



## St Francis' School Code of Conduct

### **Purpose**

The purpose of the Code of Conduct is to describe minimum standards of conduct in all behaviour and decision making to ensure the safety and well-being of students.

### **Application**

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

### **Introduction**

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

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

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

The Guidelines are illustrative and not an exhaustive list of the behaviours covered by the Code.

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

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

The Principal expects us to conduct yourself personally and professionally in a way that maintains public trust and confidence in our school and the Church.

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

We will do our best to support other members of the school community to comply with the Code.

In cases of conflict between parts of the Code, between the Code and other school policies, or in any decision-making choices, we give priority to the outcome that will be in the best interests of the safety and well-being of the child.



## Breaches

Breaches of the Code must be notified to the Principal and it is a breach of the Code not to do so.

A breach of the Code may constitute a failure to follow a lawful direction from the Principal and therefore the Principal will have the discretion as to what action to take, which may include counselling, professional development or sanctions under any agreement between us and the Principal. If we are a parent, volunteer or visitor, the Principal may take such action as is appropriate in our circumstances to maintain the safety and well-being of students.

The Principal must notify the appropriate authorities of any breach of the Code that was grooming behaviour: i.e. deliberately undertaken with the aim of befriending and establishing an emotional connection with a student, to lower the student's inhibitions in preparation for engaging in sexual activity with the student. Examples include:

- developing relationships that could be seen as favouritism (for example, the offering of gifts or special treatment for specific students)
- being alone with a student in circumstances where we are unseen or unlikely to be randomly interrupted
- initiating unnecessary physical contact with students or doing things of a personal nature that a student can do for themselves, such as toileting or changing clothes
- engaging in personal disclosures (including personal contact details), or exchanges containing sexual content with or in the presence of a student
- organising contact with a student or their family outside of school without the Principal's knowledge and/or consent (e.g. tutoring, sport coaching).
- having any non-curriculum related online contact with a student (including via digital media) or their family
- using any personal digital media account to contact students or their family
- photographing or videoing a student without the consent of the parent
- being in the presence of a student whilst under the influence of alcohol or non-medically prescribed drugs or offering either to a student



The Principal must notify the appropriate authorities of any breach of the Code that was sexual abuse of a child: i.e. sexual behaviour in circumstances where:

- the student is the subject of bribery, coercion, a threat, exploitation or violence;
- the student has less power than another person involved in the behaviour; or
- there is a significant disparity in the developmental function or maturity of the child and another person involved in the behaviour.

A handwritten signature in black ink, appearing to read 'I. Hagen', written in a cursive style.

**Ian Hagen**  
**Principal**



## Conduct Statements

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



## Conduct Statement 1

**We act safely and competently.**

### Guidelines

1. We are expected to put the safety of students ahead of every other relevant but secondary consideration.
2. In doing so, we are expected to act within the scope of our expertise and role within the school community.
3. If the safety and well-being of a student requires skills and experience outside our core competency, we must refer the student to the appropriate expert.
4. We are personally responsible within the context of our position in the school community for the provision of safe and competent student education. It is our responsibility to maintain the competence necessary to fulfil our role. Maintenance of competence includes participation in ongoing professional development to maintain and improve knowledge, skills and attitudes relevant to our role in our school.
5. We recognise that the Principal, staff, parents and students assess our ability to act safely and competently based on our behaviour and decision making, and we do likewise in our assessment of them. We are responsible for conducting ourselves in all things such that there is no speculation, doubt or ambiguity that we do so in the best interests of students. We must take reasonable steps to avoid situations where our decisions or behaviour could be interpreted as putting students at risk. We must also notify the Principal as soon as possible if we found yourself in such a position of ambiguity so that we can explain the circumstances.
6. We recognise each student's and their parents' right to receive accurate information; be protected against foreseeable risk of harm; and be involved in and informed about decisions in relation to their education.
7. We perform our role in the school within our professional or industry competency and according to school policies and any standards or codes applicable to our profession or industry.
8. We notify an appropriate person or the Principal of any information relevant to maintaining student safety and well-being, or any observation of questionable, unethical or unlawful behaviour, including breaches of this Code, and intervene to safeguard the student if the circumstances require it.
9. We ensure that any information we receive relevant to the safety and well-being of students is either acted upon by us in the best interests of the student if we are the relevant decision maker, or passed to the relevant decision maker for them to act.
10. We perform our work in a safe and competent manner that is not compromised by personal health limitations, including the use of alcohol or other substances that may alter our capacity to act safely.

If our health threatens our ability to work safely and competently, we have a responsibility to seek assistance to address our health needs. This may include making a confidential report to an appropriate authority.

