

CODE OF CONDUCT



GREAT
SOUTHERN
GRAMMAR

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1 PURPOSE

At Great Southern Grammar (GSG) all employees have a role and a responsibility to maintain ethical and high standards. We are autonomous, accountable and positive professionals who strive for excellence in our profession and committed to providing a child-safe environment which safe guards all students and provides for the safety, wellbeing and welfare of our students and to prevent employees/volunteers abusing their position of authority and trust. Great Southern Grammar expects the School Community to share this commitment. As an employee or volunteer you should be aware of the School's policies. Many of these are available through the GSG Portal, others may be available to you through induction, training and development programs. If you are uncertain about the scope or content of a policy you must comply with, or any legal obligation to which you are subject, you should seek clarification from your direct Line Manager/Supervision, Director of Sport, Head of SubSchool, Deputy Principal or the Principal.

1.1 Applicability

For the purpose of this Policy 'School Community' comprises of the Principal, staff, volunteers, coaches, parents, guardians, step-parents, extended family, visitors, friends, supporters, carers and invitees of the School, when in the School environment, attending any school related functions or activities onsite or at any other location. The School Community agree to be bound by the School's Code of Conduct and is a guide for them about expected standards of behaviour.

1.2 Review

The Code of Conduct will be reviewed after one year and then every 3 years, with interim adjustments as necessary (after an incident or event, changes to legislation, changes to other policies which will have an effect on the Code of Conduct, etc.)

2 RESPONSIBILITIES

2.1 Responsibilities of the School Council

The School Council is responsible for endorsing the Code of Conduct and is the body to which breaches or suspected breaches will be reported by the Principal and if necessary, and where there are reasonable grounds, will report to the Director General through DES website.

2.2 Responsibilities of the Principal

The Principal is responsible for:

- Ensuring the *School Community* is aware of this policy upon arrival, employment and enrolment.
- Maintaining currency and relevancy of the Code of Conduct
- Implementing standards of conduct as set out in this Code of Conduct.

2.3 Responsibilities of Staff Members

Staff members are responsible for:

- Respecting the individual needs, cultural practices and beliefs of families in all interactions, both verbal and non-verbal
- Working with colleagues, the School Council and the *School Community* to provide an environment that encourages positive interaction and supports constructive feedback.
- Providing guidance to the *School Community* through positive role modelling and when appropriate, clear and respectful directions.
- Performing your duties to the best of your ability and be accountable for your performance
- Following reasonable instructions given by your Line Manager/Head of SubSchool or delegate

- Complying with lawful directions
- Carrying out 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;
- Acting honestly and in good faith in fulfilling your duties
- Ensuring 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
- Dressing in a professional manner that is appropriate for your role.

2.4 Responsibilities of the School Community

The *School Community* are expected to comply with expectations in the employer-employee relationship, including:

- accessing and reading the Code which is available on the GSG portal
- enacting the provisions of the Code in good faith.
- developing relationships based on mutual courtesy, trust, collegiality and open communication.
- using constructive methods for resolving any conflict which may arise.
- abiding by all relevant policies, including Child Protection policy.
- enacting any duty of care applying personally to an employee or volunteer.
- refraining from conduct which may amount to misconduct or serious misconduct.
- demonstrating and modelling ethical and moral behaviours.
- complying with any risk management processes in place, including any risk assessment processes.
- maintaining appropriate professional qualifications and registrations.
- abiding by all responsibilities, commitments and duties set out in contracts of employment.
- maintaining confidentiality of information and privacy obligations unless disclosure is required by law (including as prescribed by the Child Protection Legislation and Child Protection Policy), is required by a professional standard applicable to the employee or volunteer, or unless there is risk of harm to a student or the personal safety of a member of the community.
- ensuring personal appearance and presentation is clean, tidy, modest, role-appropriate and in accordance with policies.
- observing the principles of natural justice and procedural fairness in dealing with any complaints against colleagues.
- avoiding behaviours which are or might reasonably be perceived as Workplace Harassment or Sexual Harassment in accordance with policies.
- being truthful when making statements about qualifications, experience and competencies.
- enacting obligations to a standard commensurate with professional skills and qualifications.
- refraining from conduct which may amount to serious misconduct or otherwise warrant summary dismissal from employment.

