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|  | Policy Title | Code of Conduct |
|   | Release Date | 2024            |
|   | Review Date  | 2026            |
|   | Domain       | Stewardship     |

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

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

We acknowledge the inherent vulnerability of the students in our care. We recognise that the safety and wellbeing of students depends upon the vigilance and diligence of all adults.

The Code does not give detailed professional advice on specific behaviour. Rather, it describes the minimum requirements expected of us. The Guidelines are illustrative and not an exhaustive list of the behaviours covered by the Code. If our behaviour varies from the standards described in this Code and Guidelines, we should be prepared to explain and justify our decisions and actions.

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

The College requires us to conduct ourselves personally and professionally in a way that maintains public trust and confidence in our school and the Church. We have a responsibility to students and their family, the College community and the wider community to provide and support safe and competent education and care of students.

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

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

The Principal must notify the appropriate authorities of any breach of the Code that was grooming behaviour: i.e. deliberately undertaken with the aim of befriending and establishing an emotional

connection with a student, to lower the student's inhibitions in preparation for engaging in sexual activity with the student. Examples include:

developing relationships that could be seen as favouritism (for example, the offering of gifts or special treatment for specific students)

being alone with a student in circumstances where we are unseen or unlikely to be randomly interrupted

initiating unnecessary physical contact with students or doing things of a personal nature that a



"accidental". This often occurs around the child's normal bathing, dressing and bedroom routines. The offender may use talk about sex and sexual jokes to blur boundaries about it.

- Throughout the process of engaging the child in the abuse the offender is evaluating whether the child has been "groomed" sufficiently, i.e. whether they show interest, will not protest, will keep the secret.
- Perpetrators use careful planning, scheming and execution of strategies to groom the child to participate in sexual activities. There is a progression of acts over time and a checking of risks. The perpetrator will gain the compliance of the victim by:
  - Assuring the child of the "rightness" of what they are doing, e.g. through statements such as "this is a way we can show we love each other", "I am teaching you", "it's not doing any harm".
- Telling the child, the acts will not hurt them. Conveying the negative consequences of non-compliance or disclosure, e.g. through threats, conveying the illusion that the child is "free" to choose, that he/she has consented and that they are in a "relationship" - Using bribes, threats, punishment.

1. We act safely and competently.
2. We give priority to students' safety and wellbeing in all our behaviour and decision making.

1. We are expected to put the safety of students ahead of every other relevant but secondary consideration.

2.

1. We accept that we and all adults have individual and joint responsibility for the safety and wellbeing of students.

1. We are mindful that our decisions and behaviour are opportunities for students and others to see Gospel values in action and how faith integrates with life. Therefore, we are responsible for educating ourselves and anyone we lead on the content of those values, and their practical application in our decision making.
2. We acknowledge that as a member of a Catholic school community, we are required to strive to develop and live out our relationships with all people in a manner that is based on Gospel values as defined in the CECWA Code of

1. Our relationship with other members of the school community is defined by whatever written or verbal agreement has given rise to that relationship. If we are a member of staff, it is our employment agreement. If we are a parent or acting in a parental capacity, it is the student's enrolment agreement. If we are a member of the School Council, it is our School Council constitution. If we are a visitor, it is in accordance with the permission of the Principal to be on school grounds on condition that we act safely and competently.
2. If we witness the unlawful or unsafe conduct of any other member of the school community, or breaches of policy or this Code, whether in teaching, administration, school support services, or while engaging with students in person or via digital or other media, we have both a responsibility and an obligation to notify such conduct to the Principal or an appropriate authority and take other action as necessary to protect students.
3. Where we notify the Principal or a delegate of unsafe conduct, including breaches of this Code, and that notification fails to produce an appropriate response in the circumstances, we may take the matter to an appropriate external authority.
4. We respect both the person and property of students and their families, and of other members of the school community, and the property and finances of the school.
5. We use school property and resources responsibly and for the purposes of the school.

1. We respect both the person and capacity of each member of the school community, treat them with dignity, show respect for their culture, values, and beliefs.
2. We interact with members of our school community in an honest and respectful manner.
3. We perform our duties and conduct our relations with students and members of the school community with fairness and justice. This includ-4(t)-3(odti)-3(c)-4(e)-2(.)-2(T)-4(h)-2()524(-46(al)-3e5 Tf1 0 0 1 61.70P7(b)-6(ot)-4(h)-2(a r)



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

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

1. We recognise that parents are the first educators of their children and equal partners in the education of students.

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