11. We perform duties in partnership with parents and school staff and in accordance with the standards of our profession or industry (e.g. Teachers Registration Board).

12. We perform duties in accordance with wider standards relating to safety and quality in education and student care and responsibility for a safe school, such as those relating to occupational health and safety, mandatory and critical incident reporting, and participation in incident analysis and formal open disclosure procedures.

13. We make decisions about students based on their age, ability, and in the best interests of the student's sense of security, and physical, social, emotional and mental safety.

14. We seek advice, assistance and second opinions from experts and Principal as necessary.

**Examples include but are not limited to:**

Specific behaviours: Staff

- A staff member not passing on information that has either been disclosed to them by a student or something the staff member may have noticed including but limited to:
  - Suspected physical abuse
  - Evidence of neglect
  - Evidence of self-harm
  - Evidence of homelessness
- A staff member discussing students in a public forum
- A staff member failing to renew their TRBWA membership registration and annual financial registration
- A staff member failing to renew their Working with Children Check
- A staff member not being on time to class and duty
- A staff member not utilising data and information about students in their classes – medical, behavioural and academic
- A staff member leaving a class unattended
- A staff member not approaching a stranger on the school premises
- A staff member befriending students on social media
- A staff member giving gifts to selected students
- A staff member taking photographs or videos of students without their permission
- A staff member transporting students in own car without permission or without another person present
- A staff member not being vigilant in classes while students are working
- A staff member touching students inappropriately
- A staff member not ensuring their classroom is safe
- A staff member not conducting safety checks for practical lessons
- A staff member not taking note of health records for excursions
- A staff member not aware of first aid kits
- A staff member asking students to engage in unsafe behaviours
- A staff member not sticking to planned itinerary for excursion
- A staff member not contacting parents when they are aware of students participating in illegal activities on School grounds
- A staff member using inappropriate/ offensive language with community members
- A staff member not communicating with parents in regards to students
- A staff member letting students attend/participate in activities without parental consent
- A staff member using social media/media to air grievances.
- A staff member being unreflective on their practice

- A staff member not acting on improvement advice or professional feedback from reviews or appraisals
- A staff member not adequately meeting AITSL standards or QCS standards, as required
- A staff member not checking Working with Children requirements of visitors
- A staff member smoking on School grounds

Specific behaviours: Students

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

Specific behaviours: Parents/Carers

- A parent/carer not reporting to Administration when visiting or picking up students
- A parent/carer not following signs, drop off/pick up guidelines and road safety rules in the carpark
- A parent/carer not giving up to date medical information
- A parent/carer not divulging information about their child that will impact their learning and well-being.
- A parent/carer demonstrating aggressive behaviour towards staff at interviews
- A parent/carer using inappropriate/ offensive language with community members
- A parent/carer defaming staff, students or the School, or using social media/media to air grievances in unconstructive manner
- A parent/carer smoking on School grounds or at School event

Specific behaviours: Volunteers

- A volunteer not reporting to Administration and signing in when on School grounds
- A volunteer not wearing visitor badge or showing identification
- A volunteer operating without supervision of School staff
- A volunteer not adhering to the School's policies and procedures
- A volunteer not providing proof of valid Working with Children Check

Specific behaviours: Visitors

- A visitor not reporting to reception and signing in when on School grounds
- A visitor not wearing visitor badge or showing identification
- A visitor operating without supervision of School staff
- A visitor not adhering to the School's policies and procedures
- A visitor not providing proof of valid Working with Children Check documentation



## Conduct statement 2

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

### Guidelines

1. We accept that we and all adults have individual and joint responsibility for the safety and well-being of students.
2. We ensure the safety and well-being of students are the primary focus of our actions and decisions and take precedence over any other considerations including the reputation of the school and our own needs.
3. We support the safety, health and well-being of each student, promoting and supporting decisions and behaviour that contribute to the student's self-confidence, safety and well-being.
4. We do not behave in any way that risks creating ambiguity about whether we are acting in the best interests of a student.
5. We respectfully communicate in plain language and in a way the student and those supporting their education can understand so they may fully participate in that education.
6. We support informed decision making by advising the student as appropriate and those supporting their education about education options, and assist the student and their supporters to make informed decisions about that education.
7. We endeavour to ensure the voice of the student is heard as appropriate, taking into account age and circumstances.
8. We seek out, welcome, and learn from information relevant to the safety and well-being of students in any form, including advice, disclosures, complaints, criticisms, feedback and performance reviews. We look for opportunities to engage in formal and informal group and self-reflection and professional development about our own and others' decisions so that us and the school can learn and continuously improve.
9. We recognise that all information about students collected by school staff is done so on behalf of the Principal and for the benefit of the student. Therefore, all information is disclosed to and accessible by all who have a need to know it in order to support the education, safety and well-being of the student.
10. We respectfully advocate for the safety and well-being of students above all other considerations.
11. We recognise the importance that students' education continues without interruption or disturbance.
12. We disclose to the Principal any information that a reasonable person would recognise may be relevant to the safety and well-being of students so that the Principal may make appropriate decisions

to manage any risk to them. This includes any relationship with any person who may have been accused of harming children or acting unsafely towards them.