2.5 Cocurricular Activities

School Community members are expected to comply with the following principles when attending cocurricular activities:

- Young people are involved in cocurricular activities principally for their enjoyment.
- Young people should always be encouraged to abide by the rules.
- Young people should be taught that team commitment is a consideration and they are encouraged to give their best effort.
- Young people should be taught that honest effort is as important as victory, so results are accepted without undue disappointment.
- Turn defeat into victory by helping young people work towards performance improvement and good sportsmanship. Never ridicule or yell at a person for making a mistake or for losing.
- Young people learn best by example. Applaud good performance by all participants in an activity.
- Do not publicly question the referee's or official's judgement and never his/her honesty.

- Support all efforts to remove verbal and physical abuse from cocurricular activities.
- Recognise the value and importance of volunteer coaches, managers and officials. They give of their time and resources to provide recreational activities for all students, and
- Do not approach a referee or official at any stage during or immediately after an event, except in appreciation.

2.6 Associations and Support Groups

The affiliated bodies are:

- Great Southern Grammar Parents' and Friends' Association operates in its own capacity and through affiliated groups, such as various support groups.
- The GSG alumni makes up part of the *School Community* of former students who have attended Great Southern Grammar.
- Events, seminars and other activities sponsored by the P&F Association or the Support Groups must be approved by the Principal as appropriate for the School and booked with the Deputy Principal to be approved for the School calendar. All activities undertaken should be done so with the approval of the Principal in association with the Coordinator of the activity.

3 DEFINITIONS

For the purposes of this policy, the following definitions apply:

- **Child and Young Person:** A child is legally defined as a person under the age of 16 years. A young person is any person who comes under or may come under the care, supervision or authority of the School.
- **Confidential:** Being entrusted with private and restricted information that must be treated as such, both in written and verbal form.
- **Child Abuse:** Four forms of child abuse covered by WA law:
 1. Physical, occurs when a child is severely and/or persistently hurt or injured by an adult or a child's caregiver.
 2. Sexual abuse, in relation to a child, includes sexual behaviour in circumstances where:
 - a. The child is the subject of bribery, coercion, a threat, exploitation or violence
 - b. The child has less power than another person involved in the behaviour
 - c. There is significant disparity in the developmental function or maturity of the child and another person involved in the behaviour
 3. Emotional abuse includes:
 - a. Psychological abuse
 - b. Being exposed to an act of family and domestic violence
 4. Neglect includes failure by child's parents to provide, arrange the provision of
 - a. Adequate care for the child
 - b. Effective medical, therapeutic or remedial treatment for the child
- **Child Protection Legislation:**
 - enacted in each State and Territory of Australia;
 - as it is in force and as it may be amended by the relevant legislature from time to time; and
 - which bestows obligation and responsibility on our school;
 1. You must be aware of and comply with the School's *Child Protection Policy*.
 2. For further information about 'reportable conduct' see the School's Child Protection Policy.
 3. The requirements outlined in Section 4 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 reportable conduct.

- **Discrimination:** is any conduct (direct or indirect) that makes distinction between people or groups of people so as to disadvantage some and advantage others. Discrimination may be but not limited to :
 - sex
 - relationship or parental status
 - race
 - age
 - impairment or disability
 - religious or political beliefs
 - union activities
 - gender identity
 - sexuality
 - pregnancy
 - breastfeeding
 - family responsibilities

