

1. Purpose

Members of the School community are to embody the school's philosophy and value system by demonstrating a commitment to ethical behaviour and professionalism in all their dealings with each other.

2. Applications

The Code applies to staff, students, volunteers, parents and guardians as applicable. The term 'parents' includes guardians.

3. Introduction

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

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

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

The Guidelines are an illustrative rather than an exhaustive list of the behaviours covered by the Code.

If our behaviour varies from the standards described in this Code (and Guidelines), we must be prepared to explain and justify our decisions and actions.

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

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 (including disciplinary action or termination of employment) 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 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.

The principal expects us to conduct ourselves personally and professionally in a way that maintains public trust and confidence in the School and the Church.

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

We will do our 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, we give priority to the outcome that will be in the best interests of the safety and well-being of the child.

4. Conduct Statements

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

Conduct Statement 1

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

1. We are mindful that our decisions and behaviour are opportunities for students and others to see Gospel values in action and how faith integrates with life. Therefore, we are responsible for educating ourselves and anyone we lead on the content of those values, and their practical application in our decision making.
2. We acknowledge that as a member of a Catholic school community, we are required to strive to develop and live out our relationships with all people in a manner that is based on Gospel values as defined in the CECWA Code of Ethical Conduct.
3. We accept that as a member of a Catholic school community, our conduct reflects on Catholic Education and the Church, and therefore we must strive to uphold the letter and spirit of the Code of Ethical Conduct.
4. We are called upon by the Code of Ethical Conduct act in a manner that is:
 - Professional
 - Timely
 - Contextually appropriate
5. The Code of Ethical Conduct requires us to take an ethical approach based on the living out of Gospel values which find expression in:
 - Respect for the dignity of each person
 - Commitment to building positive relationships.
 - Accountability
6. Respecting dignity is based on:
 - A conscious appreciation of the sacredness of the individual in creation
7. Recognising the giftedness of others involves:
 - Empowering individuals and groups to use their gifts.
8. Fostering positive relationships which flow from being:
 - Welcoming and open
 - Honest and loyal
 - Trusting
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.

Example breaches include but are not limited to:

Specific behaviours: Staff

- A staff member discussing School business or students in a public forum without authorisation or due regard to confidentiality or respect for others.
- A staff member inappropriately forwarding emails which were intended for one person to another person.
- A staff member neglecting School expectation in terms of behaviour management

Specific behaviours: Students

- A student bullying other on the basis of appearance, performance, differences or other, whether discreetly or indiscreetly, on school grounds or outside.
- A student disrupting the learning of others.
- A student littering and disrespecting or damaging their environment.

Specific behaviours: Parents

- A parent not complying with rules and regulations that protect teachers' and other students' privacy.
- A parent communicating with staff in an antagonistic manner.
- A parent not following due procedure in terms of raising concerns with the teacher themselves and instead contacting the School Leadership or outside entity.

Specific behaviours: Volunteers

- A volunteer breaching confidentiality of school information
- A volunteer not signing in at school reception.

Specific behaviours: Visitors

- A visitor not signing in at school reception and being accompanied when on school grounds.

Conduct Statement 2

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

1. We 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. We interact with members of our school community in an honest and respectful manner.
3. We perform our duties and conduct our 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, we uphold the standards of culturally safe and competent care. This includes according to due respect and consideration to the cultural knowledge, values, beliefs, personal wishes and decisions of each member of the school community. We acknowledge the changing nature of families and recognise that families can be constituted in a variety of ways.
5. We do not express racist, sexist, homophobic, ageist and other prejudicial and discriminatory attitudes and behaviours toward any member of the school community. We 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, we do not contravene the law or breach the human rights of any person.

Example breaches include but are not limited to:

Specific behaviours: Staff

- A staff member using inappropriate language.
- A staff member engaging in discriminatory, disparaging, abusive, offensive behaviour or any act(s) amounting to bullying or harassment (including sexual harassment)
- A staff member categorising or making stereotypical comments referring to a person's physical attributes.

Specific behaviours: Students

- A student taking inappropriate photos or video of another student and sharing it.
- A student engaging in, abetting or encouraging bullying, whether at school or online
- A student making racist or sexist remarks or using any abusive language.
- A student encouraging inappropriate behaviour from students with disabilities.
- A student not showing respect by asking teachers inappropriate questions.

Specific behaviours: Parents

- A parent engaging in inappropriate communication with staff.
- A parent making disrespectful comments about other students.
- A parent disregarding and being unsupportive of staff in relation to school policies.