13. We recognise that students and their parents are entitled to assume that the sole focus of our engagements with students is to educate them within a safe environment that puts their well-being above all else. We understand that this trust by parents and students puts the onus on us to use our relationship with students solely for their education. We use all engagements with students and their parents, whether in person, through a third party, or via digital media for the purpose of teaching the curriculum.

14. We do not accept gifts or benefits that could be viewed as a means of influencing our objective decision making.

**Examples include but are not limited to:**

Specific behaviours: Staff

- A staff member engaging in unclear communication with students
- A staff member not listening to student concerns and/or a lack of duty or care
- A staff member being late for class or duty, or leaving students unattended
- A staff member attending school intoxicated or under the influence of illicit substances
- A staff member whose decision-making is impaired by the influence of drugs or alcohol
- A staff member not using equipment in an appropriate, safe and educational way
- A staff member not ensuring that the work space is safe
- A staff member not maintaining personal and professional boundaries with students and in relation to other staff or community members
- A staff member not maintaining timely, accurate and appropriate communication with parents and students regarding behaviour, academic performance and pastoral care
- A staff member being influenced by gifts

Specific behaviours: Students

- A student engaging in unsafe behaviour
- A student engaging in bullying or harassment
- A student ignoring safety instructions
- A student coming to school or attending School events under the influence of alcohol and/or drugs
- A student using equipment in an unsafe manner
- A student engaging in unsafe actions or behaviours on School grounds or public transport

Specific behaviours: Parents

- A parent supplying alcohol and/or drugs to students
- A parent driving other students without permission
- A parent coming to School or School events under the influence of drugs or alcohol
- A parent not listening to, or informing the School of, student concerns reported to them
- A parent not adhering to School policies and procedures

Specific behaviours: Volunteers

- A volunteer coming onto the School premises under the influence of drugs or alcohol
- • A volunteer not adhering to the School's policies and procedures
- • A volunteer not providing the School with appropriate documentation in a timely fashion
- • A volunteer not communicating effectively when working with or near students

Specific behaviours: Visitors

- A visitor coming onto the School premises under the influence of drugs or alcohol
- A visitor not adhering to the School's policies and procedures
- A visitor not providing the School with appropriate documentation in a timely fashion
- A visitor not communicating effectively when working with or near students

### **Conduct statement 3**

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

##### **Guidelines**

1. We are mindful that our decisions and behaviour are opportunities for students and others to see Gospel values in action and how faith integrates with life. Therefore, we are responsible for educating ourselves and anyone we lead on the content of those values, and their practical application in our decision making.

2. We acknowledge that as a member of a Catholic school community, we are required to strive to develop and live out our relationships with all people in a manner that is based on Gospel values as defined in the CECWA Code of Ethical Conduct.

3. We accept that as a member of a Catholic school community, our conduct reflects on Catholic Education and the Church, and therefore we must strive to uphold the letter and spirit of the Code of Ethical Conduct.

4. We are called upon by the Code of Ethical Conduct act in a manner that is:

- Based on Christian ethics
- Professional
- Timely
- Contextually appropriate
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5. The Code of Ethical Conduct requires us to take an ethical approach based on the living out of Gospel values which find expression in:

- Respect for the dignity of each person
- Acknowledgment of the giftedness of each person
- Commitment to building positive relationships
- Confidentiality
- Accountability

6. Respecting dignity is based on:

- A conscious appreciation of the sacredness of the individual's creation
- A sensitivity to the fact that each individual has emotions, fears, hopes and an innate goodness which flows from creation in the image of God
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7. Recognising the giftedness of others involves:

- Discerning these gifts
- Naming and acknowledging these gifts
- Empowering individuals and groups to use their gifts

8. Fostering positive relationships which flow from being:

- Welcoming and open
- Honest and loyal
- Trusting and trustworthy
- Willing to share knowledge, skills, resources and insights

9. Committing to appropriate confidentiality based on:

- Respect for others
- Professionalism

10. Committing to:

- The Mandate of the Bishops of Western Australia
- The acceptance of responsibility for any action or initiative at a personal and professional level.

