

# Go and Do the Same Staff Code of Conduct



## Purpose

Good Samaritan Catholic Primary School (the School) is a large and complex organisation that achieves its best outcomes when staff members exercise sound judgement in fulfilling the duties of their particular roles. In performing their duties all staff are expected to uphold the Vision, Mission, Values, policies and procedures adopted by the School, including this statement.

*Go and Do the Same* (the Code) provides a framework within which staff members can seek to positively shape the culture of the School with a clearly defined approach to ethical issues.

The aim of *Go and Do the Same* is to establish a common understanding of the values driven behaviours expected of all employees of Good Samaritan Catholic Primary School. The values that underpin our work include: mercy, compassion, respect, justice and excellence.

*Go and Do the Same* does not attempt to provide a detailed and exhaustive list of what to do in every aspect of a staff member's work. It is not a recipe for decision-making, but an expression of the ethical considerations to bear in mind.

*Go and Do the Same* seeks from all staff a commitment to take responsibility for their own conduct and work with colleagues cooperatively to establish a consultative and collaborative workplace where people are happy and proud to work. This Code will signify to our community that we are seriously concerned with responsible, professional conduct.

## Scope

This policy applies to all workers, contractors and others with whom we may have dealings with from time to time.

This policy applies to behaviours that occur:

- In connection with work, including outside normal working hours
- At work-related events, for example at conferences and social functions
- On social media where workers interact with colleagues, members or stakeholders and their actions may affect them either directly or indirectly.

## Implementation

The School will provide relevant, regular professional development to ensure effective implementation of this Code. This also requires school leaders to support and provide regular guidance to staff in understanding their ethical and professional responsibilities.

All new staff will be provided with a copy of this code during their process of induction. *Go and Do the Same* will be made available to all staff via the School intranet.

## Breaches of the Code

As an employee, each staff member holds a position of trust and is accountable for his/her actions. The Code is binding on all employees of the Good Samaritan Catholic Primary School and a contravention of it may constitute misconduct.

*Go and Do the Same* may also be used to challenge the ethical and professional behaviour of a staff member and could provide grounds for complaint if a staff member's practice falls short of the expected standard.

## The Code of Conduct

The charism of the School provides a constant reminder to all School staff to strive to be like the Good Samaritan and be the life-giving influence of mercy, compassion, respect, justice and excellence with each person we encounter.

Our Core Values provide us with a constant reminder to strive to be like the Good Samaritan, responding to Jesus' declaration that we each 'go and do the same' (Luke 10:37). This is the great Christian message that we proclaim through our actions.

**Mercy:** We act with kindness and with a heart full of love.

*Therefore we:*

- Build collaborative relationships based on trust, respect, honesty and diplomacy.
- Give and accept respectful feedback.
- Develop productive and supportive relationships with each other and work together to maintain a positive learning and working environment.
- Use constructive methods to manage conflict and differences of opinion in a spirit of collegiality.
- Challenge negative interpersonal behaviours when we observe them and use appropriate processes to deal with them.
- Encourage parents/carers to engage actively in the education and wellbeing of their child.

**Compassion:** We seek to understand the needs of others and are willing to help them.

*Therefore we:*

- Raise any concerns, issues, problems with the appropriate staff member as soon as possible.
- Use constructive language and appropriate forums to debate issues and to bring about change.
- Protect all community members from intimidation, humiliation and harm.
- Consult with parents/carers when making decisions that have an impact on the wellbeing of a child.
- Respond to others' concerns in a timely and appropriate manner.
- Offer support and assistance to those facing personal challenges.

**Justice:** We treat everyone fairly, recognising that each individual has both rights and responsibilities.

*Therefore we:*

- Are fair, consistent and just in our dealings with all students, parents and caregivers, colleagues and members of the wider school community.
- Act ethically in accordance with the expectations of our profession.
- Avoid language and behaviour which might be perceived as offensive, abusive or intimidating.

**Respect:** We value the sacredness and dignity of each person.

*Therefore we:*

- Embrace difference and consider other points of view.
- Are sensitive to an individual's cultural, ethnic and religious background.
- Are courteous, caring, kind and respectful in our words and actions.
- Acknowledge and support the personal strengths, professional experience and diversity that colleagues bring to the school community.
- Communicate in an open, honest and non-judgmental manner.
- Work cooperatively and collaboratively with others to achieve common goals.

**Excellence:** We strive to be the very best we can possibly be.

*Therefore we:*

- Work to the best of our ability.
- Demonstrate the highest standards of professional behaviour.
- Take personal responsibility for maintaining and enhancing our professional knowledge and expertise.
- Present a professional appearance at all times.

