

## Code of Conduct

### **Rationale:**

All staff employed by St Pius X governing body, Teachers, Staff, Parish Priest, Volunteers and Contractors, e.g. Parent and Community Volunteers, Cleaner, OSH Staff, Music Tuition and Outside Agencies have the responsibility to comply with the school's code of conduct.

This code of conduct complies with VRQA Child Safe Standards and outlines St Pius X School commitment to a culture of child safety including all school environments and outside of school hours. Child safety encompasses matters related to protecting all children from child abuse, managing the risk of child abuse, providing support to a child at risk of child abuse, and responding to incidents or allegations of child abuse. School environment means any physical or virtual place made available or authorised by school governing authority including online school environments, (including email and intranet), camps, sporting events, excursions.

St Pius X Child Protection Policy outlines clear guidelines for the implementation of the Mandatory Reporting obligations and needs to be read in conjunction with the Code of Conduct. The VIT code of conduct is included as reference for all teachers to fulfil their obligations for VIT registration.

### **The employees of St Pius X School are expected to:**

1. Display an exemplary Christian lifestyle.
2. Present a professional appearance at all times.
3. Perform to the best of their abilities their roles and responsibilities within the framework of law and through observance of lawful work instructions, within the limits of their authority and available resources.
4. Respect the uniqueness and dignity of individuals and act in a fair, courteous, sensitive and professional manner.
5. Explicitly teach, endorse and practice Well-Being programs and procedures, including online safety.
6. Accept the responsibilities arising from the trust placed in them by students, the community and work colleagues.
7. Perform their duties with integrity, honesty and impartiality.
8. Declare conflicts of interest which may result in personal or financial benefit.
9. Maintain appropriate confidentiality of personal and official information.
10. Be accountable for the efficient and effective use of resources with which they are provided.
11. Be committed to safeguarding and promoting the safety, welfare and wellbeing of children and young people – all staff and volunteers are to share this commitment.

## **1. Display an exemplary Christian lifestyle**

- Follow Gospel values in all aspects of life.

## **2. Present a professional appearance at all times**

- Dress appropriately being mindful of O H and S standards and requirements to meet expected work duties.

## **3. Perform to the best of their abilities their roles and responsibilities within the framework of law and through observance of lawful work instructions, within the limits of their authority and available resources**

- Follow the policies and procedures of the School.
- Seek assistance, and if necessary, training or professional development in areas which are related with the conduct of duties.
- Operate within job descriptions where they exist and seek clarification where they do not.
- Report incidents of fraud, corruption or maladministration should they occur.
- Report incidents of child abuse.

## **4. Respect the uniqueness and dignity of individuals and act in a fair, courteous and sensitive manner**

- Employees establish and cooperate to maintain a workplace that is free from discrimination, harassment or abuse of any kind. See Harassment and Discrimination Policy.
- Employees attempt to resolve conflicts or differences through appropriate resolution procedures. See Conflict Resolution Procedures later in this document.

## **5. Explicitly teach, endorse and practice Wellbeing programs and procedures, including online safety**

- Model and teach assertive statements
- Implement Restorative Practices
- Teach interpersonal and problem solving skills
- Conduct regular Social Circles to support students' Wellbeing.
- Follow processes outlined in Anti-Bullying Policy (Students)
- Become familiar with and follow processes outlined in Anti-Bullying Policy (Staff)
- Become familiar with and follow processes outlined in Supervision of Students Policy
- Become familiar with and follow processes outlined in other Student Wellbeing policies outlined below

- Assist students to understand their responsibilities pertaining to Internet and network usage by explaining requirements for the eLearning Foundations agreement
- Teach school values to provide a safe eLearning environment by complying with
  - St Pius X eSmart policy. Refer to eSmart Policy for
    - Acceptable and unacceptable behaviours
    - Procedures for collecting and analysing incident reports, incidents of cyberbullying, etc.
    - Ethical storage of data
    - School education/integration into the curriculum – for teaching components for online safety
    - Parent education
    - Staff education
    - System for students to report incidents of bullying, cyberbullying, cyber attack, etc.
- Comply with supportive policies for:
  - Teaching & Learning Policy
  - ICT Policy
  - iPad Policy & User Agreement
  - Student Wellbeing Policy
  - Privacy Policy
  - Social Media Policy
  - Student Internet and Email Agreement
  - Internet and Network User Agreement

