



CODE OF CONDUCT- PVS STAFF

Preface

Pioneer Village 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. Pioneer Village School expects all school community members including staff, governing body members, volunteers, practicum students, visitors and contractors 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.

Pioneer Village School explicitly forbids the use of any form of child abuse, corporal punishment or other degrading punishment.

Purpose

This Code of Conduct details the standards of behaviour expected of all employees of the school.

This Code does not attempt to provide a rigid, detailed and exhaustive list of what to do in every aspect of staff's work. Instead, it sets out general expectations of the standards of behaviour required and gives some examples of the types of behaviour that are or are not acceptable.

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 children are safe and people are happy and proud to work.

This Code of Conduct will not only help in making our school a safer environment for children, it will also reduce the risk that staff will be unjustly accused of unprofessional or abusive conduct.

Nothing in this Code should be taken to limit the circumstances in which the school may take disciplinary action in respect of an employee.

Who has to comply with the Code of Conduct?

All employees of the school must comply with this *Code*. Volunteers must abide by the Code of Conduct-Volunteering and Practicum Student policy. Visitors and contractors are expected to comply with the Visitor Guidelines. Staff, visitors, volunteers and contractors will be held accountable for breaches. The Code will be reviewed annually, and staff will be expected to sign and accept the conditions stated in the Code annually.

How to Comply

1. Staff must:
 - a. conduct themselves, both personally and professionally in a manner that upholds the ethos and reputation of the school;
 - b. comply with the school's policies and procedures; and
 - c. act ethically and responsibly.
2. If staff are responsible for engaging or managing external consultants, contractors or volunteers, it is the staff member's responsibility to make them aware of the school's expectations of conduct consistent with the school's Code of Conduct, Guidelines and Volunteer policy 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.

Principles of the Code of Behaviour

As the school has a duty of care to its students, the expectation and understanding is that all staff and students will act in the best interests of the students and that the welfare and safety of students will be of paramount concern. All interactions therefore should be transparent and meet the principles of the Code of Conduct.

This Code of Conduct is intended to provide staff and community members with guidance as to the expected behaviours of all persons engaged by Pioneer Village School.

Staff are expected to behave in a manner which promotes the safeguarding role of the school, in a manner which is in accord with professional expectations and best practice of the teaching profession, as well as the expected norms of our community. They must be fully aware that their actions will be subject to appropriate scrutiny by other staff and by the community and they must be prepared to give an account of their behaviours to leadership when requested.

Any staff member who is unsure about appropriate boundaries in a particular circumstance or must act contrary to either specific or implied boundaries, must consult as early as possible with their line manager to discuss the possible breaches. If a breach inadvertently occurs the staff member must bring it to the attention of senior management immediately.

Staff are responsible for their own actions and should avoid any conduct which might be construed by a reasonable person as inappropriate. When considering their actions, staff could consider the following:

- a. How might this interaction be perceived by others?
- b. Am I treating this student differently to 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?

What happens if staff breach the Code of Conduct?

As a school employee, staff hold a position of trust and are accountable for their actions.

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

- The consequences of inappropriate behaviour and breaches of this Code will depend on the nature of the breach.
- Employees must report objectively observable behaviour by colleagues which breaches this Code to the **Principal**. If the possible breach is by the Principal, then it is to be reported to the **chair of the governing body**. The school assures the protection from victimisation or other adverse consequences if a report is made in good faith.
- 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; and
 - e. whether the breach would be serious enough to warrant formal disciplinary action.
- Actions that may be taken by the school in respect of a breach of the Code include management or remedial action, training or disciplinary action ranging from a warning to termination of employment and reporting of the matter (in the case of a teacher) to the Teacher Registration Board WA. The school reserves the right to determine in its entirety the response to any breach of this Code.

Principles

Principle 1 - Employer Expectations

As an employee, staff should be aware of the school's policies and procedures, particularly those that apply to their work. If staff are uncertain about the scope or content of a policy with which they must comply, or any legal obligations to which they are subject, they should seek clarification from the Principal or their direct supervisor. Staff should also be familiar with the legislation under which they are employed as this may specify requirements with which they need to comply.

