

**CHILD
SAFETY
STANDARDS
(CSS)
CODE OF
CONDUCT 2020-
2022**

CONTENTS

RATIONALE . . . . .	.4
PRINCIPLES FOR ADULT’S BEHAVIOUR IN UNDERTAKING CHILD-CONNECTED WORK . . . . .	.5
ACCEPTABLE BEHAVIOURS . . . . .	.5
UNACCEPTABLE BEHAVIOURS . . . . .	.5
THE VICTORIAN TEACHING PROFESSION CODE OF CONDUCT . . . . .	.6
TEACHERS TREAT THEIR STUDENTS WITH COURTESY AND DIGNITY . . . . .	.6
TEACHERS ARE ALWAYS IN A PROFESSIONAL RELATIONSHIP WITH THE STUDENTS IN THEIR SCHOOL, WHETHER AT SCHOOL OR NOT . . . . .	.6
TEACHERS MAINTAIN A PROFESSIONAL RELATIONSHIP WITH PARENTS (GUARDIANS AND CAREGIVERS) . . . . .	.7
TEACHERS WORK IN COLLABORATIVE RELATIONSHIPS WITH STUDENTS’ FAMILIES AND COMMUNITIES . . . . .	.7
COLLEGIALITY IS AN INTEGRAL PART OF THE WORK OF TEACHERS . . . . .	.7
THE PERSONAL CONDUCT OF A TEACHER WILL HAVE AN IMPACT ON THE PROFESSIONAL STANDING OF THAT TEACHER AND ON THE PROFESSION AS A WHOLE . . . . .	.7
TEACHERS VALUE THEIR PROFESSIONALISM, AND SET AND MAINTAIN HIGH STANDARDS OF COMPETENCE. . . . .	.7
TEACHERS ARE AWARE OF THE LEGAL REQUIREMENTS THAT PERTAIN TO THEIR PROFESSION . . . . .	.7
FURTHER INFORMATION AND RESOURCES . . . . .	.8
REVIEW CYCLE . . . . .	.9

RATIONALE

Brighton Secondary College is committed to the safety and wellbeing of children and young people. Our school community recognises the importance of, and a responsibility for, ensuring our school is a safe, supportive and enriching environment which respects and fosters the dignity and self-esteem of children and young people, and enables them to thrive in their learning and development.

This Code of Conduct aims to protect children and reduce any opportunities for child abuse or harm to occur. It also assists in understanding how to avoid or better manage risky behaviours and situations. It is intended to complement child protection legislation, Department policy, school policies and procedures and professional standards, codes or ethics as these apply to staff and other personnel.

The Principal and school leaders of Brighton Secondary College will support implementation and monitoring of the Code of Conduct, and will plan, implement and monitor arrangements to provide inclusive, safe and orderly schools and other learning environments. The Principal and school leaders of Brighton Secondary College will also provide information and support to enable the Code of Conduct to operate effectively.

All staff, contractors, volunteers and any other member of the school community involved in child-related work are required to comply with the Code of Conduct by observing expectations for appropriate behaviour below. The Code of Conduct applies in all school situations, including school camps and in the use of digital technology and social media.

PRINCIPLES FOR ADULT'S BEHAVIOUR IN UNDERTAKING CHILD-CONNECTED WORK

Some simple principles should guide an adult's behaviour when undertaking child-connected work such as:

- the adult/child relationship should be professional at all times
- an adult's response to a child's behaviour or circumstance should be commensurate with the child's age and vulnerability and the adult's responsibility for the care, safety and welfare of the child
- an adult should not be alone with a child unless there is line of sight to other adults
- an adult should not initiate or seek physical contact or contact with children outside school.

ACCEPTABLE BEHAVIOURS

As staff, volunteers, contractors, and any other member of the school community involved in child-related work individually, we are responsible for supporting and promoting the safety of children by:

- upholding the school's statement of commitment to child safety at all times and adhering to the school's child safe policy
- treating students and families in the school community with respect both within the school environment and outside the school environment as part of normal social and community activities.
- listening and responding to the views and concerns of students, particularly if they are telling you that they or another child has been abused or that they are worried about their safety/the safety of another child
- promoting the cultural safety, participation and empowerment of Aboriginal and Torres Strait Islander students
- promoting the cultural safety, participation and empowerment of students with culturally and/or linguistically diverse backgrounds
- promoting the safety, participation and empowerment of students with a disability
- reporting any allegations of child abuse or other child safety concerns to the school's leadership
- understanding and complying with all reporting or disclosure obligations (including mandatory reporting) as they relate to protecting children from harm or abuse.
- if child abuse is suspected, ensuring as quickly as possible that the student(s) are safe and protected from harm.

UNACCEPTABLE BEHAVIOURS

As staff, volunteers, contractors, and any other member of the school community involved in child-related work we must not:

- ignore or disregard any concerns, suspicions or disclosures of child abuse
- develop a relationship with any student that could be seen as favouritism or amount to 'grooming' behaviour (for example, offering gifts)
- exhibit behaviours or engage in activities with students which may be interpreted as abusive and not justified by the educational, therapeutic, or service delivery context
- ignore behaviours by other adults towards students when they appear to be overly familiar or inappropriate
- discuss content of an intimate nature or use sexual innuendo with students, except where it occurs relevantly in the context of parental guidance, delivering the education curriculum or a therapeutic setting
- treat a child unfavourably because of their disability, age, gender, race, culture, vulnerability, sexuality or ethnicity.
- communicate directly with a student through personal or private contact channels (including by social media, email, instant messaging, texting etc) except where that communication is reasonable

in all the circumstances, related to school work or extra-curricular activities or where there is a safety concern or other urgent matter

- photograph or video a child in a school environment except in accordance with school policy or where required for duty of care purposes
- in the school environment or at other school events where students are present, consume alcohol contrary to school policy or take illicit drugs under any circumstances.