Specific behaviours: Volunteers

- A volunteer making inappropriate comments to students and not respecting different value systems or the educational environment.

Specific behaviours: Visitors

- A visitor making inappropriate comments to students and not respecting different value systems or the educational environment.

Conduct Statement 3

We give priority to students' safety and well-being in all our behaviour and decision making.

1. We accept that we and all adults have individual and joint responsibility for the safety and well-being of students.
2. We ensure the safety and well-being of students are the primary focus of our actions and decisions and take precedence over any other considerations including the reputation of the school and our own needs.
3. We 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. We do not behave in any way that risks creating ambiguity about whether we are acting in the best interests of a student.
5. We 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. We 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. We endeavour to ensure the voice of the student is heard as appropriate, taking into account age and circumstances.
8. We 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. We look for opportunities to engage in formal and informal group and self-reflection and professional development about our own and others' decisions so that we and the school can learn and continuously improve.
9. We 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. We respectfully advocate for the safety and well-being of students above all other considerations.
11. We recognise the importance that students' education continues without interruption or disturbance.
12. We 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. We recognise that students and their parents are entitled to assume that the sole focus of our engagements with students is to educate them within a safe environment that puts their well-being above all else. We understand that this trust by parents and students puts the onus on us to use our relationship with students solely for their education. We 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. We do not accept gifts or benefits that could be viewed as influencing our objective decision making.

Example breaches include but are not limited to:

Specific behaviours: Staff

- A staff member not listening to student concerns.
- A staff member showing a lack of duty of care.
- A staff member ignoring students drinking on school grounds.
- A staff member whose decision-making is impaired by the influence of drugs or alcohol.
- A staff member not intervening in student behaviour that is unsafe.
- A staff member not ensuring that the workspace is safe.
- A staff member not maintaining personal and professional boundaries with students and in relation to other staff or community members.

Specific behaviours: Students

- A student engaging in unsafe behaviour.
- A student engaging in bullying or harassment.
- A student ignoring safety instructions.
- A student coming to school or attending School events under the influence of alcohol or drugs.

Specific behaviours: Parents

- A parent not adhering to school policies and procedures.

Specific behaviours: Volunteers

- A volunteer not adhering to School's policies and procedures.

Specific behaviours: Visitors

- A visitor not adhering to School's policies and procedures.

Conduct Statement 4

We act safely and competently.

1. We are expected to put the safety of students ahead of every other relevant but secondary consideration.
2. In doing so, we are expected to act within the scope of our expertise and role within the school community.
3. If the safety and well-being of a student requires skills and experience outside our core competency, we must refer the student to the appropriate expert.
4. We are personally responsible within the context of our position in the school community for the provision of safe and competent student education. It is our responsibility to maintain the competence necessary to fulfil our role. Maintenance of competence includes participation in ongoing professional development to maintain and improve knowledge, skills and attitudes relevant to our role in our school.
5. We recognise that the principal, staff, parents and students assess our ability to act safely and competently based on our behaviour and decision making, and we do likewise in our assessment of them. We are responsible for conducting ourselves in all things such that there is no speculation, doubt or ambiguity that we do so in the best interests of students. We must take reasonable steps to avoid situations where our decisions or behaviour could be interpreted as putting students at risk. We must also notify the principal as soon as possible if we found ourselves in such a position of ambiguity so that we can explain the circumstances.
6. We 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. We perform our role in the school within our professional or industry competency and according to school policies and any standards or codes applicable to our profession or industry.
8. We 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. We ensure that any information we receive relevant to the safety and well-being of students is either acted upon by us in the best interests of the student if we are the relevant decision maker or passed to the relevant decision maker for them to act.
10. We perform our 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 our capacity to act safely. If our health threatens our ability to work safely and competently, we have a responsibility to seek assistance to address our health needs. This may include making a confidential report to an appropriate authority.
11. We understand that alcohol cannot be consumed on school grounds unless authorised by the School Leadership team. Any alcohol so authorised is to be securely kept and cannot be consumed anywhere other than where the School Leadership team has permitted. Alcohol is not to be stored in offices.
12. We perform duties in partnership with parents and school staff and in accordance with the standards of our profession or industry (e.g., Teachers Registration Board).

13. We 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.

14. We 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.

We seek advice, assistance and second opinions from experts and the principal as necessary.

