



**"WE ARE ONE"**

## **St Joseph's School Wyndham.**

### **Code of Conduct - DRAFT**

#### **Purpose**

The purpose of St Joseph's Code of Conduct is to describe minimum standards of conduct in all behaviour and decision making to ensure the safety and well-being of our students.

#### **Application**

The Code applies to staff, students, parents and guardians, clergy, volunteers and visitors.

The term 'parents' includes guardians/carers.

#### **At St Joseph's School:**

You acknowledge the inherent vulnerability of the students in our care.

You recognise that the safety and well-being of students depends upon our vigilance and diligence and the vigilance and diligence of all adults in the lives of the students.

The Code does not give us detailed professional advice on specific behaviour. Rather, it describes the minimum requirements expected of us.

The Guidelines are illustrative and not an exhaustive list of the behaviours covered by the Code.

If your behaviour varies from the standards described in this Code and Guidelines, you should be prepared to explain and justify your decisions and actions.

While mandatory language such as 'must', 'shall' and 'will' is not used consistently throughout the Code, there is a presumption the conduct described is mandatory and therefore not discretionary.

The Principal expects you to conduct yourself personally and professionally in a way that maintains public trust and confidence in your school and the Catholic Church.

You have a responsibility to students and their family, other members of the school community and the wider community to provide and support safe and competent education and care of students.

You will do your best to support other members of the school community to comply with the Code.

In cases of conflict between parts of the Code, between the Code and other school policies, or in any decision making choices, you give priority to the outcome that will be in the best interests of the safety and well-being of the child.

#### **Breaches**

Breaches of the Code must be notified to the Principal and it is a breach of the Code not to do so.

A breach of the Code may constitute a failure to follow a lawful direction from the Principal and therefore the Principal will have the discretion as to what action to take, which may include counselling, professional development or sanctions under any agreement between you and the Principal. If you are a parent,

volunteer or visitor, the Principal may take such action as is appropriate in your circumstances to maintain the safety and well-being of students.

The Principal must notify the appropriate authorities of any breach of the Code that was grooming behaviour: i.e. deliberately undertaken with the aim of befriending and establishing an emotional connection with a student, to lower the student's inhibitions in preparation for engaging in sexual activity with the student.

Examples include:

- developing relationships that could be seen as favouritism (for example, the offering of gifts or special treatment for specific students)
- being alone with a student in circumstances where you are unseen or unlikely to be randomly interrupted
- initiating unnecessary physical contact with students or doing things of a personal nature that a student can do for themselves, such as toileting or changing clothes
- engaging in personal disclosures (including personal contact details), or exchanges containing sexual content with or in the presence of a student
- organising contact with a student or their family outside of school without the Principal's knowledge and/or consent (e.g. tutoring, sport coaching).
- having any non-curriculum related online contact with a student (including via digital media) or their family
- using any personal digital media account to contact students or their family
- photographing or videoing a student without the consent of the parent and/or for needs outside of the curriculum.
- being in the presence of a student whilst under the influence of alcohol or non-medically prescribed drugs or offering either to a student.

The Principal must notify the appropriate authorities of any breach of the Code that was sexual abuse of a child: i.e. sexual behaviour in circumstances where:

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

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PRINCIPAL

**CONDUCT STATEMENTS**

1. You act safely and competently.
2. You give priority to students' safety and well-being in all your behaviour and decision making.
3. You act in accordance with the values of the Gospel as defined in the Code of Ethical Conduct.
4. You conduct yourself in accordance with laws, agreements, policies and standards relevant to your relationship with the school community.
5. You respect the dignity, culture, values and beliefs of each member of the school community.
6. You treat personal information about members of the school community as private and confidential.
7. You give impartial, honest and accurate information about the education, safety and well-being of students.
8. You support all members of the school community in making informed decisions about students.
9. You promote and preserve the trust and privilege inherent in your relationship with all members of the school community.
10. You maintain and build on the community's trust and confidence in Catholic schools and the Church.
11. You act reflectively and ethically.
12. You allow students to have a voice in their education, safety and well-being.

