



الكلية الإسلامية في لنفرد

LANGFORD ISLAMIC COLLEGE

**Staff Code of Conduct
2017
Part 1**

Contents

PREFACE.....	2
MESSAGE FROM PRINCIPAL.....	2
WHO HAS TO COMPLY WITH THE CODE OF CONDUCT?.....	3
SECTION 1: PROFESSIONAL CONDUCT	4
Relationships with Students	5
Principle 1.1: Teachers provide opportunities for all students to learn	5
Principle 1.2: Teachers will treat their students with courtesy and dignity	6
Principle 1.3: Teachers work within the limits of their professional expertise	7
Principle 1.4: Teachers maintain objectivity in their relationships with students. In their professional role, teachers do not behave as a friend or a parent.	8
Principle 1.5: Teachers are always in a professional relationship with the students at Langford Islamic College whether at school or not.....	8
1.5.1 Grooming	9
1.5.2 Child Protection Protocols for Staff.....	9
1.5.3 Physical Contact with Children.....	10
Principle 1.6: Teachers maintain a professional relationship with parents (guardians and caregivers).....	12
Principle 1.7: Teachers work in collaborative relationships with students' families and communities	12
Principle 1.8: Collegiality is an integral part of the work of teachers (Relationships with Colleagues)	13
SECTION 2: PERSONAL CONDUCT	14
Principle 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	14
SECTION 3: PROFESSIONAL COMPETENCE	14
Principle 3.1: Teachers value their professionalism, and set and maintain high standards of competence.....	14
Principle 3.2: Teachers are aware of the legal requirements that pertain to their profession.	16
SECTION 4: SCHOOL GOVERNANCE	16
Principle 4.1: Occupational Health and Safety	16
Principle 4.2: Duty of Care	16

Principle 4.3: Supervision of Students	18
Principle 4.4: Respect for People and Property	18
SECTION 5: IMPLEMENTATION OF THE CODE OF CONDUCT	20
Principle 5.1: Compliance with the Law	20
Principle 5.2: Reporting Unethical Behaviour	20
Principle 5.3: Breach of Code of Conduct	20
SECTION 6: APPENDIX TO THIS CODE OF CONDUCT	22
SECTION 7: ACKNOWLEDGEMENT	25

Code of Conduct

VISION STATEMENT

Langford Islamic College will provide a high standards of secular and religious education to equip students to achieve success in this life and the hereafter.

Introduction	This statement outlines Langford Islamic College's Code of Conduct.
Scope and application	Policy applies to all employees of Langford Islamic College.
Related legislation and guidelines	Staff Code of Conduct must be compliant with the expectations of Standard 12 on the prevention of child abuse. It will set out the obligations of all staff to report breaches and suspected breaches of the Code and the processes to be followed by the school's leadership in the event of any such report.
Related Policies	Mandatory Reporting, Child Protection Policy.
Evaluation	Annually or as recommended by the Department of Child Protection and Family Support.

PREFACE

Langford Islamic College is committed to providing a child-safe environment which safe guards all students and is committed to promoting practices which provides for the safety, wellbeing and welfare of our children and young people. Langford Islamic College School expects all school community members including staff, volunteers, students, visitors and contractors to share this commitment.

School staff are in a unique position of responsibility and authority and must make every effort to make sure that our school provides a child safe environment. Teachers in particular are of primary importance when it comes to detecting abuse and preventing abuse from occurring.

MESSAGE FROM PRINCIPAL

Langford Islamic College will only succeed in achieving its objectives when we have the respect of our stakeholders (including our students, parents and colleagues) and the communities in which we operate. Our reputation is dependent on an Islamic culture where every one of us acts with the highest level of integrity and honesty, and takes responsibility for their actions. Our Governing Body is committed to ensuring our College operates with the highest level of integrity and expects all employees to do the same.

The aim of this Code is to outline the standards of behaviour expected of all employees of Langford Islamic College. The Code does not attempt to provide a detailed and exhaustive list of what to do in every aspect of your work. Instead, it sets out general expectations of the standard of behaviour required. Langford Islamic College's Code of Conduct sets out the ethical behaviour expected of us all in line with Islamic principles. It will assist every employee in solving ethical dilemmas they may face in their working environment.

Commitment to an Islamic and globally ethical culture within our College involves us capturing opportunities to increase the awareness of Langford Islamic College's Code of Conduct and making it part of our daily business decisions and actions. It is up to all of us to ensure the Code of Conduct becomes part of the operational fabric of our College. Successfully implemented, this Code of Conduct will result in:

- a better understanding of our place within the College’s Islamic ethos and to conduct ourselves accordingly;
- more effective compliance with relevant laws;
- more effective management; and
- maintenance of the integrity and reputation of LIC.

The School’s Code of Conduct outlines our key values and our expectations of you in our workplace environment. We expect every person within our School to uphold the key values and expectations of this Code of Conduct when acting on behalf of, or representing Langford Islamic College.

WHO HAS TO COMPLY WITH THE CODE OF CONDUCT?

All employees of the school must comply with this *Code*. Volunteers, visitors and contractors are also expected to comply with this *Code*.

Staff, visitors, volunteers and contractors will be held accountable for breaches of the *Code*.

How to Comply

1. You must:
 - (a) conduct yourself, both personally and professionally in a manner that upholds the ethos and reputation of the school;
 - (b) comply with the school’s policies and procedures; and
 - (c) act ethically and responsibly.
2. If you are responsible for engaging or managing external consultants, contractors or volunteers, it is your responsibility to make them aware of the School’s expectations of conduct consistent with the school’s Code of Conduct during the period of their engagement. They should be told that any conduct that is not consistent with the *Code* may result in the engagement of a contractor, consultant or volunteer being terminated.

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. As a School employee, you are expected always to behave in ways that promote the safety, welfare and wellbeing of children and young people. You must actively seek to prevent harm to children and young people, and to support those who have been harmed. While not all employees are required to manage and supervise students, it is important for all School employees to understand and observe the School's child protection policies. Employees are expected to behave in ways that promote the safety and wellbeing of students.

Langford Islamic College is committed to providing a safe and satisfying work environment in which everyone is treated fairly and with respect, and where employment decisions are based on merit. Langford Islamic College has established various workplace standards so that it can meet these commitments.

