GREAT SOUTHERN GRAMMAR

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CODE OF CONDUCT

EMBARK ON A JOURNEY OF DISCOVERY

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1 PURPOSE

The Code of Conduct sets out the School's expectations personal and professional conduct consistent with the School's values. It applies to all employees, as well as consultants, contractors or volunteers working for the School (School Community).

Great Southern Grammar promotes values that are in keeping with the Christian ethos, vison mission and values. We are a school that values integrity, respect, compassion and commitment and we all have a role and responsibility to maintain ethical and high standards. We are accountable and positive professionals who strive for excellence in our profession and committed to providing a child-safe environment which safe guards students and provides for the safety, wellbeing and welfare students and staff. Great Southern Grammar expects the School Community to share this commitment.

The School is a place of learning and the rights of students will be considered. We believe the School Community play a valuable role in the life of the School. We all have a duty of care to take all reasonable steps to protect students from risks of harm that can be reasonably predicted. The standards of care required need to be commensurate with the students' maturity and ability.

Policies are highlighted at induction, training, development programs and can be located on MyGSG. 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 the School.

2 SCOPE

For the purpose of this Policy the *School Community* consists of members of School Council, all staff, including parents, guardians, stepparents, extended family, visitors, friends, supporters, carers, contractors and invitees of the School, when in the School environment, attending any school related functions or activities onsite or at any location. The School Community agree to be bound by the School's Code of Conduct which is the guide for expected standards of behaviour.

3 DEFINITIONS

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.
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.*
Students	Any person enrolled as a student at the 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).
Child Protection Legislation	The legal framework guiding the Department of Child Safety in child protection. Enacted in each State and Territory of Australia which bestows obligations and responsibility on the School.
Corporal punishment	Any punishment in which physical force is used and intended to cause some degree of pain or discomfort, however light, typically hitting 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 against harm.
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.
Harm	Any detrimental effect of a significant nature on a child's wellbeing
Discrimination	Is any conduct (direct or indirect) that makes distinction between people or groups of people so as to disadvantage some and advantage others.
Workplace Harassment	Can be verbal, physical, social or psychological abuse by another person or group of people at the School.
Serious Misconduct	Behaviour that causes serious and imminent risk to the health and safety of another person, is deliberate behaviour inconsistent with continuing employment or the reputation or profits of the School.
Sexual Harassment	Sexual harassment is an unwelcome sexual advance, unwelcome request for sexual favours or other unwelcome conduct of a sexual nature which makes a person feel offended, humiliated and/or intimidated, where a reasonable person would anticipate that reaction in the circumstances. The Sex Discrimination Act 1984 (Cth) defines the nature and circumstances in which sexual harassment is unlawful.
Sexual Misconduct	Is a broad term encompassing any unwelcome behaviour of a sexual nature that is committed without consent or by force, intimidation, coercion, or manipulation? Sexual misconduct can be committed by a person of any gender and can occur between people of the same or different gender.
Vexatious Complaints	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.

4 ACRONYMS

TRBWA	Teachers Registration Board of Western Australia
DES	Department of Education Services
MyGSG	The School's internal information portal

5 ROLES AND RESPONSIBILITIES

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. If necessary, where there are reasonable grounds, breaches will be reported to the Director General through DES website.

Principal

The Principal is responsible for:

- Ensuring the *School Community* is aware of this code 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.

Staff

The following non-exhausted list includes the responsibilities which GSG expects of all staff who have a contractual relationship with the School.

- Assess and read the Code of Conduct;
- Maintain appropriate professional qualifications and registrations;
- Perform your role to the best of your ability and be accountable for your performance;
- Act honestly and in good faith in fulfilling your duties;
- Be familiar with, apply and act in accordance with all applicable Child Protection Legislation and regulations, the School's Child Safety policies and procedures as applicable. Bring to the Principal's attention any potential, perceived or actual contraventions of the Code of Conduct regarding interactions with students, whether by themselves or colleagues;
- Maintain confidentiality of information and privacy obligations unless disclosure is required by law (including as prescribed by the Child Protection Legislation and Child Protection & Duty of Care 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
- Always act in accordance with Great Southern Grammar's child safety and wellbeing policies and procedures;
- Behave to promote human rights, safety, welfare and well-being of children and young people;
- Respect individual needs, cultural practices and beliefs in all interaction, both verbal and non-verbal;
- Demonstrate and model ethical, moral behaviours and appropriate personal and professional boundaries;

