



Code of Conduct - Policy and Procedure

Purpose

This policy provides a clear set of guidelines and procedures for Acacia to:

- establish the expected standards of behaviour for the approved provider, nominated supervisor, early childhood teachers, educators, other staff, contractors, volunteers, students on placement, parents/guardians and visitors
- create and maintain a child safe environment that reflects the philosophy, beliefs, objectives, and values of Acacia
- articulate desirable and appropriate behaviour
- promote interactions at the service and online which are respectful, honest, courteous, sensitive, tactful, and considerate.
- establish the expected standards of behaviour for the approved provider, nominated supervisor, early childhood teachers, educators, other staff, contractors, volunteers, students on placement, parents/guardians and visitors
- create and maintain a child safe environment that reflects the philosophy, beliefs, objectives, and values of Acacia
- the safety, rights and best interests of children to be the paramount consideration for all individuals involved in the operation and delivery of children's education and carechildren
- articulate desirable and appropriate behaviour
- promote interactions at the service and online which are respectful, honest, courteous, sensitive, tactful, and considerate.

Values

Acacia:

- respects the rights of the child and values diversity
- values the contribution of Aboriginal children, children from a culturally and linguistically diverse background and children with a disability
- has zero tolerance of discrimination
- maintains a duty of care (*refer to Definitions*) towards all children at the service
- is committed to the safety and wellbeing of all staff and the members of our service's community
- is committed to supporting staff to act cohesively and ethically as a team and provide an environment that is conducive to children's learning and development
- provides a safe and secure environment for all at the service
- provides an open, welcoming environment in which everyone's contribution is valued and respected
- is committed to communicating openly and honestly
- is committed to continually learning how to be inclusive and respectful of cultural needs
- encourages relationships that are based on the principles of mutual respect, equity and fairness.
- the safety, rights and best interests of children to be the paramount consideration for all individuals involved in the operation and delivery of children's education and carechildren
- encourages both adults and children to identify and raise concerns through the appropriate channels to maintain a culture of reporting and pro-actively responding to concerns
- encourages volunteers, students, parents/guardians and visitors to support and participate in the program and activities of the service.

Scope

This policy applies to the approved provider, persons with management or control, nominated supervisor, persons in day-to-day charge, early childhood teachers, educators, other staff, students, volunteers, parents/guardians, children and others attending the programs and activities of Acacia, including engaging in social media platforms and during offsite excursions and activities.

Every 12 months, the Code will be referred to during performance appraisal and review processes for Acacia employees and students at work placement. Employees will be asked to acknowledge that they understand, have complied and will continue to comply with the Code.



Responsibility/Accountability

Approved provider and persons with management or control

- Providing a safe environment for everyone attending the programs and activities of Acacia
- Ensuring that copies of the Code of Conduct Policy is readily accessible and available to all staff, volunteers and families
- Abiding by the *Safe Use of Digital Technologies and Online Environment Policy*
Acting in accordance with Acacia child safety and wellbeing policies and procedures at all times
- Behaving respectfully, courteously and ethically towards children and their families and towards other staff.
- Providing a workplace that is free from unlawful discrimination, harassment, victimisation and bullying where all persons attending are treated with dignity, courtesy and respect
- Promoting the human rights, safety and wellbeing of all children in Acacia
- Ensuring appropriate physical contact with children (refer to Definition) is maintained at all times
- Working with children in an open and transparent way
- Demonstrating appropriate personal and professional boundaries refer to Attachment 3
- Ensuring racism within the service is identified, confronted and not tolerated.
- Ensuring all early childhood teachers/educators/other staff, volunteers, students and parents/guardians are aware of behaviours that are considered concerning, misconduct, or criminal conduct within the service refer to attachment 3
- Ensuring that the children educated and cared for at Acacia are protected from harm and from any hazard likely to cause injury (*National Law: Section 167*)
- *Identifying and mitigating risks to children's safety and wellbeing as required by Acacia risk assessment and management processes*
- *Responding to any concerns or complaints of child harm or abuse promptly and in line with Compliments and Complaints policy*
- Providing guidance through leadership and by being a positive role model; putting children first, prioritising training and education and having a culture of continuous improvement
- Developing, updating and reviewing Code of Conduct for Acacia in collaboration with all stakeholders within the service (*refer to Attachments 1 and 3*)
- Ensuring that early childhood teachers/educators/other staff, volunteers, students and parents/guardians are provided with a copy of this policy on employment, engagement or enrolment at the service and that the current codes of conduct are publicly displayed and promoted to everyone including contractors and visitors
- Ensuring that the codes of conduct are regularly discussed at staff meetings to reinforce expectations
- Ensuring that the codes of conduct are regularly discussed at staff meetings to reinforce expectations
- Developing a culture of accountability within the service for complying with the code of conduct and responding when behavioural expectations are not adhered to refer to attachment 3
- Ensuring that all children being educated and cared for at Acacia are protected from harm and any hazard likely to cause injury (*National Law: Section 167*)
- Providing an environment that encourages positive interactions, supports constructive feedback and holds one another to the codes of conduct
- Abiding by the Interactions with Children policy, ensuring all staff maintain appropriate, respectful, and safe relationships with children
- Ensuring that parents/guardians of a child attending the service can enter the service premises at any time that the child is being educated and cared for (*Regulation 157*), except where this may pose a risk to the safety of children or staff, or conflict with any duty of care of the approved provider, nominated supervisor or early childhood teachers and educators under the *National Law: Section 167 & 171*
- Ensuring that contractors, volunteers, parent/guardians, students or visitors at the service are not placed in a situation where they are left alone with a child
- Ensuring staff, students are not left alone with children
- Ensuring all staff and volunteers receive relevant cultural training so they have an understanding of Aboriginal culture, and an appreciation for culturally sensitive issues