Langford Islamic College's key commitments to our employees are to:

- a) provide clear and fair terms of employment
- b) provide clean, healthy and safe working conditions
- c) remunerate fairly
- d) abide by the equal opportunity policy which aims to ensure equality and diversity for all present and potential employees and to not discriminate on the grounds of disability, colour, ethnic origin, gender, sexual orientation, age, religion, political or other opinions. It is however incumbent that staff adhere to the Islamic principles that guide our school
- e) encourage employees to develop skills and progress in their careers
- f) abide by our zero tolerance of any sexual, physical or mental harassment or any other bullying of our employees. Langford Islamic College expects all employees to:
 - i. act with care and diligence in fulfilling the requirements of their job
 - ii. act in a professional and respectful manner
 - iii. act in accordance with our values and our Islamic ethos
 - iv. not engage in any behaviour which involves harassing, bullying or discriminating against another person

- v. be a role model for students
- vi. promote the safety, welfare and well-being of students, their families and other employees
- vii. deliver high quality service to students
- viii. take responsibility for and support official decisions
- ix. maintain standards in personal appearance and hygiene
- x. comply with the requirements of the law
- xi. maintain strict observances of School policies, rules and procedures including the reporting of improper or unethical behaviours (including any breach of this Code)
- xii. declare conflicts of interest and not let business dealings on behalf of the School be influenced, or appear to be influenced, by personal or family interests
- xiii. respect School ownership of all School equipment, supplies, books, records and proprietary information, including manuals and any other material
- xiv. not accept outside employment unless approved by the School
- xv. not use information or authority derived from employment with the School for personal gain
- xvi. preserve confidential School information including personal information of students, parents and other key stakeholders, plans and decisions, information about employees and any other information that is not public knowledge – confidential information must not be used for personal benefit and must only be used in the ordinary course of business
- xvii. report to management any possible violation of any law or regulations.

Relationships with Students

Principle 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:

- a) knowing their students well, respecting their individual differences and catering for their individual abilities
- b) maintaining a safe and challenging learning environment

- c) accepting professional responsibility for the provision of high quality education for all students
- d) having high expectations of every student, recognising and developing each student's abilities, skills and talents
- e) considering all viewpoints fairly, being fair to all students and following procedural fairness at all times when dealing with students
- f) communicating well and appropriately with their students.

Principle 1.2: Teachers will treat their students with courtesy and dignity

Teachers:

- a) work to create an environment which promotes mutual respect
- b) model and engage in respectful and impartial language
- c) protect students from intimidation, harassment, embarrassment, humiliation or harm
- d) enhance student autonomy and sense of self-worth and encourage students to develop and reflect on their own values
- e) 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
- f) refrain from discussing students' personal problems in situations where the information will not be treated confidentially
- g) use consequences commensurate with the offence when disciplining students in accordance with School policy

- h) respect students' race, culture and/or religion
- i) modelling respectful behaviour and language
- j) not play practical jokes on students, humiliating or belittling them, not speaking in a sarcastic tone to them.

Principle 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:

- a) seek to ensure that they have the physical, mental and emotional capacity to carry out their professional responsibilities
- b) are aware of the role of other professionals and agencies and when students should be referred to them for assistance
- c) are truthful when making statements about their qualifications and competencies.

Principle 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:

- a) interact with students without displaying bias or preference
- b) make decisions in students' best interests
- c) do not draw students into their personal agendas
- d) do not seek recognition at the expense of professional objectivity and goals.

Principle 1.5: Teachers are always in a professional relationship with the students at Langford Islamic College 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:

- a) has a sexual relationship with a student
- b) uses sexual innuendo or inappropriate language and/or material with students or expose a student to pornographic material
- c) touches a student in unwarranted or inappropriate ways
- d) holds conversations of a personal nature or has contact with a student via written or electronic means including email, Facebook, letters, telephone, text messages, chat lines or other social media without a valid reason
- e) accepts expensive gifts, which could be reasonably perceived as being used to influence, or be influenced by students or their parents
- f) displays sexual exhibitionism
- g) uses flirty behaviour directed to a student
- h) expresses romantic feelings toward a student in any way

- i) engages in tutoring or coaching students from the School without the express permission of the Principal
- j) is aware of and sensitive to children with culturally diverse or indigenous backgrounds and cultural practices that may influence the interpretation of their behaviour.

A professional relationship may also be compromised if a teacher:

- a) attends parties or socialises with students
- b) invites a student or students back to their home, particularly if no-one else is present.

1.5.1 Grooming

Sexual misconduct can also include grooming behaviour. Grooming behaviour is a process whereby sexual offenders condition and build rapport with children or young persons in order to reduce their resistance to, and increase compliance with, sexual abuse.

The grooming process can include:

- a) misleading students by pretending to them that they are special, for example by spending inappropriate time with students, inappropriately giving gifts, showing special favours to certain students but not to other students, allowing students to overstep the accepted School rules.
- b) breaking of accepted School standards of behaviour, for example undressing in front of students, allowing students to sit on their lap, talking about sex, accidental touching;
- c) engaging in inappropriate, personalised forms of communication.

1.5.2 Child Protection Protocols for Staff

- a) Teachers should provide one-on-one tuition in a public area or in a classroom where the door is open and they are visible to others outside the classroom

- b) When coaching School teams employees must not provide one-on-one coaching unless the coaching is occurring during a schedule session and is in reasonable proximity to other activities.
- c) No employee of Langford Islamic College should transport a student or students in their private vehicle without express permission of the Principal or parent/guardian, or in fulfilling duty of care requirements.
- d) Langford Islamic College employees should not transport an individual student in a vehicle owned by the School. Exceptions include medical staff transporting students and cases where approval is given by the Principal, Assistant Principal, Coordinators, Head of Senior School, Head of Primary School.
- e) Employees should avoid situations where they are alone in an enclosed space with a student. Where employees are left with the responsibility of a single student, they should ensure that this is in an open space in view of others. Where this is not possible or practical it should be discussed with the Head of Senior or Primary school and/or the Principal or Assistant Principal.
- f) If an employee wishes to conduct a private conversation with a student they should consider the time and venue carefully to avoid placing themselves in a vulnerable situation. It is preferable to leave the door open. An employee should not locate themselves between the student and the door.

1.5.3 *Physical Contact with Children*

- a) Staff must not engage in contact that could physically harm a student and this should be noted especially in cases involving disciplinary action.
- b) Corporal punishment is prohibited at Langford Islamic College.
- c) When physical contact with a student is a necessary as part of the teaching/learning experience, you must exercise caution to ensure that the contact is appropriate and acceptable. You should seek reassurance from the student by asking for a volunteer if necessary to demonstrate a particular activity.
- d) Attention to the toileting needs of children should be done with caution.

- e) For students with a disability the management of toileting needs should be included in the student's individual management plan.
- f) When congratulating a student, a handshake or pat on the shoulder are acceptable as long as the student is comfortable with this action. Kissing of students is not acceptable.
- g) Assessing a student who is injured or ill may necessitate touching the student. Always advise the student of what you intend doing and, if they are conscious, seek their consent. Adopt the boy to boy or girl to girl policy.
- h) Sometimes in ensuring duty of care you may be required to restrain a student from harming him or herself or others using reasonable force. Any such strategy must be in keeping with the School's behaviour management practices or individual student management plans. You should report and document any such incidents.
- i) There may be occasions, however, where physical intervention is appropriate in order to protect students, self and others. In these circumstances this would be deemed reasonable action providing that the physical intervention is to prevent harm or further harm to students and that the staff member seeks to avoid inflicting physical harm where possible.

The physical intervention would need to be proportionate to the circumstances.

Principle 1.6: Teachers maintain a professional relationship with parents (guardians and caregivers)

Teachers should be respectful of and courteous to parents. Teachers:

- a. consider parents' perspectives when making decisions which have an impact on the education or wellbeing of a student
- b. communicate and consult with parents in a timely, understandable and sensitive manner
- c. take appropriate action when responding to parental concerns.

Principle 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.

