

	Approval Required: Board Motion
Policy Number: 9	Board Sign Off Date: 18 August 2021

Statement of Context and Purpose

The purpose of this Code of Conduct is to outline the standards of conduct that are expected from all school staff at Mentone Grammar, including casual staff.

An objective of this Code of Conduct is to identify required professional staff behaviour standards and promote child safety in the school environment.

The principal responsibility of Mentone Grammar's school staff is to conduct themselves in an ethical and professional manner. School staff must display positive behaviour and practice to ensure that a productive and enjoyable working environment is created. Mentone Grammar's employees must ensure that the workplace is safe and free from discrimination, harassment, bullying and violence.

School staff of Mentone Grammar are committed to continually improving Mentone Grammar and ensuring that they provide an environment in which employees and students feel safe and are able to reach their potential.

This Code of Conduct is intended to provide a guidance framework only and is not an exhaustive list of the standards required of school staff. This Code of Conduct supports and should be read in conjunction with applicable legal instruments or Mentone Grammar policies.

Application

This Code applies to all School staff (as defined below).

Reference Points / Background Papers

- *Crimes Act 1958* (Vic);
- *Worker Screening Act 2020* (Vic);
- *Education and Training Reform Act 2006* (Vic);
- Ministerial Order 870;
- Victorian Teaching Profession Code of Conduct
- [DHS Child Safe Standards Toolkit: Resource 3 Code of Conduct;](#)
- An Overview of the Victorian Child Safe Standards;
- Child Safety Policy and Procedure;
- Mandatory Reporting Policy;
- Recruitment and Selection Policy;
- Discrimination and Harassment Policy;
- Privacy Policy;
- Information Technology Acceptable Use Policy;



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- promote cultural safety, participation and empowerment of children with culturally and/or linguistically diverse backgrounds (for example, by exhibiting zero tolerance of discrimination in the school environment and by recognising the tendency of people from culturally and/or linguistically diverse backgrounds/communities to mistrust authority figures and human services providers)
- promote the safety, participation and empowerment of children with a disability (for example, in terms of level of supervision and care provided for such children)
- ensure as far as practicable that adults are not left alone with a child;
- report any child safety concerns and/or any allegations of child abuse to Mentone Grammar's Child Safety Officer, being the relevant Campus Head or Manager (see definition section above), in accordance with the Child Safety Policy and Procedure and in relation to the latter, ensure such allegations are reported to the police or child protection authority;
- if an allegation of child abuse is made, ensure as quickly as possible that the child(ren) are safe;
- encourage children to 'have say' and participate in all relevant organisational activities where possible, especially on issues that are important to them;
- observe these standards and acknowledge you've sided.15 Tm0 g0 G{p)-8(r)6(o)-8(m)-3(o)-8(t).



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favouritism (for example, the offering of gifts or special treatment for specific children);
- exhibit behaviours with students/children which may be construed as unnecessarily physical (including during sports coaching for example);
- put children at risk of abuse (for example, by locking doors);
- 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, jokes or gestures 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 culture, race, ethnicity or disability;
- have contact with a child or their family outside of a school setting without our & KLOG 6DIHW\ 2IILFH UHJWUHQXZQD, GJH DQG R U
tutoring). Note that incidental or accidental contact, such as seeing people in the street, is not inappropriate);
- ignore or disregard any suspected or disclosed child abuse.

Dealing with other School staff

School staff must ensure that they treat each other with respect and courtesy. School staff must demonstrate their respect by holding other school staff in high regard and work cooperatively with other school staff in the best interests of students and Mentone Grammar.

Public Statements

School staff making written or oral comments on any matter relating to Mentone Grammar and which might reasonably be expected to become public, must ensure that they hold proper authority and authorisation to do so. School staff must not make public comments that would damage the reputation of Mentone Grammar.

School Staff are not permitted to communicate directly with the media on behalf of Mentone Grammar unless they have been directed to by the Principal. If school staff are contacted by media representatives, they are not permitted to provide any comments other than to direct the media representative to the Principal.



- that this Code is incorporated into Mentone Grammar's induction program, to ensure that all school staff are aware of the Code, have read and understood the Code, and acknowledge their commitment to comply with the Code;
- that periodic training and refresher sessions are administered to all school staff in relation to this Code.

13.2 At Other Levels

To properly implement this Code, all Mentone Grammar's school staff must ensure:

- that they will abide by this Code and assist Mentone Grammar in the implementation of this Code.