ACACIA CHILDREN'S CENTRES

Reg No: A0039290V

ABN: 76 707 214 671

- Respecting individual abilities, needs, cultural practices and beliefs in all interactions, both verbal and non-verbal. Paying particular attention to the needs of Aboriginal and Torres Strait Islander children, children with disability and children from CALD backgrounds
- Engaging in open, two-way communication with families and communities about the service's child safety approach and providing relevant and accessible information
- Ensuring children are supported to express their culture and enjoy their cultural rights.
- Listening and responding to the views and concerns of children, particularly if they communicate (verbally or non-verbally) that they do not feel safe or well.
- Ensuring all staff, contractors, volunteers and students do not consume or are under the influence of alcohol or be affected by drugs (*refer to Tobacco, Alcohol and other Drugs Policy*)
- Not consuming or being under the influence of alcohol or be affected by drugs (*refer to Tobacco, Alcohol and other Drugs Policy*)
- Notifying DE within 24 hours of a serious incident (*refer to Definitions*) or of a notifiable complaint being made (*refer to Definitions*) at the service (National Law: Sections 174(2)(b) and 174(4), National Regulations: Regulations 175(2)(c) and 176(2)(b)) via the NQAITs
- Referring notifiable complaints (*refer to Definitions*), grievances or complaints that are unable to be resolved appropriately and in a timely manner to the Grievances Subcommittee/investigator (*refer to Compliments and Complaints Policy*)
- Notifying Worksafe of any reportable incidents (*refer to Definitions*) that have occurred in the workplace
- Activating the *Compliments and Complaints Policy* on notification of a breach of the *Code of Conduct Policy*
- Taking appropriate disciplinary or legal action, or reviewing the terms of employment in the event of misconduct or a serious breach of the *Code of Conduct Policy*
- Contacting police in an emergency situation where it is believed that there is an immediate risk, such as when violence has been threatened or perpetrated or where sexual abuse or grooming is suspected as outlined in the *Child Safe Environment Policy*.
- Adhering to the Code of Conduct at all times
- Providing an environment that encourages positive interactions, supports constructive feedback and holds one another to the codes of conduct
- Ensuring that parents/guardians, students and volunteers sign the Code of Conduct Declaration on enrolment form
- Ensuring children can access abuse prevention programs and information
- Being attentive to signs of harm and facilitating child-friendly ways for children to communicate and Informing the approved provider in the event of a serious incident (refer to Definitions), of a notifiable complaint (refer to Definitions) or of a breach of the Code of Conduct Policy raise their concerns
- Reviewing and updating the Code of Conduct following any incidents, complaints, concerns or near misses
- Ensuring duties are performed in a professional, safe and satisfactory manner at all times.

Nominated supervisor and persons in day-to-day charge

- Providing a safe environment for everyone attending the programs and activities of Acacia
Ensuring that copies of the Code of Conduct Policy is readily accessible and available to all staff, volunteers and families
- Acting in accordance with Acacia child safety and wellbeing policies and procedures at all times
- Abiding by the *Safe Use of Digital Technologies and Online Environment Policy*
- Behaving respectfully, courteously and ethically towards children and their families and towards other staff.
- Providing a workplace that is free from unlawful discrimination, harassment, victimisation and bullying where all persons attending are treated with dignity, courtesy and respect
- Promoting the human rights, safety and wellbeing of all children in Acacia
- Ensuring appropriate physical contact with children (refer to Definition) is maintained at all times
- Working with children in an open and transparent way
- Demonstrating appropriate personal and professional boundaries refer to Attachment 3