Principle 1.8: Collegiality is an integral part of the work of teachers (Relationships with Colleagues)

Teachers demonstrate collegiality by:

- a) treating each other with courtesy and respect
- b) valuing the input of their colleagues
- c) using appropriate forums for constructive debate on professional matters
- d) sharing expertise and knowledge in a variety of collaborative contexts
- e) respecting different approaches to teaching
- f) providing support for each other, particularly those new to the School or profession
- g) sharing information relating to the wellbeing of students
- h) actively managing workplace conflict to create positive and constructive outcomes
- i) working cooperatively and collaboratively with others to achieve common goals and a harmonious work environment.
- j) not criticising colleagues in their absence or indulge in 'back-biting'.

SECTION 2: PERSONAL CONDUCT

Principle 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 for themselves or others
- d) ensure that their personal or financial interests do not interfere with the performance of their duties at School
- e) act with discretion and maintain confidentiality when discussing workplace issues.

SECTION 3: PROFESSIONAL COMPETENCE

Principle 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 and keeping up to date with advances and changes in the body of knowledge and the professional and ethical standards relevant to their areas of expertise
- c) complete their duties in a responsible, thorough and timely way

- d) dress and behave in a manner that demonstrates professionalism, shows respect for others and models appropriate standards for students.

Principle 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:

- a) discrimination, harassment and vilification
- b) negligence
- c) mandatory reporting
- d) privacy
- e) occupational health and safety
- f) teacher registration

SECTION 4: SCHOOL GOVERNANCE

Principle 4.1: Occupational Health and Safety

Employees also have a responsibility under Occupational Health and Safety legislation to take care of their own health and safety at work. It is also an employee's responsibility to ensure that their own activities do not place at risk the health and safety to yourself, co-workers, students or other persons that they may come into contact with at work.

Principle 4.2: Duty of Care

As a School employee, all staff have a duty of care to students in their charge. That duty is to take all reasonable steps to protect students from risks of harm that can be reasonably predicted. For example, risks from known hazards and from foreseeable risk situations against which preventative measures can be taken. The standard of care that is required or the degree of supervision needed has to be commensurate with the students' maturity and ability.

Duty of care to students applies during all activities and functions conducted or arranged by the School. The risks associated with any activity need to be assessed and managed before the activity is undertaken.

Principle 4.3: Supervision of Students

When supervising students, staff must:

- a) take all reasonable steps to ensure that no student is exposed to any unnecessary risk or injury
- b) be familiar with and comply with the School evacuation and lock down procedures
- c) not leave students unsupervised or outside of class
- d) be punctual to class and allocated supervision
- e) remain with students at after-School activities until all students have been collected. In the event that a student is not collected, a staff member must remain with the student until collected, or seek advice from the appropriate Head of School
- f) playground and out-of-class duty or supervision are an integral part of the responsibility of staff – these must not take precedence over other activities and it is unacceptable to be late
- g) be alert to bullying or other forms of discriminatory behaviour and report incidents to the appropriate staff member
- h) attend to ill or injured students and contact the Medical Centre should additional assistance be required.

Principle 4.4: Respect for People and Property

Employees are to treat members of the public, their colleagues and students with respect, fairness and consistency. Employees are to be courteous and sensitive to the needs of others and provide all necessary and appropriate assistance.

Employees are to conduct themselves in a manner that will promote co-operation and harmonious relationships among colleagues. A co-operative, collaborative atmosphere is conducive to the promotion of integrity in the workplace and will assist employees in the implementation of the Code of Conduct.

Employees are to respect and care for the property of the School. Theft, misuse or fraudulent misappropriation of resources will be acted upon and the police involved.

SECTION 5: IMPLEMENTATION OF THE CODE OF CONDUCT

The Principal, Assistant Principal, Heads of School and Governors of Langford Islamic College are responsible for promoting compliance with this Code of Conduct and monitoring its applicability and effectiveness.

Principle 5.1: Compliance with the Law

All employees must be familiar with the basic legal requirements that apply to their duties and responsibilities. The School will provide resources to assist employees to become familiar with their legal obligations.

Principle 5.2: Reporting Unethical Behaviour

It is important that we all take responsibility for ensuring that the standards contained in this Code of Conduct are translated into action. This means that if a violation comes to your attention you are required to take some action, since turning a blind eye is a way of contributing to an unethical situation. Therefore, we each have a responsibility to report unethical behaviour.

Employees must bring the matter to the attention of the appropriate Manager or Department Head. There may be occasions where it may be inappropriate to make a report to a Manager/Department Head or there may be concerns about reprisals if an allegation is made. In these circumstances the matter should be reported to the Principal or any other member of the Senior Leadership Team.

Principle 5.3: Breach of Code of Conduct

Where a staff member breaches this Code of Conduct the College may take disciplinary action, including in the case of serious breaches, summary dismissal.

As a School employee, you hold a position of trust and are accountable for your actions.

All alleged breaches of the Staff Code of Conduct will be subject to scrutiny and if substantiated staff may be warned, suspended or have employment terminated. If the breach is considered to be grooming, the school is obliged to report this to the Teachers' Registration Board (where a teacher is involved) and the Department of Education Services as a critical incident. Any potentially illegal activity will be reported to the Police and appropriate actions will be taken by the senior management.

5.3.1 The consequences of inappropriate behaviour and breaches of this *Code* will depend on the nature of the breach.

5.3.2 Employees should report possible breaches by colleagues to their supervisor or the Principal. If the possible breach is by their supervisor then it should be reported to the Principal. If the possible breach is by the Principal then it should be reported to the chair of the governing body.

5.3.4 Factors the school may consider when deciding what action to take may include:

- a) the seriousness of the breach;
- b) the likelihood of the breach occurring again;
- c) whether the employee has committed the breach more than once;
- d) the risk the breach poses to employees, students or any others; and whether the breach would be serious enough to warrant formal disciplinary action.

5.3.5 Actions that may be taken by the school in respect of a breach of the *Code* include management or remedial action, training or disciplinary action ranging from a warning to termination of employment and reporting of the matter (in the case of a teacher) to the Teacher Registration Board WA. The school reserves the right to determine in its entirety the response to any breach of this *Code*.

SECTION 6: APPENDIX TO THIS CODE OF CONDUCT

Understanding Grooming Behaviour

Grooming in a child protection context refers to deliberate actions undertaken to engage in sexual activity with a child. It differs from sexual abuse in that it is primarily a preparatory activity occurring before abuse occurs, but is continued during and after the abuse to ensure the safety of the groomer.

Grooming is a subtle, gradual, and escalating process of building trust with a child and those around the child, both children and adults, with the express purpose of the sexual gratification of the perpetrator, this generally involves engaging in sexual activity with the child. It is deliberate and purposeful and occurs both before and after the abuse. Abusers may groom children and supporting adults for weeks, months, or even years before any sexual abuse actually takes place. The grooming may occur in person, via cyber media and/or other forms of communication.

A committed offender will employ grooming behaviour from an early stage and because it is so subtle and gradual the child may not even be aware that the actual abuse when it occurs, is wrong or harmful. The grooming occurs with the child but also with those supporting networks around the child which might normally act as a deterrent or protective element. The perpetrator will invest significant energy and patience to minimise the risk of detection and exposure.

