



## **STUDENT WELLBEING – STAFF CODE OF CONDUCT**

### **Introduction**

Huntingtower is committed to providing a caring, supportive and safe environment for all children and young people studying at the school. Huntingtower seeks to safeguard children and young people studying at Huntingtower against the risks of child abuse, bullying, victimisation and other forms of unacceptable and unlawful behaviour.

This Student Wellbeing – Staff Code of Conduct has the object of promoting child safety and student wellbeing in Huntingtower's school environment, by setting out the particular standards of behaviour expected from Huntingtower school staff in relation to child safety and student wellbeing matters. It applies to all School Personnel (including Board members, the Principal and other Huntingtower staff, contractors, agents and volunteers).

This Student Wellbeing – Staff Code of Conduct takes into account the interests of School Personnel (including by having regard to other professional or occupational codes of conduct that regulate particular school staff), and the needs of all children and young people who study at Huntingtower.

The Procedure should be read in conjunction with the:

- Student Wellbeing Policy
- Student Wellbeing – Concerns Procedure
- Student Wellbeing – Responsible Student Behaviour Policy
- Student Wellbeing – Responsible Student Behaviour Guidelines

### **Acceptable Behaviours**

All School Personnel are expected to actively contribute to Huntingtower's commitment to child safety and student wellbeing, and conduct themselves accordingly.

School Personnel are responsible for supporting the safety of children and young people by:

- Adhering to the school's Child Wellbeing Policy and upholding the school's commitment to child safety and student wellbeing at all times
- Taking all reasonable steps to protect children and young people from child abuse, bullying, victimisation and other forms of unacceptable or unlawful behaviour
- Treating everyone in the School Community with respect (including by modelling positive and respectful relationships and acting in a manner that sustains a safe, educational and pastoral environment)
- Listening and responding to the views and concerns of children and young people, particularly if they are telling you that they or another child or young person has been abused (or that they are worried about their safety or the safety of another child or young person)

- Promoting the cultural safety, participation and empowerment of Aboriginal children and young people (e.g., by never questioning an Aboriginal child's self-identification)
- Promoting the cultural safety, participation and empowerment of children and young people with culturally and/or linguistically diverse backgrounds (e.g., by having a zero tolerance policy towards discrimination)
- Promoting the safety, participation and empowerment of children and young people with a disability (e.g., during personal care activities)
- Ensuring as far as practicable that adults are not alone with a child or a young person
- Complying with mandatory reporting obligations and the Student Wellbeing –Concerns Procedure in relation to child abuse and reportable conduct concerns
- Reporting any other child safety and student wellbeing concerns to the Schools Executive team
- Ensuring, as far and as quickly as is reasonably practicable, children and young people are safe when risks to their health and safety are identified

### **Unacceptable Behaviours**

School Personnel must not:

- Engage in child abuse, bullying, victimisation and other forms of unacceptable or unlawful behaviour towards children and young people
- Ignore or disregard any suspected or disclosed child abuse or reportable conduct concerns
- Develop any 'special' relationships with children or young people that could be seen as favouritism (e.g. the offering of gifts or special treatment for specific children or young people) or grooming
- Exhibit behaviours with children or young people which may be construed as unnecessarily physical contact (e.g. inappropriate sitting on laps)
- Put children or young people at risk of child abuse or reportable conduct (e.g. by locking doors)
- Initiate unnecessary physical contact with children or young people or do things of a personal nature that a child or young person can do for themselves (e.g. such as toileting or changing clothes)
- Engage in open discussions of a mature or adult nature in the presence of children or young people (e.g. personal social activities)
- Use inappropriate language in the presence of children or young people
- Express personal views on cultures, race or sexuality in the presence of a child or young person
- Discriminate against any child or young person, including because of age, gender, race, culture, vulnerability, sexuality, ethnicity or disability
- Have online contact with a child or young person unless necessary to assist them in school matters of an academic or of administrative nature. Any variation to this arrangement must be authorised by the Principal

- Engage in unauthorised after-hours tutoring, private instrumental/other lessons or private sports coaching of a child or young person. Any variation to this arrangement must be authorised by the Principal
- Use any personal communication channels/device such as a personal email account to communicate with children or young people
- Exchange personal contact details such as phone number, social networking sites or email addresses with children or young people
- Photograph or video children or young people without the consent of the relevant child or young person's parents, carers or guardians
- Work with children or young people while under the influence of alcohol or illicit drugs
- Possess or consume alcohol at school or at school events
- Possess or consume illicit drugs at school or at school events

### **Concerns about breaches of this Student Wellbeing – Staff Code of Conduct**

If you are a member of the School Community (other than School Personnel), with a concern about a particular member of School Personnel complying with this Policy, then you are encouraged to raise that concern with a Child Protection Officer (CPO) or the Principal.

However, please refer to the Student Wellbeing – Concerns Procedure where a concern relates to alleged or potential child abuse or reportable conduct.

### **Definitions**

The following terms are defined in the Student Wellbeing Policy:

- Behaviour that causes significant or serious emotional or psychological harm
- Bullying
- Child
- Child abuse
- Grooming
- Neglect
- Physical violence
- Reportable conduct
- School Personnel
- Sexual misconduct
- Sexual offence
- Victimisation

## **Communication**

This Procedure is available to staff, parents, students and the school community via the school's website.

In addition, relevant aspects of this Procedure will be raised at staff and student meetings, and highlighted in Bulletins and newsletters.

## **Related Policies**

Student Wellbeing Policy

Student Wellbeing – Concerns Procedure

Student Wellbeing – Responsible Student Behaviour Policy

Student Wellbeing – Responsible Student Behaviour Guidelines

## **Related Legislation**

*Child Safe Standards – Managing the Risk of Child Abuse in Schools, Ministerial Order No 870 under the Education and Training Reform Act 2006*

*Crimes Act 1958 (Vic)*

*Children, Youth and Families Act 2005 (Vic)*

*Child Wellbeing and Safety Act 2005 (Vic)*

*Sentencing Act 1991 (Vic)*

*Working with Children Act 2005 (Vic)*

## **Evaluation**

The Principal is primarily responsible for monitoring Huntingtower's overall compliance with this Procedure, which will be reviewed as part of Huntingtower's policy review cycle (and otherwise as and when required).

## **Authorisation**

This Procedure was authorised by the Principal in July 2018.

Reviewed November 2018, February 2019, 2020, 2021

Date of next review: February 2022