**Examples include but are not limited to:**

Specific behaviours: Staff

- A staff member discussing School business or students in a public forum without authorisation or due regard to confidentiality or respect for others
- A staff member not preaching atheism on weekends
- A staff member not using correct line managers to address a problem with a staff member
- A staff member inappropriately forwarding emails which were intended for one person to another person
- A staff member not planning in a way that appropriately differentiates and meets the needs of the individual students, e.g. students with a Specific Learning Disability
- A staff member neglecting School expectations in terms of the School Principles

Specific behaviours: Students

- A student not respecting individual performances, i.e. comparing and being judgemental.
- A student bullying others on the basis of appearance, performance, differences or other, whether discreetly or indiscreetly, on School grounds or outside.
- A student excluding others
- A student disrupting the learning of others
- A student littering and disrespecting or damaging their environment

Specific behaviours: Parents

- A parent not complying with rules and regulations that protect teachers' and other students' privacy, e.g. A parent ignoring signs saying "Staff and students only"
- A parent communicating with staff in an antagonistic manner
- A parent not following due procedure in terms of raising concerns with the teacher themselves and instead contacting the School Principal or outside entity

Specific behaviours: Volunteers

- A volunteer breaching confidentiality of School information
- A volunteer not signing in at Administration
- A volunteer having an ulterior motive or conflict of interest when volunteering their services

Specific behaviours: Visitors

- A visitor not signing in at Administration and being accompanied when on School grounds

## Conduct statement 4

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

### Guidelines

1. Our relationship with other members of the school community is defined by whatever written or verbal agreement has given rise to that relationship. If we are a member of staff, it is our employment agreement. If we are a parent or acting in a parental capacity, it is the student's enrolment agreement. If we are a member of the school board, it is our school board constitution. If we are a visitor, it is in accordance with the permission of the Principal to be on school grounds on condition that we act safely and competently.

2. If we witness the unlawful or unsafe conduct of any other member of the school community, or breaches of policy or this Code, whether in teaching, administration, school support services, or while engaging with students in person or via digital or other media, we have both a responsibility and an obligation to notify such conduct to the Principal or an appropriate authority and take other action as necessary to protect students.

3. Where we notify the Principal or a delegate of unsafe conduct, including breaches of this Code, and that notification fails to produce an appropriate response in the circumstances, we may take the matter to an appropriate external authority.

4. We respect both the person and property of students and their families, and of other members of the school community, and the property and finances of the school.

5. We use school property and resources responsibly and for the purposes of the school.

### **Examples include but are not limited to:**

#### Specific behaviours: Staff

- A staff member failing to report unlawful or unsafe conduct, or any breach of the Code of Conduct
- A staff member not asking permission to borrow school resources and/or using School resources irresponsibly

#### Specific behaviours: Students

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

#### Specific behaviours: Parents

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

#### Specific behaviours: Volunteers

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

#### Specific behaviours: Visitors

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

## **Conduct statement 5**

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

### **Guidelines**

1. We respect both the person and capacity of each member of the school community, treat them with dignity, show respect for their culture, values, and beliefs.
2. We interact with members of our school community in an honest and respectful manner.
3. We perform our duties and conduct our relations with students and members of the school community with fairness and justice. This includes taking appropriate action to ensure the safety and quality of the education and care of students are not compromised because of harmful or prejudicial attitudes about culture, ethnicity, gender, sexuality, age, religion, disability, spirituality, political, social or health status.
4. In planning and providing education and school support services, we uphold the standards of culturally safe and competent care. This includes according due respect and consideration to the cultural knowledge, values, beliefs, personal wishes and decisions of each member of the school community. We acknowledge the changing nature of families and recognise that families can be constituted in a variety of ways.
5. We do not express racist, sexist, homophobic, ageist and other prejudicial and discriminatory attitudes and behaviours toward any member of the school community. We take appropriate action when observing any such prejudicial and discriminatory attitudes and behaviours.
6. In making professional judgements in relation to the interests and rights of a member of the school community, we do not contravene the law or breach the human rights of any person.