The groomer will employ manipulation, guilt, shame, bribery, coercion or exploit low self-esteem to psychologically manipulate the child. As a result the child becomes increasingly dependent on the groomer and increasingly alienated from protective elements including possible sources to disclose to. This is a deliberate strategy employed to maintain the secrecy of the abuse and to ensure the silence of the child.

The groomer will exploit any vulnerabilities of the protective elements around the child, including parent and family circumstances and school systemic weaknesses. Groomers are very adept at identifying anomalies, boundary ambiguities and any lack of systemic awareness, and then using them to deflect attention from their own actions and intentions.

While distinguishing between appropriate intent and inappropriate intent is often difficult, particularly for a child, it is essential that schools have very clear expectations and boundaries around employee behaviours so that there can be rigorous accountability when dealing with staff.

Schools must work to improve their knowledge and understanding in this area so they are able to challenge existing practice, recognise unprofessional behaviour and build a shared understanding of what a safe school is.

Grooming behaviour with children may include, but is not limited to:

- Selecting and befriending a child and gaining his or her trust and then exploiting the child's vulnerabilities.
- Testing a child's boundaries through telling inappropriate jokes, roughhousing, backrubs, tickling, or sexual games.
- Moving from non-sexual touching to "accidental" sexual touching. This typically happens during play so the child may not even identify it as purposeful, inappropriate touching. It is often done slowly so the child is gradually desensitised to the touch.
- Manipulating the child to not tell anyone about what is happening. The abuser may use a child's fear, embarrassment, or guilt about what has happened. Sometimes, the abuser uses bribery, threats, or coercion.
- Causing the child to feel responsible for the abuse. Children may not notice or may become confused as the contact becomes increasingly intimate and sexual.

Grooming behaviour with adolescents may include additional strategies, such as:

- Identifying with the adolescent. The abuser may appear to be the only one who understands him/her.
- Displaying common interests in sports, music, movies, video games, television shows, etc.
- Recognising and filling the adolescent's need for affection and attention.
- Giving gifts or special privileges to the adolescent.
- Allowing or encouraging the adolescent to break rules (e.g., smoking, drinking, using drugs, viewing pornography).
- Communicating with the adolescent outside of the person's role (e.g., teacher, or coach). This could include, for example, texting or emailing the teen without the parents' knowledge.

In addition to grooming the child, the groomer will use deflection strategies to remain unchallenged. Some of these strategies may include where the perpetrator:

- promotes self and creates a reputation as caring, child-loving, competent, available, trustworthy, truthful
- raises doubts about the motives, mental health, reliability of the child or anyone else who might approach support services with allegations
- fosters dependency as someone the family can rely on
- positively represents child to others so as to be perceived as someone who would never harm the child

Preventing or interrupting the grooming process:

Schools unfortunately provide a vast array of opportunities for groomers to enact the grooming process. Some abusers have a particular preference for children within particular age bands and some studies have shown that groomers will take child focussed employment primarily to get access to a particular cohort of children.

Within a school context, holding all staff members accountable to the school Code of Conduct and challenging boundary crossings and violations is one of the most effective strategies to combating grooming behaviour.

SECTION 7: ACKNOWLEDGEMENT

By signing this Acknowledgement you are agreeing to abide by this Code of Conduct (Part 1) to the best of your ability and acknowledge that you understand that breaches of this Code of Conduct will be taken seriously and could result in termination of your employment.

I _____ have read, understood and agree to comply with the terms of this Code of Conduct.

Employee Signature

Dated

Principal Signature

Dated

Version Management

Version	Date Published	Changes Made	Author of Changes
1	2011	Created	YI
2	2014	Revision	PR
3	10/02/17	Comprehensive review and update in line with new legislation and regulatory requirements	NM
4	30/11/18	Next revision	



LANGFORD ISLAMIC COLLEGE
STAFF CODE OF CONDUCT
Part 2

Including Guidelines of How to Comply

Purpose

Langford Islamic College has a responsibility for the welfare of its staff and students. As a result it aims to provide a working environment in which the agency of students is maximised and staff/student relationships are developed in order to improve teaching and learning. The College aspires to maintain a friendly and professional atmosphere. This atmosphere contributes to an effective and enjoyable learning environment.

The College recognises that in a healthy working environment, positive staff and student relationships will be formed; however, in order to protect both staff and students, the boundaries of personal and professional life must be fully recognised and respected.

With the New Standards for Child Protection in Non-Government Colleges applicable as of 1 January 2017, it is essential that the Staff Code of Conduct complies with these standards. It is particularly important that all College staff, volunteers and parents understand the difference between grooming and sexual abuse and the delineation of the boundaries between appropriate and inappropriate interaction between students, and between students and adults. These are addressed in this policy

Child grooming is the befriending and establishing of an emotional connection with a child, and sometimes the family, to lower the child's inhibitions for child sexual abuse.

Sexual abuse, also referred to as molestation, is usually undesired **sexual** behaviour by one person upon another. When force is immediate, of short duration, or infrequent, it is called **sexual** assault.

General

This *Code* is not intended to be contractual in nature and does not impose any contractual obligations on the College. Langford Islamic College reserves the right at its sole discretion to vary or cancel this

Code at any time.

Nothing in this Code should be taken to limit the circumstances in respect of which the College may take disciplinary action in respect of an employee.

Who has to comply with the Code of Conduct?

By accepting employment with the College you must be aware of and comply with this *Code*.

How to Comply

1. You must:
 - (a) conduct yourself, both personally and professionally in a manner that upholds the ethos and reputation of the College;
 - (b) comply with the school's policies and procedures; and
 - (c) act ethically and responsibly;
 - (d) be accountable for your actions

1. What is expected of you as an employee?

As an employee, you should be aware of Langford Islamic College's policies and procedures, particularly those that apply to your work. Many of these are available on the College website; others may be made available to you through induction, training and development programs and in the Staff Handbook.

If you are uncertain about the scope or content of a policy with which you must comply, you should seek clarification from the Principal, Assistant Principal or your direct Coordinator.

As a College employee, you are expected to:

- a) perform your duties to the best of your ability, in a timely manner and be accountable for your performance;
- b) follow reasonable instructions given by your supervisor or his/her delegate;

- c) comply with lawful directions;
- d) carry out your duties in a professional, competent and conscientious manner, while seeking suitable opportunities to improve your knowledge and skills, including through participation in relevant professional development;
- e) act honestly and in good faith in fulfilling your duties;
- f) be courteous and responsive in dealing with your colleagues, students, parents and members of the public;
- g) work collaboratively with your colleagues; and
- h) ensure that your conduct, whether during or outside working hours, is consistent with the ethos of Langford Islamic College and does not damage the reputation of the College.
- i) dress in a professional manner that is Islamically appropriate for your role.