## **Conduct Statement 1**

### **You act safely and competently.**

#### Guidelines

1. You are expected to put the safety of students ahead of every other relevant but secondary consideration.
2. In doing so, you are expected to act within the scope of your expertise and role within the school community.
3. If the safety and well-being of a student requires skills and experience outside your core competency, you must refer the student to the appropriate expert.
4. You are personally responsible within the context of your position in the school community for the provision of safe and competent student education. It is your responsibility to maintain the competence necessary to fulfil your role. Maintenance of competence includes participation in ongoing professional development to maintain and improve knowledge, skills and attitudes relevant to your role in your school.
5. You recognise that the Principal, staff, parents and students assess your ability to act safely and competently based on your behaviour and decision making, and you do likewise in your assessment of them. You are responsible for conducting yourself in all things such that there is no speculation, doubt or ambiguity that you do so in the best interests of students. You must take reasonable steps to avoid situations where your decisions or behaviour could be interpreted as putting students at risk. You must also notify the Principal as soon as possible if you found yourself in such a position of ambiguity so that you can explain the circumstances.
6. You recognise each student's and their parents' right to receive accurate information; be protected against foreseeable risk of harm; and be involved in and informed about decisions in relation to their education.
7. You perform your role in the school within your professional or industry competency and according to school policies and any standards or codes applicable to your profession or industry.
8. You notify an appropriate person or the Principal of any information relevant to maintaining student safety and well-being, or any observation of questionable, unethical or unlawful behaviour, including breaches of this Code, and intervene to safeguard the student if the circumstances require it.
9. You ensure that any information you receive relevant to the safety and well-being of students is either acted upon by you in the best interests of the student if you are the relevant decision maker, or passed to the relevant decision maker for them to act.
10. You perform your work in a safe and competent manner that is not compromised by personal health limitations, including the use of alcohol or other substances that may alter your capacity to act safely. If your health threatens your ability to work safely and competently, you have a responsibility to seek assistance to address your health needs. This may include making a confidential report to an appropriate authority.
11. You perform duties in partnership with parents and school staff and in accordance with the standards of your profession or industry (e.g. Teachers Registration Board).
12. You perform duties in accordance with wider standards relating to safety and quality in education and student care and responsibility for a safe school, such as those relating to occupational health and safety,

mandatory and critical incident reporting, and participation in incident analysis and formal open disclosure procedures.

13. You make decisions about students based on their age, ability, and in the best interests of the student's sense of security, and physical, social, emotional and mental safety.

14. You seek advice, assistance and second opinions from experts and Principal as necessary.

### **SPECIFIC BEHAVIOURS: STAFF**

- All Teachers will have TRBWA registration and Working With Children Card (WWC)
- All other staff will have Police Clearance & Working With Children Card (WWC)
- Relevant staff will participate in relevant Professional Development: Protective Behaviours Curriculum; Trauma Informed Schools; Rock & Water; PATHs; Drug & Alcohol Training; Suicide Ideation – Gate Keeper; First Aid; Bronze Medallion.
- Provide accurate information to parents and visitors.
- Staff will have high expectations of all students.
- Staff need to notify Principal if they witness a breach of Code of Conduct.

### **SPECIFIC BEHAVIOURS: PARENTS**

- Parents assist, in partnership with the school, in ensuring the safety of children.
- Parent volunteers must have WWC if they are volunteering for more than 5 consecutive days.
- School Board members must have WWC
- All parents report to office and sign in before visiting classrooms and sign out when leaving.
- Parents should notify Principal if they witness a breach of code of conduct by a staff member on and/or off site.

### **SPECIFIC BEHAVIOURS: STUDENTS**

- Students fully participate in all class activities relating to the above.
- Students do not leave school grounds without permission.
- Students will treat everyone respectfully.
- Students follow instructions.
- Students make sure they have their hat, access to drinking water, shoes when necessary and appropriate clothing when going on excursions.

### **SPECIFIC BEHAVIOURS: VOLUNTEERS**

- All volunteers report to office to sign in and out.
- All volunteer visits must be pre-arranged.
- Volunteers who are in the school on a regular basis must have Police clearance & Working With Children Card.
- Volunteers must never be in isolation with a child.

**SPECIFIC BEHAVIOURS: VISITORS**

- All visitors report to office to sign in and out.
- All visitor visits must be pre-arranged.
- Visitors must have Police Clearance & Working With Children Card if working in the school.
- Visitors must never be in isolation with a child.

**Conduct statement 2**

**You give priority to students' safety and well-being in all your behaviour and decision making.**

**Guidelines**

1. You accept that you and all adults have individual and joint responsibility for the safety and well-being of students.
2. You ensure the safety and well-being of students are the primary focus of your actions and decisions and take precedence over any other considerations including the reputation of the school and your own needs.
3. You support the safety, health and well-being of each student, promoting and supporting decisions and behaviour that contribute to the student's self-confidence, safety and well-being.
4. You do not behave in any way that risks creating ambiguity about whether you are acting in the best interests of a student.
5. You respectfully communicate in plain language and in a way the student and those supporting their education can understand so they may fully participate in that education.
6. You support informed decision making by advising the student as appropriate and those supporting their education about education options, and assist the student and their supporters to make informed decisions about that education.
7. You endeavour to ensure the voice of the student is heard as appropriate, taking into account age and circumstances.
8. You seek out, welcome, and learn from information relevant to the safety and well-being of students in any form, including advice, disclosures, complaints, criticisms, feedback and performance reviews. You look for opportunities to engage in formal and informal group and self-reflection and professional development about your own and others' decisions so that you and the school can learn and continuously improve.
9. You recognise that all information about students collected by school staff is done so on behalf of the Principal and for the benefit of the student. Therefore, all information is disclosed to and accessible by all who have a need to know it in order to support the education, safety and well-being of the student.
10. You respectfully advocate for the safety and well-being of students above all other considerations.
11. You recognise the importance that students' education continues without interruption or disturbance.
12. You disclose to the Principal any information that a reasonable person would recognise may be relevant to the safety and well-being of students so that the Principal may make appropriate decisions to manage any risk to them. This includes any relationship with any person who may have been accused of harming children or acting unsafely towards them.
13. You recognise that students and their parents are entitled to assume that the sole focus of your engagements with students is to educate them within a safe environment that puts their well-being above all else. You understand that this trust by parents and students puts the onus on you to use your relationship with students solely for their education. You use all engagements with students and their parents, whether in person, through a third party, or via digital media for the purpose of teaching the curriculum.
14. You do not accept gifts or benefits that could be viewed as a means of influencing your objective decision making.

