



STAFF CODE OF CONDUCT POLICY

Purpose

Peter Moyes Anglican Community School (the School) is committed to providing a child-safe environment which safeguards all students and is committed to promoting practices which provides for the safety, wellbeing and welfare of our children and young people. The School expects all members of its community to share this commitment.

The Staff Code of Conduct (the Code) details the minimum standards of conduct in all behaviour and decision making to ensure the safety and wellbeing of the School community. Breaches of the Code may result in disciplinary action.

The School acknowledges the inherent vulnerability of the students in its care and recognise that the safety and wellbeing of students depend upon the vigilance and diligence of all adults. Staff have a duty of care to students during School hours and at all times when a staff/students relationship exists.

The Code places an obligation on all employees to take responsibility for their own conduct and to work with colleagues cooperatively to achieve a consultative and collaborative workplace where all members of the School community are proud to work and learn at the School. This Code will assist in ensuring the School is a safe environment for all and reduce the risk that staff will be unjustly accused of unprofessional or abusive conduct.

All employees of the School must comply with the Code. Volunteers, visitors and contractors are also expected to comply with the Code. Staff, visitors, volunteers and contractors will be held accountable for breaches of the Code. The Code outlines the minimum expectations of the School community who have care of students at the School.

All members of the School community are expected to behave in a manner which promotes the safeguarding role of the School, in accordance with best practice, the School and professional expectations. Members of the School community must be fully aware that their actions will be subject to appropriate scrutiny by others and must be prepared to give an account of their behaviours when requested. If a breach occurs, it must be brought to the attention of the Executive Team immediately.

Related Documents

Complaint and Dispute Resolution Policy
Professional Behaviour Policy
Staff Absences Policy
Staff Code of Conduct Procedures
Staff Health and Wellbeing Policy

Related Links

[PMACS Child Safe Organisation](#)
[Work Health and Safety Act 2020](#)



STAFF CODE OF CONDUCT PROCEDURES

Purpose

Peter Moyes Anglican Community School (the School) is committed to providing a child-safe environment which safeguards all students and is committed to promoting practices which provides for the safety, wellbeing and welfare of our children and young people. The School expects all members of its community to share this commitment.

School staff are in a unique position of responsibility and authority and must make every effort to make sure that our school provides a child safe environment. Teachers in particular are of primary importance when it comes to detecting abuse and preventing abuse from occurring.

The Staff Code of Conduct should be read in conjunction with other relevant School Policies.

Standards of the Staff Code of Conduct

Staff acknowledge the inherent vulnerability of the students in their care and recognise that the safety and wellbeing of students depends upon the vigilance and diligence of all adults. Staff have a duty of care to students during School hours and at all other times when a staff/student relationship exists. Duty of care falls under the area of common law that is established by the courts on the basis of precedent. The practice of duty of care requires that staff must take reasonable care to avoid acts or omissions, which they can reasonably foresee would be likely to result in harm or injury to the student and take steps to prevent such harm. All interactions therefore should be transparent and meet the principles of the Code of Conduct.

The Staff Code of Conduct (The Code) details the minimum standards of conduct in all behaviour and decision making to ensure the safety and wellbeing of the School community. Staff are expected to behave in a manner which promotes the safeguarding role of the School, which is in accord with School expectations, professional expectations and best practice of the teaching profession, as well as the expected norms of our community. Staff must be fully aware that their actions will be subject to appropriate scrutiny by other staff and by the community and must be prepared to give an account of their behaviours to leadership, when requested.

The Code places an obligation on all employees to take responsibility for their own conduct and to work with colleagues cooperatively to achieve a consultative and collaborative workplace where all members of the School community are proud to work and learn at the School. This Code will assist in ensuring the School is a safe environment for all and reduce the risk that staff will be unjustly accused of unprofessional or abusive conduct.

When considering their actions, staff are required to consider the following:

- (a) How might this interaction be perceived by others?
- (b) Am I treating this student differently from others?
- (c) Can I achieve the same outcome through a different interaction?
- (d) Would I do this or say this if a colleague were present?
- (e) Would I condone my conduct if I observed it in another adult?
- (f) What guidance would my employer give me in this situation?

A member of staff who is unsure about appropriate boundaries in a particular circumstance must consult as early as possible with their Line Manager to discuss any possible breaches. Any breach must be brought to the attention of the Executive Team immediately. Breaches of the Code may result in disciplinary action.

All employees of the School must comply with the Code. Volunteers, visitors and contractors are also expected to comply with the Code. Staff, visitors, volunteers and contractors will be held accountable for breaches of the Code.

This Code describes the minimum expectations of everyone involved in the care of students at the School and should be read in conjunction with other relevant School Policies.

Definitions

Child under the Children and Community Services Act (2004) means a person who is under the age of 18 years. In the absence of positive evidence as to age, a child is a person who appears to be under 18 years of age.

Child Abuse means all incidents of physical, sexual and emotional abuse and neglect as covered by Western Australian law.

Child Protection means the development and effective implementation of policies, procedures, practices and strategies for the prevention and deterrence of grooming and child abuse.