Example breaches include but are not limited to:

Specific behaviours: Staff

- A staff member not utilising data and information about students in their classes – medical, behavioural and academic
- A staff member leaving a class unattended.
- A staff member befriending students on social media
- A staff member taking photographs or videos of students without their permission.
- A staff member transporting students in their own car without permission or without another person present
- A staff member touching student inappropriately
- A staff member not taking class rolls.
- A staff member using inappropriate/ offensive language with community members.
- A staff member using social media/media to air grievances.

Specific behaviours: Students

- A student using equipment or entering spaces without permission.
- A student out of class without permission, or 'out of bounds' or leaving School grounds without permission.
- A student touching others inappropriately
- A student putting themselves and others in danger and/or engaging in illegal activity.
- A student using inappropriate/offensive language with community members.
- A student using social media/media to air grievances.

Specific behaviours: Parents

- A parent not giving up to date medical information.
- A parent not divulging information about their child that will impact their learning and well-being.
- A parent demonstrating aggressive behaviour towards staff at interviews.
- A parent using inappropriate/ offensive language with community members.
- A parent defaming staff, students or the school, or using social media/media to air grievances in unconstructive manner.

Specific behaviours: Volunteers

- A volunteer not reporting to reception and signing in when on school grounds.
- A volunteer not adhering to School's policies and procedures.
- A volunteer not providing proof of valid Working with Children Check

Specific behaviours: Visitors

- A visitor not reporting to reception and signing in when on school grounds.
- A visitor not adhering to School's policies and procedures.

Conduct Statement 5

We promote and preserve the trust and privilege inherent in our relationship with all members of the school community.

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

Example breaches include but are not limited to:

Specific behaviours: Staff

- A staff member being alone with a student during school, after school, or outside of school in a manner which is, or can be perceived to be, inappropriate or not respecting boundaries.
- A staff member inviting students for private tuition or meet-ups.
- A staff member contacting students on social media

Specific behaviours: Students

- A student contacting a staff member on social media.
- A student seeking emotional, sexual or physical intimacy with a staff member.

Specific behaviours: Parents

- A parent not acting in good faith and in the best interest of all students and children.

Specific behaviours: Volunteers

- A volunteer being alone with a student during school, after school, or outside of school in a manner which is, or can be perceived to be, inappropriate or not respecting boundaries.
- A volunteer not signing in at reception or escaping staff supervision whilst on school grounds.

Specific behaviours: Visitors

- A visitor being alone with a student during school, after school, or outside of school in a manner which is, or can be perceived to be, inappropriate or not respecting boundaries.
- A visitor not signing in at reception or escaping staff supervision whilst on school grounds.

Conduct Statement 6

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

1. Our conduct maintains and builds public trust and confidence in our school, other members of the school community, and the Church.
2. Any unlawful and unethical actions in our personal life risk adversely affecting both our own and the school's reputation in the eyes of the public. If the good standing of either ourselves 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. We notify the principal of our involvement in any criminal investigation or other legal process that may undermine trust and confidence in our judgement or care of students.
4. We consider the interests of the school and the Church when exercising our right to freedom of speech and participating in public, political and academic debate, including publication.
5. We never place the reputation of the school above the safety and well-being of students.

Example breaches include but are not limited to:

Specific behaviours: Staff

- A staff member not ensuring required curriculum is covered and within the stipulations of the teachings of the Catholic Church.
- A staff member providing a personal opinion on topical issues openly inconsistent with the Church's teachings.
- A staff member posting negative comments about the school and/or the Church on social media.
- A staff member engaging in criminal activity and/or not informing School Leadership of any criminal investigation or other legal proceedings in which they are involved.

Specific behaviours: Students

- A student engaging in criminal activity.
- A student expressing opinions in public (including online) that damage the reputation of the school and/or church.
- A student engaging in aggressive or abusive language or harassing in any forum that can reflect on the school, including online.
- A student misbehaving in public whilst wearing the school uniform.

Specific behaviours: Parents

- A parent expressing opinions in public (including online) that damage the reputation of the school and/or church.
- A parent not ensuring their child adheres to the Uniform Policy
- A parent engaging in aggressive or abusive language or harassing others in any forum that can reflect on the school, including online.

Specific behaviours: Volunteers

- A volunteer expressing opinions in public (including online) that damage the reputation of the school and/or church.
- A volunteer wearing inappropriate clothing at school.
- A volunteer engaging in aggressive or abusive language or harassing others in any forum that can reflect on the school, including online.