As a school employee, staff are expected to:

- a. perform their duties to the best of their ability and be accountable for their performance;
- b. follow reasonable instructions given by their supervisor or his/her delegate;
- c. comply with lawful directions;
- d. carry out their duties in a professional, competent and conscientious manner, while seeking suitable opportunities to improve their knowledge and skills, including through participation in relevant professional development;
- e. act honestly and in good faith in fulfilling their duties;
- f. be courteous and responsive in dealing with their colleagues, students, parents and members of the public;
- g. work collaboratively with their colleagues;
- h. dress in a professional manner that is appropriate for their role; and
- i. ensure that their conduct, whether during or outside working hours, is consistent with the ethos of the school and does not damage the reputation of the school.

How to Comply

- 1 Inform the **Principal** if they are charged with or convicted of a serious offence. Staff must also inform the Principal if they become the subject of a Restraining Order.
- 2 If they become aware of a serious crime committed by another staff member, they are required to report it to the **Principal**, who may be required to inform the Police and/or the Department of Child Protection and/or the Teacher Registration Board WA.
- 3 Report any concerns that they may have about the safety, welfare and wellbeing of a child or young person.
- 4 Report any concerns they may have about the inappropriate actions of any other employee, contractor or volunteer that involves children or young people;
- 5 Report any concerns they may have about any other employee, contractor or volunteer engaging in 'conduct not permitted by the Code' or any allegation of 'conduct not permitted by the Code' that has been made to them if:
 - a) 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) involving 'conduct not permitted by the Code'; and
 - b) they become the subject of allegations of 'conduct not permitted by the Code' whether or not they relate to their employment in the school.
- Staff should refer to the school's Child Protection Policy & Procedure for further information about these obligations.
- 6 Staff should make themselves 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 has been breached will inform the Principal through the following means: by email or in writing.
- 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. Staff should

refer to the school's Child Protection Policy & Procedure and Mandatory Reporting Policy & Procedure for further information about these obligations.

Principle 2 - Good Teaching Practice

As a professional teacher it is expected staff will provide quality teaching appropriate for their 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 also means staff will work closely with their colleagues and the parent/carers of their students and respond appropriately and promptly to any concerns they have.

How to Comply

1. Staff differentiate their lessons to cater for all learners and show no favouritism, bias or prejudice in their dealing with their students.
2. They will maintain currency with their curriculum area ensuring programs are adequately documented
3. They will use a range of assessment methodologies (see Assessment & Reporting Policy)
4. They will maintain a safe classroom environment.
5. As a professional they will look for and take advantage of every learning opportunity that is appropriate to their role.
6. As part of treating all students with respect they will have high expectations of all of their students.
7. It is expected they will regularly review school policies and make every effort to comply with them.
8. They will maintain regular communication with their students' parents.
9. As a professional teacher who understands that things change and improvement is always possible they will work cooperatively with their colleagues and share ideas and experiences in a collegiate manner.

Principle 3 - Respect for People

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, 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 their interactions with students can have a profoundly positive influence on a student's personal and social development.

How to Comply

- 1 Model effective leadership and respect in their interactions with students.
2. Continually monitor and reflect on their own practice, so as to model appropriate behaviour and to follow the guidance in this code of conduct.
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. Staff must 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. Staff must not discriminate against, or harass for any unlawful reason, or bully for any reason any employee, contractor, student or parent. Staff obligations in this regard, including the list of unlawful reasons, are set out in the school's Anti-Bullying Policy and Anti-Discrimination Policy. Unlawful harassment or discrimination may constitute an offence under the *Equal Opportunity Act 1984* or federal industrial or discrimination legislation. Bullying may be a breach of their obligations under work health and safety legislation or their duty of care at common law.
5. Staff should ensure that they are aware of the school's Workplace Bullying Policy and Anti-Discrimination Policy. If they believe they are being unlawfully harassed or discriminated against or bullied:
 - a. where they feel comfortable ask the person to stop, or make it clear that they find the behaviour offensive or unwelcome. It may be useful to speak with their supervisor or the Principal 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 Workplace Bullying Policy and Anti-Discrimination Policy as soon as possible after the incident(s) have occurred.
6. Do not lie about or exaggerate a complaint.

Principle 4 - Duty of Care and Occupational Health & Safety (OH&S)

As a school employee, staff have a duty of care to students in their charge to take all reasonable steps to protect them from risks of harm that can be reasonably predicted. The duty encompasses a wide range of matters, including (but not limited to):

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

Duty of Care

As an employee of the school, staff have a duty of care to students in their charge. That duty is to take all reasonable steps to protect students 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 and functions conducted or arranged by the school. The risks associated with any activity need to be assessed and managed before the activity is undertaken.