### **Examples include but are not limited to:**

#### Specific behaviours: Staff

- A staff member being alone with a student during school, after school, or outside of school in a manner which is, or can be perceived to be, inappropriate or not respecting boundaries
- A staff member inviting students for private tuition or meet-ups
- A staff member wanting to exchange contact details with students
- A staff member misleading parents about their children's progress
- A staff member making derogatory statements about a student, family or another staff member
- A staff member not demonstrating positive, approachable, inclusive or sensible demeanour
- A staff member not showing empathy
- A staff member contacting students on social media
- A staff member offering opportunities or extra credit to selected students without authorisation
- A staff member engaging in recreational activities with students outside of school
- A staff member becoming confidants or friends with students

#### Specific behaviours: Students

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



Specific behaviours: Parents

- A parent being alone with a student who is not their child during school, after school, or outside of school in a manner which is, or can be perceived to be, inappropriate or not respecting boundaries
- A parent making unsolicited contact with students

Specific behaviours: Volunteers

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

Specific behaviours: Visitors

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

## Conduct statement 6

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

### Guidelines

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

### **Examples include but are not limited to:**

#### Specific behaviours: Staff

- A staff member disclosing contact details of parents or staff to other parents or staff
- A staff member collecting personal details when not authorised to do so
- A staff member not taking care with their roll-taking or storage of information
- A staff member disclosing information to the student where it has been agreed by the parents and the School that doing so could harm the child
- A staff member publishing photos or videos of students without parental consent and release form
- A staff member using social media to connect with students
- A staff member inappropriately disclosing names when recounting an incident
- A staff member disclosing someone else's personal information
- A staff member not disposing of confidential material appropriately (e.g. shredding)
- A staff member sharing information with other schools without authorisation
- A staff member discussing personal information about a staff member with a student

#### Specific behaviours: Students

- A student disclosing other students' marks or personal details when not authorised
- A student taking footage (photographic or audio-visual) of persons or property and disseminating without authorisation

#### Specific behaviours: Parents

- A parent trying to appropriate information about other students and/or their parents
- A parent disclosing personal information about staff
- A parent discussing a situation and exposing personal information of others in the course of doing so

#### Specific behaviours: Volunteers

- A volunteer coming into the School and knowing/seeing something or gaining information and passing it on to unrelated third parties



- A volunteer asking students for personal information or information about the School which is not reported or cleared for disclosure

Specific behaviours: Visitors

- A visitor discussing a situation and exposing personal information of others in the course of doing so
- A visitor pressuring a member of staff for information about the school, an incident or personal details
- A visitor breaching privacy by taking footage or photos of students without consent

## Conduct statement 7

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

### Guidelines

1. We give and seek accurate advice relevant to the education, safety and well-being of students, based on primary rather than secondary sources.
2. We fully explain the advantages and disadvantages of any options so all involved can participate constructively in decision making to deliver the best results for the student.
3. We accurately represent the role we play in the education, safety and well-being of students.
4. Where the education, safety or well-being of a student requires expert knowledge or experience, we seek these out for the benefit of the student.
5. We seek out first hand sources of information directly from parents, colleagues and experts, or in documents and policies when making decisions or giving advice rather than relying on hearsay, opinion, rumour or assumptions.

### **Examples include but are not limited to:**

#### Specific behaviours: Staff

- A staff member not utilising sources of information to enable the effective education and care of students. For example:
  - Not utilising assessment results and semester reports to inform students, staff and parents of where the child sits academically.
  - Not utilising information provided by students, staff and parents to pastorally cater for the child's individual needs.
- A staff member not referring students to the relevant staff member when dealing with particular situations such as:
  - Subject selection = Campus Coordinator, Principal
  - Pastoral concerns = Principal, Campus Coordinator, School Counsellor, Youth Worker
  - Academic concerns = Campus Coordinator, Principal
- A staff member relying on hearsay or secondary sources of information in dealing with an educational or well-being matter
- A staff member not giving a student up to date and accurate information about educational pathways or withholding information because they don't think it is within their capabilities
- A staff member not disclosing incidents which are known to them
- A staff member misrepresenting their role to students, parents or the community
- A staff member not maintaining their marks books adequately

#### Specific behaviours: Students

- A student not engaging in open, honest communication with staff and not actively supporting and promoting the safety of all
- A student not alerting staff and seeking help when required, particularly when dealing with difficult situations, such as ongoing bullying

#### Specific behaviours: Parents

- A parent not providing open, honest information regarding a child's learning difficulties, giftedness, social, emotional and medical needs or any other background information that may support the education and care of the child
- Parents not alerting staff and seeking help when required, particularly when dealing with difficult situations, such as ongoing bullying



Specific behaviours: Volunteers

- A volunteer supplying fraudulent information to gain access to the school facilities or students
- A volunteer not having the appropriate documentation and qualifications to volunteer at the School

Specific behaviours: Visitors

- A visitor supplying fraudulent information to gain access to the school facilities or students
- A visitor such as a guest speaker not providing students with true and accurate information about relevant topics to the best of their knowledge