Code of Conduct promotes positive work practices and establishes expectations for professional and personal boundaries concerning appropriate and inappropriate behaviour in relation to staff, students, parents, visitors and volunteers. It provides guidelines about behaviour, relationships, attitudes and responsibilities and outlines the process that will be followed if the Code is breached.

Confidentiality means a duty created from the employment or other type of relationship to keep information, personal or otherwise, confidential and not to disclose or use that information for any other purpose unless authorised to do so or authorised to do so by law.

Critical Incident means circumstances that pose a critical risk to the health, safety or wellbeing of one or more students or staff that occurs at the School, or through a related School based activity.

Duty of Care refers to the duty imposed by law on all School staff to reasonably foresee risks of harm in the context of School activities and to take reasonable steps to prevent such harm. The Principal holds the ultimate duty of care, and this cannot be delegated to third parties.

Executive Team refers to the leadership team of the School including the Principal, Deputy Principal, Business Manager, Chaplain, Associate Principals and Deans of Students.

Grooming means actions deliberately undertaken with the aim of befriending and establishing an emotional connection with a student, to lower their inhibitions in preparation for engaging in sexual activity with the child.

Induction means the preliminary introduction to the obligations, expectations and responsibilities of staff to comply with all School policies and procedures.

Mandatory Reporting means the legal obligation of all teachers to report, when a belief is formed, (in the course of their work) that a student was the subject of sexual abuse or is the subject of ongoing sexual abuse. Children and Community Services Act, 2004 (WA)

Members of the School Community refers to all students, parents, staff, volunteers and visitors.

Parent means parents or guardians.

Principal means the individual appointed by AngliSchools to be Principal of the School.

Privacy means a person's right derived from The Privacy Act (1988) to the protection of their personal information.

School Council refers to the elected members of the governing body of the School led by the Chair of Council and under the direction of AngliSchools.

Staff refers to all employees of the School including permanent staff, temporary staff, peripatetic, relief staff and practicum teachers.

Student refers to all students, including children and young people enrolled at the School, including exchange/international students.

Visitor refers to a person who is not a parent or volunteer that is temporarily visiting the School on official business and includes AngliSchools' officials, government officials, contractors, consultants or members of the wider community.

Volunteer refers to any person, including a parent/guardian, who undertakes official activities on behalf of the School without remuneration or reward.

Staff Expectations

As an employee, staff are expected to be familiar with the School's policies and procedures, be aware of how to access them for checking purposes and be able and willing to comply with the School's policies and procedures. Many of these are available online; others may be available through induction, training and development programs.

If there is uncertainty about the compliance scope or content of a policy, or any legal obligations to as an employee, clarification must be sought from the Line Manager or the Principal.

Staff should also be familiar with the legislation under which they are employed as this may specify compliance requirements. Staff are required to:

- Conduct themselves, both personally and professionally, in a manner that upholds the ethos and reputation of the School
- Comply with the School's policies and procedures
- Comply with lawful directions
- Behave respectfully, ethically and responsibly in dealing with all colleagues, students, parents/guardians and members of the public
- Perform duties to the best of their ability and be accountable for their performance
- Follow reasonable instructions given by the relevant Line Managers, or delegate
- Work collaboratively with all colleagues
- Carry out duties in a professional, competent and conscientious manner, while seeking suitable opportunities to improve professional knowledge and skills, including through participation in relevant professional development
- Present themselves in a professional manner that is appropriate for their role
- Act honestly and in good faith in fulfilling their duties.



A staff member responsible for engaging or managing external consultants, contractors or volunteers, is responsible to make them aware of the School's expectations of conduct consistent with the School's Code of Conduct during the period of their engagement. They should be told that any conduct that is not consistent with the Code may result in the engagement of a contractor, consultant or volunteer being terminated.

Compliance with the Code of Conduct

A staff member should inform the Principal if they are charged with or convicted of a serious offence. They must inform the Principal if they become the subject of a Violence Restraining Order. Staff should:

1. Report to the Principal if they become aware of a serious crime committed by another staff member. The Principal may be required to inform the Police and/or the Department of Child Protection and/or the Teacher Registration Board WA.
2. Report any concerns that they may have about the safety, welfare and wellbeing of a child or young person.
3. Report any concerns about the inappropriate actions of any other employee, contractor or volunteer that involves children or young people.
4. Report any knowledge to the Principal if they become aware that an employee, contractor or volunteer has been charged with or convicted of an offence (including a finding of guilt without the court proceeding to a conviction). If the prohibited behaviour is by the Principal then it should be reported to the Chair of Council.
5. Report information to the Principal or Chair of Council about becoming the subject of allegations of 'reportable conduct' whether or not they relate to the employment in the School.
6. Be familiar with the procedure for handling allegations against staff and students. It is expected that staff who form a belief that the boundaries or Code of Conduct have been breached will inform the Principal or Chair of Council.
7. Teachers, 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 the child. Refer to the School's Child Safe Policy and Mandatory Reporting Policy for further information about these obligations.
8. Any allegation of abuse received from a former student, or their parents/guardians should be reported to the Principal or the Chair of Council. Notification to the appropriate authority can then be made.

