



Broadmeadows Valley Primary School

CODE OF CONDUCT

Acceptable and Unacceptable Behaviours

Child Safety Standard 3

RATIONALE:

Broadmeadows Valley Primary school is committed to the safety and wellbeing of children and young people. Our school community recognises the importance of, and takes responsibility for, ensuring our school is a safe, supportive and enriching environment which respects and fosters the dignity and self-esteem of children and young people, and enables them to thrive in their learning and development.

AIMS:

This Code of Conduct aims to protect children and reduce any opportunities for child abuse or harm to occur. It also assists in understanding how to avoid or better manage risky behaviours and situations. It is intended to complement child protection legislation, Department policy, school policies and procedures and professional standards, codes or ethics as these apply to staff and other personnel. The Principal and school leaders of Broadmeadows Valley Primary school will support implementation and monitoring of the Code of Conduct, and will plan, implement and monitor arrangements to provide an inclusive, safe and orderly school and other learning environments. The Principal and school leaders of Broadmeadows Valley Primary school will also provide information and support to enable the Code of Conduct to operate effectively.

All staff, contractors, volunteers and any other member of the school community involved in child-related work are required to comply with the Code of Conduct by observing expectations for appropriate behaviour below. The Code of Conduct applies in all school situations, including, excursions, and school camps and in the use of digital technology and social media.

IMPLEMENTATION:

The following principles will guide all adult's behaviour when undertaking child-connected work at Broadmeadows Valley Primary school.

These include:

- the adult/child relationship should be professional at all times;
- an adult's response to a child's behaviour or circumstance should be commensurate with the child's age and vulnerability and the adult's responsibility for the care, safety and welfare of the child;
- ensuring as far as practicable that adults are not alone with a child; and
- an adult should not initiate or seek physical contact or contact with children outside school.

Acceptable Behaviour

As staff, volunteers, contractors, and any other member of the school community involved in child-related work individually, we are responsible for supporting and promoting the safety of children by:

- upholding the school's Statement of Commitment to Child Safety at all times and adhering to the school's Child Safety policy;
- treating students and families in the school community with respect both within the school environment and outside the school environment as part of normal social and community activities;
- listening and responding to the views and concerns of students, particularly if they are telling you that they or another child has been abused or that they are worried about their safety/the safety of another child;
- promoting the cultural safety, participation and empowerment of Aboriginal and Torres Strait Islander students;
- promoting the cultural safety, participation and empowerment of students with culturally and/or linguistically diverse backgrounds;
- promoting the safety, participation and empowerment of students with a disability;
- reporting any allegations of child abuse or other child safety concerns to the school's leadership;
- understanding and complying with all reporting or disclosure obligations (including mandatory reporting) as they relate to protecting children from harm or abuse; and
- if child abuse is suspected, ensuring as quickly as possible that the student(s) are safe and protected from harm.

Unacceptable behaviours

As staff, volunteers, contractors, and any other member of the school community involved in child-related work we must not:

- ignore or disregard any concerns, suspicions or disclosures of child abuse;
- develop a relationship with any student that could be seen as favouritism or amount to 'grooming' behaviour (for example, offering gifts);
- exhibit behaviours or engage in activities with students which may be interpreted as abusive and not justified by the educational, therapeutic, or service delivery context;
- ignore behaviours by other adults towards students when they appear to be overly familiar or inappropriate;
- discuss content of an intimate nature or use sexual innuendo with students, except where it occurs relevantly in the context of parental guidance, delivering the education curriculum or a therapeutic setting;
- treat a child unfavourably because of their disability, age, gender, race, culture, vulnerability, sexuality or ethnicity;
- communicate directly with a student through personal or private contact channels (including by social media, email, instant messaging, texting etc.) except where that communication is reasonable in all the circumstances, related to school work or extra-curricular activities or where there is a safety concern or other urgent matter;
- photograph or video a child in a school environment except when given permission by the school leadership in relation to school activities or where required for duty of care purposes; and
- in the school environment or at other school events where students are present, consume alcohol or take illicit drugs under any circumstances.