

ABOUT THIS CODE OF CONDUCT

This Code of Conduct outlines Balcombe Grammar School's commitment to the creation of a sustainable, inclusive, high-quality learning environment that creates opportunities for personal challenge and success.

This Code also outlines the School's commitment to fostering a safe and inclusive work environment for its staff members and students, free from abuse, bullying discrimination, sexual harassment and victimisation.

This Code operates in addition to any other School policies and procedures which may apply to school personnel, and may be varied from time to time by the School in its absolute discretion.

SCOPE

This Code applies to all school personnel (including Board members, the Principal and other Balcombe Grammar staff, contractors and volunteers).

This Code extends to all conduct at the School, or which takes place at any work-related activities, events and functions away from the School.

This Code also applies to other conduct, such as social media use, which may:

- negatively affect the School's reputation;
- bring the person engaging in the conduct into professional disrepute;
- pose a risk to the health and wellbeing of other members of the School community; and/or
- negatively affect workplace relationships (including a person's working relationships with other school personnel, or another member of the school community).

ACCEPTABLE BEHAVIOURS

School personnel are expected to observe the highest standards of ethics, integrity and behaviour during the course of their engagement with the School.

The School values inclusion, optimism, compassion, curiosity and confidence. Reflecting the ethos and philosophy of the School, school personnel will:

- treat all members of the school community (including other school personnel and any students, parents, guardians and families and alumni) with respect;
- ensure School-related interactions are professional, and based on courtesy, mutual trust and open communication;
- use best endeavours to promote the interests and public image of the School, its philosophy and culture at all times;
- respect the privacy of others, and treat information with an appropriate level of confidentiality;
- maintain a professional standard of attitude, and performance in line with the expectations of the School; and
- develop by precept and example, a respect for laws and policies which protect and promote the wellbeing of students, families and the community; and
- be accountable for mistakes and poor judgment.



Recognising the role played by the School in the lifelong education and wellbeing of its students, school personnel will:

- promote diversity and an environment which fosters the physical, emotional, social, intellectual and spiritual wellbeing of all students;
- develop appropriate, professional relationships with students, and uphold the School's commitment to child safety at all times
- take all reasonable steps to protect students (and other children and young people) from child abuse, bullying, discrimination, victimisation and other forms of unacceptable or unlawful behaviour;
- base teaching on professional practice and individual needs.

School personnel will support the safety of children and young people by:

- adhering to the School's Child Safe Policy and upholding the School's commitment to child safety and student wellbeing at all times;
- taking all reasonable steps to protect children and young people from child abuse, bullying, discrimination, victimisation and other forms of unacceptable or unlawful behaviour;
- listening and responding to the views and concerns of children and young people, particularly if they are telling you that they or another child or young person has been abused (or that they are worried about their safety or the safety of another child or young person);
- promoting the cultural safety, participation and empowerment of Aboriginal children and young people (e.g., by never questioning an Aboriginal child's self-identification);
- promoting the cultural safety, participation and empowerment of children and young people with culturally and/or linguistically diverse backgrounds (e.g. by having a zero tolerance policy towards discrimination);
- promoting the safety, participation and empowerment of children and young people with a disability (e.g., during personal care activities);
- ensuring, as far as is reasonably practicable, that adults are not alone with children and young people;
- complying with mandatory reporting obligations and the Mandatory Reporting Policy in relation to child abuse and reportable conduct concerns;
- reporting any other child safety and student wellbeing concerns to the School's leadership team;
- ensuring, as far and as quickly as is reasonably practicable, children and young people are safe when risks to their health and safety are identified.

UNACCEPTABLE BEHAVIOURS

School personnel must not:

- engage in child abuse, bullying, discrimination, sexual harassment, victimisation and other forms of unacceptable or unlawful behaviour towards anyone in the school community;
- ignore or disregard any suspected or disclosed child abuse or other reportable conduct concerns;
- develop any 'special' relationships with children or young people that could be seen as favouritism (e.g. the offering of gifts or special treatment for specific children or young people) or grooming;
- put children at risk of child abuse or reportable conduct (e.g. by locking doors);
- have unnecessary physical contact with children or young people, or do things of a personal nature that a child or young person can do for themselves (e.g. such as toileting or changing clothes);
- use inappropriate language in the presence of a child or young people;
- express personal views on cultures, race or sexuality in the presence of a child or young person;
- engage in unauthorised after-hours tutoring, private instrumental/other lessons or private sports coaching of a child or young person;
- photograph or video a child or young people without the consent of the relevant child or young person's parents, carers or guardians; or
- inappropriately use School equipment, resources or consumable items.

ONLINE BEHAVIOUR AND SOCIAL MEDIA

A social media is any website or application that enables users to create and share content, or to participate in social networking.

School personnel are expected to use their common sense when publishing content online, including by 'liking' posts and 'upvoting' comments, in both their *personal* and *professional* capacities. This common sense approach also applies to use of social media outside of business hours and on equipment other than school equipment, due to the public nature of the internet and social media.

School personnel must not engage in any online activity that:

- negatively impacts, or has the potential to negatively impact, the School's reputation, or relationship with people in the school community, including commenting on or sharing negative media regarding the School;
- is offensive, obscene, defamatory, threatening, harassing, bullying, discriminatory, hateful, racist, sexist or unlawful, including if it is directed at someone in the school community;
- suggests that the School endorses any personal views of school personnel;
- discloses any confidential information, non-public financial or operational information, concerning the School;
- involves online contact with a child or young person, unless necessary to assist them in school matters of an academic or of administrative nature;
- uses any personal communication channels/device such as a personal email account to communicate with students; and
- involves uploading photos, videos or other content containing footage or images of school activities onto any websites or social media forums (unless authorised by the School in writing).

School personnel should refrain from engaging in any social media contact with all current students and for Alumni, a minimum of one year should lapse post-graduation before any social media communication

RELATED LEGISLATION

Commonwealth:

- Australian Human Rights Commission Act 1986
- Age Discrimination Act 2004
- Disability Discrimination Act 1992
- Fair Work Act 2009
- Race Discrimination Act 1975
- Sex Discrimination Act 1984

Victoria:

- Child Safe Standards – Managing the Risk of Child Abuse in Schools, Ministerial Order No 870 under the Education and Training Reform Act 2006
- Child Wellbeing and Safety Act 2005
- Children, Youth and Families Act 2005
- Crimes Act 1958
- Equal Opportunity Act 2010
- Occupational Health and Safety Act 2004
- Racial and Religious Tolerance Act 2001
- Sentencing Act 1991
- Working with Children Act 2005

EVALUATION

This policy will be reviewed as part of the school's three-year review.