How to Comply

1. Inform the Principal if you are charged with or convicted of a serious offence. You must also inform the Principal if you become the subject of a Violence Restraining Order.
2. If, through your employment with the College, you become aware of a serious crime committed by another staff member, you are required to report it to the Principal, who may be required to inform the Police and/or the Department of Child Protection and/or the Teacher Registration Board WA.
3. Report any concerns that you may have about the safety, welfare and well-being of a child or young person.
4. Report any concerns you may have about the inappropriate actions of any other employee, contractor or volunteer that involves children or young people;
5. Report any concerns you may have about any other employee, contractor or volunteer engaging in 'reportable conduct' (See Appendix 2) or any allegation of 'reportable conduct' that has been made to you and
 - a) if you become aware that an employee, contractor or volunteer has been charged with or convicted of an offence (including a finding of guilt without the court proceeding to a conviction) involving 'reportable conduct'; and
 - b) if you become the subject of allegations of 'reportable conduct' whether or not they relate to your employment in the school.
6. Teachers, and some other employees, have mandatory reporting obligations under the

Children and Community Services Act 2004 (WA) where they have reasonable grounds to suspect a child is at risk of sexual harm and have current concerns about the wellbeing of the child. You should refer to the school's (Child Protection Policy) for further information about these obligations.

2. What happens if I breach the Code of Conduct?

As a College employee, you hold a position of trust and are accountable for your actions.

- 2.1 The consequences of inappropriate behaviour and breaches of this *Code* will depend on the nature of the breach.
- 2.2 Employees must report possible breaches by colleagues to their supervisor or the Principal. If the possible breach is by their supervisor then it must be reported to the Principal. Where the breach of the Code of Conduct involves a violation of the Child Protection Standards and there are reasonable grounds to suspect grooming or sexual abuse the Principal is required to inform the College Board and in turn, the College Board must report to the Director General of DES in accordance with ***Critical and Emergency Incident Procedures***.
- 2.3 Factors the College may consider when deciding what action to take may include:
 - a) the seriousness of the breach;
 - b) the likelihood of the breach occurring again;
 - c) whether the employee has committed the breach more than once;
 - d) the risk the breach poses to employees, students or any others; and whether the breach would be serious enough to warrant formal disciplinary action.
- 2.4 Actions that may be taken by the College in respect of a breach of the Code include Performance Management or remedial action, training or disciplinary action ranging from a warning to termination of employment and reporting of the matter to the Teacher Registration Board WA. The College will reserve the right to determine in its entirety the response to any breach of this Code.

3. Respect for people

The College expects employees to treat each other with respect and courtesy. Our daily interaction with others reflects on the College's reputation. Therefore, all employees are expected to be approachable, courteous and prompt in dealing with other people, including students, parents, other employees and members of the community.

Employees who work with students have a special responsibility in presenting themselves as appropriate role models for those students. Modelling effective leadership and respect in your interactions with students can have a profoundly positive influence on a student's personal and social development.

How to Comply

1. It is important for you to treat your colleagues, other employees, contractors, students and parents with respect. Do not use rude or insulting behaviour, including verbal and non-verbal aggression. Abusive, threatening, intimidating or derogatory language and physical abuse or intimidation is unacceptable. You must not use information and communication technologies, such as email, mobile phones, text or instant messaging, blogs, social media sites and other websites to engage in this type of behaviour.
2. You must not discriminate against, or harass for any unlawful reason, or bully for any reason any employee, contractor, student or parent. Your obligations in this regard, including the list of unlawful reasons, are set out in the College's ***Discrimination, Harassment and Bullying Policy***. Unlawful harassment or discrimination may constitute an offence under the Equal Opportunity Act 1984 or federal industrial or discrimination legislation. Bullying may be a breach of your obligations under work health and safety legislation or your duty of care at common law.
3. You should ensure that you are aware of the schools [Discrimination, Harassment and Bullying Policy]. If you believe you are being unlawfully harassed or discriminated against or bullied:
 - where you where you feel comfortable ask the person to stop, or make it clear that you find the behaviour offensive or unwelcome. It may be useful to speak with your Coordinator/Department Head or the Assistant Principal in the first instance to seek

guidance on how to do this; and/or

- raise the issue as a grievance with the Principal as soon as possible after the incident(s) have occurred.

4. Do not lie about or exaggerate a complaint. If you lie about or exaggerate a complaint, the College will view this as a very serious matter, and you may be disciplined or dismissed

4. Duty of care and work health and safety

As a College employee, you have a duty of care to students in your charge to take all reasonable steps to protect students from risks of harm that can be reasonably predicted.

The duty encompasses a wide range of matters, including (but not limited to):

- the provision of adequate supervision
- ensuring grounds, premises and equipment are safe for students' use
- implementing strategies to prevent bullying from occurring in College, and
- providing medical assistance (if competent to do so), or seeking assistance from a medically trained person to aid a student who is injured or becomes sick at College.

Duty of care

As a College employee, you have a duty of care to students in your charge. That duty is to take all reasonable steps to protect students from risks of harm that can be reasonably predicted. For example, risks from known hazards and from foreseeable risk situations against which preventative measures can be taken. The standard of care that is required, for example the degree of supervision, needs to be commensurate with the students' maturity and ability.

Duty of care to students applies during all activities and functions conducted or arranged by the College. The risks associated with any activity need to be assessed and managed before the activity is undertaken.

You should ensure that you are aware of the College's ***Duty of Care and Excursion Policies***.

Occupational health and safety

You also have a responsibility under occupational health and safety legislation to take care of your own health and safety at work. It is also your responsibility to ensure that your activities do not place at risk the health and safety of your co-workers, students or other persons that you may come into contact with at work.

Considerations of safety relate to both physical and psychological well-being of individuals.

You should ensure that you are aware of and comply with the College's **Occupational Health & Safety Policy**.

How to Comply

1. You should take all reasonable steps to ensure that no student is exposed to any unnecessary risk of injury.
2. You should be familiar with and comply with the College's **evacuation and/or lock down procedures**.
3. Students should not be left unsupervised either within or outside of class. You should be punctual to class and allocated supervision.
4. You should remain with students at after College activities until all students have been collected. In the event that a student is not collected you should remain with the student until collected, or seek advice from your supervisor.
5. Playground supervision is an integral part of the responsibility of staff. It must take precedence over other activities. It is unacceptable to be late. You should actively supervise your designated area, being vigilant and constantly moving around.
6. You should be alert to bullying or any other form of discriminatory behaviour, and report incidents to the appropriate staff member. Be familiar with the College **Student Management/Discipline Policy**.
7. Ill or injured students should be attended to by the supervising staff member and Student Services advised as soon as possible.
8. You should ensure that you understand and comply with the College's **policy in regard to the storage and administration of prescribed medication to students**.

5. Professional relationships between employees and students

As a College employee, you are expected always to behave in ways that promote the safety, welfare and well-being of children and young people. You must actively seek to prevent harm to children and young people, and to support those who have been harmed.

While not all employees are required to manage and supervise students, it is important for all Langford Islamic College employees to understand and observe the ***College's Child Protection Policies***.