**SPECIFIC BEHAVIOURS: STAFF**

- Staff will involve parents when making decisions about student's learning and behaviour.
- Staff strives to promote the best positive environment to enhance pedagogy and learning
- Staff implement calming practices at the beginning of sessions and transitions.
- Staff need to remember that at all times (24/7) they represent SJW/CEWA.

**SPECIFIC BEHAVIOURS: PARENTS**

- In line with the School Community Partnership Agreement, parents & staff work together to promote a safe and positive learning environment, with an emphasis on attendance.
- Parents will work with staff when making decision about children's learning and behaviour at school.
- Parents should notify Principal if they witness a breach of Guideline 2. *You ensure the safety and well-being of students are the primary focus of your actions and decisions and take precedence over any other considerations including the reputation of the school and your own needs.*

**SPECIFIC BEHAVIOURS: STUDENTS**

- Students attend school daily.
- Students take responsibility for own actions.
- Students will act safely at all times. Use positive words and not physical violence when issues occur.
- Students DO NOT get involved in other people's business
- In social situations, if a fight or conflict occurs, students should keep away from the conflict. If the conflict is outside of school, students should go home or find a safe place and ring the police. If the conflict occurs at school in school hours, students will inform an adult immediately.
- If someone is being bullied in school or cyber bullied, students should inform a reliable adult in school or in the community.

**SPECIFIC BEHAVIOURS: VOLUNTEERS**

- Volunteers adhere to guidelines while on school activities.

**SPECIFIC BEHAVIOURS: VISITORS**

- Visitors adhere to guidelines while on school activities.



### **Conduct statement 3**

**You act in accordance with the values of the Gospel as defined in the Code of Ethical Conduct.**

#### **Guidelines**

1. You are mindful that your decisions and behaviour are opportunities for students and others to see Gospel values in action and how faith integrates with life. Therefore, you are responsible for educating yourself and anyone you lead on the content of those values, and their practical application in your decision making.

2. You acknowledge that as a member of a Catholic school community, you are required to strive to develop and live out your relationships with all people in a manner that is based on Gospel values as defined in the CECWA Code of Ethical Conduct.

3. You accept that as a member of a Catholic school community, your conduct reflects on Catholic Education and the Church, and therefore you must strive to uphold the letter and spirit of the Code of Ethical Conduct.

4. You are called upon by the Code of Ethical Conduct to act in a manner that is:

- Based on Christian ethics
- Professional
- Timely
- Contextually appropriate

5. The Code of Ethical Conduct requires you to take an ethical approach based on the living out of Gospel values which find expression in:

- Respect for the dignity of each person
- Acknowledgment of the giftedness of each person
- Commitment to building positive, healthy relationships
- Confidentiality
- Accountability

6. Respecting dignity is based on:

- A conscious appreciation of the sacredness of the individual's creation
- A sensitivity to the fact that each individual has emotions, fears, hopes and an innate goodness which flows from creation in the image of God

7. Recognising the giftedness of others involves:

- Discerning these gifts
- Naming and acknowledging these gifts
- Empowering individuals and groups to use their gifts

8. Fostering positive relationships which flow from being:

- Welcoming and open
- Honest and loyal
- Trusting and trustworthy
- Willing to share knowledge, skills, resources and insights

9. Committing to appropriate confidentiality based on:

- Respect for others
  - Professionalism
10. Committing to:
- The Mandate of the Bishops of Western Australia
  - The acceptance of responsibility for any action or initiative at a personal and professional level.

#### **SPECIFIC BEHAVIOURS: STAFF**

- All staff adhere to the Mandate of the Bishops of Western Australia
- Staff must promote school decisions. If they have concerns, their professional duty is to seek clarification before making judgement.
- All staff are open to supporting their colleagues in all areas of school life if invited to.
- All staff participate in the faith life and rituals of the school and sacramental programmes.
- All staff promote the Evangelisation Plan and the yearly focus of the plan.
- All staff promote and model the values of the gospel and the school's Josephite values.
- All staff should attend weekend Masses when they are in the community.