Staff should ensure that they are aware of the school's Duty of Care and Supervision Policy and Excursions and Camps policy & procedure.

Occupational Health & Safety

Staff also have a responsibility under occupational safety and health legislation to take care of their own health and safety at work. It is also their responsibility to ensure that their activities do not place at risk the health and safety of their co-workers, students or other persons that they may come into contact with at work.

Considerations of safety relates to both physical and psychological well-being of individuals.

Staff should ensure that they are aware of and comply with the school's Occupational Health & Safety Policy & Procedure.

How to Comply

1. Do not expose students or anyone else at their workplace to any risk or hazard.
2. Be familiar with the school's Critical Incident and Emergency Policy and Lockdown procedure.
3. Do not leave students unsupervised either within or outside of class. Staff should 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 staff should remain with the student until collected, or seek advice from your supervisor (see Children Left at School Policy).
5. Do not be late to playground duty. Actively supervise their designated area, being vigilant and constantly moving around.
6. Look out for bullying or any other form of discriminatory behaviour, and report incidents to the appropriate staff member. Additional detail about student bullying is set out in the Anti-Bullying Policy.
7. Attend to ill or injured students. Should additional assistance be required staff should contact Administration.
8. Do not store or administer medication to students unless their use complies with the school Medication Policy.
9. Whilst staff should take all reasonable steps to remove and minimise hazards within the school environment, if it is beyond their control they should report areas of concerns to the maintenance/OH&S coordinators as appropriate.

Principle 5 - Maintain Professional Relationships Between Employees and Students

Staff need to treat their students with courtesy and respect and provide an environment that encourages their students to do the same. Staff are to observe the guidelines in the Staff and Student Professional Boundaries policy.

As a school employee, staff are expected to always behave in ways that promote the safety, welfare and well-being of children and young people. Staff must 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 school employees to understand and observe the school's child protection policies.

The detection and prevention of grooming behaviour is a vital consequence of complying with this principle.

How to Comply

Supervision of students

1. Do not be alone in an enclosed space with a student. Where staff are left with the responsibility of a single student they should ensure that this is in an open space in view of others. Where this is not possible or practical it should be discussed with your supervisor and/or the Principal.
2. Do not drive a student in their car unless they have specific permission from their supervisor and/or the Principal and written permission from the parent to do so. In the event of an emergency staff should exercise discretion but then report the matter to their supervisor.
3. If staff wish to conduct a private conversation with a student, they should consider the time and venue carefully to avoid placing yourselves in a vulnerable situation. It is preferable to leave the door open. Staff should not locate themselves between the student and the door.

4. When confiscating personal items, such as mobile phones or hats, ask students to hand them to staff. Only take items directly from students in circumstances where concern exists for the safety of the student or others and the staff's own safety is not jeopardised by this action

Physical contact with students

1. Staff must not impose any form of corporal or degrading punishment on a student in the course of their professional duties.
2. When physical contact with a student is a necessary part of the teaching/learning experience staff must exercise caution to ensure that the contact is appropriate and acceptable. Staff should seek reassurance from the student before making contact or asking for a volunteer if necessary to demonstrate a particular activity.
3. Attention to the toileting needs of young 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. When congratulating a student, a handshake, or a pat on the shoulder are acceptable as long as the student is comfortable with this action. Kissing of students is not acceptable.
5. Assessing a student who is injured or ill may necessitate touching the student. Always advise the student of what you intend doing and, if they are conscious, seek their consent.
6. Sometimes in ensuring duty of care staff may be required (as a last resort) to restrain a student from harming him or herself or others using reasonable force. Any such strategy must be in keeping with the school's behaviour management practices or individual student management plans. Staff should report and document any such incidents.