## Specific Expectations for Supporting and Promoting Child Safety

### Acceptable Behaviours

We are responsible for supporting and promoting the safety of children by:

- Upholding the school's statement of commitment to child safety at all times and adhering to the school's child safe policy.
- Treating students and families in the school community with respect both within the school environment and outside the school environment as part of normal social and community activities.
- Listening and responding to the views and concerns of students, particularly if they are telling you that they or another child has been abused or that they are worried about their safety/the safety of another child
- Promoting the cultural safety, participation and empowerment of Aboriginal and Torres Strait Islander students
- Promoting the cultural safety, participation and empowerment of students with culturally and/or linguistically diverse backgrounds
- Promoting the safety, participation and empowerment of students with a disability
- Reporting any allegations of child abuse or other child safety concerns to the school's leadership
- Understanding and complying with all reporting or disclosure obligations (including mandatory reporting) as they relate to protecting children from harm or abuse.
- If child abuse is suspected, ensuring as quickly as possible that the student(s) are safe and protected from harm.

### Unacceptable Behaviours

We must not:

- Ignore or disregard any concerns, suspicions or disclosures of child abuse
- Develop a relationship with any student that could be seen as favouritism or amount to 'grooming' behaviour (for example, offering gifts)
- Exhibit behaviours or engage in activities with students which may be interpreted as abusive and not justified by the educational, therapeutic, or service delivery context
- Ignore behaviours by other adults towards students when they appear to be overly familiar or inappropriate
- Discuss content of an intimate nature or use sexual innuendo with students, except where it occurs relevantly in the context of parental guidance, delivering the education curriculum or a therapeutic setting
- Treat a child unfavourably because of their disability, age, gender, race, culture, vulnerability, sexuality or ethnicity.
- Communicate directly with a student through personal or private contact channels (including by social media, email, instant messaging, texting etc) except where that communication is

reasonable in all the circumstances, related to school work or extra-curricular activities or where there is a safety concern or other urgent matter

- Photograph or video a child in a school environment except in accordance with school policy or where required for duty of care purposes
- In the school environment or at other school events where students are present, consume alcohol contrary to school policy or take illicit drugs under any circumstances.

#### **Specific Child Safe Behaviours expected of the Principal include:**

- Reporting to the Victorian Institute of Teaching any charges, committals for trial or convictions in relation to a sexual offence by a registered teacher, or certain allegations or concerns about a registered teacher.
- If an allegation of child abuse is made, ensuring as quickly as possible that the child(ren) are safe.

### Specific Expectations of Teachers

As well as the expectations of *Go and Do the Same*, teachers at Good Samaritan Catholic Primary School have a particular responsibility to be aware of the [Victorian Teaching Profession Codes of Conduct and Ethics](#) specified by the Victorian Institute of Teaching and the [Australian Professional Standards for Teachers](#) specified by AITSL.

These authorising statements, describe the professional behaviours that can be reasonably expected of teachers by our School's community. They are to be read in conjunction with this Staff Code of Conduct.

*Table 1:* The Victorian Teaching Profession Codes of Conduct and Ethics, Victorian Institute of Teaching, 2015

*Table 2:* The Australian Professional Standards for Teachers, Australian Institute for Teaching and School Leadership, 2014

### Specific Expectations of School Leaders

As well as the expectations of *Go and Do the Same*, leaders at Good Samaritan Catholic Primary School have a particular responsibility to be aware of the professional standards described within the Leadership Standards Framework as stated by the Catholic Education Commission of Victoria.

This authorising statement, describes the professional behaviours that can be reasonably expected of leaders by our School's community. It is to be read in conjunction with the Staff Code of Conduct.

*Table 3:* The Leadership Standards Framework, Catholic Education Commission of Victoria, 2005

### Supporting Policies and Procedures

*Go and Do the Same* does not attempt to provide a detailed and exhaustive list of what to do in every aspect of a staff member's work. It is part of a suite of documents set down by the school which provide situation specific direction or guidance:

F4	Learning by the Power of Three Policy	4.3	Prevention and Management of Bullying Policy
F6	Promoting Student Engagement and Positive Behaviour Framework	4.3	Responding to Parent Concerns and Complaints Policy
2.1	Curriculum Design Policy		School Improvement Policy
2.2	Assessment of Student Progress and Achievement Policy	5.5	6.1 Staff Dress Standards
4.1	Child Safe Policy	6.2	Staff Induction Policy
4.2	Child Protection – Reporting Policy	6.5	Information and Communications Technologies User Policy

In addition, there may be specific issues that are covered by the [Victorian Catholic Education Multi Enterprise Agreement, 2013](#)

### Communication and Evaluation

A copy of this policy will be provided to all staff annually.

The Code is intended as a public document and as such will be published on the School's website.

*Go and Do the Same* will be reviewed biannually to ensure that it reflects the needs of the School and community expectations.