CODE OF CONDUCT

QUALITY AREA 4

PURPOSE

This policy provides a clear set of guidelines and procedures for Thomastown West Kindergarten 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 Thomastown West Kindergarten
- articulate desirable and appropriate behaviour
- promote interactions at the service and online which are respectful, honest, courteous, sensitive, tactful, and considerate.

POLICY STATEMENT

VALUES

Thomastown West Kindergarten:

- 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 each child 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.
- 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 Thomastown West Kindergarten, including during offsite excursions and activities.

RESPONSIBILITIES	Approved provider and persons with management or control	Nominated supervisor and persons in day-to-day charge	Early childhood teachers, educators and all other staff	Parents/guardians	Contractors, volunteers and students
R indicates legislation requirement, and should not be deleted					
• Ensuring that copies of the ***Code of Conduct Policy*** is readily accessible and available to all staff, volunteers and families	R	√			
• Providing a safe environment for everyone attending the programs and activities of Thomastown West Kindergarten	R	R	Ö		
• Acting in accordance with Thomastown West Kindergarten child safety and wellbeing policies and procedures at all times.	R	R	R		R
• Abiding by the ***Safe Use of Digital Technologies and Online Environment Policy***	R	R	R		R
• 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 Thomastown West Kindergarten	√	√	√		√
• Ensuring appropriate physical contact with children ***(refer to Definition)*** is maintained at all times	√	Ö	Ö		Ö
• Working with children in an open and transparent way	√	Ö	Ö		Ö
• Demonstrating appropriate personal and professional boundaries ***refer to Attachment 5***	√	√	√		√
• Providing a workplace that is free from unlawful discrimination, harassment, victimisation and bullying where all persons attending are treated with dignity, courtesy and respect	R	Ö	Ö		
• Ensuring racism within the service is identified, confronted and not tolerated.	R	√	√	√	√
• 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 5)***	R	R	√	√	√
• Ensuring that the children educated and cared for at [Service Name] are protected from harm and from any hazard likely to cause injury ***(National Law: Section 167)***	R	R	Ö		√
• Identifying and mitigating risks to children's safety and wellbeing as required by Thomastown West Kindergarten risk assessment and management processes	R	R	√		√
• Responding to any concerns or complaints of child harm or abuse promptly and in line with ***Compliments and Complaints policy***	R	R	R		R

• 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	R	Ö			
• Developing, updating and reviewing Code of Conduct for [Service Name] in collaboration with all stakeholders within the service *(refer to Attachments 1 and 3)*	R	Ö	Ö	Ö	
• 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	R	Ö			
• Ensuring that the codes of conduct are regularly discussed at staff meetings to reinforce expectations	R	Ö			
• 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 5)*	R	Ö	Ö	Ö	Ö
• Providing an environment that encourages positive interactions, supports constructive feedback and holds one another to the codes of conduct	Ö	Ö	Ö	Ö	Ö
• Abiding by the *Interactions with Children policy*, ensuring all staff maintain appropriate, respectful, and safe relationships with children	R	√	√		√
• 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*	R	R			
• 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	R	R	Ö		
• Ensuring all staff and volunteers receive relevant cultural training so they have an understanding of Aboriginal culture, and an appreciation for culturally sensitive issues	R	R			
• 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	Ö	Ö	Ö	Ö	Ö
• Engaging in open, two-way communication with families and communities about the service's child safety approach and providing relevant and accessible information	Ö	Ö	Ö		
• Ensuring children are supported to express their culture and enjoy their cultural rights.	R	R	R		R

• 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, Vape and other Drugs Policy)*	R	R			
• Not consuming or being under the influence of alcohol or be affected by drugs *(refer to Tobacco, Alcohol, Vape and other Drugs Policy)*	R	R	R	Ö	R
• 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	R	Ö			
• 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)*	R	√			
• Notifying WorkSafe of any reportable incidences *(refer to Definitions)* that have occurred in the workplace	R	Ö			
• Activating the *Compliments and Complaints Policy* on notification of a breach of the *Code of Conduct Policy*	R	Ö			
• 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*	R				
• 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 and Wellbeing Policy*.	R	R	R	Ö	R
• Reading the *Code of Conduct Policy (refer to Attachment 1)* and signing the Code of Conduct Acknowledgement for staff *(refer to Attachment 2)* and that these are filed with individual staff records upon engagement in the service		Ö	Ö		
• Adhering to the Code of Conduct at all times	R	R	R	R	R
• 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*		R	Ö		
• Providing an environment that encourages positive interactions, supports constructive feedback and holds one another to the codes of conduct	Ö	Ö	Ö		
• Ensuring that parents/guardians, students and volunteers sign the Code of Conduct Acknowledgement *(refer to Attachment 4)*	Ö	Ö		Ö	Ö
• Ensuring children can access abuse prevention programs and information	R	Ö	Ö		