#### **SPECIFIC BEHAVIOURS: PARENTS**

- Parents support and promote the Sacramental and Faith rituals of the school.
- Non-Catholic parents accept school policy in accordance with Catholic Education.
- Parents respect the confidentiality of classroom and school issues.
- Parents know that staff are expected to act with the best interests of the students in mind.
- Parents support and foster positive relations with the school for the good of the children.
- Parents are asked to promote school decisions that are made in the best interests of the children. If problems occur, it is the parents responsibility to clarify the situation with school staff rather than any negative talk about the school. Meetings must happen at the school at a time manageable by the staff involved and the parents.

#### **SPECIFIC BEHAVIOURS: STUDENTS**

- Students support and follow the Josephite values and the school rules
- Students participate fully in the Sacramental preparations and rituals of the school.
- Non-Catholic students will follow and participate in all Religious Education programmes.
- Students should go to church on the weekends.
- Students should show reverence and respect in church by being quiet, responding to prayers, singing and praying.

#### **SPECIFIC BEHAVIOURS: VOLUNTEERS**

- Volunteers adhere to school policy while on school activities.

**SPECIFIC BEHAVIOURS: VISITORS**

- Visitors adhere to school policy while on school activities.

**Conduct statement 4**

**You conduct yourself in accordance with laws, agreements, policies and standards relevant to your relationship with the school community.**

**Guidelines**

1. Your relationship with other members of the school community is defined by whatever written or verbal agreement has given rise to that relationship. If you are a member of staff, it is your employment agreement. If you are a parent or acting in a parental capacity, it is the student's enrolment agreement. If you are a member of the school board, it is your school board constitution. If you are a visitor, it is in accordance with the permission of the Principal to be on school grounds on condition that you act safely and competently.
2. If you witness the unlawful or unsafe conduct of any other member of the school community, or breaches of policy or this Code, whether in teaching, administration, school support services, or while engaging with students in person or via digital or other media, you have both a responsibility and an obligation to notify such conduct to the Principal or an appropriate authority e.g. the CE Regional Officer and/or CE Office and take other action as necessary to protect students.
3. Where you notify the Principal or a delegate of unsafe conduct, including breaches of this Code, and that notification fails to produce an appropriate response in the circumstances, you may take the matter to an appropriate external authority.
4. You respect both the person and property of students and their families, and of other members of the school community, and the property and finances of the school.
5. You use school property and resources responsibly and for the purposes of the school.

**SPECIFIC BEHAVIOURS: STAFF**

- All staff must adhere to school policies and system agreements in conduct and relationships with others.
- Staff have both a responsibility and an obligation to notify any breaches of such conduct to the Principal or an appropriate authority e.g. the CE Regional Officer and take other action as necessary to protect students.

**SPECIFIC BEHAVIOURS: PARENTS**

- Parents must adhere to school policies and system agreements in conduct and relationships with others.
- Parents should notify Principal if they witness a breach of Guideline 4. *You respect both the person and property of students and their families, and of other members of the school community, and the property and finances of the school.*

**SPECIFIC BEHAVIOURS: STUDENTS**

- Students do not visit teachers' or priests' houses.
- Students stay out of school grounds after hours and remind other children to do the same.

**SPECIFIC BEHAVIOURS: VOLUNTEERS**

- Volunteers must adhere to school policies and system agreements in conduct and relationships with others.

**SPECIFIC BEHAVIOURS: VISITORS**

- Visitors must adhere to school policies and system agreements in conduct and relationships with others.

**CONDUCT STATEMENT 5**

**You respect the dignity, culture, values and beliefs of each member of the school community.**

**GUIDELINES**

1. You respect both the person and capacity of each member of the school community, treat them with dignity, show respect for their culture, values, and beliefs.
2. You interact with members of your school community in an honest and respectful manner.
3. You perform your duties and conduct your relations with students and members of the school community with fairness and justice. This includes taking appropriate action to ensure the safety and quality of the education and care of students are not compromised because of harmful or prejudicial attitudes about culture, ethnicity, gender, sexuality, age, religion, disability, spirituality, political, social or health status.
4. In planning and providing education and school support services, you uphold the standards of culturally safe and competent care. This includes according due respect and consideration to the cultural knowledge, values, beliefs, personal wishes and decisions of each member of the school community. You acknowledge the changing nature of families and recognise that families can be constituted in a variety of ways.
5. You do not express racist, sexist, homophobic, ageist and other prejudicial and discriminatory attitudes and behaviours toward any member of the school community. You take appropriate action when observing any such prejudicial and discriminatory attitudes and behaviours.
6. In making professional judgements in relation to the interests and rights of a member of the school community, you do not contravene the law or breach the human rights of any person.

**SPECIFIC BEHAVIOURS: STAFF**

- Staff recognise the importance of culture and two-way learning.
- Staff respect the dignity of everyone.
- Teachers and Aboriginal Teaching Assistant's work as a team to promote culture and learning.
- Staff adhere to the principles of Whole – Small- Whole teaching, explicit teaching and adheres to meeting the needs of all children.
- Staff complete Personal Learning Plans for all students.
- Staff must always use appropriate language in school.