How to Comply

Supervision of students

1. You should avoid situations where you are alone in an enclosed space with a student. Where you are left with the responsibility of a single student you should ensure that this is in an open space in view of others. Where this is not possible or practical it should be discussed with your supervisor and/or the Principal.
2. You should never drive a student in your car unless you have specific permission from your supervisor and/or the Principal and written permission from the parent to do so. In the event of an emergency you should exercise discretion but then report the matter to your supervisor.
3. If you wish to conduct a private conversation with a student you should consider the time and venue carefully to avoid placing yourselves in a vulnerable situation. It is preferable to leave the door open. You should not locate yourself between the student and the door.
4. When confiscating personal items, such as mobile phones or jewellery, ask students to hand them to you.

Physical contact with students

1. You must not impose physical punishment or any form of corporal punishment on a student in the course of your professional duties.
2. When physical contact with a student is a necessary part of the teaching/learning experience you must exercise caution to ensure that the contact is appropriate and

acceptable. You should seek reassurance from the student by asking for a volunteer if necessary to demonstrate a particular activity.

3. Attention to the toileting needs of young children should be done with caution. It may be appropriate to have the door open. For students with a disability the management of toileting needs should be included in the student's individual management plan.
4. When congratulating a student, a handshake is acceptable as long as the student is comfortable with this action. Kissing of students is not acceptable.
5. Assessing a student who is injured or ill may necessitate touching the student. Always advise the student of what you intend doing and, if they are conscious, seek their consent.
6. Sometimes in ensuring duty of care you may be required to restrain a student from harming him or herself or others using reasonable force. Any such strategy must be in keeping with the College's behaviour management practices or individual student management plans. You should report and document any such incidents.

Relationships with students

1. You must not have a romantic or sexual relationship with a student. It is irrelevant whether the relationship is homosexual or heterosexual, consensual or non-consensual or condoned by parents or caregivers. You are reminded of:
 - a. the law prohibiting sexual relations with a person under the age of consent (16 years); and
 - b. the law prohibiting sexual relations between a teacher and his or her student under the age of 18 years.
2. You must not develop a relationship with any student that is, or that can be interpreted as having a personal rather than a professional interest in a student. An overly familiar relationship with any student (including any adult student) that you are responsible for teaching, tutoring, advising, assessing, or for whom you provide pastoral or welfare support raises serious questions of conflict of interest, trust, confidence, dependency, and of equality of treatment. Such relationships may also have a negative impact on the teaching and learning environment for other students and colleagues, and may carry a serious reputational risk for the College.
3. If you consider that a student is being overly familiar, seeking to establish a personal

relationship with you or has developed a 'crush' on you, you should report your concerns to your supervisor and/or the Principal as soon as possible so that a plan can be developed to manage the situation effectively and sensitively.

4. At all times when speaking with students care must be taken to use appropriate language. You must always treat students with respect and without favouritism. There is no place for sarcasm, derogatory remarks, inappropriate familiarity or offensive comments.
5. You may, as part of your pastoral care role, engage in discussion with students. This is entirely appropriate. However you must be cautious about making personal comments about a student or asking questions that probe your own or a student's sexuality or relationships. You must not hold conversations with a student of an intimately-personal nature where you disclose information about yourself.
6. You must not:
 - a. invite students to your home;
 - b. visit students at their home; or
 - c. attend parties or socialise with students, unless you have the express permission of the Principal and their parents or care giver.
7. You must not engage in tutoring or coaching students from the College without the express permission of the Principal.
8. You must not invite students to join your personal electronic social networking site or accept students' invitations to join their social networking site (see *Section 7 - Appropriate use of electronic communication and social networking sites*).
9. You must not give gifts to students. You should also carefully consider your position before accepting any gift from a student or a parent (see *Section 10 - Declaring gifts, benefits and bribes*).
10. Wherever practical, you should avoid teaching or being involved in educational decisions involving family members or close friends. Where it is not practical to avoid such situations completely, another member of staff should make any significant decisions relating to the student's assessments and have those endorsed by a supervisor.
11. You should be aware of, and sensitive to, children with culturally diverse or indigenous backgrounds and cultural practices that may influence the interpretation of your behaviour.

6. Child Protection

- You must be aware of and comply with the College's Child Protection Policy and Child Protection Management Strategy.
- As set out in Section 1 ('How to Comply') you must report any concerns you may have about any other employee, contractor or volunteer engaging in 'reportable conduct' or any allegation of 'reportable conduct' that has been made to you to the Principal. This includes self-disclosure if the allegation involves you.
- Broadly, 'reportable conduct' includes:
 - (a) any sexual offence, or sexual misconduct, committed against, with, or in the presence of, a child or young person (including a child pornography offence); or
 - (b) any assault, ill-treatment or neglect of a child or young person; or
 - (c) any behaviour that causes psychological harm to a child or young person, whether or not they consent.
- Reportable conduct does not extend to:
 - (a) conduct that is reasonable for the purposes of the discipline, management or care of children, having regard to the age, maturity, health or other characteristics of the children and to any relevant codes of conduct or professional standards, or
 - (b) the use of physical force that, in all the circumstances, is trivial or negligible, but only if the matter is to be investigated and the result of the investigation recorded under workplace employment procedures.
- For further information about 'reportable conduct' see the College's Child Protection Policy and Child Protection Management Strategy
- The requirements outlined in Section 6 in relation Supervision, Physical Contact and Relationships with Students set professional boundaries in relation to your behaviour. They make clear what behaviour is unacceptable and could amount to reportable conduct.

For further information about 'reportable conduct' see the College's ***Child Protection Policy***.

7. Appropriate use of electronic communication and social networking sites

The College provides electronic communication facilities for its students and employees for educational or administrative purposes. It monitors and views data stored or transmitted using the College's facilities. By its nature, electronic communication is a fast and informal way of communicating. However, once a document or image has been sent there is no way to recall it and it exists forever.

How to Comply

1. You must comply with the College's ***Cyber-safety and Internet Policies***. This includes:
 - a) exercising good judgment when using electronic mail, following the principles of ethical behaviour;
 - b) using appropriate and professional language in electronic mail messages;
 - c) being aware that if an issue addressed in an email becomes the subject of a legal dispute, then those emails would be discoverable: that is, the court and all parties to the dispute would be entitled to see them;
 - d) not sending messages that are harassing, discriminatory, defamatory, threatening, abusive or obscene;
 - e) not inviting students into your personal social networking site or accept an invitation to theirs;
 - f) not using social networking sites to email or contact students;
 - g) remembering transmission, storage, promotion or display of offensive, defamatory, or harassing material is strictly forbidden; and
 - h) reporting any situations where you become aware of the inappropriate use of electronic communication and social networking sites.

2. You must never use the College's networks to view, upload, download or circulate any of the following materials:
 - a) sexually related or pornographic messages or material;
 - b) violent or hate-related messages or material;
 - c) racist or other offensive messages aimed at a particular group or individual;
 - d) malicious, libellous or slanderous messages or material; or
 - e) subversive or other messages or material related to illegal activities.

8. Use of alcohol drugs or tobacco

The College Ethos does not allow the use of alcohol at any College functions, including staff functions. The use of drugs is strictly forbidden.

How to Comply

General

As a College employee, you must consult with your supervisor or Principal if you are concerned about working with other employees who may be affected by drugs or alcohol.