Breaches of the Staff Code of Conduct

All School employees hold a position of trust and are accountable for their actions.

All alleged breaches of the Code will be subject to scrutiny and, if substantiated, staff may be warned, suspended or have their employment terminated. If the breach is considered to be grooming, the School is obliged to report this to AngliSchools, Teachers' Registration Board (where a teacher is involved) and the Department of Education as a critical incident. Any potentially illegal activity will be reported to the Police and appropriate actions taken by the Executive Team.

1. The consequences of inappropriate behaviour and breaches of this Code will depend on the nature of the breach.
2. Employees are required to report all objectively observable behaviour that is not permitted by the Code, other than those subject to mandatory reporting obligations, to the Principal or the Chair of Council.



3. 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, students or any others
 - (e) whether the breach would be serious enough to warrant formal disciplinary action.

4. Actions that may be taken by the School in respect of a breach of the Code include management or remedial action, training or disciplinary action ranging from a warning to termination of employment and reporting of the matter, if suspected to be grooming, to the Director General of the Department of Education as a critical incident. In the case of a teacher, the matter would also be reported to the Teacher Registration Board WA and/or AngliSchools. The School reserves the right to determine in its entirety the response to any breach of the Code.

Statements of Conduct

All members of the School Community who take on a duty of care for students are required to comply with the following statements of conduct. The conduct statements have been informed by AngliSchools; Policies and Procedures.

Conduct Statement 1 – Act safely and competently

All school employees have a duty of care to students in their charge and to take all reasonable steps to protect them from risks of harm that can be reasonably predicted. For example, preventative measures should be taken against risks from known hazards and from foreseeable risk situations. The standard of care that is required, such as the degree of supervision, needs to be commensurate with the students' maturity and ability.

Duty of care to students applies during all activities conducted or arranged by the School. The risks associated with any activity need to be assessed and managed before the activity is undertaken.

The duty encompasses a range of matters, including (but not limited to):

- (a) the provision of adequate supervision
- (b) ensuring grounds, premises and equipment are safe for students' use
- (c) implementing strategies to prevent bullying from occurring in the School
- (d) providing medical assistance or seeking assistance from a medically trained person to aid a student who is injured or becomes sick at school.

Staff also have a responsibility under occupational safety and health legislation to take care of their own health and safety at work. They are also responsible to ensure that their activities do not place their own safety at risk and that of co-workers, students or other persons with whom they may come into contact at work. Considerations of safety relates to both physical and psychological wellbeing.

How staff should comply

1. Do not expose students or anyone else at the workplace to any risk or hazard.
2. Ensure awareness of the School's evacuation and/or lock down procedures.
3. Do not leave students unsupervised either within or outside of class. Be punctual to class and allocated supervision.



4. Remain with students at after school activities until all students have been collected. In the event that a student is not collected, remain with the student until collected, or seek advice from Cocurricular Coordinator.
5. Arrive punctually to Duty and actively supervise the designated area, being vigilant and constantly moving around.
6. Watch for indicators of bullying or any other form of discriminatory behaviour, and report incidents to the appropriate staff member.
7. Attend to ill or injured students. You should seek additional assistance if required.
8. Do not store or administer medication to students unless use complies with School policy.

Use of alcohol drugs or tobacco

All staff are responsible for ensuring their capacity to perform their duties is not impaired by the use of alcohol or drugs and that the use of such substances does not put at risk themselves or any other person's health and safety.

How staff should comply

1. Do not attend work under the influence of alcohol, illegal drugs or non-prescribed and/or restricted substances
2. Do not consume alcohol, illegal drugs or non-prescribed and/or restricted substances whilst they have a duty of care to students
3. Notify the Line Manager if they are aware that their work performance or conduct could be adversely affected as a result of the effect of a prescribed drug
4. Take action to resolve any alcohol or other drug-related problems that they have
5. Consult with the Line Manager or Principal if they are concerned about working with other employees who may be affected by drugs or alcohol.

Drugs

1. Do not have illegal drugs in your possession while at work. Any illegal drugs found on School property or in the possession of any person on School property may result in disciplinary action including the termination of employment, referral to the Police and, in the case of a member of the teaching staff, a report to the Teacher Registration Board WA;
2. Never give students or other employees illegal drugs or restricted substances, or encourage or condone their use
3. Do not supply or administer prescription or non-prescription drugs to students unless authorised to do so.

Alcohol

1. Do not take alcohol to School or consume it during school hours or at any School function at any time students are present, including those events conducted outside School premises unless expressly permitted to do so by the Principal. A School function is any occasion organised by the School and/or in the School's name, including dances, farewells, excursions, sporting fixtures and fundraising events.
2. Do not purchase alcohol for, or give alcohol to, any student (or to any other person under the age of 18 years)
3. Do not encourage or condone the use of alcohol by students during educational activities.



Smoking

1. Do not smoke/vape or permit smoking/vaping in any buildings, enclosed area or on School grounds.
2. Do not smoke/vape whilst at any School function even if it is not on the School campus. This includes, amongst all other activities, camps, tours and excursions.
3. Do not purchase tobacco, tobacco/vape products for any student, or give them tobacco or tobacco/vape products.