• 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		Ö	Ö	Ö	Ö
• Being attentive to signs of harm and facilitating child-friendly ways for children to communicate and raise their concerns	R	R	R		R
• Reporting and acting on any concerns or observed breaches of this ***Code of Conduct Policy (refer to Compliments and Complaints Policy)***		R	R	R	R
• Ensuring duties are performed in a professional, safe and satisfactory manner at all times.	Ö	Ö	Ö		Ö
• Reviewing and updating the ***Code of Conduct*** following any incidents, complaints, concerns or near misses	R	√			

BACKGROUND AND LEGISLATION

BACKGROUND

Codes of conduct establish standards of behaviour to be followed and define how individuals are expected to behave towards each other, towards the children in their care, and towards other organisations and individuals in the community.

The approved provider, nominated supervisor, early childhood teachers, educators and all other staff have a duty of care to the children attending the service and must ensure 'that every reasonable precaution is taken to protect children being educated and cared for by the service from harm and from any hazard likely to cause injury' *(National Law: Section 167).*

The *National Quality Standard* **requires that all staff be respectful and ethical and that 'professional standards guide practice, interactions and relationships'** *(National Quality Standard: 4.2 and 4.2.2).*

Employers also have a legal responsibility to provide, as far as is practicable, a safe workplace that is free from discrimination, bullying and harassment.

Child Safe Standards **requires services to ensure the Code of Conduct provides guidelines for staff and volunteers on expected behavioural standards and responsibilities, and breaches to the Code of Conduct are acted upon and reported.**

A Code of Conduct should be informed by the service's philosophy, beliefs and values, and based on ethical principles of mutual respect, equity and fairness. Consideration should be given to the Victorian Teaching Profession *Code of Conduct and the Code of Ethics* and to the Early Childhood Australia's *Code of Ethics* in developing the code of conduct.

The approved provider must ensure that the nominated supervisor, early childhood teachers, educators, other staff, contractors, volunteers, students on placement, parents/guardians, children and others attending the programs and activities of Thomastown West Kindergarten adhere to the expectations outlined in the Code of Conduct when communicating to and interacting with:

- **children at the service and their parents and family members**
- **each other**
- **others in the community.**

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 2017
- 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

The terms defined in this section relate specifically to this policy. For regularly used terms e.g. Approved provider, Nominated supervisor, Notifiable Complaints, Serious Incidents, Duty of Care, etc. refer to the Definitions file of the PolicyWorks cataloque.

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.

BREACH OF THE CODE OF CONDUCT

All staff members are made fully aware that the following breaches of the Code of Conduct and roles of responsibility may lead to termination of employment:

- Reporting to work under the influence pf alcohol or drugs
- Refusal to complete mandated professional training
- Possessing or selling drugs at the service
- Immoral, immature or indecent conduct while at the service
- Inappropriate use of kindergarten equipment and/or resources
- Refusing to work as reasonable directed
- Possessing a dangerous weapon whilst at the service
- Bringing disrepute to the service
- Causing disruption or discontent in the relationship between families and the service
- Disclosure of confidential information
- Falsifying documentation
- Associating with families without disclosing this information with management
- Stealing, abusing, defacing or destroying kindergarten property
- Interfering with work schedules
- Failure to report for work without notice

- Walking off the job
- Failure to follow policies and procedures
- Disrespectful conduct to families, management or colleagues
- Making or publishing false, vicious, or malicious statement about any employee of the service, or the service itself

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.ccyp.vic.gov.au

RELATED POLICIES

- Child Safe Environment and Wellbeing
- Compliments and Complaints
- Delivery and Collection of Children
- Inclusion and Equity
- 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

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 Acknowledgement for staff
- Attachment 3: Code of Conduct for parents/guardians, students, contractors and volunteers
- Attachment 4: Code of Conduct Acknowledgement for parents/guardians, students, contractors and volunteers
- Attachment 5: Defining concerning behaviour, misconduct and criminal conduct in a Code of Conduct

AUTHORISATION

POLICY REVIEWED BY:	Carla De Sousa	Director	
POLICY REVIEW:	**November 2026**	**NEXT REVIEW DATE:**	**November 2028**
THIS POLICY WAS ADOPTED BY THE APPROVED OF THOMASTOWN WEST ON			
MODIFICATIONS			

CODE OF CONDUCT FOR THE APPROVED PROVIDER, PERSONS WITH MANAGEMENT AND CONTROL, NOMINATED SUPERVISOR, PERSON IN DAY-TO-DAY CHARGE AND ALL STAFF

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 Thomastown West Kindergarten 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
    - protection of a child from child sexual abuse
    - mandatory reporting
    - privacy and confidentiality
    - occupational health and safety, including emergency evaluation procedures
    - raising any complaints or grievances in accordance with the ***Complaints and Grievances policy***
    - maintaining teacher registration and Working with Children checks as applicable.