Drugs

1. As a College employee, you must not have illegal drugs in your possession while at work. Any illegal drugs found on College property or in the possession of any person on College property may result in disciplinary action including the termination of your employment and referral to the Police and/or the Teacher Registration Board WA;
2. You must not give students or other employees illegal drugs or restricted substances, or encourage or condone their use; and
3. You must not supply or administer prescription or non-prescription drugs to students unless authorised to do so.

Alcohol

1. As an Islamic College alcohol is strictly forbidden; and
2. You must not encourage or condone the use of alcohol by students of any age during educational activities.

Tobacco

1. You must not smoke or permit smoking in any College buildings, enclosed area or on College grounds. This includes all buildings, gardens, sports fields, cars and car parks.
2. You must not smoke whilst at any College function even if it is not on College campus.

This includes, amongst all other activities, camps, tours and excursions.

3. You must not purchase tobacco or tobacco products for any College student, or give them tobacco or tobacco products.

9. Identifying and Managing Conflicts of Interest

Private interests can, or have the potential to, influence a person's capacity to perform their duties and in turn compromise their integrity and that of the College.

A conflict of interests can involve:

- a) pecuniary interests i.e. financial gain or loss or other material benefits;
- b) non-pecuniary interests i.e. favours, personal relationships and associations.

Conflict of interest also include:

- a) the interests of members of your immediate family or relatives (where these interests are known);
- b) the interests of your own business partners or associates, or those of your workplace;
or
- c) the interests of your friends.

How to Comply

1. As a College employee, you must not act in conflict with the College's best interests.
2. When faced with a situation in which conflict of interests may be present, you should report any potential or real conflict to your supervisor or the Principal.
3. You should also report situations where a superior or colleague who has an identified conflict is, or may be perceived as, unduly influencing your decision.

10. Declaring Gifts, Benefits or Bribes

As an employee, you may be offered a gift or benefit as an act of gratitude. There are some circumstances when to refuse a gift would be perceived as rude, insulting or hurtful. You are expected to exercise sound judgment when deciding whether to accept a gift or benefit.

How to Comply

1. If you are offered a bribe (i.e. anything given in order to persuade you to act improperly), you must refuse it, explain why it is not appropriate, and immediately report the matter to the Principal.
2. Accepting gifts and other benefits has the potential to compromise your position by creating a sense of obligation and undermining your impartiality. It may also affect the reputation of the College and its staff. You must not create the impression that any person or organisation is influencing the College or the decisions or actions of any of its employees.

11. Communication and Protecting Confidential Information

You should be mindful of confidentiality when in discussions with parents. You cannot provide a guarantee of confidentiality if the matter under discussion requires mandatory reporting.

How to Comply

Communication

1. You should not disclose personal information about another staff member to students or parents or discuss their work performance, except if authorised by the Principal in the context of grievance resolution.
2. All matters discussed in staff meetings and staff memos are to be treated confidentially and not discussed with students, members of the College community, or the public.
3. The media should not be given access to students or allowed entry to the College without the express permission of the Principal. You should not make any comments to the media about the College, students or parents without the express permission of the Principal.

Confidential information

1. As a College employee, you must only use confidential information for the work-related purpose it was intended.
2. Unless authorised to do so by legislation, you must not disclose or use any confidential information without the express permission of the Principal. You must make sure that confidential information, in any form, cannot be accessed by unauthorised people.

Privacy

1. You should always exercise caution and sound judgment in discussing the personal information of students, parents, staff and other people with other College employees. Normally information should be limited to those who need to know in order to conduct their duties, or to those who can assist in carrying out the College's work because of their expertise.

12. Record Keeping

All employees have a responsibility:

- a) to create and maintain full, accurate and honest records of their activities, decisions and other business transactions, and
- b) to capture or store records in the College's record systems.

How to Comply

1. You must not destroy or remove records without appropriate authority.
2. Coordinators/Supervisors/Heads of Department have a responsibility to ensure that the employees reporting to them comply with their records management obligations.
3. Employees responsible for assessing and recording marks for students' work must do so accurately, fairly and in a manner that is consistent with relevant policy and the requirements of the College.
4. Employees must maintain the confidentiality of all official information and documents

which are not publicly available or which have not been published.

13. Copyright and Intellectual Property

When creating material you need to ensure the intellectual property rights of others are not infringed and information is recorded about any third party copyright/other rights included in materials.

How to Comply

1. Advice relating to sharing or licensing the College's intellectual property should be sought from the Principal.
2. The College cannot give away or assign its intellectual property without the approval of the Principal.
3. If you develop material that relates to your employment with the College, the copyright in that material will belong to the College. This may apply even if the material was developed in your own time or at home.
4. You should not use the College's intellectual property (including copyright) for private purposes without obtaining written permission from the Principal.

14. Staff and Student Relationships

The following general principles and responsibilities are intended to guide the professional relationships intended between staff and students:

- Staff should avoid situations where they are alone in an enclosed space with a student. Where staff are left with the responsibility of a single student they should ensure that this is in an open space in view of others. Where this is not possible or practical it should be discussed with the Principal.
- Staff may as part of their pastoral care role engage in discussion with students. This is entirely appropriate. However staff must be cautious of making personal comments about a student or asking questions that probe their own or a student's sexuality or relationships.
- When staff wish to conduct a private conversation with a student they should consider the time and venue carefully to avoid placing themselves in a vulnerable situation. It is preferable to leave the door open. The staff member should not locate themselves between the student

and the door.

- Staff should never drive a student in their car unless they have specific permission from the Principal to do so. In the event of an emergency staff should exercise discretion but then report the matter to the Principal.
- Staff should notify the Principal immediately should they suspect a situation involving any form of reportable conduct as required by Mandatory reporting. It is not staff responsibility to investigate. Similarly staff should report to the Principal any suspected case of neglect.
- Staff must not invite students nor accept invitations from students to join their personal social networking websites such as Facebook. Such communication can be problematic and could be regarded as inappropriate.
- Staff who communicate with students electronically should do so via the College email network. This communication should be for educational purposes only. Transmission of messages or files which are offensive is totally inappropriate and staff will be reprimanded/disciplined for such action.
- Staff should not engage in tutoring or coaching students from the College for monetary return.
- When physical contact with a student is a necessary part of the teaching/learning experience e.g. Physical Theatre training, sports coaching etc., staff must exercise caution to ensure that the contact is appropriate and acceptable. Staff should seek reassurance from the student by asking for a volunteer to demonstrate a particular activity.
- Attention to the toileting needs of young children should be done with caution. It may be appropriate to have the door open. In respect to students with a disability the management of toileting needs should be included in the student's individual management plan.
- Staff should not supply or condone the use of alcohol, tobacco or other drugs for themselves or any student in their care.
- When congratulating a student, a handshake is preferable but a pat on the shoulder may be acceptable as long as the student is comfortable with this action and other staff and students are present.
- Assessing a student who is injured or ill may necessitate touching. Always advise the student of what you intend doing and seek their permission. Carefully explain why this may be necessary.
- Staff must always treat students with respect and without favouritism. There is no place for sarcasm, derogatory remarks, inappropriate familiarity or offensive comments.
- Sometimes during the course of your work you may be in receipt of a gift from a student. In such circumstances where the receipt of a gift could be considered outside of usual custom you

are to inform your immediate supervisor.