Conduct Statement 2 – Prioritise student safety and wellbeing in all decision making

Children and young people are entitled to live in a caring and nurturing environment and protected from harm. The empowerment of children and young people is essential in creating a culture of safety. The views of children and young people on all matters affecting them should be given serious consideration and considered. A child safe and friendly organisation values children, understands safety doesn't just happen and balances a safety focus with positive interactions and environments that contribute to the healthy development of children.

How staff should comply

1. All adults within the School have individual and joint responsibility for the safety and wellbeing of students.
2. The safety and wellbeing of students are the primary focus of your actions and decisions.
3. Regularly invite students to participate in decision making about their education and wellbeing and offer them constructive feedback on their ideas and opinions.
4. Communicate respectfully in a way that the student and those supporting their education can understand.
5. Ensure that the voice of a student is heard as appropriate, considering age and circumstances, and treat those expressions with respect and care.
6. Seek out relevant information pertaining to the safety and wellbeing of students.
7. Any information about students is collected by staff on behalf of the Principal and for the benefit of the student. All information must be disclosed, and accessible, in order to support the education, safety and wellbeing of the student.
8. Encourage students to inform you or the Principal of any concerns they have about their own or other students' education, safety or wellbeing. Follow up those concerns and keep students informed of how they are resolved.

Conduct Statement 3 – Abide by all laws, agreements, policies and standards

All adults are bound by local, state and federal laws and must abide by them at all times. In addition, staff employed by the School must adhere to their Job Description and Contract of Employment. All employees should be familiar with the School's policies and procedures, know where they can access them for clarification and be able and comply with the School's policies and procedures.

Copyright and intellectual property

When creating material staff need to ensure that the intellectual property rights of others are not infringed, and information is recorded about any third party copyright/other rights included in materials.

If material is developed that relates to the employment with the School, the copyright in that material will belong to the School. This may apply even if the material was developed in the staff's own time or at home.



How staff should comply

1. Advice relating to sharing or licensing the School's intellectual property should be sought from the Principal.
2. Do not give away or assign the School's intellectual property without the approval of the Principal.
3. Do not use the School's intellectual property (including copyright) for private purposes without obtaining written permission from the Principal.

Identifying and managing conflicts of interest

Private interests can, or have the potential to, influence a person's capacity to perform their duties and in turn compromise their integrity and that of the School.

A conflict of interest can involve:

- (a) pecuniary interests i.e. financial gain or loss or other material benefits;
- (b) non-pecuniary interests i.e. favours, personal relationships and associations.

Conflict of interest also include:

- (a) the interests of members of your immediate family or relatives (where these interests are known);
- (b) the interests of your own business partners or associates, or those of your workplace; or
- (c) the interests of your friends.

How staff should comply

1. All school employees must not act in conflict with the School's best interests.
2. When faced with a situation in which conflict of interests may be present, report any potential or real conflict to the line Manager or the Principal.
3. Report situations where a colleague who has an identified conflict is, or may be perceived as, unduly influencing a relevant School decision.

Conduct Statement 4 – Respect the dignity, culture, values and beliefs of all members of the School community

Staff should understand their responsibilities to safeguard and promote the welfare of students and other staff. The School expects employees to treat each other with respect and courtesy. Our daily interaction with others reflects on the School's reputation. Therefore, all employees are expected to be approachable, respectful, courteous and prompt in dealing with other people, including students, parents, other employees and members of the community.

Employees who work with students have a special responsibility in presenting themselves as appropriate role models for those students. Modelling effective leadership and respect in your interactions with students can have a profoundly positive influence on a student's development.

How staff should comply

1. Model effective leadership and respect in all interactions with students.
2. Continually monitor and reflect on their own practice, in order to model appropriate behaviour and to follow the guidance in the Code.
3. Do not use rude or insulting behaviour, including verbal and non-verbal aggression. Abusive, threatening, intimidating or derogatory language and physical abuse or intimidation towards other employees, contractors, students and parents is unacceptable. Do not use information

- and communication technologies, such as email, mobile phones, text or instant messaging, blogs, social media sites and other websites to engage in this type of behaviour.
4. Do not engage in unlawful discrimination against, harassment of, or bullying towards a fellow employee, contractor, volunteer, student or parent/guardian. Unlawful harassment or discrimination may constitute an offence under the Workplace Gender Equality Act 2012 or federal industrial or discrimination legislation. Bullying may be a breach of any obligation under work health and safety legislation or any duty of care at common law.
 5. If staff believes they are being unlawfully harassed or discriminated against or bullied:
 - (a) if comfortable, ask the person to stop or make it clear that the behaviour is offensive or unwelcome. It may be useful to speak with the Line Manager in the first instance to seek guidance on how to do this; and/or)
 - (b) raise the issue as a grievance in accordance with the School's policies as soon as possible after the incident(s) have occurred.