- **Duty Of Care:** A duty imposed on GSG by common law or by statute, or otherwise a Duty of Care which attaches personally to the *School Community*.
- **Grooming:** 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, with the express purpose of sexual gratification of the perpetrator, this generally involves engaging in sexual activity with the child. Abusers may groom children and supporting adults for weeks, months or even years before any sexual abuse actually takes place. Grooming may occur in person, via cyber and/or other forms of communication. A groomer may manipulate, 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.
- **Harm:** caused to a Student encompasses any definitions set out in Child Protection Legislation and/or Child Protection Policy and may include but not limited to
 - any detrimental effect of a significant nature on the Student's physical, psychological or emotional wellbeing by any cause, other than confirmed accidental harm not involving negligence or misconduct.
 - minor harm that is cumulative in nature that would result in a detrimental effect of a significant nature to the Student if allowed to continue.
 - physical or emotional abuse or neglect or sexual abuse or exploitation or domestic violence or Student bullying or self-harm.
- **Policies:** Material developed by GSG which provide policy statements, procedures and processes to be adhered to by the *School Community*.
- **Serious Misconduct:** adapted from the Fair Work Regulations 2009 (Cth) as it may be amended, which may give GSG a right to immediately terminate the engagement of the *School Community* which may include but not limited to:
 - wilful or deliberate behaviour by the *School Community* that is inconsistent with the continuation of the engagement
 - conduct that causes serious and imminent risk to:
 - the health and safety of a person (including a Student)
 - the reputation, viability or profitability of GSG
 - the *School Community*, in the course of the *School Community's* engagement, engaging in:

- theft
 - fraud
 - assault
- the *School Community* being intoxicated by alcohol or under the influence of illegal drugs while at GSG with a responsibility for Students
- the *School Community* refusing to carry out a lawful and reasonable instruction that is consistent with the *School Community's* engagement
- the *School Community* engaging in Sexual Harassment, Workplace Harassment or causing Harm.

This definition of Serious Misconduct does not reduce the concept of Serious Misconduct as it may be defined in any contract or agreement which otherwise applies to the *School Community*.

- **Sexual Misconduct** includes:
 - obscene language of a sexual nature
 - suggestive remarks or actions
 - jokes of a sexual nature
 - obscene gestures
 - unwarranted and inappropriate touching
 - sexual exhibitionism
 - undressing in front of a person
 - personal correspondence with a person in respect of a *School Community's* sexual feelings for a person
 - deliberate exposure of a person to sexual behaviour of others, other than in the case of Students and prescribed curriculum materials in which sexual themes are contextual
 - possession, distribution or display of pornography
 - electronic transmission of messages or files which are sexually explicit, offensive or contain inappropriate jokes
 - sending text messages which are sexually explicit, offensive or contain inappropriate jokes
 - grooming behaviours, including any process where a *School Community* conditions or builds rapport with a Student in order to reduce resistance to, and increase compliance with, sexual abuse
 - any of the above behaviours or conduct carried out using any Technology, including social media.
- **Sexual Harassment:** is any unwanted or unwelcome sexual behaviour, which makes a person feel offended, humiliated or intimidated, and which may be constituted by a single event. Sexual Harassment may include:
 - staring or leering
 - unnecessary familiarity, such as deliberately brushing up against a person or unwelcome touching
 - suggestive comments or jokes
 - insults or taunts of a sexual nature
 - intrusive questions or statements about a person's private life
 - displaying posters, magazines or screen savers of a sexual nature
 - sending sexually explicit emails or text messages
 - inappropriate advances on social networking sites
 - accessing sexually explicit internet sites
 - requests for sex or repeated unwanted requests to go out on dates
 - behaviour that may also be considered to be an offence under criminal law, such as physical assault, indecent exposure, sexual assault, stalking or obscene communications