- Ensuring racism within the service is identified, confronted and not tolerated.
- Ensuring all early childhood teachers/educators/other staff, volunteers, students and parents/guardians are aware of behaviours that are considered concerning, misconduct, or criminal conduct within the service refer to attachment 3
- Ensuring that the children educated and cared for at Acacia are protected from harm and from any hazard likely to cause injury (*National Law: Section 167*)
- *Identifying and mitigating risks to children's safety and wellbeing as required by Acacia risk assessment and management processes*
- *Responding to any concerns or complaints of child harm or abuse promptly and in line with Compliments and Complaints policy*
- Providing guidance through leadership and by being a positive role model; putting children first, prioritising training and education and having a culture of continuous improvement
- Developing, updating and reviewing Code of Conduct for Acacia in collaboration with all stakeholders within the service (*refer to Attachments 1 and 2*)
- Ensuring that early childhood teachers/educators/other staff, volunteers, students and parents/guardians are provided with a copy of this policy on employment, engagement or enrolment at the service and that the current codes of conduct are publicly displayed and promoted to everyone including contractors and visitors
- Ensuring that the codes of conduct are regularly discussed at staff meetings to reinforce expectations
- Developing a culture of accountability within the service for complying with the code of conduct and responding when behavioural expectations are not adhered to refer to attachment 3
- Ensuring that all children being educated and cared for at Acacia are protected from harm and any hazard likely to cause injury (*National Law: Section 167*)
- Providing an environment that encourages positive interactions, supports constructive feedback and holds one another to the codes of conduct
- Abiding by the Interactions with Children policy, ensuring all staff maintain appropriate, respectful, and safe relationships with children
- Ensuring that parents/guardians of a child attending the service can enter the service premises at any time that the child is being educated and cared for (*Regulation 157*), except where this may pose a risk to the safety of children or staff, or conflict with any duty of care of the approved provider, nominated supervisor or early childhood teachers and educators under the *National Law: Section 167 & 171*
- Ensuring that contractors, volunteers, parent/guardians, students or visitors at the service are not placed in a situation where they are left alone with a child
- Ensuring all staff and volunteers receive relevant cultural training so they have an understanding of Aboriginal culture, and an appreciation for culturally sensitive issues
- Respecting individual abilities, needs, cultural practices and beliefs in all interactions, both verbal and non-verbal. Paying particular attention to the needs of Aboriginal and Torres Strait Islander children, children with disability and children from CALD backgrounds
- Engaging in open, two-way communication with families and communities about the service's child safety approach and providing relevant and accessible information
- Ensuring children are supported to express their culture and enjoy their cultural rights.
- Listening and responding to the views and concerns of children, particularly if they communicate (verbally or non-verbally) that they do not feel safe or well.
- Ensuring all staff, contractors, volunteers and students do not consume or are under the influence of alcohol or be affected by drugs (*refer to Tobacco, Alcohol and other Drugs Policy*)
- Not consuming or being under the influence of alcohol or be affected by drugs (*refer to Tobacco, Alcohol and other Drugs Policy*)
- Notifying DE within 24 hours of a serious incident (*refer to Definitions*) or of a notifiable complaint being made (*refer to Definitions*) at the service (*National Law: Sections 174(2)(b) and 174(4), National Regulations: Regulations 175(2)(c) and 176(2)(b)*) via the NQAITS
- Referring notifiable complaints (*refer to Definitions*), grievances or complaints that are unable to be resolved appropriately and in a timely manner to the Grievances Subcommittee/investigator (*refer to Compliments and Complaints Policy*)



- Notifying Worksafe of any reportable incidents (*refer to Definitions*) that have occurred in the workplace
- Activating the *Compliments and Complaints Policy* on notification of a breach of the *Code of Conduct Policy*
- Contacting police in an emergency situation where it is believed that there is an immediate risk, such as when violence has been threatened or perpetrated or where sexual abuse or grooming is suspected as outlined in the *Child Safe Environment Policy*.
- Reading the *Code of Conduct Policy (refer to Attachment 1)* and signing the Code of Conduct Acknowledgement for staff and that these are filed with individual staff records upon engagement in the service and at appraisals
- Adhering to the Code of Conduct at all times
- Informing the approved provider in the event of a serious incident (refer to Definitions), of a notifiable complaint (refer to Definitions) or of a breach of the Code of Conduct Policy
- Providing an environment that encourages positive interactions, supports constructive feedback and holds one another to the codes of conduct
- Ensuring that parents/guardians, students and volunteers sign the Code of Conduct Declaration on enrolment form
- Ensuring children can access abuse prevention programs and information
- Understanding and accepting that serious breaches of this code will be deemed misconduct and may lead to disciplinary or legal action, or a review of their employment
- Being attentive to signs of harm and facilitating child-friendly ways for children to communicate and Informing the approved provider in the event of a serious incident (refer to Definitions), of a notifiable complaint (refer to Definitions) or of a breach of the Code of Conduct Policy raise their concerns
- Reporting and acting on any concerns or observed breaches of this Code of Conduct Policy (refer to Compliments and Complaints Policy)
- Reviewing and updating the Code of Conduct following any incidents, complaints, concerns or near misses
- Ensuring duties are performed in a professional, safe and satisfactory manner at all times.

Early childhood teachers, educators and all other staff

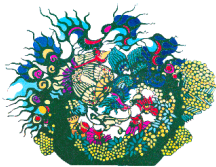
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- Providing a workplace that is free from unlawful discrimination, harassment, victimisation and bullying where all persons attending are treated with dignity, courtesy and respect
- Promoting the human rights, safety and wellbeing of all children in Acacia
- Ensuring appropriate physical contact with children (refer to Definition) is maintained at all times
- Working with children in an open and transparent way
- Demonstrating appropriate personal and professional boundaries refer to Attachment 3
- Ensuring racism within the service is identified, confronted and not tolerated.
- Ensuing all early childhood teachers/educators/other staff, volunteers, students and parents/guardians are aware of behaviours that are considered concerning, misconduct, or criminal conduct within the service refer to attachment 3
- Ensuring that the children educated and cared for at Acacia are protected from harm and from any hazard likely to cause injury (*National Law: Section 167*)
- Identifying and mitigating risks to children's safety and wellbeing as required by Acacia risk assessment and management processes
- Responding to any concerns or complaints of child harm or abuse promptly and in line with Compliments and Complaints policy
- Developing, updating and reviewing Code of Conduct for Acacia in collaboration with all stakeholders within the service (*refer to Attachments 1 and 2*)