- Enact obligations to a standard commensurate with professional skills and qualifications;
- Work with colleagues and the *School Communit*y to provide an environment that encourages positive interaction and supports constructive feedback;
- Be punctual to all classes, duties, meetings, training sessions and meet all deadlines;
- Provide positive role modelling and when appropriate, clear and respectful directions;
- Be approachable, courteous and prompt when dealing with students, parents, colleagues and members of the School community;
- Provide quality teaching for students, cater to the diversity of learners and make every effort to assist all students equally to have every chance of succeeding;
- Involve children in making decisions about activities, policies and processes that concern them wherever possible;
- Provide adequate supervision;
- Avoid being alone with a child unnecessarily;
- Ensure grounds, premises and equipment are safe for students use;
- Comply with risk management processes in place, including risk assessment processes;
- Implement strategies to prevent bullying;
- Do not make, or take, private calls or texts on mobile device while teaching or when on grounds duty;
- Observe the principles of natural justice and procedural fairness in dealing with any complaints;
- Provide medical assistance (if competent to do so) or seek assistance from a medically trained person to aid a student who may be injured or ill;
- Seek suitable opportunities to improve your knowledge and skills, including through participation in relevant professional development;
- Be truthful when making statements about qualifications, experience and competencies;
- Ensure your conduct, outside school hours are consistent with the School's ethos and does not damage the School's reputation, refrain from conduct which may amount to misconduct or serious misconduct;
- Dress professionally, ensure personal appearance and presentation is clean, tidy, modest, role-appropriate and in accordance with policies; and
- Under the Work Health and Safety Act take reasonable care to ensure own health and safety in the workplace, as well as that of others. Each staff member must be familiar with and comply with the School's Occupational Health and Safety Policy.
- Be an active member of the School community.

Parents and guardians

Parents and guardians are responsible for supporting the efforts of the School to maintain a safe and respectful learning environment for all students. Parents fulfil this responsibility when they:

- Ensure their child is appropriately dressed and prepared for school daily;
- Promptly report absences or late arrival to the School;
- Show an active but non-invasive interest in their child's work and progress;
- Communicate regularly with the School;

- Support the School's process and actions relating to disciplinary issues and school-based disputes involving their child; and
- Comply with the Parent Code of Conduct & Communication Guidelines.

6 POLICY STATEMENT

6.1 STANDARDS OF BEHAVIOUR

6.1.1 Interactions with Students

- Employees must abide by professional boundaries, acknowledging interactions with students by their very nature are open to scrutiny. Employees should avoid placing themselves, or a student, in a compromising position and avoid actual and perceived breaches of the Code.
- Employees 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.
- Interactions with students can extend beyond the School setting, including outside of school hours, outside of school grounds. Employees 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 in schools where there are many relationships between employees, volunteers and students' families, should be conscious of the obligations and relevant policies. If an employee or volunteer is unsure about the School's position, the employee should seek further guidance from the Principal.
- Employees must endeavour not to drive a student in their car unless they have parental permission and to do so in accordance with policies. In the event of an emergency, employees and volunteers should attempt to obtain parental consent and 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.
- Treat students with courtesy and respect and provide an environment that encourages students to do the same.
- Sexual interaction between employees and students is never appropriate. Furthermore, employees should be aware that where a relationship develops with an ex-student, GSG 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 may be considered. Such a finding constitutes serious misconduct and can result in the employee/volunteer's employment being terminated and reported to the appropriate child protection agencies.
- Employees must be aware 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; and
- circumstances in which a student initiates an interaction or relationship between the employee/volunteer and the student.

6.1.2 Working with Student Behaviour

Student behaviour education practices aim to facilitate the development and experience of responsible self-discipline amongst students and 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.

The use of corporal or degrading punishment is forbidden.

The following list provides employees 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; and
- Practices which cause a student to feel alienated.