Conduct Statement 5 – Treat personal information about all members of the School community as private and confidential

Staff should be mindful of confidentiality when in discussions with others. They cannot always give a guarantee of confidentiality especially if the matter under discussion is related to mandatory reporting. Maintain the confidentiality of School information and be aware that there are strong legal requirements around the collection, release and privacy of information.

Staff should be aware of all relevant School Policies. Before asking for information or disclosing information staff need to assure themselves that they are acting in a legal manner. If unsure, discuss the matter with the Line Manager.

How staff should comply

Communication

1. Do not disclose personal information about another staff member to students or parents/guardians or discuss their work performance, except if authorised by the Principal in the context of grievance resolution.
2. All matters discussed in staff meetings and staff communications are to be treated confidentially and not discussed with students, members of the School community, or the public.
3. The media should not be given access to students or allowed entry to the School without the express permission of the Principal. Do not make any comments to the media about the School, students or parents without the express permission of the Principal.

Confidential Information

1. As a School employee, only use confidential information for the work-related purpose it was intended.
2. Unless authorised to do so by legislation, do not disclose or use any confidential information without the express permission of the Principal.
3. Do not make available any confidential information, in any form, to unauthorised people.

Privacy

1. Sensitive and personal information should only be provided to people who are authorised to have access to it.
2. Always exercise caution and sound judgment in discussing the personal information of students, parents/guardians, staff and other people with other school employees. Normally information should be limited to those who need to know in order to conduct their duties, or to those who can assist in carrying out the School's work because of their expertise.
3. The School is legally required to report the loss, unauthorised access to, or disclosure, of personal information resulting in serious harm, to any individuals to whom the information relates and the Office of the Australian Information Commissioner. In accordance with this requirement staff are required to notify their Line Manager and/or the Principal in relation to any such loss, access or disclosure, including School information that may be contained on school or personal devices. For more information please refer to the 'Notification of data breaches' section of the School's Privacy Policy).

Conduct Statement 6 – Use of electronic communication and social networking sites appropriately

The School provides electronic communication facilities for its students and employees for educational or administrative purposes. It monitors and views data stored or transmitted using the School's facilities. By its nature, electronic communication is a fast and informal way of communicating. However, once a document or image has been sent there is no way to recall it, and it exists forever.

How staff should comply

1. Comply with all relevant School Policies by:
 - (a) exercising good judgment when using electronic mail, following the principles of ethical behaviour
 - (b) using appropriate and professional language in electronic mail messages
 - (c) being aware that if an issue addressed in an email becomes the subject of a legal dispute, then those emails would be discoverable: that is, the court and all parties to the dispute would be entitled to see them
 - (d) not sending messages that are harassing, discriminatory, defamatory, threatening, abusive or obscene
 - (e) not inviting students into your personal social networking site or accepting an invitation to theirs, unless you are a parent/relative of the student or the student has not been enrolled at the School for at least 12 months
 - (f) not using social networking sites to email or contact students
 - (g) remembering transmission, storage, promotion or display of offensive, defamatory, or harassing material is strictly forbidden
 - (h) reporting any situations where you become aware of the inappropriate use of electronic communication and social networking sites.
2. Never use the School's networks to view, upload, download or circulate any of the following materials:
 - (a) sexually related or pornographic messages or material
 - (b) violent or hate-related messages or material
 - (c) racist or other offensive messages aimed at a particular group or individual
 - (d) malicious, libellous or slanderous messages or material
 - (e) subversive or other messages or material related to illegal activities.



Conduct Statement 7 – Provide impartial, honest and accurate information about the education, safety and wellbeing of students

All employees have a responsibility to create and securely maintain full, accurate and honest records of their activities, decisions and other business transactions, and to capture or store records in the School's record systems.

How staff should comply

1. Do not destroy or remove records without appropriate authority.
2. Line Managers are responsible to ensure that the employees reporting to them comply with their records management obligations.
3. Employees responsible for assessing and recording marks for students' work must do so accurately, fairly and in a manner that is consistent with relevant policy and the requirements of the School and legal time limit of keeping student records.
4. Employees must maintain the confidentiality of all official information and documents which are not publicly available, or which have not been published.

Conduct Statement 8 – Provide impartial, honest and accurate information about the education, safety and wellbeing of students

The ability to enjoy relationships and work together is very important. Children need to enjoy being in school, they need to love their school and the interactions that take place there. We must respect the rights of all parents and the important role they play in their child's education.

How staff should comply

1. Recognise that parents/guardians are the first educators of their children and equal partners in the education of students.
2. Actively share information about students with their parents/guardians and the Principal so that they may make informed decisions. Listen to everyone with courtesy and respect.
3. Use language with appropriate style, tone and level in all written or verbal communication.
4. Engage with all parents/guardians equally and fairly, regardless of their relationship status, mindful that, in the absence of court orders to the contrary, each parent/guardian has equal and joint parental responsibility for their child. Do not allow personal opinion about the behaviour of parents/guardians to prevent open and honest engagement with each of them about their child's education.
5. Inform parents/guardians about the education and wellbeing of their child on the assumption that it is in the student's best interests to do so, regardless of the parent/guardian's level of engagement with their or the child.
6. Promote positive relationships between students and their parents/guardians, family members, and those significant to the student, regardless of any breakdown in these relationships.
7. Do not use the behaviour of either parent/guardian as a reason for denying them or their child access to information or support from the School that are in the best interests of the student.