- Developing a culture of accountability within the service for complying with the code of conduct and responding when behavioural expectations are not adhered to refer to attachment 3
- Ensuring that all children being educated and cared for at Acacia are protected from harm and any hazard likely to cause injury (*National Law: Section 167*)
- Providing an environment that encourages positive interactions, supports constructive feedback and holds one another to the codes of conduct
- Abiding by the Interactions with Children policy, ensuring all staff maintain appropriate, respectful, and safe relationships with children
- Ensuring that contractors, volunteers, parent/guardians, students or visitors at the service are not placed in a situation where they are left alone with a child
- Respecting individual abilities, needs, cultural practices and beliefs in all interactions, both verbal and non-verbal. Paying particular attention to the needs of Aboriginal and Torres Strait Islander children, children with disability and children from CALD backgrounds
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- Reading the *Code of Conduct Policy (refer to Attachment 1)* and signing the Code of Conduct Acknowledgement for staff and that these are filed with individual staff records upon engagement in the service and at each appraisals
- Adhering to the Code of Conduct at all times
- Informing the approved provider in the event of a serious incident (refer to Definitions), of a notifiable complaint (refer to Definitions) or of a breach of the Code of Conduct Policy
- Providing an environment that encourages positive interactions, supports constructive feedback and holds one another to the codes of conduct
- Ensuring children can access abuse prevention programs and information
- Understanding and accepting that serious breaches of this code will be deemed misconduct and may lead to disciplinary or legal action, or a review of their employment
- Being attentive to signs of harm and facilitating child-friendly ways for children to communicate and Informing the approved provider in the event of a serious incident (refer to Definitions), of a notifiable complaint (refer to Definitions) or of a breach of the Code of Conduct their concerns
- Reporting and acting on any concerns or observed breaches of this Code of Conduct Policy (refer to Compliments and Complaints Policy)
- Ensuring duties are performed in a professional, safe and satisfactory manner at all times.

Parents/guardians

- Ensuring racism within the service is identified, confronted and not tolerated.
 - Abiding by the *Safe Use of Digital Technologies and Online Environment Policy*
- Ensuring all early childhood teachers/educators/other staff, volunteers, students and parents/guardians are aware of behaviours that are considered concerning, misconduct, or criminal conduct within the service (refer to Attachment 3)
- Developing, updating and reviewing Code of Conduct for Acacia in collaboration with all stakeholders within the service (*refer to Attachments 1 and 2*)
- Developing a culture of accountability within the service for complying with the code of conduct and responding when behavioural expectations are not adhered to
- Providing an environment that encourages positive interactions, supports constructive feedback and holds one another to the codes of conduct



- Respecting individual abilities, needs, cultural practices and beliefs in all interactions, both verbal and non-verbal. Paying particular attention to the needs of Aboriginal and Torres Strait Islander children, children with disability and children from CALD backgrounds
- Not consuming or being under the influence of alcohol or be affected by drugs (*refer to Tobacco, Alcohol and other Drugs Policy*)
- Contacting police in an emergency situation where it is believed that there is an immediate risk, such as when violence has been threatened or perpetrated or where sexual abuse or grooming is suspected as outlined in the *Child Safe Environment Policy*.
- Adhering to the Code of Conduct at all times
- Ensuring that parents/guardians, students and volunteers sign the Code of Conduct Declaration on enrolment form or student form
- Understanding and accepting that serious breaches of this code will be deemed misconduct and may lead to disciplinary or legal action, or a review of their employment
- Reporting and acting on any concerns or observed breaches of this *Code of Conduct Policy*

Contractors, volunteers and students

Acting in accordance with Acacia child safety and wellbeing policies and procedures at all times

Abiding by the *Safe Use of Digital Technologies and Online Environment Policy*

- Behaving respectfully, courteously and ethically towards children and their families and towards other staff.
- Promoting the human rights, safety and wellbeing of all children in Acacia
- Ensuring appropriate physical contact with children (refer to Definition) is maintained at all times
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- Not consuming or being under the influence of alcohol or be affected by drugs (*refer to Tobacco, Alcohol and other Drugs Policy*)
- Contacting police in an emergency situation where it is believed that there is an immediate risk, such as when violence has been threatened or perpetrated or where sexual abuse or grooming is suspected as outlined in the *Child Safe Environment Policy*.
- Adhering to the Code of Conduct at all times
- Ensuring children can access abuse prevention programs and information



- Understanding and accepting that serious breaches of this code will be deemed misconduct and may lead to disciplinary or legal action, or a review of their employment
- Being attentive to signs of harm and facilitating child-friendly ways for children to communicate and Informing the approved provider in the event of a serious incident (refer to Definitions), of a notifiable complaint (refer to Definitions) or of a breach of the Code of Conduct their concerns
- Reporting and acting on any concerns or observed breaches of this Code of Conduct Policy (refer to Compliments and Complaints Policy)
- Ensuring duties are performed in a professional, safe and satisfactory manner at all times.

Professional Conduct

All persons acting on behalf of Acacia, in any capacity are to act professionally and act with integrity at all times. Acacia's employees are to perform their duties to the best of their ability with care, competence and efficiency and are to avoid situations where their actions, behaviours or conduct could reflect adversely on Acacia or impact negatively on them.