**SPECIFIC BEHAVIOURS: PARENTS**

- Parents should expect to be treated with respect and in turn treat everyone in the school community with respect.
- Parents are encouraged to actively contribute to the celebration of culture, values and beliefs of our community.

**SPECIFIC BEHAVIOURS: STUDENTS**

- Staff respect home language and teach students Standard Australian English by translating what has been said e.g. this is how we say it in Standard Australian English.
- Students come to school to learn. The staff are here to help students correct work and use Standard Australian English Language. Students will accept corrections from staff.
- Students can teach staff just as staff teach students, always with respect.

**SPECIFIC BEHAVIOURS: VOLUNTEERS**

- Volunteers abide by Guideline policy while on school activities.

**SPECIFIC BEHAVIOURS: VISITORS**

- Visitors abide by Guideline policy while on school activities.

## **Conduct statement 6**

**You treat personal information about members of the school community as private and confidential.**

### **Guidelines**

1. You use personal information in accordance with your school Privacy Policy.
2. You have ethical and legal obligations to treat personal information as confidential. You protect the privacy of each member of the school community by treating the information gained in the relationship as confidential, restricting its use and disclosure to the purposes defined in your school Privacy Policy.
3. If a third party asks for access to personal information, you must take reasonable steps to confirm the identity of the third party, and that it is lawful to disclose the information to them. You must inform the member of the school community that you have disclosed their personal information unless you are satisfied that there are legal reasons for not doing so. Some examples may include:
  - If the student, parent/guardian/next of kin consents
  - If there is a subpoena from a court that requires production of information
  - If the police or the Department of child Protection and Community Services requests information about the well-being of a student.
  - If the school nurse/clinic requires information
  - In the case of media, ICEA and Indigenous Organisations, written permission is required.
4. You seek advice if you identify a conflict between protecting personal information and any resulting risk to the safety and well-being of a student.
5. You create and keep accurate records of conversations about significant decisions involving the safety and well-being of students.

### **SPECIFIC BEHAVIOURS: STAFF**

- Staff do not discuss or share information about a child with another parent.
- Staff must sign annually, and adhere to St Joseph's Wyndham Staff Confidentiality Agreement.
- Staff do not discuss or share information about a child with an outside agency without permission from Principal or parent.
- Staff uphold the human rights of every person.
- Staff do not have permission to give phone numbers or private information of other staff and children to other people.
- Staff will remove themselves from situations that may be a conflict of interest i.e. close relations to a child involved in an incident.
- The staffroom or any public place is not the forum for discussing confidential information.

### **SPECIFIC BEHAVIOURS: PARENTS**

- Parents should act in a confidential manner and notify concerns to the Principal.
- Parents should not speak in the community about issues that arise that they do not have full knowledge of.

**SPECIFIC BEHAVIOURS: STUDENTS**

- Your school and staff have permission from your parents to take photos for the school publications. If a tourist or strangers asks to take your photo, politely say 'No'.
- Students are not permitted to discuss personal information about another student with class members. This includes teasing about a problem that has occurred with the student, a family member or a friend. THIS IS NO ONE ELSE'S BUSINESS.
- If a student is concerned about another child, they MUST tell an adult.

**SPECIFIC BEHAVIOURS: VOLUNTEERS**

- Volunteers abide by Guideline policy while on school activities.

**SPECIFIC BEHAVIOURS: VISITORS**

- Visitors abide by Guideline policy while on school activities.



**Conduct statement 7**

**You give and seek the best, honest and most accurate information about the education and care of students.**

**Guidelines**

1. You give and seek accurate advice relevant to the education, safety and well-being of students, based on primary rather than secondary sources.
2. You fully explain the advantages and disadvantages of any options so all involved can participate constructively in decision making to deliver the best results for the student.
3. You accurately represent the role you play in the education, safety and well-being of students.
4. Where the education, safety or well-being of a student requires expert knowledge or experience, you seek these out for the benefit of the student.
5. You seek out first hand sources of information directly from parents, colleagues and experts, or in documents and policies when making decisions or giving advice rather than relying on hearsay, opinion, rumour or assumptions.

**SPECIFIC BEHAVIOURS: STAFF**

- We are a data driven school. Staff adhere to the school's and system's expectations in gathering data at the beginning and throughout the year.
- Staff commit to contacting families a minimum of 3 times per event to give information to parents.
- Staff will document relevant pastoral and educational matters on SEQTA.
- Gathering data to guide teaching and learning is embedded at St Joseph's School, Wyndham.

**SPECIFIC BEHAVIOURS: PARENTS**

- Parents are expected, on enrolment to support school policies and the education of their children by working in close partnership with the school.
- Concerns/queries/issues should be raised with the class teacher at a time convenient to both the parents and the teacher, and then notify principal if not resolved.
- Parents commit to reply to staff requests for contact, and make a time for staff to see parents.