Specific behaviours: Visitors

- A visitor wearing inappropriate clothing at school.

Conduct Statement 7

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

1. We recognise that parents are the first educators of their children and equal partners in the education of students.
2. We 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. We actively share information about students with their parents and the principal so that they may make informed decisions about students. We listen to everyone with courtesy and respect.
4. We treat the opinions of parents and school staff about the education and well-being of students with respect and dignity, even if we do not agree with it or believe it is misinformed or misguided.
5. We use plain language with appropriate style, tone and level in our written or verbal communication, particularly when expressing technical or expert advice, and we actively seek confirmation that we have been understood.
6. We 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. We do not allow our opinion about the behaviour of parents to prevent us from engaging openly and honestly with each of them about their child's education.
7. We 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 us or the child. We respect any decision by a parent to disengage with us or their child, and we remain open to re-engage in the future.
8. We 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. We 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.

Example breaches include but are not limited to:

Specific behaviours: Staff

- A staff member not providing parents with administrative, curriculum or pastoral documentation, e.g., outlines, note of concern, etc.
- A staff member not remaining professional when dealing with parents.
- A staff member divulging personal and confidential information about students or a staff member.

Specific behaviours: Students

- A student lying, omitting relevant information, or misrepresenting events or information to staff or parents.
- A student forging notes or communication from parents.
- A student publicly defaming a teacher/parent.
- A student failing to attend compulsory School events without permissible excuse.

Specific behaviours: Parents

- A parent misrepresenting any information that is legally required by the school or authorities.
- A parent not showing respect for school procedures and property.

Specific behaviours: Volunteers

- A volunteer failing to interact with students, staff and parents in a professional manner.

Specific behaviours: Visitors

- A visitor failing to interact with students, staff and parents in a professional manner.

Conduct Statement 8

We act reflectively and ethically.

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

Example breaches include but are not limited to:

Specific behaviours: Staff

- A staff member arriving at work intoxicated or under the influence of substances.
- A staff member not disclosing an illness or condition that may negatively impact their ability to perform their role competently and safely.
- A staff member not reporting worrying behaviour of another staff member which may negatively impact a member of the school community.
- A staff member not intervening or seeking assistance when observing students putting other students at risk.
- A staff member not making a mandatory report when there is reasonable grounds to form a belief that a student is being subject to sexual abuse.
- A staff member not reporting suspected inappropriate interactions between staff and students.
- A staff member not disclosing a conflict of interest.

Specific behaviours: Students

- A student not treating other students and staff with respect,
- A student acting in an unsafe manner that puts themselves or others at risk of being harmed.
- A student making sexist, racist, homophobic, ageist, comments to other members of the school community.
- A student making or initiating inappropriate physical contact between students e.g., of a sexual nature.
- A student taking photos of staff members without their consent.
- A student stalking staff members or other students

Specific behaviours: Parents

- A parent contacting the media with concerns about the School without due regard to internal processes, School policies, student safety or privacy.
- A parent using intimidation tactics towards any member of the school community.
- A parent making inappropriate use of social media to harm the reputation of community members or the school.
- A parent speaking inappropriately to staff and students.

Specific behaviours: Volunteers

- A volunteer not following School policies and regulations.
- A volunteer not intervening or seeking assistance when observing students putting other students at risk.
- A volunteer not reporting suspected inappropriate interactions between staff and students.
- A volunteer making inappropriate use of social media to harm the reputation of community members or the school.
- A volunteer seeking or having inappropriate relationships with students.
- A visitor not leaving the school when asked to by staff.
- A visitor approaching students on the school grounds without approval and accompaniment from staff.

Conduct Statement 9

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

1. We give and seek accurate advice relevant to the education, safety and well-being of students, based on primary rather than secondary sources.
2. We 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. We accurately represent the role we 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, we seek these out for the benefit of the student.
5. We seek out firsthand 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.

Example breaches include but are not limited to:

Specific behaviours: Staff

- A staff member not utilising sources of information to enable the effective education and care of students.
- A staff member not referring students to the relevant staff member when dealing with particular concerns.
- A staff member misrepresenting their role to students, parents or the community.

Specific behaviours: Students

- A student not engaging in open, honest communication with staff and not actively supporting and promoting the safety of all.

Specific behaviours: Parents

- A parent not providing open, honest information regarding a child's learning difficulties, giftedness, social, emotional and medical needs or any other background information that may support the education and care of the child.