- Staff should ensure that they are familiar with and adhere to the College's policy in regard to the storage and administration of medical products to students.
- Sometimes in ensuring duty of care staff may be required to restrain a student from harming him or herself or others using reasonable force. Any such strategy must be in keeping with the College's behaviour management practices.

15. Response to Allegations of Staff Breaches to the Code of Conduct

The above-mentioned Code of Conduct has a range of requirements, some of which are related to the College's unique culture and therefore matters of compliance and breaches of compliance may be addressed internally by the College Principal and Board. However, the matters relating to The College Registration Standard 12 'Child Protection' relation to grooming, sexual abuse and Mandatory Reporting have legal and professional obligations which must be observed and breaches of these must be responded to within a legal framework.

In summary:

- Where the breach of the Code of Conduct involves a violation of the Child Protection Standards and there are reasonable grounds to suspect grooming or sexual abuse the Principal is required to inform the College Board and in turn, the Board must report to the Director General of DES in accordance with ***Critical and Emergency Incident Procedures***. This will be done after the College Principal has sought legal and professional advice through the agency of its membership with AISWA.
- Where an allegation of grooming or child abuse involves a staff member, the complainant must be informed about advocacy, support and other services which may be available. This will be done after the College Principal has sought legal and professional advice through the agency of its membership with AISWA.
- The College will ensure that the relevant government authorities are consulted to determine when, what and by whom information relating to an allegation of child abuse, and its investigation may be given. This will be done after the College Principal has sought legal and professional advice through the agency of its membership with AISWA.
- The College will act in a manner which ensures that victims of alleged abuse receive the support they need once an allegation is made.

Whilst at all times the College must act in the best interests and welfare of the children in its care, the College does also have an obligation of duty of care to the staff member implicated in a grooming or sexual abuse allegation. The staff member would be advised of the need to seek legal advice and the College Principal would ensure confidentiality of information is maintained whilst the matter is being investigated

16. Acknowledgement

By signing this Acknowledgement you are agreeing to abide by this Code of Conduct (Part 2) to the best of your ability and acknowledge that you understand that breaches of this Code of Conduct will be taken seriously and could result in termination of your employment.

I _____ have read, understood and agree to comply with the terms of this Code of Conduct.

Employee Signature

Dated

Principal Signature

Dated

Related Policies:

Critical and Emergency Incident Policy and Procedures

Discrimination, Harassment and Bullying Policy and Procedures Duty of Care and Evacuation Policy and Procedures Occupational Health and Safety Policy and Procedures Evacuation and Lockdown Policy and Procedures

Student Management Policy

Storage and administration of prescribed medication Policy and Procedures Child Protection and Mandatory Reporting Policy and Procedures Cybersafety and Internet Policies

All these policies are in the Staff Handbook

Appendix to this Code of Conduct

Appendix A:

Understanding Grooming Behaviour

Grooming in a child protection context refers to deliberate actions undertaken to engage in sexual activity with a child. It differs from sexual abuse in that it is primarily a preparatory activity occurring before abuse occurs, but is continued during and after the abuse to ensure the safety of the groomer.

Grooming is a subtle, gradual, and escalating process of building trust with a child and those around the child, both children and adults, with the express purpose of the sexual gratification of the perpetrator, this generally involves engaging in sexual activity with the child. It is deliberate and purposeful and occurs both before and after the abuse. Abusers may groom children and supporting adults for weeks, months, or even years before any sexual abuse actually takes place. The grooming may occur in person, via cyber media and/or other forms of communication.

A committed offender will employ grooming behaviour from an early stage and because it is so subtle and gradual the child may not even be aware that the actual abuse when it occurs, is wrong or harmful. The grooming occurs with the child but also with those supporting networks around the child which might normally act as a deterrent or protective element. The perpetrator will invest significant energy and patience to minimise the risk of detection and exposure.

The groomer will employ manipulation, guilt, shame, bribery, coercion or exploit low self-esteem to psychologically manipulate the child. As a result the child becomes increasingly dependent on the groomer and increasingly alienated from protective elements including possible sources to disclose to. This is a deliberate strategy employed to maintain the secrecy of the abuse and to ensure the silence of the child.

The groomer will exploit any vulnerabilities of the protective elements around the child, including parent and family circumstances and school systemic weaknesses. Groomers are very adept at identifying anomalies, boundary ambiguities and any lack of systemic awareness, and then using them to deflect attention from their own actions and intentions.

While distinguishing between appropriate intent and inappropriate intent is often difficult, particularly

for a child, it is essential that schools have very clear expectations and boundaries around employee behaviours so that there can be rigorous accountability when dealing with staff.

Schools must work to improve their knowledge and understanding in this area so they are able to challenge existing practice, recognise unprofessional behaviour and build a shared understanding of what a safe school is.

Grooming behaviour with children may include, but is not limited to:

- Selecting and befriending a child and gaining his or her trust and then exploiting the child's vulnerabilities.
- Testing a child's boundaries through telling inappropriate jokes, roughhousing, backrubs, tickling, or sexual games.
- Moving from non-sexual touching to "accidental" sexual touching. This typically happens during play so the child may not even identify it as purposeful, inappropriate touching. It is often done slowly so the child is gradually desensitised to the touch.
- Manipulating the child to not tell anyone about what is happening. The abuser may use a child's fear, embarrassment, or guilt about what has happened. Sometimes, the abuser uses bribery, threats, or coercion.
- Causing the child to feel responsible for the abuse. Children may not notice or may become confused as the contact becomes increasingly intimate and sexual.

Grooming behaviour with adolescents may include additional strategies, such as:

- Identifying with the adolescent. The abuser may appear to be the only one who understands him/her.
- Displaying common interests in sports, music, movies, video games, television shows, etc.
- Recognising and filling the adolescent's need for affection and attention.
- Giving gifts or special privileges to the adolescent.
- Allowing or encouraging the adolescent to break rules (e.g., smoking, drinking, using drugs, viewing pornography).
- Communicating with the adolescent outside of the person's role (e.g., teacher, or coach). This could include, for example, texting or emailing the teen without the parents' knowledge.

In addition to grooming the child, the groomer will use deflection strategies to remain unchallenged. Some of these strategies may include where the perpetrator:

- promotes self and creates a reputation as caring, child-loving, competent, available, trustworthy, truthful
- raises doubts about the motives, mental health, reliability of the child or anyone else who might approach support services with allegations
- fosters dependency as someone the family can rely on
- positively represents child to others so as to be perceived as someone who would never harm the child

Preventing or interrupting the grooming process:

Schools unfortunately provide a vast array of opportunities for groomers to enact the grooming process. Some abusers have a particular preference for children within particular age bands and some studies have shown that groomers will take child focussed employment primarily to get access to a particular cohort of children.

Within a school context, holding all staff members accountable to the school Code of Conduct and challenging boundary crossings and violations is one of the most effective strategies to combating grooming behaviour.

Review History

YEAR OF REVIEW	REVIEWED BY	AMENDMENTS/RERVIEW
2011	YI	Originally Released
2013	PR	Revised
2017	NM	New Policy written
2018		Next Review