## **6. Accept the responsibilities arising from the trust placed in them by students, the community and work colleagues**

· Staff will often be in a position where students reveal information to them. Should the information contain indications of illegal activity such as child abuse or sexual abuse, then this information must be passed on to the Principal. Likewise, pastoral concerns may need to be passed on to people with greater experience. See Child Protection Policy.

· Staff are to recognise and accept the appropriate duty of care to protect their own health, safety and welfare and also the health, safety and welfare of others.

## **7. Perform their duties with integrity, honesty and impartiality**

· Employees are to treat each person with fairness and ensure that fair decisions are made.

· Employees will follow correct procedures to resolve problems.

· As members of the community, employees have the right to make public comment, but in doing so, should not imply that their own private views represent the official view of the School.

- Where critical issues are at stake, refer questions to the appropriate spokesperson.
- Only the official spokesperson of the School may communicate with the media regarding incidents at the School.
- Where additional employment is undertaken, employees should seek the approval of the Principal of the School and make a commitment to ensure that the effective discharge of their duties is not affected.
- Employees express loyalty to the public, the School and to each other and avoid making comments or giving commitments that may bias their judgements or compromise the performance of their duties.

#### **8. Declare conflicts of interest which may result in personal or financial benefit**

- Where additional employment is undertaken, employees seek the approval of the Principal of the School and make a commitment to ensure that the effective discharge of their duties is not affected.
- Employees may not use School facilities and or equipment for their personal financial benefit.

#### **9. Maintain appropriate confidentiality of personal and official information**

- Where employees have access to the personal information of fellow employees, students and their families, they respect at all times the individual's right to privacy and behave responsibly in maintaining the security of this information.
- Employees may only disclose the contents of any official papers or documents that have been supplied to, or seen by, them when this is required in the course of their official duties as an employee.

#### **10. Be accountable for the efficient and effective use of resources with which they are provided**

- Employees are accountable for the efficient and effective use of all physical, technical, financial and human resources.
- As custodians of these resources on behalf of the School community, employees have an obligation to use them prudently. As such they must allocate, manage and monitor these resources according to proper decision making processes and in compliance with relevant policies and procedures.

#### **11. Use digital resources and the School's Internet access appropriately**

- You must not use the School Internet connection to access inappropriate or illegal content in any format, including, but not limited to, image, video or print format.
- All software on School computers must be licensed to the School.
- Copyright materials such as music or graphics are not to be stored on School computers unless appropriate licensing arrangements exist.

- School email addresses and 'chat rooms' are used for School business. 'Hotmail' or other free email services not to be used.
- Settings on computers should not be changed without reference to the system administrator.
- Avoid excessive downloads unless associated with teaching and learning.
- Use social networking sites such as Facebook appropriately at all times and in line with the spirit of this policy.
- Avoid revealing computer passwords to others.
- Be committed to safeguarding and promoting the safety, welfare and wellbeing of children and young people – all staff and volunteers are to share this commitment.

## The VIT Code of Conduct

The VIT Code of Conduct has been developed for and by the Victorian teaching profession. It identifies a set of principles, which describe the professional conduct, personal conduct and professional competence expected of a teacher by their colleagues and the community. It is based on the values set out in the accompanying Code of Ethics, namely Integrity, Respect and Responsibility and draws on the Victorian Institute of Teaching's Standards of Professional Practice, and Codes of Conduct for teachers developed by schools and other registration authorities.

## **SECTION 1: PROFESSIONAL CONDUCT**

Teachers' professional conduct is characterised by the quality of the relationships they have with their students, their students' parents (guardians and caregivers), families and communities and their colleagues.