- any of the above behaviours or conduct carried out using any Technology, including social media
- **Student(s):** Any person enrolled as a Student at a School regardless of the age of the Student.
- **Technology:** includes, without limiting its ordinary meaning, information and communication technologies (ICT), computers, mobile phones, PDAs, iPads, tablets, desktop computers, laptops, internet and network services, portable data storage devices, online data storage mediums, telephones, printers, fax machines and all other digital communications including web-based and mobile technologies (i.e. text and video messages email, blogging, microblogging, social media, file sharing).
- **Vexatious Complaints:** are written or verbal reports of alleged improper conduct made to an authority intending the report to be acted upon, where there is demonstrated absence of reasonable grounds for suspecting the improper conduct, and the report is made to cause distress, embarrassment or stress.
- **Workplace Harassment:** is repeated behaviour by a person, other than Sexual Harassment, that maybe but not limited to:
 - directed at an individual *School Community* or group of *School Community's*
 - bullying, offensive, intimidating, humiliating, threatening or obscene
 - unwelcome and unsolicited
 - a reasonable person would consider to be bullying, offensive, intimidating, humiliating, threatening or obscene in the circumstances
 - any of the above behaviours or conduct carried out using any Technology,

4 STANDARDS OF BEHAVIOUR

4.1 Interactions with Students

Employees and volunteers must always hold a valid, current “Working with Children” check (or such licence relevant in their jurisdiction) and advise the Principal immediately if there is any modification to their status or ability to work with children.

Employees and volunteers must abide by professional boundaries, acknowledging that interactions with students by their very nature are open to scrutiny. Employees and volunteers should avoid placing themselves or a student in a compromising position and avoid actual and perceived breaches of the Code.

Employees and volunteers must be familiar with, apply and act in accordance with all applicable child Protection Legislation and regulations and Child Protection policies and procedures as applicable in their context – state or school.

Employees and volunteers must bring to the attention of the Principal any potential, perceived or actual contraventions of the Code of Conduct regarding interactions with students, whether by themselves or colleagues. The requirement to report any possible contravention is essential given the duty of care owed to students.

Interactions with students can extend beyond the School setting, including outside of school hours, outside of school grounds and by any technology including social media. Employees and volunteers must ensure that social interactions with students outside of school do not give grounds for allegations against them. They must be conscious that their position places significant obligations on them and a requirement to follow all relevant policies.

Employees and volunteers in schools where there are many relationships between employees, volunteers and students’ families should still be conscious of these obligations and all relevant policies. If an employee or volunteer is unsure about the School’s position, the employee or volunteer should seek further guidance from the Principal.

Employees and volunteers must endeavour not to drive a student in their car unless they have parental permission, and do so in accordance with policies. In the event of an emergency, employees and volunteers should attempt to obtain parental consent and also report the matter to the Principal or the Deputy Principal, where possible prior to the journey commencing. When this is not possible, the

employee or volunteer must advise the Principal or Deputy Principal as soon as possible after the journey.

Employees and volunteers must only engage in paid tutoring or coaching of students outside of school hours in accordance with school policies and with the consent of the Principal or Deputy Principal.

Sexual interaction between employees/volunteers and students is never appropriate. Furthermore, employees and volunteers should be aware that where a relationship develops with an ex-student, their employer is entitled to consider whether their actions suggest an abuse of their position as a staff member. Where there is a reasonable belief that the emotional intimacy of the relationship developed while the staff–student relationship existed, a judgment that abuse of their position has occurred would be considered. Such a finding constitutes serious misconduct and can result in the employee/volunteer’s employment being terminated, together with reporting to the appropriate child protection agencies.

Employees and volunteers must avoid, as far as possible, situations where they are alone with a student. In the conduct of their duties (professional or otherwise), employees and volunteers may be required to work in a one-on-one situation with a student. In such situations, employees and volunteers must follow the policy of the school in regard to working alone.

Employees and volunteers must be aware that the Code applies regardless of:

- where an interaction occurs, including but not limited to on or outside school grounds, during or outside school hours.
- student’s age.
- student’s consent.
- consent of parents/guardians and families.
- circumstances in which a student initiates an interaction or relationship between the employee/volunteer and the student.

4.2 Working with Student Behaviour

Student behaviour education practices aim to facilitate the development and experience of responsible self-discipline amongst students and to promote the well-being, safety and effective management of the *School Community*.

Employees and volunteers must develop and use effective, consistent and appropriate behaviour education strategies in day to day interactions with students. These strategies should include a clear, consistent and published method of dealing with inappropriate behaviours.