Relationships with students

1. Staff must not 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 or caregivers.
2. Staff must not develop a relationship with any student that is, or that can be interpreted as having a personal rather than a professional interest in a student. An overly familiar relationship with any student (including any adult student) that staff are responsible for teaching, tutoring, advising, assessing, or for whom they provide pastoral or welfare support raises serious questions of 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 staff consider that a student is being overly familiar, seeking to establish a personal relationship with them or has developed a 'crush' on them, they should report their concerns to their supervisor 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. Staff must 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 their pastoral care role, engage in discussion with students. This is entirely appropriate. However, staff must be cautious about making personal comments about a student or asking questions that probe their own or a student's sexuality or relationships. Staff should not hold conversations with a student of an intimately personal nature where they disclose information about themselves.
6. Staff must not:
 - a. invite students to their home;
 - b. visit students at their home; or

- c. attend parties or socialise with students, unless they have the express permission of the Principal and the child's parents or care giver. This may be acceptable if the staff member's own child is in the school and it is 'play or visits between children's friends', or where the parent/care giver and staff member are socialising.
7. Staff must not engage in tutoring or coaching students from the school without the express permission of the Principal
 8. Staff must not invite students to join their personal electronic social networking site or accept students' invitations to join their social networking site.
 9. Staff must not give gifts to students. They should also carefully consider their position before accepting any gift from a student or a parent (see Principle 9 - Declaring gifts, benefits and bribes).
 10. Wherever practical, staff should 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 supervisor.
 11. Staff should be aware of, and sensitive to, children with culturally diverse or indigenous backgrounds and cultural practices that may influence the interpretation of their behaviour.

Child protection

Staff must be aware of and comply with the school's Child Protection policies and procedures. All staff are expected to report objectively observable behaviour which breaches or is suspected of breaching the code to the Principal or the chair of the governing body.

Principle 6 - Appropriate Use of Electronic Communication and Social Networking Sites

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 to Comply

1. Staff must comply with the school's Staff Computer and Laptop Policy, Staff Mobile Phone Policy, and Social Media Policy. This includes:
 - 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 their personal social networking site or accept students' invitation to theirs;
 - 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; and
 - h. Reporting any situations where they become aware of the inappropriate use of electronic communication and social networking sites.
2. Staff must 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; or
- e. subversive or other messages or material related to illegal activities.

Principle 7 - Use of Alcohol Drugs or Tobacco

Occupational Safety and Health is of fundamental importance to the school. Maintaining a safe work environment requires everyone's continuous cooperation.

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 to Comply

General

1. Staff must 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 while at work;
3. Staff must notify their supervisor 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; and
5. Consult with their supervisor or Principal if they are concerned about working with other employees who may be affected by drugs or alcohol.

Drugs

1. Staff must not have illegal drugs in their 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 their employment and referral to the Police and/or the Teacher Registration Board WA;
2. Staff must not give students or other employees illegal drugs or restricted substances, or encourage or condone their use; and
3. Staff must not supply or administer prescription or non-prescription drugs to students unless authorised to do so.

Alcohol

1. Staff must not take alcohol to school or consume it during school hours or at any school function at any time school 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 fund raising events.
2. Staff must not purchase alcohol for, or give alcohol to, any school; and
3. Staff must not encourage or condone the use of alcohol by students of any age during educational activities.

Tobacco

1. Staff must not smoke or permit smoking in any school buildings, enclosed area or on School grounds. This includes all buildings, gardens, sports fields, cars and car parks.
2. Staff must not smoke whilst at any school function even if it is not on school campus. This includes, amongst all other activities, camps, tours and excursions.

3. Staff must not purchase tobacco or tobacco products for any school student, or give them tobacco or tobacco products.

Principle 8 - 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.

Conflicts of interest also include:

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

How to Comply

1. As a school employee, staff 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, staff should report any potential or real conflict to their supervisor or the Principal.
3. Staff should also report situations where a superior or colleague who has an identified conflict is, or may be perceived as, unduly influencing their decision.

Principle 9. - Declaring Gifts, Benefits or Bribes

As an employee, staff 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. Staff are expected to exercise sound judgement when deciding whether to accept a gift or benefit.

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

How to Comply

1. If staff are offered a bribe (i.e. anything given in order to persuade them to act improperly), they must refuse it, explain why it is not appropriate, and immediately report the matter to the Principal.
2. If staff are offered a gift or benefit, they should 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 must not become personal property. Staff should either politely refuse it or advise the contributor that they will accept it on behalf of the school.
3. When a gift is accepted, staff must advise the Principal. They 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 in the asset register 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 e.g. a computer, from another organisation. Prizes are usually considered the property of the school. If staff win a prize they must advise their supervisor or the Principal who will determine how the prize should be treated and recorded.

Principle 10 - Communication and Protecting Confidential Information

Staff should be mindful of confidentiality when in discussions with parents. Staff cannot always give a guarantee of confidentiality especially if the matter under discussion requires mandatory reporting.

