



# Child Safe Code of Conduct

## Safeguarding Children and Young People

**We believe that young people are able to learn when they feel safe and that strong relationships create a safe environment.**

### Purpose

This Child Safe Code of Conduct has as specific focus on Safeguarding Children and Young People at MacKillop Education against sexual, physical, psychological and emotional abuse or neglect. It is intended to complement other professional and/or occupational codes.

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

### Acceptable Behaviours

All staff, volunteers, contractors, clergy and board/school council members have a duty of care to students to take reasonable care to avoid acts or omissions that they can reasonably foresee would be likely to result in harm or injury to the young person, and to work for the positive wellbeing of the young person. All staff, volunteers, contractors, clergy and board/school council members are responsible for supporting the safety of children by:

- Adhering to MacKillop Education's Child Safe Policy and upholding the statement of commitment to child safety at all times
- Taking all reasonable steps to protect children from abuse
- Treating everyone in the learning community with respect
- Responding respectfully and appropriately to physical behaviours initiated by the child
- Listening and responding to the views and concerns of children, 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 children (for example, by never questioning an Aboriginal and Torres Strait Islander child's self-identification)
- Promoting the cultural safety, participation and empowerment of children with culturally and/or linguistically diverse backgrounds (for example, by having a zero tolerance of discrimination)
- Promoting the safety, participation and empowerment of children with a disability (for example, during personal care activities)
- Ensuring, as far as practicable, that adults are not alone with a child, with consideration of one-on-one sessions, classes attended by one child, wellbeing sessions, and other instances where one-on-one sessions are appropriate
- Reporting any allegations of child abuse to the school's Leadership Team (or Child Safety Officer if the school has appointed someone to this role)
- Understanding and complying with all reporting obligations as they relate to mandatory reporting and reporting under the Crimes Act 1958
- Reporting any child safety concerns to the school's Leadership Team (or Child Safety Officer if the school has appointed someone to this role)
- If an allegation of child abuse is made, ensuring as quickly as possible that the child(ren) are safe
- Reporting to the Victorian Institute of Teaching any charges, committals for trial or convictions in relation to a sexual offence by a registered teacher, or certain allegations or concerns about a registered teacher



## Unacceptable Behaviours

All staff, volunteers, contractors, clergy and board/school council members must not:

- Ignore or disregard any suspected or disclosed child abuse
- Develop any 'special' relationships with children that could be seen as favouritism (for example, the offering of gifts or special treatment for specific children)
- Exhibit behaviours with children which may be construed as unnecessarily physical (for example, inappropriate sitting on laps)
- Put children at risk of abuse (for example, by locking doors)
- Initiate unnecessary physical contact which children or do things of a personal nature that a child can do for themselves, such as toileting or changing clothes
- Engage in open discussions of a mature or adult nature in the presence of children (for example, personal social activities)
- Use inappropriate language in the presence of children
- Express personal views on cultures, race or sexuality in the presence of children.
- Discriminate against any child, including because of age, gender, race, culture, vulnerability, sexuality, ethnicity or disability
- Have contact with a child or their family outside of school without the knowledge and/or consent of the school's Leadership Team (or Child Safety Officer if the school has appointed someone to this role), or without the school's governing authority's approval (for example, unauthorised after hours tutoring, private instrumental/other lessons or sport coaching).  
Accidental contact, such as seeing people in the street, is appropriate
- Have any online contact with a child (including by social media, email, instant messaging, etc) or their family (unless required in the course of professional duties, for example, by providing families with e-newsletters or assisting students with their schoolwork)
- Use any personal communication channels/device such as a personal email account
- Exchange personal contact details such as personal phone number, social networking sites or personal email addresses
- Photograph or video a child without the consent of a Parent/Guardian
- Photograph or video a child using a personal device
- Work with children whilst under the influence of alcohol or illegal drugs
- Consume alcohol or drugs at school or at school events in the presence of children

I, (Print Name): \_\_\_\_\_

confirm that I have been provided with a copy of the above Code of Conduct.

Signature: \_\_\_\_\_ Date:     /     /

Policy Owner	MacKillop Education Leadership Team
Responsibility	MacKillop Education Leadership Team
Date	October 2019
Review	October 2022