## Conduct Statement 8

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

### Guidelines

1. We recognise that parents are the first educators of their children and equal partners in the education of students.
2. We understand that each member of the school community has skills, experience and knowledge that may be a unique resource that can be directed to towards the safety and well-being of students.
3. We actively share information about students with their parents and the Principal so that they may make informed decisions about students. We listen to everyone with courtesy and respect.
4. We treat the opinions of parents and school staff about the education and well-being of students with respect and dignity, even if we do not agree with it or believe it is misinformed or misguided.
5. We use plain language with appropriate style, tone and level in our written or verbal communication, particularly when expressing technical or expert advice, and we actively seek confirmation that we have been understood.
6. We engage with all parents equally and fairly, regardless of their relationship status, mindful that, in the absence of court orders to the contrary, each parent has equal and joint parental responsibility for their child. We do not allow our opinion about the behaviour of parents to prevent we from engaging openly and honestly with each of them about their child's education.
7. We continue to inform and engage with a parent about the education and well-being of their child on the assumption that it is in the student's best interests to do so, regardless of the parent's level of engagement with us or the child. We respect any decision by a parent to disengage with us or their child, and we remain open to re-engage in the future.
8. We act to strengthen, preserve, restore and promote positive relationships between the student and their parents, family members, and those significant to the student, regardless of any breakdown in these relationships.
9. We do not use the behaviour of either parent as a reason for denying them or their child access to information or support from the school that are in the best interests of the student, unless doing so would place the student or school community at risk of harm.

**Examples include but are not limited to**

Specific behaviours: Staff

- A staff member not informing the Principal of information pertaining to a student's health and well-being
- A staff member not maintaining contact with parents or being dismissive of their opinions
- A staff member not remaining professional when dealing with parents
- A staff member taking sides with a particular parent
- A staff member not referring student to professionals with specific skills to make better judgements about their well-being or education
- A staff member not informing parents about an academic failing before reports are distributed
- A staff member showing favourable treatment towards students
- A staff member being too personal in any communication to a parent
- A staff member judging a student by the actions of the parent
- A staff member divulging personal and confidential information about students or a staff member
- A staff member failing to contact a parent with concerns because they dislike them/do not agree with them or their child
- A staff member trying to answer questions that they are not in a position to advise on
- A staff member failing to attend compulsory School events without permissible excuse

Specific behaviours: Students

- A student lying, omitting relevant information, or misrepresenting events or information to staff or parents
- A student forging notes or communication from parents
- A student publicly defaming a teacher/parent because they do not agree with them, or if they have made an error, etc.
- A student truanting for all or part of the school day

Specific behaviours: Parents

- A parent misrepresenting any information that is legally required by the school or authorities
- A parent not attending, or failing to make contact, when parent-teacher interview is requested.
- A parent lacking an acceptance of their role and responsibilities as members of the St Francis' community
- A parent not discussing issues with the School prior to seeking outside advice/help
- A parent defaming a teacher/student because they do not agree with them, or if they have made an error, etc.
- A parent not showing respect for School procedures and property
- A parent allowing their child to truant from school

Specific behaviours: Volunteers

- A volunteer not respecting others in their language, opinions, dress and behaviour
- A volunteer failing to interact with students, staff and parents in a professional manner
- A volunteer interacting with students in an inappropriate manner, e.g. trying to 'chat up' students, asking about their personal life, swearing, being overly familiar

Specific behaviours: Visitors

- A visitor not respecting others in their language, opinions, dress and behaviour
- A visitor failing to interact with students, staff and parents in a professional manner
- A visitor interacting with students in an inappropriate manner, e.g. trying to 'chat up' students, asking about their personal life, swearing, being overly familiar



## Conduct statement 9

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

### Guidelines

1. We promote and preserve the trust inherent in our relationship with students and with their parents.
2. We recognise that an inherent power imbalance exists within our relationship with students that may make the students and their family vulnerable and open to exploitation. We actively preserve the dignity of all people through practised kindness and by recognising the potential vulnerability and powerlessness of each student and their family. We recognise that the power relativities between us and a student can be significant, particularly where the student is very young, has a disability, a difficult family background, has cultural differences, or experiencing emotional turmoil. This vulnerability creates a power differential in our relationship with students that must be recognised and managed with care.
3. We take reasonable measures to establish a sense of trust to protect the physical, psychological, emotional, social and cultural well-being of each student. We protect students who are vulnerable, including but not limited to students with disability, from exploitation and harm.
4. We have a responsibility to maintain appropriate boundaries with students and to actively support other adults to do likewise, including bringing to their attention any failure to do so.
5. We may have personal or recreational relationships outside our school role with students' families and friends, or with school staff. We are aware that dual relationships may compromise student care and well-being. In cases of overlap or conflict between our dual relationships, we act with the primary intent of the safety and well-being of the student, which may require us to withdraw from a social relationship.
6. We do not engage in any behaviour with a student that could be interpreted by a reasonable person as being a friendship.
7. We do not engage in any behaviour with a student that a reasonable person could interpret as creating an opportunity to engage in emotional, physical or sexual intimacy with a student.
8. We recognise that the power imbalance between us and students means that the onus is on us to avoid any ambiguity or misunderstanding by a student or third party about our intent in our behaviour towards them.
9. We understand that the power imbalance between us and students means a student is unable to give their consent to engaging in emotional, physical or sexual intimacy with us, regardless of the legal age of consent, or the student's age or maturity. We must therefore not seek nor rely on such express or implied consent from a student to engage in an intimate relationship.