### RELATIONSHIPS WITH STUDENTS

#### **1.1: TEACHERS PROVIDE OPPORTUNITIES FOR ALL STUDENTS TO LEARN**

The main focus of teaching is student learning. Teachers demonstrate their commitment to student learning by: knowing their students well, respecting their individual differences and catering for their individual abilities, maintaining a safe and challenging learning environment, accepting professional responsibility for the provision of quality teaching, having high expectations of every student, recognising and developing each student's abilities, skills and talents, considering all viewpoints fairly, communicating well and appropriately with their students.

#### **1.2: TEACHERS TREAT THEIR STUDENTS WITH COURTESY AND DIGNITY**

Teachers: work to create an environment which promotes mutual respect, model and engage in respectful and impartial language, protect students from intimidation, embarrassment, humiliation or harm, enhance student autonomy and sense of self-worth and encourage students to develop and reflect on their own values, respect a student's privacy in sensitive matters, such as health or family problems, and only

reveal confidential matters when appropriate. That is: if the student has consented to the information being used in a certain way to prevent or lessen a serious threat to life, health, safety or welfare of a person (including the student); as part of an investigation into unlawful activity if the disclosure is required or mandated by law to prevent a crime or enforce the law; refrain from discussing students' personal problems in situations where the information will not be treated confidentially; use consequences commensurate with the offence when disciplining students.

### **1.3: TEACHERS WORK WITHIN THE LIMITS OF THEIR PROFESSIONAL EXPERTISE**

In fulfilling their role, teachers carry out a wide range of responsibilities. They support students by knowing their strengths and the limits of their professional expertise. Teachers: seek to ensure that they have the physical, mental and emotional capacity to carry out their professional responsibilities; are aware of the role of other professionals and agencies and when students should be referred to them for assistance; are truthful when making statements about their qualifications and competencies.

### **1.4: TEACHERS MAINTAIN OBJECTIVITY IN THEIR RELATIONSHIPS WITH STUDENTS**

In their professional role, teachers do not behave as a friend or a parent. They: interact with students without displaying bias or preference; make decisions in students' best interests; do not draw students into their personal agendas; do not seek recognition at the expense of professional objectivity and goals.

### **1.5: TEACHERS ARE ALWAYS IN A PROFESSIONAL RELATIONSHIP WITH THE STUDENTS IN THEIR SCHOOL, WHETHER AT SCHOOL OR NOT**

Teachers hold a unique position of influence and trust that should not be violated or compromised. They exercise their responsibilities in ways that recognise that there are limits or boundaries to their relationships with students. The following examples outline some of those limits. A professional relationship will be violated if a teacher: has a sexual relationship with a student; uses sexual innuendo or inappropriate language and/or material with students; touches a student without a valid reason; holds conversations of a personal nature or has contact with a student via written or electronic means including email, letters, telephone, text messages or chat lines, without a valid context; accepts gifts, which could be reasonably perceived as being used to influence them, from students or their parents. A professional relationship may be compromised if a teacher: attends parties or socialises with students, invites a student or students back to their home, particularly if no-one else is present.

## **RELATIONSHIPS WITH PARENTS (GUARDIANS, CAREGIVERS), FAMILIES AND COMMUNITIES**

### **1.6: TEACHERS MAINTAIN A PROFESSIONAL RELATIONSHIP WITH PARENTS (GUARDIANS AND CAREGIVERS)**

Teachers should be respectful of and courteous to parents. Teachers: consider parents' perspectives when making decisions which have an impact on the education or wellbeing of a student; communicate and consult with parents in a

timely, understandable and sensitive manner; take appropriate action when responding to parental concerns.

### **1.7: TEACHERS WORK IN COLLABORATIVE RELATIONSHIPS WITH STUDENTS' FAMILIES AND COMMUNITIES**

Teachers recognise that their students come from a diverse range of cultural contexts and seek to work collaboratively with students' families and communities within those contexts.