6.1.3 Physical Contact with Students

Employees are required to develop and exercise prudent judgment and sensitivity regarding appropriate physical interactions with students.

Great Southern Grammar expects 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 allowing a student to engage with a teaching/learning experience or the curriculum in general;
- Assessing a student who is injured or ill. Advice should be provided to the student of their intention 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; and
- Restraining a student when others are being harmed or are in imminent danger of being harmed.

GSG expects 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; and
- Should be consistent with any individual behaviour education plan in place for that student.

As any physical intervention involves some risk of injury, employees 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; and
- A student being attacked by a third party.

All members of the *School Community* using physical interventions are responsible and accountable because they exercise that authority. Employees must report all physical interventions to the Principal or Deputy Principal.

6.1.4 Grooming

Grooming is a serious offence. The *School Community* need to be informed of the criminal intent in grooming behaviours and be 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; and
- Appropriate confidentiality.

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

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:

- 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;
- Selecting and befriending a child, 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 performed 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 the child's fear, embarrassment or guilt. Sometimes the abuser uses bribery, threats or coercion; and
- Causing the child to feel responsible for the abuse, the child may not notice, become confused as the contact becomes increasingly intimate and sexual.

In addition to grooming, the groomer will use deflection strategies to remain unchallenged. Some of these strategies include 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; and
- Positively represents the child to others so as to be perceived as someone who would never harm the child.

Duty of Care

Staff 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 act 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 a reasonable person in that person's position would not do in a particular situation;
- Fails to do something 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; and
- Fails to report when mandated.

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

Expected Outcomes

- GSG employees are informed of the criminal intent in grooming behaviours and expected to be 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; and
- All allegations of grooming will receive a prompt response and be clearly documented.

6.1.5 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; and
- Respect the ethical professional practice of colleagues in other settings.

It is important for you to treat your colleagues, other employees, volunteers, contractors, students, 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 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 Subschool. Concerns about the Principal should be reported to the Chair of School Council.

6.1.6 Communication and Use of Technology

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

GSG expects all employees will abide by all relevant Information in the Acceptable Use of Information and Communication Technology Agreement and Staff Social Media Policy.

Any use of social media, whether using the School's systems or otherwise must not adversely impact upon the School or involve unacceptable use in breach of this Code or any other school policy or procedure.

Staff members must take care to ensure their conduct in accessing or using social media does not bring the School into disrepute or have the potential to damage the School's reputation or business and is compatible with their duties at the School.

Each staff member must:

- Apply professional standards and professional boundaries when interacting with students;
- Ensure 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: and
- Comply with the School's policies for the appropriate protection of the intellectual property and confidential information.

Employees 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 yourself, or the School into disrepute by personal online behaviours, including the unauthorised 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; and
- 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; and
- Subversive or other messages or material related to illegal activities which would violate copyright laws.

6.1.7 Fitness for Duty – use of drugs, alcohol and tobacco

Staff members need to adhere to the Staff Drugs, Alcohol and Smoking Policy. Staff must not be under the influence or in possession of alcohol or illegal drugs during school hours or any other time when they have a responsibility for students or is otherwise fulfilling responsibilities to the School.

Staff are not to consume alcohol at any school function, camp, tour and excursion when students are present, including functions off campus, unless expressly permitted to do so by the Principal.

Employees should be aware that personal conduct and lifestyle can reflect either positively or adversely on the School and the School's values and their own personal or professional reputation. They must consciously act to maintain their personal and professional integrity at social occasions.

Employees 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.

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

6.1.8 Sexual Harassment, Workplace Harassment and Bullying

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.

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

6.1.9 Discrimination

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

6.1.10 Inclusivity

Staff are expected to promote the safety, participation and empowerment of all students and:

- Promote the cultural safety, participation and empowerment of Aboriginal and Torres Strait Islander students;
- Promote culture safety, participation and empowerment of students with culturally and/or linguistically diverse backgrounds;
- Promote the safety, participation and empowerment of students with a disability; and
- Should not express personal views or discriminate against any student based on culture, race, ethnicity, disability or sexuality.

6.1.11 Equal employment opportunity

The School is an equal opportunity employer and aims to maintain a workplace free from employment discrimination, where decisions are based on individual performance and ability.