BACKGROUND AND LEGISLATION

Legislation and Standards

Relevant legislation and standards include but are not limited to:

- Charter of Human Rights and Responsibilities Act 2006 (Vic)
- Child Safe Standards (Vic)
- Children, Youth and Families Act 2005 (Vic)
- Child Wellbeing and Safety Act 2005 (Vic)
- Disability Discrimination Act 1992 (Cth)
- Early Childhood Australia's Code of Ethics (2016)
- Education and Care Services National Law Act 2010: Sections 166, 167, 173, 174
- Education and Care Services National Regulations 2011: Regulations 83, 155, 156, 157, 168, 170, 171, 174, 175, 176
- Equal Opportunity Act 2010 (Vic)
- Fair Work Act 2009 (Cth)
- Fair Work Regulations 2009 (Cth)
- National Quality Standard, Quality Area 4: Staffing Arrangements
- Occupational Health and Safety Act 2004
- Occupational Health and Safety Regulations 2007
- Racial Discrimination Act 1975
- Racial and Religious Tolerance Act 2001 (Vic)
- Sex Discrimination Act 1984 (Cth)
- Victorian Institute of Teaching the Victorian Teaching Profession Code of Conduct
- Victorian Institute of Teaching the Victorian Teaching Profession Code of Ethics

The most current amendments to listed legislation can be found at:

Victorian Legislation – Victorian Law Today: www.legislation.vic.gov.au

Commonwealth Legislation – Federal Register of Legislation: www.legislation.gov.au

DEFINITIONS

Behaviour: the way in which one acts or conducts oneself, especially towards others.

Bullying: Repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons. Bullying occurs when one or more people deliberately and repeatedly upset or hurt another person, damage their property, reputation or social acceptance.

Ethical conduct: Behaviour which reflects values or a code of conduct.



Harassment: When someone is demeaning, derogatory or intimidating towards another person. Harassment includes:

- racial taunts
- taunts about sexual orientation or gender identity
- sexual harassment: unwelcome physical, verbal or written behaviour of a sexual nature
- repeated insulting remarks.

Investigator: A person/staff member assigned or organisation engaged with the responsibility of investigating suspected breaches of the Code of Conduct by the Approved provider

Physical attack: the direct or indirect application of force by a person to the body of, or to clothing or equipment worn by another person, where that application creates a risk to health and safety.

Appropriate Physical Contact: Refers to physical interactions between an educator and a child that are respectful, nurturing, and developmentally suitable. Such contact supports the child's safety, wellbeing, learning, and emotional development. Where possible, the child consents to or initiates the contact.

It includes actions such as:

- comforting a distressed child,
- holding a child's hand for safety,
- providing assistance with personal care in a respectful and hygienic manner,
- giving first aid, and
- supporting children who have hurt themselves.

All physical contact **MUST** be observable by to another staff member. It must always align with the service's policies, maintain professional boundaries, and uphold child safe standards.

Examples of appropriate physical contact include:

- Placing a hand or gently patting a child on the back or shoulder to comfort or reassure them
- Holding a child's hand while crossing the yard, during group transitions and crossing a road/carpark
- Sitting a child on your lap if they are upset and seeking comfort; only when initiated by the child and in view of others, and until the child is no longer distressed
- Helping a child blow their nose, clean up, or change clothes when needed, using respectful hygiene practices
- Administering first aid with care and sensitivity when a child is injured
- Offering a side hug or placing a supportive hand on a child's shoulder (if welcomed by the child), and reciprocating affection from the child in an appropriate and respectful manner.

Respect: Demonstrating regard for the rights of individuals, for different values and points of views.

Sexual harassment: includes offensive gestures, leering, staring or suggestive comments about a person's physical appearance, inappropriate physical contact, unwanted invitations of a sexual manner, sexually orientated jokes, sending of obscene letters, notes, telephone texts or emails.

Support: Work in a co-operative and positive manner.

Threat: A statement or behaviour that causes a person to believe they are in danger of being physically attacked.

Unreasonable behaviour: includes actions of individuals or a group and may involve using a system of work as a means of victimising, humiliating, undermining, or threatening.

Verbal harassment: includes name-calling, offensive language, putting people down



SOURCES AND RELATED POLICIES

Sources

- Early Childhood Australia, *Code of Ethics*: www.earlychildhoodaustralia.org.au/our-publications/eca-code-ethics/
- United Nations, *The Universal Declaration of Human Rights*: www.un.org/en/universal-declaration-human-rights/
- United Nations, *Convention on The Rights of the Child*: www.unicef.org/crc/
- Victoria Legal Aid: www.legalaid.vic.gov.au
- Victorian Institute of Teaching – *The Victorian Teaching Profession Code of Conduct and Code of Ethics*: www.vit.vic.edu.au
- Commission for Children and Young People: www.cryp.vic.gov.au
- https://www.vic.gov.au/child-safe-practices-digital-technologies-and-personal-electronic-devices?utm_medium=email&utm_campaign=Operational---EC---Action-required-Personal-device-restrictions&utm_content=vic.gov.au/child-safe-practices-digital-technologies-and-personal-electronic-devices%23statement-of-regulatory-expectations&utm_source=v6.education.vic.gov.au#statement-of-regulatory-expectations