- raising any complaints or grievances in accordance with the ***Complaints and Grievances policy.***

Relationships with children

The approved provider, persons with management and control, nominated supervisor and all staff at Thomastown West Kindergarten 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.

CODE OF CONDUCT POLICY ACKNOWLEDGEMENT FOR STAFF

I hereby acknowledge that on _____ (Date), I received a copy of the ***Code of Conduct policy*** for Thomastown West Kindergarten

I have read the policy and I understand its contents.

I commit to abiding by the ***Code of Conduct*** and fulfilling my responsibilities as outlined in this policy whilst working at Thomastown West Kindergarten.

I understand that the approved provider will address any breach of this policy, and that any serious breach could lead to disciplinary or legal action.

Thank you for your contribution to making Thomastown West Kindergarten an open, safe, welcoming, and friendly environment.

Name:	
Signature:	
Date:	
Witness Name:	
Signature:	
Date:	

CODE OF CONDUCT FOR PARENTS/GUARDIANS, STUDENTS, VOLUNTEERS, CONTRACTORS AND VISITORS

I commit to contributing to creating an environment at Thomastown West Kindergarten 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
- maintains a duty of care ***(refer to Definitions)*** towards all children at the service
- 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
- 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 parents/guardians, volunteers, students and community members to support and participate in the program and activities of the service.

Relationships with children
In my relationships with children, I commit to:

- being a positive role model at all times
- 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
- speaking to children in an encouraging and positive manner
- giving each child positive guidance and encouraging appropriate behaviour
- regarding all children equally, and with respect and dignity
- having regard to each child's cultural values
- respecting individual difference including age, physical and intellectual development, and catering for the abilities of each child at the service.

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 ***Complaints and Grievances Policy.***

CODE OF CONDUCT POLICY ACKNOWLEDGEMENT FOR PARENTS/GUARDIANS, STUDENTS, CONTRACTORS AND VOLUNTEERS

I hereby acknowledge that on_____ (Date)_____, I received a copy of the ***Code of Conduct policy*** for Thomastown West Kindergarten

I have read this policy and understand its contents. I commit to abiding by the ***Code of Conduct*** and fulfilling my responsibilities as outlined in this policy whilst my child is attending Thomastown West Kindergarten.

I agree to abide by the values, principles and practices set out within.

I understand that a breach of the ***Code of Conduct*** may lead to limitations being placed on my attendance at the service.

Thank you for your contribution to making Thomastown West Kindergarten an open, safe, welcoming and friendly environment.

Name:	
Signature:	
Date:	
Witness Name:	
Signature:	
Date:	

THOMASTOWN WEST KINDERGARTEN

CHILD SAFETY CODE OF CONDUCT

THOMASTOWN WEST KINDERGARTEN

All paid and unpaid staff, including volunteers, trainees and committee members of Thomastown West Kindergarten are responsible for the safety and wellbeing of children and young people who engage with our service. All paid and unpaid staff are expected to act in accordance with this Code of Conduct in their physical and online interactions with children and young people under the age of 18 years.

STATEMENT OF COMMITMENT

Thomastown West kindergarten is committed to the safety and wellbeing of children and young people as outlined in Thomastown West Kindergarten's Statement of Commitment to Child Safety and Thomastown West Kindergarten's Child Safe Environment & Wellbeing Policy.

PURPOSE

This Code of Conduct aims to protect children, reduce any opportunities for child abuse (including neglect) or harm to occur and to ensure a response where there are concerns about abuse or harm whether they occur in the physical or online environment. It also assists in understanding how to avoid or better manage risky behaviours and situations.

DEFINITIONS

- Child means a person under the age of 18years (Children Safety and Wellbeing Act 2005).

RESPONSIBILITIES

- **The Committee of Management and staff at Thomastown West kindergarten have a leadership role in ensuring safe, supportive and enriching environments which respect and foster the dignity and self-esteem of children and enable them to thrive in their learning and development.**
- **Members of the Committee and staff are required to have a Working with Children Check or to be registered by the Victorian Institute of Teaching.**
- **As part of Thomastown West kindergarten's plan for the implementation of Child Safe Standards, the Committee will support the implementation and monitoring of this Child Safety Code of Conduct.**
- **All Committee members and staff are required to comply with this Child Safety Code of Conduct by observing expectations for appropriate behaviour as outlined below.**

ACCEPTABLE BEHAVIOURS

Committee members and staff are responsible for actively supporting and promoting the safety of children by:

- Upholding / acting in accordance with Thomastown West kindergarten's Child Safe Environment & Wellbeing Policy and procedures at all times
- Contributing, where appropriate, to Thomastown West Kindergarten's policies, discussions, learning and reviews about child safety and wellbeing.
- Identifying and mitigating risks to children's safety and wellbeing as required by Thomastown West Kindergarten's risk assessment and management processes
- Understanding and complying with all reporting or disclosure obligations (including mandatory reporting) as they relate to protecting children from harm or abuse.
- Taking all reasonable steps to protect children from abuse
- Responding to any concerns or complaints of child harm, neglect or abuse promptly and in line with policy and procedure for receiving and responding to complaints.
- Ensuring as quickly as possible, if child abuse is suspected, that the child(ren) is/are safe and protected from harm • Reporting all suspected or disclosed child harm, neglect or abuse as required.
- Complying with policies and procedures on record keeping and information sharing.
- Complying with protocols on communicating with children.
- Demonstrating appropriate personal and professional boundaries.
- Welcoming all children who come into contact with Thomastown West Kindergarten, their families and carers and being inclusive
- Behaving respectfully, courteously and ethically towards children and their families and towards other staff., including listening to and valuing the ideas and opinions of all who come into contact with Thomastown West kindergarten
- Promoting the human rights, safety and wellbeing of all children.
- Listening to children and responding to views and concerns, particularly if they communicate (verbally or nonverbally) that they do not feel well / that they or another child has been abused / neglected / that they are worried about their safety or the safety of another child
- Creating an environment that promotes and enables children's participation and is welcoming, culturally safe and inclusive for all children and their families, respecting their diverse backgrounds and needs.
- Involving children in making decisions about activities, policies and processes that concern them wherever possible.
- Promoting a culturally safe environment where all children can participate, feel safe and their voices are heard. This includes cultural safety of Aboriginal and Torres Strait Islander children, children from culturally or linguistically diverse backgrounds, children in out of home care, children with a disability and gender diverse children.
- Respecting cultural, religious and political differences and acting in a culturally sensitive way
- Complying with this code of conduct and Thomastown West kindergarten's Child Safe Environment & Wellbeing Policy when in contact with children in both physical and online environments, ensuring that where contact occurs with children, that this happens in an open and transparent way – so other adults know what you are doing with children
- Reporting allegations of child abuse or other child safety concerns to the kindergarten's Child Safety Officer (President or Nominated Supervisor)
- Respecting the privacy of children and their families, and only disclosing information to people who have a need to know.
- Treating children and their families with respect both in relation to Thomastown West kindergarten's activities and outside of Thomastown West kindergarten as part of normal social and community activities.

UNACCEPTABLE BEHAVIOURS

Committee members and staff must <u>NOT</u>:

- Engage in any unlawful activity with or in relation to a child.
- Seek to use children in any way to meet the needs of adults.
- Engage in any activity that is likely to physically, sexually or emotionally harm a child.
- Unlawfully discriminate against any child or their family members.

- Treat a child unfavourably because of their disability, age, gender, race, culture, vulnerability, sexuality or ethnicity
- Be alone with a child unnecessarily.
- Have unauthorised contact with children and young people who you come into contact with through your role at Thomastown West kindergarten online or by phone
- Arrange personal contact, including online contact, with children / families for a purpose unrelated to [the Thomastown West Kindergarten's activities.
- develop a relationship with any child that could be seen as favouritism or amount to 'grooming 'behaviour (for example, offering gifts or inappropriate attention)
- exchange personal contact details such as phone number, social networking site or email addresses with children who you come into contact with through your role at Thomastown West Kindergarten
- ignore behaviours by other adults towards children when they appear to be overly familiar or inappropriate
- Disclose personal or sensitive information about a child, including images of a child, unless the child and their parent or legal guardian consent or unless I am required to do so by Thomastown West Kindergarten's policy and procedure on reporting.
- Use inappropriate language in the presence of children or show or provide children with access to inappropriate images or material.
- Work with children while under the influence of alcohol or prohibited drugs
- ignore or disregard any concerns, suspicions or disclosures of child harm or abuse
- Photograph or video a child who you come in to contact with through your role at Thomastown West kindergarten except in accordance with Thomastown West kindergarten policies.
- Use their phone while in the bathroom / children's bag area at any time.

If I think this Code of Conduct has been breached by another person within Thomastown West Kindergarten I will:

- Act to prioritise the best interests of children
- Take actions promptly to ensure that children are safe.
- Promptly report any concerns to the Child Safety Officer or Head of Organisation.
- Follow policies and procedures for receiving and responding to complaints and concerns and procedure on internal and external reporting.

I agree to abide by this Code of Conduct during my employment / time on the committee of management with Thomastown West Kindergarten. I understand that breaches of this Code of Conduct may lead to disciplinary action or termination of my employment with Thomastown West Kindergarten.

Name:	
Signature:	
Date:	