

STAFF CODE OF CONDUCT – CHILD SAFETY

Statement of Belief:

This staff Code of Conduct includes the principles promoted by the Victorian Teaching Profession (through VIT) and include the Child Safe guidelines stated in Ministerial Order No. 870.

It is applicable to all teaching staff, education support staff, professional staff, school councillors and volunteers in the school. The purpose of the Code of Conduct is to promote Child Safety in the school environment, including camps and excursions and the use of digital technology and social media, and to set standards that all staff, councillors and volunteers in the school must abide by.

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

This Code of Conduct aims to protect children and reduce any opportunities for child abuse or harm to occur. The Principal and all school leaders will support the implementation and monitoring of the Code of Conduct, and will plan, implement and monitor arrangements to provide inclusive, safe and orderly schools and other learning environments.

General Principles

1. Teachers must provide opportunities for all students to learn
2. All staff treat each other, students and other members of the school community with courtesy and dignity
3. All staff maintain objectivity in their relationships with students and colleagues
4. Collegiality is an important part of professional life
5. Teachers maintain a professional relationship with colleagues, other employees, students, parents and caregiver.
6. The school and its staff fully supports a zero tolerance to child abuse
7. Listening and responding to the views and concerns of students, particularly if they are telling you that they or another child has been abused or that they are worried about the safety/the safety of another child
8. Promoting the cultural safety, participation and empowerment of students with culturally and/or linguistically diverse backgrounds or Aboriginal and Torres Strait island backgrounds
9. Understanding and complying with all reporting or disclosure obligations (including mandatory reporting) as they relate to protecting children from harm or abuse
10. The college delivers a respectful relationships curriculum and all staff model respectful relationships and gender equality

Responsibilities

All staff agree that the following behaviours are clear examples of acceptable behaviour that support the educational development and safety needs for all students

- Taking all reasonable steps to protect children from abuse
- Listening and responding to the views and concerns of students, particularly if they are telling you about abuse or concern of abuse to themselves or other students



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- Promoting the cultural safety, participation and empowerment of all children from all backgrounds inclusion cultural or disability class **and** the Wellbeing Team
- Acknowledging and acting upon our mandatory reporting requirements
- Model and engage in respectful and impartial language

This school notes that the following behaviours are considered unacceptable and against the specific requirements of staff employment

- Disregarding or ignoring any suspected or disclosed child abuse
- Discriminate against any child on the basis of age, gender, race, culture, vulnerability, sexuality or disability
- Use of inappropriate language or discussion of personal social activities in the presence of children
- Staff should not be in contact on social media with current students or students in the two years after they leave school, for other than reasons related to school work. This requires prior approval by the School Leadership Team
- Working with children while under the influence of alcohol or illicit drugs
- Exhibit behaviour which may be construed as unnecessary physical contact
- Any form of sexual relationship, use of sexual innuendo or use of inappropriate material
- Develop a relationship with any student that could be seen as favouritism or amount to “grooming” behaviour (for example, offering gifts)
- Exhibit behaviours or engage in activities with students which may be interpreted as abusive and not justified by the educational, therapeutic, or service delivery context
- Ignore behaviours by other adults towards students when they appear to be overly familiar or inappropriate
- Discuss content of an intimate nature or use sexual innuendo with students, except where it occurs relevantly in the context of parental guidance, delivering the education curriculum or a therapeutic setting
- Treat a child unfavourably because of their disability, age, gender, race, culture, vulnerability, sexuality or ethnicity
- Communicate directly with a student through personal or private contact channels (including by social media, email, instant messaging, texting, etc.) except where that communication is reasonable in all the circumstances, related to school work or extra-curricular activities
- Photograph, video or record on any device a child in a school environment except in accordance with school policy or where required for duty of care purposes
- In the school environment or at other school events where students are present, consume alcohol contrary to school policy or take illicit drugs under any circumstances