10. We understand that the power imbalance between us and students may continue to influence students' choices beyond the date when they cease to be students at our school. We must therefore not engage in emotional, physical or sexual intimacy with a former student within two years of them ceasing enrolment at our school, or them turning 21, whichever occurs latest.

11. We take all reasonable steps to ensure the safety and security of the possessions and property of students and their families that are in our care.

12. We do not knowingly mislead parents or make misrepresenting statements to them, or withhold information relevant to their ability to make informed decisions about their children unless required by law.

13. We recognise that there may be rare exceptions to full disclosure to parents. Such disclosure of information may compromise law enforcement or other risk management processes, or the privacy and reputation of those involved. We seek legal or other expert advice in resolving such situations, recognising that parents have the right to know about any risk to their children.

**Examples include but are not limited to:**

Specific behaviours: Staff

- A staff member being alone with a student during school, after school, or outside of school in a manner which is, or can be perceived to be, inappropriate or not respecting boundaries
- A staff member inviting students for private tuition or meet-ups
- A staff member wanting to exchange personal contact details with students
- A staff member misleading parents about their children's progress
- A staff member not demonstrating positive, approachable, inclusive or sensible demeanour
- A staff member not showing empathy
- A staff member contacting students on social media
- A staff member offering opportunities or extra credit to selected students without authorisation
- A staff member engaging in recreational activities with students outside of school
- A staff member becoming confidants or friends with students

Specific behaviours: Students

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

Specific behaviours: Parents

- A parent being alone with a student who is not their child during school, after school, or outside of school in a manner which is, or can be perceived to be, inappropriate or not respecting boundaries
- A parent making unsolicited contact with students

Specific behaviours: Volunteers

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

Specific behaviours: Visitors

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

## **Conduct statement 10**

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

### **Guidelines**

1. Our conduct maintains and builds public trust and confidence in our school, other members of the school community, and the Church.
2. Any unlawful and unethical actions in our personal life risk adversely affecting both our own and the school's reputation in the eyes of the public. If the good standing of either we or the school was to diminish, this might jeopardise the inherent trust between the school and parents, as well as the community more generally, necessary for effective relationships and the best education of students.
3. We notify the Principal of our involvement in any criminal investigation or other legal process that may undermine trust and confidence in our judgement or care of students.
4. We consider the interests of the school and the Church when exercising our right to freedom of speech and participating in public, political and academic debate, including publication.
5. We never place the reputation of the school above the safety and well-being of students.

### **Examples include but are not limited to:**

#### Specific behaviours: Staff

- A staff member not ensuring required curriculum is covered and within the stipulations of the teachings of the Catholic Church (e.g. Required to teach about contraception in Health but the stance of the Catholic Church also needs to be made clear on this topic)
- A staff member providing a personal opinion on topical issues openly inconsistent with the Church's teachings (e.g. In English class after reading a novel which presents issues such as abortion or homosexual behaviour)
- A staff member posting negative comments about the School and/or the Church on social media
- A staff member engaging in criminal activity and/or not informing the Principal of any criminal investigation or other legal proceedings in which they are involved
- A staff member not reporting an incident to the Principal that could affect the school's reputation

#### Specific behaviours: Students

- A student drinking alcohol or taking drugs during school hours or at school functions
- A student expressing opinions in public (including online) that damage the reputation of the School and/or church
- A student engaging in aggressive or abusive language or harassing in any forum that can reflect on the School, including online
- A student misbehaving in public whilst wearing the School uniform

#### Specific behaviours: Parents

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

#### Specific behaviours: Volunteers

- A volunteer expressing opinions in public (including online) that damage the reputation of the School and/or church
- A volunteer wearing inappropriate clothing at school



- A volunteer engaging in aggressive or abusive language or harassing others in any forum that can reflect on the school, including online

Specific behaviours: Visitors

- A visitor wearing inappropriate clothing at school
- A visitor engaging in behaviour that can negatively reflect on the school