Related Policies

- Child Safe Environment and Wellbeing
- Compliments and Complaints
- Delivery and Collection of Children
- Inclusion and Equity
- E safety
- Information Communication Technology
- Interactions with Children
- Occupational Health and Safety
- Privacy and Confidentiality
- Rest and Sleep
- Safe Use of Digital Technologies and Online Environment
- Staffing
- Tobacco, Alcohol and other Drugs

EVALUATION

In order to assess whether the values and purposes of the policy have been achieved, the approved provider will:

- regularly seek feedback from everyone affected by the policy regarding its effectiveness
- monitor the implementation, compliance, complaints and incidents in relation to this policy
- assess whether a satisfactory resolution has been achieved in relation to issues arising from this policy
- keep the policy up to date with current legislation, research, policy and best practice
- revise the policy and procedures as part of the service's policy review cycle, or as required
- notifying all stakeholders affected by this policy at least 14 days before making any significant changes to this policy or its procedures, unless a lesser period is necessary due to risk (*Regulation 172 (2)*).

ATTACHMENTS

- Attachment 1: Code of Conduct for approved provider, nominated supervisor and all staff
- Attachment 2: Code of Conduct for parents/guardians, students, contractors and volunteers
- Attachment 3: Defining concerning behaviour, misconduct and criminal conduct in a Code of Conduct



BREACH OF THIS POLICY

Any educator or staff found to have violated this policy may be subject to disciplinary action

What will happen if I breach the Code? Failure to comply with the principles of the Code will be considered a breach of this policy and, where necessary and appropriate, may trigger an investigation. Breaches of the Code may result in disciplinary action, ranging from a first warning through to the termination of your employment and/ or legal proceedings for serious breaches

FOR PARENTS/GUARDIANS, STUDENTS, CONTRACTORS AND VOLUNTEERS

breach of the *Code of Conduct* may lead to limitations being placed on my attendance at the service

Version 6	Endorsed By: CoM	Approved Date: 2020	Reviewed: March 2026
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ATTACHMENT 1. CODE OF CONDUCT FOR THE APPROVED PROVIDER, PERSONS WITH MANAGEMENT AND CONTROL, NOMINATED SUPERVISOR, PERSON IN DAY-TO-DAY CHARGE AND ALL STAFF AND STUDENTS

This attachment was informed by the Victorian Institute of Teaching's *the Victorian Teaching Profession Code of Conduct* and *A Guide for Creating a Child Safe Organisation*, available from the Commission for Children and Young People (*refer to Sources*).

The approved provider, persons with management and control, nominated supervisor and all staff at Acacia are responsible for promoting the safety and wellbeing of children and their families by:

- welcoming all children and their families and being inclusive
- treating everyone with respect, including listening to and valuing their ideas and opinions
- contributing to a culture of child safety
- adhering to the *Child Safe Environment policy* and all other policies
- taking all reasonable steps to protect children from abuse
- respecting the privacy of children and their families, and only disclosing information to people who have a need to know as required under the *Privacy and Confidentiality policy*
- reporting and acting on any breaches of this *Code of Conduct*, complaints or concerns.
- acknowledging the vulnerability of Aboriginal children, children from a culturally and linguistically diverse background and children with a disability and having zero tolerance of discrimination

Professional responsibilities

The approved provider, persons with management and control, nominated supervisor and all staff demonstrate our commitment to our professional responsibilities by:

- undertaking duties in a competent, timely and responsible way
- ensuring our knowledge and expertise is up to date and relevant to our roles
- being aware of the role of other professionals and agencies and working collaboratively and within the limits of our professional expertise
- understanding and complying with legal obligations in relation to:
 - discrimination, harassment and vilification
 - negligence
 - grooming
 - disclosure of child sexual abuse



- o protection of a child from child sexual abuse
 - o mandatory reporting
 - o e safety
 - o privacy and confidentiality
 - o occupational health and safety, including emergency evaluation procedures
 - o wearing appropriate attire as per staff handbook.
 - o raising any complaints or grievances in accordance with the *Compliments and Complaints policy*
 - o maintaining teacher registration and Working with Children checks as applicable.
- raising any complaints or grievances in accordance with the *Compliments and Complaints policy*.

Relationships with children

The approved provider, persons with management and control, nominated supervisor and all staff at Acacia demonstrate our commitment to high-quality education and care for children by:

- encouraging children to express themselves and their opinions
- allowing children to undertake experiences that develop self-reliance and self-esteem
- maintaining a safe environment for children
- being a positive role model at all times
- speaking to children in an encouraging and positive manner
- giving each child positive guidance and encouraging appropriate behaviour
- providing opportunities for children to interact and develop respectful and positive relationships with each other, and with other staff members and volunteers at the service
- regarding all children equally, and with respect and dignity
- having regard to their cultural values and supporting them to express their culture
- respecting individual difference including age, physical and intellectual development, and catering for the abilities of each child at the service
- working with children in an open and transparent way by informing other staff about the work being done with children
- encouraging and assisting children to undertake activities of a personal nature for themselves e.g. toileting and changing clothes
- informing children if physical contact is required for any purpose, asking them if they are comfortable with this interaction and complying with the *Interactions with Children policy*.