**SPECIFIC BEHAVIOURS: STUDENTS**

- No gossiping
- No sharing of sensitive information
- Students should always tell the truth and if they have witnessed a conflict between some students, they should tell a staff member what they only saw or heard.
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**SPECIFIC BEHAVIOURS: VOLUNTEERS**

- Volunteers adhere to policy while on school activities.

**SPECIFIC BEHAVIOURS: VISITORS**

- Visitors adhere to policy while on school activities.

## **Conduct Statement 8**

**You support all members of the school community in making informed decisions about students.**

### **Guidelines**

1. You recognise that parents are the first educators of their children and equal partners in the education of students.
2. You understand that each member of the school community has skills, experience and knowledge that may be a unique resource that can be directed to towards the safety and well-being of students.
3. You actively share information about students with their parents and the Principal so that they may make informed decisions about students. You listen to everyone with courtesy and respect.
4. You treat the opinions of parents and school staff about the education and well-being of students with respect and dignity, even if you do not agree with it or believe it is misinformed or misguided.
5. You use plain language with appropriate style, tone and level in your written or verbal communication, particularly when expressing technical or expert advice, and you actively seek confirmation that you have been understood.
6. You engage with all parents equally and fairly, regardless of their relationship status, mindful that, in the absence of court orders to the contrary, each parent has equal and joint parental responsibility for their child. You do not allow your opinion about the behaviour of parents to prevent you from engaging openly and honestly with each of them about their child's education.
7. You continue to inform and engage with a parent about the education and well-being of their child on the assumption that it is in the student's best interests to do so, regardless of the parent's level of engagement with you or the child. You respect any decision by a parent to disengage with you or their child, and you remain open to re-engage in the future.
8. You act to strengthen, preserve, restore and promote positive relationships between the student and their parents, family members, and those significant to the student, regardless of any breakdown in these relationships.
9. You do not use the behaviour of either parent 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, unless doing so would place the student or school community at risk of harm.

### **SPECIFIC BEHAVIOURS: STAFF**

- In our community, staff, teacher and ATA make home visits many times during the year to build up positive relationship, and if there is a need for discussion with the parents.
- The school holds social functions, fund raising events, weekly assemblies and end of term concerts so that parents and families feel comfortable in coming to school and interacting with students and staff.
- All reporting is made in user-friendly language.
- Information sessions are held for all parents to attend.

**SPECIFIC BEHAVIOURS: PARENTS**

- Parents need to inform the Principal if there are any court orders or restraints against another person in regards to their children. A copy of the court order must be given to the Principal.
- Parents are expected to attend information sessions
- Parents must attend Parent/Teacher interviews
- Parents are encouraged to support their child in their learning, for example – homework.

**SPECIFIC BEHAVIOURS: STUDENTS**

- If you don't understand, ask.
- Recognise and respect everyone's contribution.
- When you don't feel listened to, tell people how you feel instead of making bad choices that may lead to disciplinary action and you getting into trouble.
- When you don't feel safe, walk/run away shouting and look for a trusted adult.

**SPECIFIC BEHAVIOURS: VOLUNTEERS**

- Volunteers must adhere to policy while on school activities.
- Seek input from teachers, Aboriginal Teaching Assistants and community before implementing change.

**SPECIFIC BEHAVIOURS: VISITORS**

- Visitors must adhere to policy while on school activities.
- Seek input from staff before implementing change.

### **Conduct statement 9**

**You promote and preserve the trust and privilege inherent in your relationship with all members of the school community.**

#### **Guidelines**

1. You promote and preserve the trust inherent in your relationship with students and with their parents.
2. You recognise that an inherent power imbalance exists within your relationship with students that may make the students and their family vulnerable and open to exploitation. You actively preserve the dignity of all people through practised kindness and by recognising the potential vulnerability and powerlessness of each student and their family. You recognise that the power relativities between you and a student can be significant, particularly where the student is very young, has a disability, a difficult family background, has cultural differences, or experiencing emotional turmoil. This vulnerability creates a power differential in your relationship with students that must be recognised and managed with care.
3. You take reasonable measures to establish a sense of trust to protect the physical, psychological, emotional, social and cultural well-being of each student. You protect students who are vulnerable, including but not limited to students with disability, from exploitation and harm.
4. You have a responsibility to 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. You may have personal or recreational relationships outside your school role with students' families and friends, or with school staff. You are aware that dual relationships may compromise student care and well-being. In cases of overlap or conflict between your dual relationships, you act with the primary intent of the safety and well-being of the student, which may require you to withdraw from a social relationship.
6. You do not engage in any behaviour with a student that could be interpreted by a reasonable person as being a friendship.
7. You 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.
8. You recognise that the power imbalance between you and students means that the onus is on you to avoid any ambiguity or misunderstanding by a student or third party about your intent in your behaviour towards them.
9. You understand that the power imbalance between you and students means a student is unable to give their consent to engaging in emotional, physical or sexual intimacy with you, regardless of the legal age of consent, or the student's age or maturity. You must therefore not seek nor rely on such express or implied consent from a student to engage in an intimate relationship.
10. You understand that the power imbalance between you and students may continue to influence students' choices beyond the date when they cease to be students at your school. You must therefore not engage in emotional, physical or sexual intimacy with a former student within two years of them ceasing enrolment at your school, or them turning 21, whichever occurs latest.
11. You take all reasonable steps to ensure the safety and security of the possessions and property of students and their families that are in your care.
12. You 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.