## **Conduct statement 11**

### **We act reflectively and ethically.**

#### **Guidelines**

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

#### **Examples include but are not limited to:**

##### Specific behaviours: Staff

- A staff member failing to renew their TRBWA membership registration and annual financial registration
- A staff member failing to renew their Working with Children Check
- A staff member arriving at work intoxicated or under the influence of substances
- A staff member not disclosing an illness or condition that may negatively impact their ability to perform their role competently and safely
- A staff member not reporting worrying behaviour of another staff member which may negatively impact a member of the School community
- A staff member not intervening or seeking assistance when observing students putting other students at risk
- A staff member allowing students to put themselves or others at risk in the classroom and outside of the classroom
- A staff member not making a mandatory report when there is reasonable grounds to form a belief that a student is being subject to sexual abuse
- A staff member not reporting suspected inappropriate interactions between staff and students
- A staff member being unreflective on their practice
- A staff member not acting on improvement advice or professional feedback from reviews or appraisals
- A staff member not adequately meeting AITSL standards or QCS standards, as required by the Principal
- A staff member conducting themselves in an unprofessional manner whilst attending Professional Learning Workshops, Seminars and/or Conferences
- A staff member accepting bribes
- A staff member not disclosing a conflict of interest

Specific behaviours: Students

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

Specific behaviours: Parents

- A parent using intimidation tactics towards any member of the School community
- A parent making inappropriate use of social media to harm the reputation of community members or the School
- A parent speaking inappropriately to staff and students
- A parent arriving at school under the influence of alcohol or any substance that would impair their judgment and thought processes

Specific behaviours: Volunteers

- A volunteer not having a Working with Children Check
- A volunteer not following School policies and regulations
- A volunteer arriving intoxicated or under the influence of substances
- A volunteer not intervening or seeking assistance when observing students putting other students at risk
- A volunteer allowing students to put themselves or others at risk in the classroom and outside of the classroom
- A volunteer not reporting suspected inappropriate interactions between staff and students
- A volunteer making inappropriate use of social media to harm the reputation of community members or the School
- A volunteer speaking inappropriately to staff and students
- A volunteer seeking or having inappropriate relationships with students

Specific behaviours: Visitors

- A visitor not signing in at reception and getting a visitor's badge (including former students who have finished school)
- A visitor not leaving the School when asked to by staff
- A visitor approaching students on the school grounds without approval and accompaniment from staff

## Conduct Statement 12

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

### Guidelines

1. We recognise that while we and all adults have responsibility for the safety and well-being of students, students have opinions and ideas about their education and well-being.
2. We allow age-appropriate opportunities and forums for students to reflect on and express their opinions and ideas and we treat those expressions with respect and care.
3. We regularly invite students to participate in decision making about their education and well-being and offer them constructive feedback on their ideas and opinions.
4. We encourage students to inform us or the Principal of any concerns they have about their own or other students' education, safety or well-being. We follow up those concerns and keep students informed of how they are resolved.

### **Examples include but are not limited to:**

#### Specific behaviours: Staff

- A staff member not sticking to the guidelines of the mandatory reporting policies
- A staff member dismissing/shutting down student concerns or opinions without consideration
- A staff member preventing use of age appropriate opportunities for students to voice their concerns
- A staff member not following up on concerns of education, well-being and safety.
- A staff member criticising students' opinions and responding with 'put downs' when students seek to have a voice
- A staff member not acting on issues that a student has disclosed
- A staff member not giving appropriate feedback
- A staff member not following up with a student to let them know what action was taken
- A staff member providing psychological and/or career counselling when not qualified to comment and offer advice
- A staff member not involving the parent in the communication where relevant
- A staff member speaking with the media in relation to issues at the school without due regard for internal processes, factual information, School policies, student safety or privacy

#### Specific behaviours: Students

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

#### Specific behaviours: Parents

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

#### Specific behaviours: Volunteers

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

#### Specific behaviours: Visitors

- A visitor not reporting incidents of concern



## Employee Statement

I have read the document titled *St Francis' School Code of Conduct* (herein known as 'the document').

By signing this *Employee Statement*, I confirm the following:

- I have been given sufficient time to read the document
- I understand the contents of the document
- I have been given the opportunity to ask questions and/or clarify information contained in the document
- I agree to abide by the code of conduct as stated in the document
- I understand the consequences regarding breaches of the code of conduct as stated in the document
- I understand that it is my responsibility to keep myself updated and informed regarding any changes to the document as advised by the Principal or delegate

\_\_\_\_\_  
Employee Name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Principal

\_\_\_\_\_  
Signature

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\_\_\_\_\_  
Date