Students who display recurring challenging behaviours, particularly unsafe behaviours, should be referred to the appropriate person in line with relevant policies. Where a student’s behaviour is unable to be managed through such policies, an individual behaviour education plan (or equivalent) should be developed for that student. All employees and volunteers should be made aware of and act in accordance with this individual behaviour education plan.

Corporal punishment is prohibited. Corporal punishment involves the application of physical force to punish or correct a student.

The following list provides employees and volunteers with a guide to behaviours that are unacceptable as they are contrary to good professional practice. Such behaviours include but are not limited to:

- using an object, such as a ruler, book or whiteboard marker to gain a student’s attention in a hostile or inappropriate physical manner.
- restraining a student for any purpose other than when a student’s actions cause or threaten to cause imminent harm to himself/herself or others.
- Hitting, slapping or kicking a student.
- holding a student.
- pushing, pulling, shoving, grabbing, pinching or poking a student, including by their clothing.
- shaking or forcibly handling a student.

- intimidating a student.
- swearing at a student.
- using sarcasm to humiliate.
- using names or nicknames to undermine the self-confidence of a student.
- locking a student in a confined space.
- refusing biological needs as a means of punishment.
- criticising a student rather than the student's actions.
- practices which instil fear or using fear as a means of controlling a student.
- practices which cause a student to feel alienated.

4.3 Physical Contact with Students

The use of corporal punishment or other degrading punishment is forbidden.

The *School Community* are required to develop and exercise prudent judgment and sensitivity regarding appropriate physical interactions with students.

Great Southern Grammar expects that when physical contact with a student is necessary within the teaching/learning experience, employees and volunteers must exercise caution to ensure that the contact is appropriate and acceptable for the duty to be performed. Examples of situations where physical contact with a student may be necessary include:

- assisting students with special needs, for example to allow a student to engage with a teaching/learning experience or the curriculum in general.
- assessing a student who is injured or ill. One should advise the student of what they intend to do and, where possible, seek the student's consent and have a colleague present.
- teaching sport, music and other activities where physical handling of a student is required to demonstrate a particular action or skill.
- comforting an upset student.
- guiding a student in a non-threatening manner.
- using a gentle tap on a student's shoulder to gain his/her attention after verbal requests were unsuccessful.
- restraining a student when the student, other students, employees and volunteers or others are being harmed or are in imminent danger of being harmed.

GSG expects that any physical contact as referred to in the above examples:

- is only acceptable if the contact was reasonable for the purpose of the management or care of the student.
- must be appropriate given the age, maturity, health or other characteristics of the student.
- should be consistent with any individual behaviour education plan in place for that student.

As any physical intervention involves some risk of injury, employees and volunteers must weigh this risk against the risks involved in failing to physically intervene when it may be warranted. Intervention may be warranted when a student, other students, employees and volunteers or others are being harmed or are in imminent danger of being harmed. Such interventions should be employed as measures of last resort required to ensure safety and protection - e.g. physical interventions (including physical restraints, removals or escorts) to contain and/or control the behaviour of students in circumstances such as:

- a student attacking an employee, volunteer or third party.
- a student attacking another student.
- students physically fighting.
- a student causing, or at risk of causing, injury to himself/herself or others.
- a student misusing dangerous materials, substances or objects where it is likely that this will cause imminent harm.
- a student placing themselves (deliberately or inadvertently) in a dangerous situation.
- a student being attacked by a third party.

All the *School Community* using physical interventions are responsible and accountable for the manner in which they exercise that authority. Employees and volunteers must report all physical interventions to the Principal or Deputy Principal.

4.4 Grooming

Grooming is a serious offence. The *School Community* need to be informed of the criminal intent in grooming behaviours and be fully self-aware of their professional obligations and responsibilities. All children/young people have the right to a thorough and systematic education in personal safety, including safety in relationships. Abuse of children by persons in positions of trust or authority is a serious matter. All allegation made to the Principal, must receive a response and be dealt with promptly. After a disclosure, any ongoing harm to the child/young person and the employee is minimised by:

- Adherence to agreed procedures.
- Provision of appropriate social and emotional support and pastoral care.
- Appropriate confidentiality.