6.1.12 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 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.

6.2 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.

6.3 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 S*chool Community* of former students who have attended Great Southern Grammar; and
- 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.

6.4 BREACHES

GSG has developed the Code to be of support to employees in the School and in the hope, 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 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.

- Staff are required to report all objectively observable breaches of this Code of Conduct to the Principal or, where the breach observed was committed by the Principal, must be reported to the Chair of Council.

- Factors the School may consider when deciding what action to take may include:

    - The seriousness of the breach;
    - The likelihood of the breach occurring again;
    - Whether the employee has committed the breach more than once; and
    - 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 formal warning to termination of employment and reporting the matter to the Teacher's Registration Board WA where appropriate. In certain circumstances where a formal warning is issued or employment terminated as a result of a breach suspected to involve grooming, the School is required to notify the Director General of the Department of Education as a critical incident;
- Banning from being on school grounds or attending co-curricular activities;
- A direction, in the case of parent/guardians, that he/she may only communicate with members of staff through a specified school delegate;
- A restraining order sought against relevant person through the legal system; and
- The School will reserve the right to determine in its entirety the response to any breach of this Code.

6.4.1 Reporting Guide

The *School Community* has a responsibility to report certain acts, omissions and/or failures to the Principal or Deputy Principal.

The School's procedures for handling complaints are based on confidentiality, impartiality, procedural fairness, protection from victimisation and prompt resolution. Processes for handling complaints are outlined in the Staff Disputes and Complaints Policy.

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

6.4.2 Required Reporting

The *School Community* is required to report certain information to the School, you must report to 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 conduct not permitted by the Code;

- 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 conduct not permitted by the Code;
- If you become the subject of allegations of conduct not permitted by the Code whether they relate to your employment in the School.

Please note: teachers, nurses and boarding supervisors 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.

6.4.3 Procedures for Settling Disputes

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

In the event of an employee having a grievance or dispute or beach of this Code will be managed and investigated in accordance with the School's Staff Dispute and Grievance Policy.

In the event of a parent or student having a grievance or dispute in relation to this Code will be managed and investigated in accordance with the School's Parent and Student Complaints Policy.

6.4.4 Record keeping

All employees have a responsibility to:

- Create and securely maintain full, accurate and honest records of their activities, decisions, appropriate school-based interactions and other relevant transactions;
- Upload or store records in the School's record systems as required; and
- Not deliberately access school information to which they are not authorised to do so.

6.4.5 Queries

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

7 REFERENCE/COMPLIANCE

The following documents are associated with this policy:

7.1 Legislation

- *Australian Human Rights Commission Act 1986*
- *Children and Community Service Act 2004*
- *Education Act 1999 (WA)*
- *Equality Opportunity Act 1984*
- *Occupational Safety and Health Act 1984*
- *Privacy Act 1988*
- *Sex Discrimination Act 1984 (Cth)*

7.2 Related Policies

- *Anti-Bullying Policy*

- *Child Safety Policy*
- *Critical Incident & Emergency Response Policy*
- *Staff Induction Policy*
- *Occupational Health and Safety Policy*
- *Parent Code of Conduct & Communication Guidelines*
- *Parent and Student Complaints Policy*
- *Pastoral Care Policy*
- *Privacy Policy*
- *Sexual Discrimination and Sexual Harassment Policy*
- *Staff Dispute and Grievance Policy*
- *Staff Drugs, Alcohol and Smoking Policy*
- *Staff Use of ICT Policy*
- *Staff Use of Social Media Policy*

7.3 Internal Documents

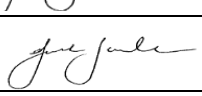
- *Staff Handbook*
- *Acceptable Use of Information and Communication Technology Agreement*
- *Staff Dispute and Grievance form*

7.4 Other Resources

- *National Principles for Child Safe Organisations*
- *TRBWA – Teacher-Student Professional Boundaries*
- *WWC – Working with Children Check*

8 DOCUMENT CONTROL

Approval

Date	By	Minutes
18 October 2018	Mr Mark Sawle - Principal	
21/2/2019	Mr Mark Sawle - Principal	
02/07/2020	Executive	Executive meeting 02/07/2020