13. You recognise that there may be rare exceptions to full disclosure to parents. Such disclosure of information may compromise law enforcement or other risk management processes, or the privacy and reputation of those involved. You seek legal or other expert advice in resolving such situations, recognising that parents have the right to know about any risk to their children.

#### **SPECIFIC BEHAVIOURS: STAFF**

- St Joseph's School, Wyndham is a Trauma Informed School. At times staff and students need to hug a child to pacify and protect them. These behaviours are in times of need rather than regular occurrence.
- At St Joseph's School, Wyndham we believe that building relationships sometimes involves giving a hug to a child, especially in the Early Childhood classes. These hugs are in plain view of the class and the community.
- Touching a child on the shoulder to encourage further work or to calm down in view of others is acceptable.
- In the case of safety of a child and others, there may be occasions when staff may need to implement a restraining hold. A restraint hold is acceptable where the safety of a student/students are involved.
- No staff member should be in a closed environment with a child without being visible e.g. Reading Recovery room.
- No staff member should be in a vehicle alone with a child unless it is absolutely necessary.
- Students and parents are not permitted to visit teachers/priests houses without parent permission and teacher/priest invitation.

#### **SPECIFIC BEHAVIOURS: PARENTS**

- Parents must adhere to this guideline while on school premises.
- Written permission must be obtained for children to travel in private transport to and from a venue on school excursions.
- Parents are not permitted to visit teacher/priest houses without invitation.

#### **SPECIFIC BEHAVIOURS: STUDENTS**

- Students must address staff members as Mr or Miss... at all times in school and at external school activities, regardless of relationship e.g. parent, aunty, uncle.
- Do not allow anyone to touch you – you are the BOSS of your body. If you don't feel comfortable with someone move away from them.
- Tell someone trustworthy if you feel unsafe.

#### **SPECIFIC BEHAVIOURS: VOLUNTEERS**

- No initiation or encouragement of contact should be taken at any time, being mindful of the early childhood context when a child gives a staff member a hug. This needs to be dealt sensitively – the adult should not initiate a hug. An alternative is a 'high five' or a 'little finger hug'.
- Touching a child on the shoulder to encourage further work or to calm down in view of others is acceptable.
- In the case of safety of a child and others, there may be occasions when staff may need to restrain a child.

- No volunteer should be in a closed environment with a child without being visible e.g. Reading Recovery room.
- No staff volunteer should be in a vehicle alone with a child at any time without parental permission.

**SPECIFIC BEHAVIOURS: VISITORS**

- Adhere to this guideline while on school activities.

**Conduct statement 10**

**You maintain and build on the community's trust and confidence in Catholic schools and the Church.**

**Guidelines**

1. Your conduct maintains and builds public trust and confidence in your school, other members of the school community, and the Church.
2. Any unlawful and unethical actions in your personal life risk adversely affecting both your own and the school's reputation in the eyes of the public. If the good standing of either you or the school was to diminish, this might jeopardise the inherent trust between the school and parents, as well as the community more generally, necessary for effective relationships and the best education of students.
3. You notify the Principal of your involvement in any criminal investigation or other legal process that may undermine trust and confidence in your judgement or care of students.
4. You consider the interests of the school and the Church when exercising your right to freedom of speech and participating in public, political and academic debate, including publication and social media e.g. Facebook and Twitter...
5. You never place the reputation of the school above the safety and well-being of students.

**SPECIFIC BEHAVIOURS: STAFF**

- In the East Kimberley community, it is vital that staff recognise that they are role models and leaders in the community. It is important that they do not do anything, professionally or socially that will impact on their professional life as an employee of the school.
- Being friends with students or parents on social media (Facebook, Twitter etc...) is not an option for staff.
- It is important that staff build relationships with their students in the school setting that students will feel confident in disclosing unsafe practices if needed.
- Staff implement cyber bullying education.
- Staff must notify the Principal if they are involved in any criminal or legal processes.

**SPECIFIC BEHAVIOURS: PARENTS**

- Parents need to be wary and conscious of their children's safety in social events – if in doubt, speak to the Principal.
- If parents have a concern, make a meeting with the class teacher and Principal to resolve any areas of concern rather than venting on social media or in the community.

