by the School's Staff Code of Conduct and understand that breaches of the Staff Code of Conduct will be taken seriously and could result in the termination of my employment.

I \_\_\_\_\_ have read, understood and agree to comply with the terms of the School's Staff Code of Conduct.

\_\_\_\_\_ Employee Signature

\_\_\_\_\_ Dated