Relationships with parents/guardians and families

In our relationships with parents/guardians and families, the approved provider, nominated supervisor and all staff demonstrate our commitment to collaboration by:

- maintain professional and ethical relationships with families attending the service
- respecting the role of parents/guardians as the child's first educator
- working collaboratively with parents/guardians and families
- considering the perspective of parents/guardians and families when making decisions that impact on the education and care of their child
- communicating with parents/guardians and families in a timely and sensitive manner
- responding to concerns expressed by parents/guardians and families in a timely and appropriate manner.

Relationships with employer and between colleagues

In relationships with the approved provider, persons with management and control, nominated supervisor and staff and between colleagues demonstrate collegiality by:

- encouraging others to act in accordance with this *Code of Conduct* and taking action when they observe behaviours which are outside of the *Code of Conduct*
- developing relationships based on mutual respect, equity and fairness
- working in partnership in a courteous, respectful and encouraging manner
- valuing the input of others
- sharing expertise and knowledge in appropriate forums, and in a considered manner
- respecting the rights of others as individuals
- giving encouraging and constructive feedback, and respecting the value of different professional approaches
- being prepared to have difficult conversations and use constructive processes to address differences of opinion.



Acacia Indochinese Community Support Association Inc.

ACACIA CHILDREN'S CENTRES

Reg No: A0039290V

ABN: 76 707 214 671



In relation to personal electronic devices restrictions

Restricted devices are not to be used in the educational and care environment

The restricted devices under the National Model Code are:

- personal devices that can take images or videos and
- personal storage and file transfer media.

For example:

- phones
- tablets
- digital cameras
- smart watches with camera/recording functionality
- wearables, such as camera glasses
- SD cards
- USB drive
- hard drives.



ATTACHMENT 2. CODE OF CONDUCT FOR PARENTS/GUARDIANS, VOLUNTEERS, CONTRACTORS AND VISITORS

I commit in creating an environment at Acacia that:

- respects the rights of the child and values diversity
- acknowledges the vulnerability of Aboriginal children, children from a culturally and linguistically diverse background and children with a disability and has zero tolerance of discrimination
- is committed to the safety and wellbeing of each child at the service
- is committed to the safety and wellbeing of all staff at the service
- is a welcoming environment in which everyone's contribution is valued and respected
- is committed to communicating openly and honestly

Relationships with children

In my relationships with children, I commit to:

- being a positive role model at all times
- allowing children to express themselves and listening to their opinions
- allowing children to undertake experiences that develop self-reliance and self-esteem
- maintaining a safe environment for children
- speaking to children in a positive manner
- regarding all children equally, and with respect and dignity
- Respecting children's rights

Relationships with the approved provider, persons with management and control, nominated supervisor, staff and others

In my relationships with the approved provider, nominated supervisor, staff, other parents/guardians, volunteers and visitors I commit to:

- reading and abiding by the *Code of Conduct policy*
- developing relationships based on mutual respect
- working in partnership in a courteous, respectful and encouraging manner
- valuing the input of others
- sharing our expertise and knowledge in a considered manner
- respecting the rights of others as individuals
- giving encouraging and constructive feedback, and respecting the value of different professional approaches
- respecting the privacy of children and their families and only disclosing information to people who have a need to know as required under the *Privacy and Confidentiality policy*
- following the directions of staff at all times
- treating the early childhood environment with respect
- raising any concerns, including concerns about safety, as soon as possible with staff to ensure that they can be resolved efficiently
- raising any complaints or grievances in accordance with the *Compliments and Complaints Policy*.



Attachment 3: Defining Appropriate, concerning/INAPPROPRIATE behaviour, misconduct and criminal conduct in a Code of Conduct

Appropriate behaviour includes, but is not limited to:

- Treating all children and young people with respect with regard to the dignity and rights of each child regardless of race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status
- Listening to and valuing children and young people's ideas and opinions
- Creating a positive, non-confrontational communication environment where the child feels safe and comfortable to interact.
- Putting in place clear professional boundaries so interactions with children cannot be misinterpreted
- Welcoming all children and their families and carers by being inclusive
- Actively promoting cultural safety and inclusion
- Listening to children and responding to them appropriately
- Welcoming parents and carers to participate in decisions about their child's training schedule and any other matters about their safety
- Reporting any conflicts of interest (such as an outside relationship with a child)
- Adhering to all relevant Australian and Victorian legislation and our child safe policies and procedures
- Working within a team to ensure that the needs of the child (and their family) remain the paramount focus
- Participating in all compulsory training
- Raising concerns with management if risks to child safety are identified, including cultural, environmental and operational risks
- Reporting and acting on any concerns or observed breaches of this Code of Conduct
- Taking all reasonable steps to protect children from abuse
- Respecting the privacy of children and their families by keeping all information about child protection concerns confidential
- Informing parents and carers if there are situations that need to be safely managed but are outside the boundaries of this Code of Conduct
- Taking a child seriously if they disclose harm or abuse
- Ensuring breaches of this Code are reported immediately
- Upholding the rights of the child and always prioritise their needs.