The child/young person's ongoing safety and wellbeing should be the primary focus of decision making.

4.4.1 Grooming Behaviours

There is no one set of actions or behaviours that are used to groom a child. Grooming behaviours may include, but are 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. This 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, the child may not notice, become confused as the contact becomes increasingly intimate and sexual.

Grooming behaviours with young people may include, but are not limited to:

- Identifying with the adolescent, may appear to be the only one who understands him/her
- Displaying common interests in sport, music, movies, video games etc
- Recognising and filling the adolescents need for affection and attention
- Giving gifts or special privileges
- Allowing or encouraging the adolescent to break rules e.g. smoking, drinking
- Communicating with the adolescent outside the person's role e.g. teacher, coach. This could include texting, emailing the student without parents' knowledge.

In addition to grooming, 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 and 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 the child to others so as to be perceived as someone who would never harm the child.

4.4.2 Duty of Care

Staff or volunteers working in schools have a Duty of Care to support and protect the children and young people with whom they are professionally involved. When staff members form a reasonable belief that a child or young person has been harmed or is at risk of harm, they are ethically bound to take action to protect the safety and wellbeing of that child or young person. For Teachers, Nurses and Boarding Staff, this obligation is legally mandated (Mandatory Reporting).

Duty of care is breached if a person:

- Does something that a reasonable person in that person's position would not do in a particular situation.
- Fails to do something that a reasonable person in that person's position would do in the circumstances.
- Acts or fails to act in a way that causes harm to someone to whom the person owes a duty of care.
- Fails to report when mandated.

4.4.3 Reasonable Belief

A 'reasonable belief' is not the same as having proof. A 'reasonable belief' is formed if a reasonable person in the same position would have formed the belief on the same grounds. For example, a 'reasonable belief' might be formed when:

- A child states that they have been sexually abused.
- A child states that they know someone who has been sexually abused (sometimes the child may be talking about themselves).
- Someone who knows a child states that the child has been sexually abused.
- Professional observations of the child's behaviour or development leads a mandated professional to form a belief that the child has been sexually abused.
- Signs of sexual abuse leads to a belief that the child has been sexually abused.

4.4.4 Expected Outcomes

GSG employees and volunteers are informed of the criminal intent in grooming behaviours and expected to be self-aware of their professional obligations and responsibilities.

- A thorough and systematic education in personal safety, including safety in relationships, will be provided for all children/young people.
- Approved professional learning in providing education in personal safety will be provided to all staff.
- All allegations of grooming will receive a prompt response and be clearly documented.

4.5 Care for Colleagues

In the spirit of nurturing individual and collective wellbeing, the *School Community* will have a responsibility to:

- build an atmosphere of collaboration, trust, mutual respect and candour.
- recognise and respect the individual potential and talents of colleagues without discrimination.
- encourage openness and tolerance among colleagues.
- use constructive methods for resolving any conflict which may arise.
- observe the principles of natural justice in dealing with any complaints against colleagues.
- avoid behaviours which are or might reasonably be perceived as Workplace Harassment or Sexual Harassment in accordance with policies.
- foster unity, harmony and cooperation in working relationships.
- respect the ethical professional practice of colleagues in other settings.

It is important for you to treat your colleagues, other employees, volunteers, contractors, students, volunteers, parents and guardians 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, volunteers, contractors, students and parents is unacceptable. You must not use information and communication technologies such as email, mobile phone, text or instant messaging, blogs, social media sites and other websites to engage in this type of behaviour.

Employees and volunteers with concerns about the health (physical, mental or intellectual) and welfare of colleagues or the safety of others should take their concerns to the Principal or the Deputy Principal. Should employees and volunteers not be able to make such contact should contact the Head of Sub School. Concerns about a Principal should be reported to the Chair of School Council

4.6 Communication and Use of Technology

Employees and volunteers need to be aware that digital communication is not private or confidential when it relates to students, parents/guardians, and families of school community.