Conduct Statement 9 – Promote and preserve the trust and privilege inherent in your relationship with all members of the School community

Staff are privileged to teach and support the students in their care; it is essential that the trust and privilege given to us is upheld. It is important to recognise that an inherent power imbalance exists in this relationship with students, which can lead to vulnerability and exploitation. Positive use of

power involves acting or influencing others in ways that show respect for themselves and for others. Abuse of power occurs when people do not respect the rights of others or themselves.

How staff should comply

1. Preserve the trust inherent in their relationship with students and with their parents/guardians.
2. Actively preserve the dignity of all people through practised kindness and by recognising the potential vulnerability and powerlessness of each student and their family.
3. Establish a sense of trust to protect the physical, psychological, emotional, social and cultural wellbeing of each student.
4. Maintain appropriate boundaries with students and to actively support other adults to do likewise, including bringing to their attention any failure to do so.
5. Any staff who may have a personal or recreational relationship outside their School role with students' families and friends, or with other school staff. In cases of overlap or conflict between these dual relationships, act with the primary intent of the safety and wellbeing of the student.
6. Do not engage in any behaviour with a student that a reasonable person could interpret as creating an opportunity to engage in emotional, physical or sexual intimacy with a student.
7. Recognise that the power imbalance between the staff and students means that the onus is on you to avoid any ambiguity or misunderstanding by a student or third party about the intent in the staff's behaviour towards them.
8. Understand that the power imbalance between staff and students may continue to influence students' choices beyond the date when they cease to be students at the School. Do not engage in emotional, physical or sexual intimacy with a former student within two years of them ceasing enrolment at The School.
9. Do not knowingly mislead parents or make misrepresenting statements to them or withhold information relevant to their ability to make informed decisions about their children unless required by law.

Conduct Statement 10 – Act professionally, reflectively and ethically at all times

Staff are expected to provide quality teaching and support which is appropriate for students, recognising the diversity of learners in their care and making every effort to help all students equally so they have every chance of succeeding. Good teaching and support also mean that staff will work closely with their colleagues and parents/guardians of their students and respond appropriately and promptly to any concerns they have.

How staff should comply

1. Differentiate lessons to cater for all learners and show no favouritism, bias or prejudice in dealing with students.
2. Make all effort to facilitate the provision of ancillary support to a student, as is determined by their needs, to enable their equitable access to educational programs (eg extension programs for gifted and talented students, assistive technologies, counselling).
3. Maintain a safe classroom environment.
4. Look for and take advantage of every learning opportunity that is appropriate to their role.
5. Treat all students with respect.
6. Have high expectations at all times for all students.
7. Regularly review School policies and make every effort to comply with them.
8. Maintain regular communication with the parents/ guardians of their students.
9. In education, change and improvement is always possible and therefore work cooperatively with colleagues and share ideas and experiences in a collegiate manner.



Conduct Statement 11 – Maintain professional relationships between employees and students

Staff need to treat students with courtesy and respect and provide an environment that encourages students to do the same. As a school employee, always behave in ways that promote the safety, welfare and wellbeing of children and young people. Actively seek to prevent harm to children and young people, and to support those who have been harmed.

While not all employees are required to manage and supervise students, it is important for all employees to understand and observe the School's child protection policies available on the School website. The detection and prevention of grooming behaviour is a vital consequence of complying with this principle. Staff should be aware of all policies relating to Child Protection.

How staff should comply**Supervision of students**

1. Never be alone in an enclosed space with a student, unless there is an unavoidable situation (eg. a lockdown procedure). Where there is the responsibility of a single student, ensure that this is in an open space in view of others. Where this is not possible or practical it should be discussed with the Line Manager and/or the Principal.
2. Staff should not drive a student in their car unless they have specific permission from the Line Manager and/or the Principal and written permission from the parent/guardian to do so. In the event of an emergency should exercise discretion, but then report the matter to the Line Manager.
3. A private conversation with a student should consider the time and venue carefully to avoid being placed in a vulnerable situation. The door should remain open. Never locate between the student and the door.

Physical contact with students

1. Do not impose any form of corporal or demeaning punishment on a student in the course of all professional duties. Refer to the relevant policies.
2. When physical contact with a student is a necessary part of the teaching/learning experience exercise caution to ensure that the contact is appropriate and acceptable. Seek reassurance from the student before making contact. It is best practice to ask for a volunteer to demonstrate a particular activity.
3. Attention to the toileting needs of any children should be done with caution. It may be appropriate to have the door open. For students with a disability, the management of toileting needs should be included in the student's individual management plan.
4. Always seek a student's permission for physical contact. A handshake, high-five, pat on the shoulder or brief hug may be acceptable as long as the student is comfortable with this action. Kissing students is never acceptable.
5. Assessing a student who is injured or ill may necessitate touching the student. Always advise the student of what is intended and, if they are conscious, seek their consent.
6. Sometimes in ensuring duty of care it may be required to restrain a student from harming themselves or others using reasonable force. Any such strategy must be in keeping with the School's behaviour management practices or individual documented plans. Report and document any such incidents.