**SPECIFIC BEHAVIOURS: STUDENTS**

- Children need to feel confident and safe in seeking help/advise or disclosing to a staff member through the implementation of our Protective Behaviours curriculum.
- Students should not have to put up with bullying. In school, tell the teacher and/or Principal. Out of school tell a trusted adult.

- Do not be a bystander; help someone who is being bullied by telling an adult.
- Sometimes you can tell the bullies to stop – if you can't, walk away and tell teacher/Principal/trusted adult.
- Try to get help for the bullies.
- Students need to understand that there will be a consequence for their behaviour.

**SPECIFIC BEHAVIOURS: VOLUNTEERS**

- Volunteers must adhere to this policy while on school activities.

**SPECIFIC BEHAVIOURS: VISITORS**

- Visitors must adhere to this policy while on school activities.



**Conduct statement 11****You act reflectively and ethically.****Guidelines**

1. You engage with the school reflectively and ethically to ensure that you consciously put student safety and well-being at the forefront of your behaviour and decisions.
2. You develop and maintain appropriate and best practice advice, support and care for each student and their family.
3. You evaluate your conduct and competency according to this Code, the terms and conditions of your relationship with the school, and school policies.
4. You contribute to the professional development of school staff as appropriate.
5. You contribute to continuous improvement by supporting opportunities to record, assess and learn from incidents involving student safety and well-being.
6. You advise the Principal of any reduction in your capacity to act in the best interests of the safety and well-being of students due to health, social or other factors, while you seek ways of addressing the deficiency.
7. You take care of the safety and well-being of all members of the school community so that you all may fully contribute and cooperate in providing for the safety and well-being of students.

**SPECIFIC BEHAVIOURS: STAFF**

- Individual and whole staff reflection is a 'given' St Joseph's, Wyndham.  
We revisit, reflect, evaluate and set goals and school policies in all aspects of school life and make changes if necessary.
- Staff implement the following: - Religious Education Curriculum, Rock and Water; PATHs; Protective Behaviour Program; Josephite values.

**• SPECIFIC BEHAVIOURS: PARENTS**

- Parents are invited to participate in the life of the school and whole school reflection through the School Advisory Board; Parent Information sessions; surveys; any other meetings and social gatherings that occur.
- Parents will use appropriate processes and channels to share reflections of school and school events.

**SPECIFIC BEHAVIOURS: STUDENTS**

- Student reflection on behaviour, safety and well-being through the above programmes.
- When I am in a situation that is unsafe because of alcohol, drugs, drunk people or fighting, I need to find a safe place; ring up or go to family and/or ring the police.
- The school can help me to reach my goals, be a better person, help me to know what to do in unsafe situations and be there for me when I need help.

**SPECIFIC BEHAVIOURS: VOLUNTEERS**

- Volunteers must adhere to this guideline while on school activities.

**SPECIFIC BEHAVIOURS: VISITORS**

- Visitors must adhere to this guideline while on school activities.

## **Conduct Statement 12**

**You allow students to have a voice in their education, safety and well-being.**

### **Guidelines**

1. You recognise that while you and all adults have responsibility for the safety and well-being of students, students have opinions and ideas about their education and well-being.
2. You allow age-appropriate opportunities and forums for students to reflect on and express their opinions and ideas and you treat those expressions with respect and care.
3. You regularly invite students to participate in decision making about their education and well-being and offer them constructive feedback on their ideas and opinions.
4. You encourage students to inform you or the Principal of any concerns they have about their own or other students' education, safety or well-being. You follow up those concerns and keep students informed of how they are resolved.

### **SPECIFIC BEHAVIOURS: STAFF**

- Staff will listen to the students with fairness, equity and justice.
- Staff will promote a climate of trust so that children feel valued.
- Staff will promote student's ideas to include students in the act of learning and decision making.
- Staff give children a voice in excursions/incursions and special projects (such as gardening etc)
- There will be a class excursion/camp/incursion once a term except term one.
- Staff will use Path's common language of identifying feelings across all year levels e. g. 'I feel...' at the beginning of the day and at other times during the day when necessary.
- When students are given options, decision are made democratically, therefore, staff should be aware of risk management when planning and excursion and special projects.

### **SPECIFIC BEHAVIOURS: PARENTS**

- Parents need to work in partnership with the school (for example with homework) and encourage their children to speak to school staff if there is a problem.

### **SPECIFIC BEHAVIOURS: STUDENTS**

- Students need to be proactive in their learning, set goals and strive to achieve them.
- Students need to follow the school rules and the Josephite values.
- Students have a voice in making positive/negative consequences for school/class rules.
- Students have a voice in rewards e.g. what games to play, sports, buddy with other classes, play band, where we sit etc... as part of the classroom rules and consequences.

### **SPECIFIC BEHAVIOURS: VOLUNTEERS**

- Volunteers must adhere to this guideline while on school activities.

### **SPECIFIC BEHAVIOURS: VISITORS**

- Visitors must adhere to this guideline while on school activities.