GSG expects that all employees and volunteers will abide by all relevant Information Communication Technology Acceptable Use policies. They should at all times:

- apply professional standards and professional boundaries when interacting with students.
- observe Child Protection policy and Child Protection legislation.
- ensure that personal use of information communication technology is congruent with the professional standards expected of those engaged by GSG
- respect the integrity of information communication technology systems and programs provided by GSG.
- protect the intellectual property of GSG's information communication technology assets.

Employees and Volunteers should not:

- engage in any online contact with students, other than for teaching purposes of teaching using the school's social media platform.
- engage with students, or former students, in a manner which may compromise professional boundaries.
- engage in Sexual Misconduct, Sexual Harassment, Workplace Harassment or Discrimination using technology.
- bring himself/herself, or the school into disrepute by personal online behaviours, including the unauthorized distribution of photos or by the content of personal online technology (including social media).
- use social media (e.g. Facebook, Twitter) to contact students unless on social media sites managed by the school or entity.
- send "all staff" emails that have not been sanctioned according to school policies.

You must never use the School's networks or technology to view, upload, download or circulate any of the following materials:

- sexually related or pornographic messages or material
- violent or hate-related messages or material
- racist or other offensive messages aimed at a particular group or individual
- malicious, libellous or slanderous messages or materials
- subversive or other messages or material related to illegal activities which would violate copyright laws

You must not make or take private calls or text on mobile phones while teaching or when on grounds duty.

4.7 Drugs, Alcohol and Tobacco

Employees and volunteers should be aware that personal conduct and lifestyle can reflect either positively or adversely on GSG and their own personal or professional reputation. They must consciously act to maintain their personal and professional integrity at social occasions when alcohol, drugs and tobacco may be present.

Employees and volunteers should be aware that personal use of alcohol, drugs and tobacco may not be confidential within the school context when knowledge of such personal use is obtained by personal remarks, statements, photographs or conduct including conduct on social media. When such personal use conflicts with our values, it can bring our school into disrepute. Therefore, employees and volunteers must be familiar with policies in relation to drugs, alcohol and tobacco.

Employees and volunteers experiencing difficulties in relation to drugs, alcohol or tobacco are encouraged to access the Employee Assistance Program (Anglicare), or the Principal or Deputy Principal for assistance.

4.7.1 Drugs

Employees and volunteers must:

- not distribute illegal drugs.
- not condone use of illegal drugs.
- not condone misuse of legal drugs (i.e. medication).
- only distribute legal drugs (i.e. medication) in accord with school policies and as directed by the Principal or Deputy Principal and as set out in a medical plan with application to a particular student.
- not be under the influence of illegal drugs during business hours or during times where an employee or volunteer has responsibility for students or is otherwise fulfilling responsibilities to our school.

4.7.2 Alcohol

Employees and volunteers must:

- not distribute alcohol to students.
- not condone use of alcohol by students.
- not be under the influence of alcohol during business hours or during times where they have responsibility for students or are otherwise fulfilling responsibilities to our school.

4.7.3 Tobacco

GSG is a smoke free campus. Smoking is not permitted on our premises or during times where an employee or volunteer has responsibility for students.

Employees and volunteers must:

- not distribute tobacco or tobacco products to students.
- not condone use of tobacco by students.

4.8 Sexual Harassment

Sexual harassment is unlawful and never condoned by GSG. Employees and volunteers must not engage in sexual harassment and must abide by all relevant policies.

4.9 Workplace Harassment and Bullying

Workplace harassment and bullying are not acceptable and never condoned. Employees and volunteers must not engage in workplace harassment or bullying and must abide by all relevant policies.

4.10 Discrimination

Discrimination may be unlawful. Unlawful discrimination is not condoned by GSG. Employees and volunteers must not engage in conduct which is unlawful discrimination (direct or indirect) and must abide by all relevant policies.