Relationships with students

1. Never have a romantic or sexual relationship with a student. It is irrelevant whether the relationship is homosexual or heterosexual, consensual or non-consensual or condoned by parents/guardians. Be reminded of:
 - a) the law prohibiting sexual relations with a person under the age of consent (16 years); and
 - b) the law prohibiting sexual relations between a teacher and his or her student under the age of 18 years.
2. Never develop a relationship with any student that is, or that can be interpreted as, being a personal, rather than a professional, interest. An overly familiar relationship with any student (including any adult student) that they are responsible for teaching, tutoring, advising, assessing, or for whom they provide pastoral or welfare support, raises serious questions of potential grooming behaviour, conflict of interest, trust, confidence, dependency, and of equality of treatment. Such relationships may also have a negative impact on the teaching and learning environment for other students and colleagues and may carry a serious reputational risk for the School.
3. If it is considered that a student is being overly familiar, seeking to establish a personal relationship with a staff member or has developed an infatuation with them, report all concerns to the Line Manager and/or the Principal as soon as possible so that a plan can be developed to manage the situation effectively and sensitively.
4. At all times when speaking with students care must be taken to use appropriate language. Always treat students with respect and without favouritism. There is no place for sarcasm, derogatory remarks, inappropriate familiarity or offensive comments.
5. Staff may, as part of the pastoral care role, engage in discussions with students. This is entirely appropriate. However, be cautious about making personal comments about a student or asking questions that probe personal or a student's sexuality or relationships. Do not hold conversations with a student of an intimately personal nature where personal information is disclosed.
6. Staff must not invite students to their home, visit students at their home without parental presence, attend parties or socialise with students, unless permission has been gained from the Principal and the child's parents/guardian
7. Do not engage in tutoring or coaching students from the School without the permission of the Principal.
8. Do not invite students to join personal electronic social networking site or accept students' invitations to join their social networking site.
9. Do not give gifts to students. Carefully consider the implications of accepting any gift from a student or a parent.
10. Wherever practical, avoid teaching or being involved in educational decisions involving family members or close friends. Where it is not practical to avoid such situations completely, another member of staff should make any significant decisions relating to the student's assessments and have those endorsed by a more senior member of staff.
11. Be aware of, and sensitive to, children with culturally diverse or indigenous backgrounds and cultural practices that may influence the interpretation of the staff's behaviour.



Declaring gifts, benefits or bribes

Any School employee 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. Exercise sound judgement when deciding whether to accept a gift or benefit. If in any doubt regarding the intention of substantial value of a gift, speak with a member of the Executive Team.

Accepting gifts and other benefits has the potential to compromise any School position by creating a sense of obligation and undermining impartiality. It may also affect the reputation of the School and its staff. Do not create the impression that any person or organisation is influencing the School or the decisions or actions of any of its employees.

How staff should comply

1. If offered a bribe (i.e. anything given in order to persuade you to act improperly), refuse it, explain why it is not appropriate, and immediately report the matter to the Principal.
2. If offered a gift or benefit, always consider the value and purpose of a gift or benefit before making any decision about accepting it. A gift that is more than of a nominal value (approx. \$75) must not become personal property. Politely refuse it or advise the contributor that it will be accepted on behalf of the School.
3. When a gift is accepted, advise the Principal who will determine how it should be treated and make a record of its receipt. Depending on the nature and value of the gift, it may be appropriate to record the gift as a donation or other such record established for that purpose.
4. Sometimes employees might, in the course of their work, win a prize of significant monetary value (eg. a computer from another organisation). Prizes are usually considered the property of the School. If a prize is won, must advise the Line Manager or the Principal who will determine how the prize should be treated and recorded.

Conduct Statement 11 – Act in accordance with the values of the Christian Purpose of AngliSchools

In Anglican schools the spiritual and moral dimensions of education find a significant place in the curriculum. Students are encouraged to explore Christian faith, and practice and develop a value system for their own lives which gives expression to such faith and practice.

The Christian Purpose of AngliSchools are:

1. Aim for excellence and the development of the whole person
2. Provide a thoughtful and balanced education
3. Value all students by being inclusive and open
4. Positively affirm all that is wholesome in human life
5. Maintain continuity with the past, but thoughtfully respond to innovation in education
6. Provide pastoral care of all students, especially those with special needs
7. Provide Anglican Christian studies and promote Anglican Christian values
8. Provide stability and reliability in leadership and staff

How staff should comply

1. Staff should support the Christian Purpose of AngliSchools in all their professional duties.
2. Staff should act respectfully, and model participation at all AngliSchools' events such as Anglican Identity Day.



Conduct Statement 12 – Maintain and build on the community’s trust and confidence in Anglican schools and the Church

Anglican schools endeavour to help students reach their potential. Anglican schools are highly regarded by their local communities. They take seriously the needs of the whole person; their spiritual, physical, intellectual, social, emotional, aesthetic and moral needs. Such a stance reflects a Christian view of the nature of people and the need to affirm the particular gifts and abilities of each person. The core values of AngliSchools are Faith, Excellence, Justice, Respect, Integrity and Diversity.