School employees should be aware that there are strong legal requirements around the collection, release and privacy of information.

Before asking for information or disclosing information staff need to assure themselves that they are acting in a legal manner. If unsure they should discuss the matter with their mentor, a senior staff member or the Principal.

How to Comply

Communication

1. Staff are required to comply with the school's community Communication Policy and Privacy Policy.
2. Staff should not disclose personal information about another staff member to students or parents or discuss their work performance, except if authorised by the Principal in the context of grievance resolution.
3. All matters discussed in staff meetings and staff memos are to be treated confidentially and not discussed with students, members of the school community, or the public.
4. The media should not be given access to students or allowed entry to the school without the express permission of the Principal. Staff should 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, staff must only use confidential information for the work-related purpose it was intended.
2. Unless authorised to do so by legislation, staff must not disclose or use any confidential information without the express permission of the Principal.
3. Staff must make sure that confidential information, in any form, cannot be accessed by unauthorised people.

Privacy

1. Sensitive and personal information should only be provided to people who are authorised to have access to it.
2. Staff should always exercise caution and sound judgment in discussing the personal information of students, parents, 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.

Principle 11 - Record Keeping

All employees have a responsibility:

- a. to create and securely maintain full, accurate and honest records of their activities, decisions and other business transactions, and
- b. to capture or store records in the school's record systems.

How to Comply

1. Staff must not destroy or remove records without appropriate authority.
2. Supervisors have a responsibility 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.
4. Employees must maintain the confidentiality of all official information and documents which are not publicly available or which have not been published.

Principle 12 - Copyright and Intellectual Property

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

If staff develop material that relates to their employment with the school, the copyright in that material will belong to the school. This may apply even if the material was developed in their own time or at home.

How to 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. Staff should not use the school's intellectual property (including copyright) for private purposes without obtaining written permission from the Principal.

Appendix to this Code of Conduct**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, but is continued during and after the abuse to ensure the safety of the groomer.

Grooming is a subtle, gradual, and escalating process of building trust with a child and those around the child, 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 (e.g., smoking, drinking, using drugs, viewing pornography).
- Communicating with the adolescent outside of the person's role (e.g., 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.

Definitions as per the 2020 Guide to Registration Standards

Child abuse

Four forms of child abuse are covered by WA law and are defined by the Department of Communities:

(1) Physical abuse occurs when a child is severely and/or persistently hurt or injured by an adult or caregiver.
(2) Sexual abuse occurs when a child is exposed to, or involved in, sexual activity that is inappropriate to the child's age and developmental level, and includes sexual behaviour in circumstances where:

- (a) the child is the subject of bribery, coercion, a threat, exploitation or violence;
- (b) the child has less power than another person involved in the behaviour; or
- (c) there is a significant disparity in the developmental function or maturity of the child and another person involved in the behaviour.

(3) Emotional abuse includes:

- (a) psychological abuse; and
- (b) being exposed to an act of family and domestic violence.

(4) Neglect is when children do not receive adequate food or shelter, medical treatment, supervision, care or nurturance to such an extent that their development is damaged or they are injured. Neglect may be acute, episodic or chronic.

Corporal punishment

Any punishment in which physical force is used and intended to cause some degree of pain or discomfort, however light; typically involving hitting the child 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 from harm [UN Committee on the Rights of the Child, General Comment No. 8 (2006)].

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 [UN Committee on the Rights of the Child, General Comment No. 8 (2006)].

Emotional abuse

Emotional abuse occurs when an adult harms a child's development by repeatedly treating and speaking to a child in ways that damage the child's ability to feel and express their feelings.

Psychological abuse

Repeatedly treating and speaking to a child in ways that damage the child's perceptions, memory, self-esteem, moral development and intelligence. It is a form of emotional abuse.

Document Group	Staff
Document Owner	Principal
Last Review	2021
Next Review	2022
Distribution	Internal/ External



Acknowledgement

By signing this Acknowledgement, you are agreeing to abide by this Code of Conduct to the best of your ability and acknowledge that you understand that breaches of this Code of Conduct will be taken seriously and could result in termination of your employment.

I _____ have read, understood and agree to comply with the terms of the Pioneer Village School's **Code of Conduct**.

Employee Signature

Dated

Principal Signature

Dated

The original acknowledgement will be kept on file and a signed copy passed on to the employee.