4.11 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 offered a bribe (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.
- 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.
- If you are offered a gift or benefit, you must always consider the value and purpose of a gift or benefit before making any decision about accepting it. A gift that is more than the nominal value i.e. \$100 must not become personal property. You must either politely refuse it or advise the contributor that you will accept it on behalf of the School.
- When such a gift is accepted you must advise the Principal. The Principal will determine how it must be treated and make a record of its receipt. Depending on the nature and value it may be appropriate to record the gift in the asset register as a donation or other such record established for that purpose.
- Sometimes employees might, in the course of their work, win a prize of significant monetary value, i.e. computer from another organisation. Prizes are usually considered the property of the School. If you win a prize you must advise your Line Manger or Head of SubSchool and Principal who will determine how the prize must be treated and recorded.

5 BREACHES

GSG has developed the Code to be of support to employees and volunteers in schools and in the hope that it will encourage professional standards for the benefit of all. However, in those cases where professional standards are not met, there needs to be clarity about reporting and resolution of issues.

As an employee or volunteer of the School you hold a position of trust and are accountable for your actions.

The consequences of inappropriate behaviour and breaches of this Code of Conduct will depend on the nature of the breach.

- Employees must report possible breaches by colleagues to their Line Manager or the Principal. If the possible breach is by their Line Manager, then it must be reported to the Principal. If the breach is by the Principal, then it must be reported to the Chair of Council.
- 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, student or any others and whether the breach would be serious enough to warrant formal disciplinary action.

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 the matter to the Teacher's Registration Board WA where appropriate. The School will reserve the right to determine in its entirety the response to any breach of this Code.

5.1 Reporting Guide

The Code requires the accountability of all employees and volunteers.

The Code requires employees and volunteers to report certain acts, omissions and/or failures to the Principal, or the Deputy Principal.

Formal complaints, including breaches of the Code, must be made according to policies; that is, a complaints process or procedure in place

Vexatious complaints will not be accepted. Any member of the *School Community* who make vexatious complaints may face disciplinary action by the Principal.

5.2 Required Reporting

Employees and volunteers are required to report certain information to the School, you must report to the Head of SubSchool or the Principal:

- Any concerns that you may have about the safety, welfare and well-being of a child or young person;
- Any concerns you may have about the inappropriate actions of any other employee or volunteer that involves children or young people.
- Any concerns you may have about any other employee or volunteer engaging in 'reportable conduct'
- If you become aware that an employee or volunteer has been charged with or convicted of an offence (including a finding of guilt without the court proceeding to a conviction) involving 'reportable conduct'
- If you become the subject of allegations of 'reportable conduct' whether or not they relate to your employment in the School.

Please note: teachers, nurses and boarding supervisors 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 a child.

5.3 Procedures for Settling Disputes

These procedures shall apply to all grievances or disputes between an employee or volunteer and the School in respect to any dispute relating to the Code.

In the event of an employee or volunteer having a grievance or dispute, the employee or volunteer shall in the first instance attempt to resolve the matter with the immediate supervisor, who shall respond to such a request as soon as reasonably practicable under the circumstances. Where the dispute concerns alleged actions of the immediate supervisor' the employee or volunteer may bypass this level in the procedure.

If the grievance or dispute is not resolved at the level it has been lodged, the employee or the volunteer may refer the matter to the next level of management. Such discussion should take place in a timely manner.

5.4 Queries

Any questions, comments or concerns in regard to the Code or its application should in the first instance be directed to the Principal or the Deputy Principal.

6 REFERENCE/COMPLIANCE

The following documents are associated with this Code of Conduct:

Anti-Bullying Policy

Boarding Student Care and Welfare Policy

Child Protection Policy

Critical Incident Policy

Disputes and Complaints Policy

Duty of Care Policy

Induction Policy

Mandatory Reporting Policy

Pastoral Care Policy

Staff Handbook

Staff Induction Policy

Sexual Discrimination and Harassment Policy

TRBWA – Teacher-Student Professional Boundaries