THE VICTORIAN TEACHING PROFESSION CODE OF CONDUCT

TEACHERS TREAT THEIR STUDENTS WITH COURTESY AND DIGNITY

- a. work to create an environment which promotes mutual respect
- b. model and engage in respectful and impartial language
- c. protect students from intimidation, embarrassment, humiliation or harm
- d. enhance student autonomy and sense of self-worth and encourage students to develop and reflect on their own values
- e. respect a student's privacy in sensitive matters, such as health or family problems, and only reveal confidential matters when appropriate. That is:
 - if the student has consented to the information being used in a certain way
 - to prevent or lessen a serious threat to life, health, safety or welfare of a person (including the student)
 - as part of an investigation into unlawful activity
 - if the disclosure is required or mandated by law
 - to prevent a crime or enforce the law
- f. refrain from discussing students' personal problems in situations where the information will not be treated confidentially
- g. use consequences commensurate with the offence when disciplining students.

TEACHERS ARE ALWAYS IN A PROFESSIONAL RELATIONSHIP WITH THE STUDENTS IN THEIR SCHOOL, WHETHER AT SCHOOL OR NOT

Teachers hold a unique position of influence and trust that should not be violated or compromised. They exercise their responsibilities in ways that recognise that there are limits or boundaries to their relationships with students. The following examples outline some of those limits.

A professional relationship will be violated if a teacher:

- a. has a sexual relationship with a student
- b. uses sexual innuendo or inappropriate language and/or material with students
- c. touches a student without a valid reason
- d. holds conversations of a personal nature or has contact with a student via written or electronic means including email, letters, telephone, text messages or chat lines, without a valid context
- e. accepts gifts, which could be reasonably perceived as being used to influence them, from students or their parents.

A professional relationship may be compromised if a teacher:

- a. attends parties or socialises with students
- b. invites a student or students back to their home, particularly if no-one else is present.

TEACHERS MAINTAIN A PROFESSIONAL RELATIONSHIP WITH PARENTS (GUARDIANS AND CAREGIVERS)

Teachers should be respectful of and courteous to parents. Teachers:

- a. consider parents' perspectives when making decisions which have an impact on the education or wellbeing of a student
- b. communicate and consult with parents in a timely, understandable and sensitive manner
- c. take appropriate action when responding to parental concerns.

TEACHERS WORK IN COLLABORATIVE RELATIONSHIPS WITH STUDENTS' FAMILIES AND COMMUNITIES

Teachers recognise that their students come from a diverse range of cultural contexts and seek to work collaboratively with students' families and communities within those contexts.

COLLEGIALITY IS AN INTEGRAL PART OF THE WORK OF TEACHERS

Teachers demonstrate collegiality by:

treating each other with courtesy and respect

- a. valuing the input of their colleagues
- b. using appropriate forums for constructive debate on professional matters
- c. sharing expertise and knowledge in a variety of collaborative contexts
- d. respecting different approaches to teaching
- e. providing support for each other, particularly those new to the profession
- f. sharing information relating to the wellbeing of students.

THE PERSONAL CONDUCT OF A TEACHER WILL HAVE AN IMPACT ON THE PROFESSIONAL STANDING OF THAT TEACHER AND ON THE PROFESSION AS A WHOLE

Although there is no definitive boundary between the personal and professional conduct of a teacher, it is expected that teachers will:

- a. be positive role models at school and in the community
- b. respect the rule of law and provide a positive example in the performance of civil obligations
- c. not exploit their position for personal or financial gain
- d. ensure that their personal or financial interests do not interfere with the performance of their duties
- e. act with discretion and maintain confidentiality when discussing workplace issues.

TEACHERS VALUE THEIR PROFESSIONALISM, AND SET AND MAINTAIN HIGH STANDARDS OF COMPETENCE

Teachers:

- a. complete their duties in a responsible, thorough and timely way.

TEACHERS ARE AWARE OF THE LEGAL REQUIREMENTS THAT PERTAIN TO THEIR PROFESSION

In particular, they are cognisant of their legal responsibilities in relation to:

- discrimination, harassment and vilification
- negligence
- mandatory reporting
- privacy
- occupational health and safety
- teacher registration.

FURTHER INFORMATION AND RESOURCES

- [Child Safety Policy](#)
- [Child Safety Standards - Risk Assessment](#)
- [Child Safety Responding and Reporting Obligations Policy and Procedures](#)
 - Four Critical Actions for Schools
 - Responding to suspected child abuse
- [Duty of Care Policy](#)
- [Visitors Policy](#)
- [Volunteers Policy](#)
- [Identifying and Responding to All Forms of Abuse in Victorian Schools](#)
- [Identifying and Responding to Student Sexual Offending](#)

REVIEW CYCLE

This Code of Conduct was endorsed/approved by the Brighton Secondary College Council on DATE for review if legislative or other changes require in the interim or no later than DATE

LAST UPDATED: 11/08/2020

**LAST RATIFIED BY COLLEGE
COUNCIL: 29/07/2020**

NEXT REVIEW DATE: 11/08/2020



BRIGHTON
SECONDARY COLLEGE