How staff should comply

1. Pursue high standards in all things.
2. Demonstrate fairness, compassion and conviction.
3. Advocate for all students regardless of any disadvantage.
4. Respect self, others and our world.
5. Act with honesty and openness.
6. Promote social inclusion and celebrate difference.
7. Actively support Chapel services and other Christian celebrations.
8. Model Christian values and beliefs.

Appendix - Understanding Grooming Behaviour

Grooming in a child protection context refers to deliberate actions undertaken to engage in sexual activity with a child. It differs from sexual abuse in that it is primarily a preparatory activity occurring before abuse occurs; however, is continued during and after the abuse to ensure the safety of the groomer.

Grooming is a subtle, gradual, and escalating process of building trust with a child and those around the child, both children and adults, with the express purpose of the sexual gratification of the perpetrator, this generally involves engaging in sexual activity with the child. It is deliberate and purposeful and occurs both before and after the abuse. Abusers may groom children and supporting adults for weeks, months, or even years before any sexual abuse actually takes place. The grooming may occur in person, via cyber media and/or other forms of communication.

A committed offender will employ grooming behaviour from an early stage and because it is so subtle and gradual the child may not even be aware that the actual abuse when it occurs, is wrong or harmful. The grooming occurs with the child but also with those supporting networks around the child which might normally act as a deterrent or protective element. The perpetrator will invest significant energy and patience to minimise the risk of detection and exposure.

The groomer will employ manipulation, guilt, shame, bribery, coercion or exploit low self-esteem to psychologically manipulate the child. As a result the child becomes increasingly dependent on the groomer and increasingly alienated from protective elements including possible sources to disclose to. This is a deliberate strategy employed to maintain the secrecy of the abuse and to ensure the silence of the child.

The groomer will exploit any vulnerabilities of the protective elements around the child, including parent and family circumstances and school systemic weaknesses. Groomers are very adept at identifying anomalies, boundary ambiguities and any lack of systemic awareness, and then using them to deflect attention from their own actions and intentions.



While distinguishing between appropriate intent and inappropriate intent is often difficult, particularly for a child, it is essential that schools have very clear expectations and boundaries around employee behaviours so that there can be rigorous accountability when dealing with staff.

Schools must work to improve their knowledge and understanding in this area, so they are able to challenge existing practice, recognise unprofessional behaviour and build a shared understanding of what a safe school is.

Grooming behaviour with children may include, but is not limited to:

- Selecting and befriending a child and gaining his or her trust and then exploiting the child's vulnerabilities.
- Testing a child's boundaries through telling inappropriate jokes, roughhousing, backrubs, tickling, or sexual games.
- Moving from non-sexual touching to "accidental" sexual touching. This typically happens during play so the child may not even identify it as purposeful, inappropriate touching. It is often done slowly so the child is gradually desensitised to the touch.
- Manipulating the child to not tell anyone about what is happening. The abuser may use a child's fear, embarrassment, or guilt about what has happened. Sometimes, the abuser uses bribery, threats, or coercion.
- Causing the child to feel responsible for the abuse. Children may not notice or may become confused as the contact becomes increasingly intimate and sexual.

Grooming behaviour with adolescents may include additional strategies, such as:

- Identifying with the adolescent. The abuser may appear to be the only one who understands him/her.
- Displaying common interests in sports, music, movies, video games, television shows, etc.
- Recognising and filling the adolescent's need for affection and attention.
- Giving gifts or special privileges to the adolescent.
- Allowing or encouraging the adolescent to break rules (eg., smoking, drinking, using drugs, viewing pornography).
- Communicating with the adolescent outside of the person's role (eg., teacher, or coach). This could include, for example, texting or emailing the teen without the parents' knowledge.

In addition to grooming the child, the groomer will use deflection strategies to remain unchallenged. Some of these strategies may include where the perpetrator:

- Promotes self and creates a reputation as caring, child-loving, competent, available, trustworthy 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 child to others so as to be perceived as someone who would never harm the child.

Preventing or interrupting the grooming process:

Schools unfortunately provide a vast array of opportunities for groomers to enact the grooming process. Some abusers have a particular preference for children within particular age bands and some studies have shown that groomers will take child focussed employment primarily to get access to a particular cohort of children.

Within a school context, holding all staff members accountable to the school Code of Conduct and challenging boundary crossings and violations is one of the most effective strategies to combating grooming behaviour.

Related Documents

AngliSchools Child Safe Code of Conduct
AngliSchools Child Safe Policy WA
AngliSchools Mandatory Reporting Policy WA
Complaint and Dispute Resolution Policy
Complaint and Dispute Resolution Procedures
Professional Behaviour Policy
Staff Absences Policy
Staff Code of Conduct Policy
Staff Health and Wellbeing Policy

Related Links

[WHS Regulations 2022](#)
[PMACS Child Safe Organisation](#)
[Work Health and Safety Act 2020](#)
[Workplace Gender Equality Act 2012](#)