Concerning/inappropriate behaviours includes, but is not limited to:

- disciplining or correcting a child or young person in an unreasonable manner
- making excessive and/or degrading demands of a child or young person
- taking photos of a child or young person who is in the care of the organisation outside of official duties
- creating situations to be alone with a child or young person
- repeatedly visiting a child/young person and/or their family at their home for no professional reason
- providing gifts or favours to a child/young person or their family
- wearing inappropriate clothing around children or young people (for example, clothing with sexually explicit images or messages or clothes that expose or accentuate the genitals or breasts)
- ignoring or disregarding concerns, suspicions or disclosures of child abuse, harm and family violence
- ignoring or disregard an adult's overly familiar behaviour, that is not justified by an educational or professional context, towards a child or young person
- disregarding or failing to consider the views of children, especially about their physical and emotional safety, cultural safety, or issues or decisions that are important to them
- initiating unnecessary physical contact with a child, or do things of a personal nature for them that they can do themselves.

Misconduct that may be, but is not limited to:

- condoning or participating in illegal, unsafe, abusive or harmful behaviour towards children
- using sexual language or gestures
- making written or verbal sexual advances



- sharing sexual photos or videos or other photos of the child or young person
- sharing details of one's own sexual experiences with a child or young person
- taking a child or young person to one's house to be alone with them
- sharing phone numbers with a child or young person except as allowed by the organisation's policies and procedures
- engaging with a child or young person via social media except as provided by the organisation's policies and procedures
- asking children or young people to keep a relationship secret
- showering or dressing or undressing with the door open (for example, on excursions and in residential situations)
- not respecting the privacy of children/young people when they are using the bathroom or changing (for example, on excursions and in residential situations).

Examples of conduct, which if proven, would be criminal includes, but is not limited to:

- intentionally or recklessly applying physical force against a child or young person
- obscene exposure
- having, attempting to have or facilitating any kind of sexual contact with a child or young person
- possessing, creating or exposing children to pornography
- giving goods, money, attention or affection in exchange for sexual activities or images
- sexting
- grooming offences (as defined by law in most jurisdictions)
- trafficking, possession, supply, or use of a prohibited drug
- manufacture or cultivation of a prohibited drug.

In relation to personal electronic devices restrictions

Restricted devices are not to be used in the educational and care environment

The restricted devices under the National Model Code are:

- personal devices that can take images or videos and
- personal storage and file transfer media.

For example:

- phones
- tablets
- digital cameras
- smart watches with camera/recording functionality
- wearables, such as camera glasses
- SD cards
- USB drive
- hard drives.



Attachment 4: Defining Appropriate, concerning/INAPPROPRIATE behaviour, misconduct and criminal conduct in a Code of Conduct - Families, Contractors, Volunteers and visitors.

Appropriate behaviour includes, but is not limited to:

- Treating all children and young people with respect with regard to the dignity and rights of each child regardless of race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status
- Listening to and valuing children and young people's ideas and opinions
- Putting in place clear professional boundaries so interactions with children cannot be misinterpreted
- Welcoming all children and their families and carers by being inclusive
- Actively promoting cultural safety and inclusion
- Listening to children and responding to them appropriately
- Reporting any conflicts of interest (such as an outside relationship with a child)
- Adhering to all relevant Australian and Victorian legislation and our child safe policies and procedures
- Raising concerns with management if risks to child safety are identified, including cultural, environmental and operational risks
- Reporting and acting on any concerns or observed breaches of this Code of Conduct
- Taking all reasonable steps to protect children from abuse
- Respecting the privacy of children and their families by keeping all information about child protection concerns confidential
- Informing management if there are situations that need to be safely managed but are outside the boundaries of this Code of Conduct
- Taking a child seriously if they disclose harm or abuse
- Ensuring breaches of this Code are reported immediately
- Upholding the rights of the child and always prioritise their needs.

Concerning/inappropriate behaviours includes, but is not limited to:

- disciplining or correcting a child or young person in an unreasonable manner
- making excessive and/or degrading demands of a child or young person
- taking photos or videos of a child or young person at the service or any events held by the service
- creating situations to be alone with a child or young person
- bringing food to the centre to give to all children
- wearing inappropriate clothing around children or young people (for example, clothing with sexually explicit images or messages or clothes that expose or accentuate the genitals or breasts)
- ignoring or disregarding concerns, suspicions or disclosures of child abuse, harm and family violence
- ignoring or disregard an adult's overly familiar behaviour, that is not justified by an educational or professional context, towards a child or young person
- disregarding or failing to consider the views of children, especially about their physical and emotional safety, cultural safety, or issues or decisions that are important to them
- initiating unnecessary physical contact with a child like hugging or kissing,

Misconduct that may be, but is not limited to:

- condoning or participating in illegal, unsafe, abusive or harmful behaviour towards children
- using sexual language or gestures
- making written or verbal sexual advances
- sharing sexual photos or videos or other photos of the child or young person



- sharing details of one's own sexual experiences with a child or young person
- taking a child or young person to one's house to be alone with them
- engaging with a child or young person via social media except as provided by the organisation's policies and procedures
- asking children or young people to keep a relationship secret
- not respecting the privacy of children/young people when they are using the bathroom.

Examples of conduct, which if proven, would be criminal includes, but is not limited to:

- intentionally or recklessly applying physical force against a child or young person
- obscene exposure
- having, attempting to have or facilitating any kind of sexual contact with a child or young person
- possessing, creating or exposing children to pornography
- giving goods, money, attention or affection in exchange for sexual activities or images
- sexting
- grooming offences (as defined by law in most jurisdictions)
- trafficking, possession, supply, or use of a prohibited drug
- manufacture or cultivation of a prohibited drug.