



St Francis de Sales
Lynbrook
10th August 2016

Safeguarding Children and Young People

Code of Conduct

St Francis de Sales is a Christ centred community which celebrates individual differences, in a safe and nurturing environment. At St Francis de Sales we hold the care, safety and wellbeing of children and young people as a central and fundamental responsibility of our school. Our commitment is drawn from and inherent in the teaching and mission of Jesus Christ, with love, justice and the sanctity of each human person at the heart of the gospel ([CECV Commitment Statement to Child Safety](#)).

Purpose

This Code of Conduct has a specific focus on safeguarding children and young people at **St Francis de Sales School** 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 St Francis de Sales School 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 are responsible for supporting the safety of children by:

1. adhering to the school's child-safe policy and upholding the school's statement of commitment to child safety at all times
2. taking all reasonable steps to protect children from abuse
3. treating everyone in the school community with respect (modelling positive and respectful relationships and acting in a manner that sustains a safe, educational and pastoral environment)
4. listening and responding to the views and concerns of children, particularly if they are telling you that they or another child have been abused or that they are worried about their safety/the safety of another child
5. 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)
6. promoting the cultural safety, participation and empowerment of children with culturally and/or linguistically diverse backgrounds (for example, by having a zero tolerance policy towards discrimination)
7. promoting the safety, participation and empowerment of children with a disability (for example, during personal care activities)
8. ensuring as far as practicable that adults are not alone with a child (psychologist, individual lessons one to one in class, Reconciliation, windowless rooms, change rooms, accidental help issues and unintended consequences, Altar Servers,
9. reporting any allegations of child abuse to the Principal or Deputy Principal.
10. understanding and complying with all reporting obligations as they relate to mandatory reporting and reporting under the Crimes Act 1958 (Vic.)
11. reporting any child safety concerns to a member of the Leadership team.
12. if an allegation of child abuse is made, ensuring as quickly as possible that the child (ren) are safe.
13. Discuss all grievances regarding other children or adults with the teachers or leadership team to ensure a safe and respectful environment.

Unacceptable behaviours

Staff and volunteers must not:

1. ignore or disregard any suspected or disclosed child abuse
2. develop any 'special' relationships beyond the scope of approved educational programs with children that could be seen as favouritism (for example, the offering of gifts or special treatment for specific children)
3. exhibit behaviours with children which may be construed as unnecessarily physical (for example, inappropriate sitting on laps)

4. put children at risk of abuse (for example by locking doors or enclosing children in a room without the line of sight of other staff)
5. initiate unnecessary physical contact with children or do things of a personal nature that a child can do for themselves, such as toileting or changing clothes
6. engage in open discussions of a mature or adult nature in the presence of children (for example, personal social activities)
7. use inappropriate language in the presence of children
8. express personal discriminating views on cultures, race or sexuality in the presence of children
9. discriminate against any child, including because of age, gender, race, culture, vulnerability, sexuality, ethnicity or disability
10. have contact with a child or their family outside of school that is inconsistent with school policies and procedures. (e.g. Child safety policy)
11. have any personal online contact with a child (including by social media, email, instant messaging etc.) unless for legitimate school purposes.
12. use any personal communication channels/device such as a personal email account
13. exchange personal contact details such as phone number, social networking sites or email addresses
14. photograph or video a child (including posting it online) without the consent of the parent or guardians
15. work with children while under the influence of alcohol or illegal drugs
16. consume alcohol at school or at school events in the presence of children without the approval of the Principal in consultation with the School Advisory Board

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

Signed: _____ Date: _____

The Ministerial Order provides the following definitions:

Child abuse includes:

- any act committed against a child involving: a sexual offence, or an offence under section 49B(2) of the Crimes Act 1958 (Vic.) (grooming)
- the infliction, on a child, of: physical violence, or serious emotional or psychological harm, or serious neglect of a child.

Child-connected work means work authorised by the school governing authority and performed by an adult in a school environment while children are present or reasonably expected to be present.

Child safety encompasses matters related to protecting all children from child abuse, managing the risk of child abuse, providing support to a child at risk of child abuse, and responding to incidents or allegations of child abuse.

School environment means any physical or virtual place made available or authorised by the school governing authority for use by a child during or outside school hours, including:

- a campus of the school
- online school environments (including email and intranet systems)
- other locations provided by the school for a child's use (including, without limitation, locations used for school camps, sporting events, excursions, competitions, and other events).

School staff being: an individual working in a school environment who is:

- directly engaged or employed by a school governing authority;
- a volunteer or a contracted service provider (whether or not a body corporate or any other person is an intermediary); or
- a minister of religion.