Specific behaviours: Volunteers

- A volunteer supplying fraudulent information to gain access to the school facilities or students.

Specific behaviours: Visitors

- A visitor supplying fraudulent information to gain access to the school facilities or students.

Conduct Statement 10

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

1. We recognise that while we 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. We allow age-appropriate opportunities and forums for students to reflect on and express their opinions and ideas and we treat those expressions with respect and care.
3. We 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. We encourage students to inform us or the principal of any concerns they have about their own or other students' education, safety or well-being. We follow up those concerns and keep students informed of how they are resolved.

Example breaches include but are not limited to:

Specific behaviours: Staff

- A staff member adhering to mandatory reporting obligations.
- A staff member preventing use of age-appropriate opportunities for students to voice their concerns.
- A staff member not following up on concerns of education, well-being and safety.
- A staff member not acting on issues that a student has disclosed.
- A staff member not involving the parent in the communication where relevant.
- A staff member speaking with the media in relation to issues at the school without due regard for internal processes, factual information, School policies, student safety or privacy.

Specific behaviours: Students

- A student not allowing/denying another student from voicing their concern.
- A student impinging on another student's well-being or voice by bullying, physical abuse, threats, blackmail, etc.
- A student engaging in malicious behaviour including gossip, online bullying and sexting.

Specific behaviours: Parents

- A parent not allowing or preventing a student from voicing their concern.
- A parent neglecting to inform the school of any situations or conditions currently putting the student's well-being at risk, e.g., medical condition; unstable home environment or disruptive living arrangement; trauma.

Specific behaviours: Volunteers

- A volunteer not reporting incidents of concern raised by a student.

Specific behaviours: Visitors

- A visitor not reporting incidents of concern.

Conduct Statement 11

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

1. We use personal information in accordance with our school Privacy Policy.
2. We have ethical and legal obligations to treat personal information as confidential. We 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 our school Privacy Policy.
3. If a third party asks for access to personal information, we must take reasonable steps to confirm the identity of the third party, and that it is lawful to disclose the information to them. We must inform the member of the school community that we have disclosed their personal information unless we are satisfied that there are legal reasons for not doing so.
4. We seek advice if we identify a conflict between protecting personal information and any resulting risk to the safety and well-being of a student.
5. We create and keep accurate records of conversations about significant decisions involving the safety and well-being of students.

Example breaches include but are not limited to:

Specific behaviours: Staff

- A staff member disclosing contact details of parents or staff to other parents or staff.
- A staff member collecting personal details when not authorised to do so.
- A staff member inappropriately disclosing names when recounting an incident.

Specific behaviours: Students

- A student disclosing other students' marks or personal details when not authorized.

Specific behaviours: Parents

- A parent trying to appropriate information about other students and/or their parents.
- A parent disclosing personal information about staff.

Specific behaviours: Volunteers

- A volunteer coming into the school and knowing/seeing something or gaining information and passing it on to unrelated third parties.
- A volunteer asking students for personal information or information about the school which is not reported or cleared for disclosure.

Specific behaviours: Visitors

- A visitor discussing a situation and exposing personal information of others in the course of doing so.

Conduct Statement 12

We conduct ourselves in accordance with laws, agreements, policies and standards relevant to our relationship with the school community.

1. Our 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 our 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 we 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, we have both a responsibility and an obligation to notify such conduct to the Principal or an appropriate authority and take other action as necessary to protect students.
3. Where we 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, we may take the matter to an appropriate external authority.
4. We 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. We use school property and resources responsibly and for the purposes of the school.
6. WACE marking will be conducted in accordance with the agreements signed with SCSA.

Example breaches include but are not limited to:

Specific behaviours: Staff

- A staff member failing to report unlawful or unsafe conduct, or any breach of the Code of Conduct
- A staff member conducting WACE marking on school grounds when SCSA specifically prohibits this in their agreements.

Specific behaviours: Students

- A student not reporting unlawful or unsafe conduct of others.
- A student misusing or stealing School resources.

Specific behaviours: Parents

- A parent misusing, or allowing students to misuse, School resources.

Specific behaviours: Volunteers

- A volunteer not reporting unlawful or unsafe conduct of others.
- A volunteer misusing, or allowing students to misuse, School resources.

Specific behaviours: Visitors

- A visitor not reporting unlawful or unsafe conduct of others.
- A visitor misusing, or allowing students to misuse, School resources.

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