### RELATIONSHIPS WITH COLLEAGUES

### **1.8: COLLEGIALLY IS AN INTEGRAL PART OF THE WORK OF TEACHERS**

Teachers demonstrate collegiality by: treating each other with courtesy and respect valuing the input of their colleagues, using appropriate forums for constructive debate on professional matters, sharing expertise and knowledge in a variety of collaborative contexts, respecting different approaches to teaching, providing support for each other, particularly those new to the profession, sharing information relating to the wellbeing of student

## **SECTION 2: PERSONAL CONDUCT**

### **2.1: THE PERSONAL CONDUCT OF A TEACHER WILL HAVE AN IMPACT ON THE PROFESSIONAL STANDING OF THAT TEACHER AND ON THE PROFESSION AS A WHOLE**

Although there is no definitive boundary between the personal and professional conduct of a teacher, it is expected that teachers will:

- a) be positive role models at school and in the community
- b) respect the rule of law and provide a positive example in the performance of civil obligations
- c) not exploit their position for personal or financial gain
- d) ensure that their personal or financial interests do not interfere with the performance of their duties
- e) act with discretion and maintain confidentiality when discussing workplace issues.

## **SECTION 3: PROFESSIONAL COMPETENCE**

### **3.1: TEACHERS VALUE THEIR PROFESSIONALISM, AND SET AND MAINTAIN HIGH STANDARDS OF COMPETENCE**

Teachers: a) are knowledgeable in their areas of expertise

- b) are committed to pursuing their own professional learning
- c) complete their duties in a responsible, thorough and timely way.

### **3.2: TEACHERS ARE AWARE OF THE LEGAL REQUIREMENTS THAT PERTAIN TO THEIR PROFESSION.**

IN PARTICULAR, THEY ARE COGNISANT OF THEIR LEGAL RESPONSIBILITIES IN RELATION TO: discrimination, harassment and vilification, negligence, mandatory reporting, privacy, occupational health and safety, teacher registration.

#### **THE VICTORIAN TEACHING PROFESSION CODE OF ETHICS**

As teachers, we use our expert knowledge to provide experiences that inspire and facilitate student learning.

We are a significant force in developing a knowledgeable, creative, productive and democratic society. The values that underpin our profession are integrity, respect and responsibility. We hold a unique position of trust and influence, which we recognise in our relationships with students, parents (caregivers and guardians), colleagues and the community.

We demonstrate our integrity by: acting in the best interest of students, maintaining a professional relationship with students, parents, colleagues and the community, behaving in ways that respect and advance the profession.

We demonstrate our respect by: acting with care and compassion, treating students fairly and impartially, holding our colleagues in high regard, acknowledging parents as partners in the education of their children.

We demonstrate our responsibility by: providing quality teaching, maintaining and developing our professional practice, working cooperatively with colleagues in the best interest of our students. The purpose of this code is to: state the value that guides our practice and conduct, enable us as a profession to affirm our public accountability, promote public confidence in our profession.

The Code sets out the ideals to which we aspire.

#### The School **REVIEW**:

- The School Advisory Board and staff regularly monitor and review the effectiveness of the Code of Conduct annually and revise the policy when required.

The code of conduct document was last endorsed by the School Advisory Board on June 2016

Safeguarding Children and Young People  
**Code of Conduct**  
**St Pius X**



June 2016

### Purpose

This Code of Conduct has a specific focus on safeguarding children and young people at **St Pius X** against sexual, physical, psychological and emotional abuse or neglect. It is intended to complement other professional and/or occupational codes.

All staff, volunteers, contractors, clergy and board/school council members at **St Pius X** are expected to actively contribute to a school culture that respects the dignity of its members and affirms the Gospel values of love, care for others, compassion and justice. They are required to observe child safe principles and expectations for appropriate behaviour towards and in the company of children, as noted below.

### Acceptable behaviours

All staff, volunteers, contractors, clergy and board/school council members are responsible for supporting the safety of children by:

Adhering to the St Pius X Code of Conduct Policy

I, \_\_\_\_\_, confirm I have been provided with a copy of the above

Code of Conduct.

Signed: \_\_\_\_\_

Date: \_\_\_\_\_