

Child Safety Code of Conduct

Marist-Sion College

11 August 2016



Statement of Commitment to Child Safety

Central to the mission of Marist-Sion College is an unequivocal commitment to fostering the dignity, self-esteem and integrity of children and young people, and providing them with a safe, supportive and enriching environment in which they can develop spiritually, physically, intellectually, emotionally and socially.

Purpose

This Code of Conduct aims to safeguard children and young people at Marist-Sion College against sexual, physical, psychological and emotional abuse or neglect. It is intended to complement other professional and/or occupational codes.

All staff, volunteers, contractors, clergy and Advisory Board members at Marist-Sion College are expected to actively contribute to a school culture that respects the dignity of its members and affirms the Gospel values of love, care for others, compassion and justice. They are required to observe child safe principles and expectations for appropriate behaviour towards and in the company of children, as noted below.

Acceptable behaviours

All staff, volunteers, contractors, clergy and Advisory Board members are responsible for supporting the safety of children by:

- adhering to the school's Child Safety Policy (PROT01) and upholding the school's statement of commitment to child safety at all times
- taking all reasonable steps to protect children from abuse
- treating everyone in the school community with respect, modelling positive and respectful relationships and acting in a manner that sustains a safe environment
- ensuring as far as practicable that adults are not alone with a child, except in accordance with their roles and responsibilities
- listening and responding to the views and concerns of children, 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 children (for example, by never questioning an Aboriginal and Torres Strait Islander child's self-identification)
- promoting the cultural safety, participation and empowerment of children with culturally and/or linguistically diverse backgrounds (for example, by acting to eliminate discrimination)
- promoting the safety, participation and empowerment of children with a disability (for example, during personal care activities)
- reporting any allegations of child abuse to the Deputy Principal: Pastoral Care or Psychologist (or another member of the Leadership Team if need be)
- reporting any child safety concerns to the Deputy Principal: Pastoral Care or Psychologist (or another member of the Leadership Team if need be)

- understanding and complying with all reporting obligations as they relate to mandatory reporting and reporting under the Crimes Act 1958
- if an allegation of child abuse is made, ensuring as quickly as possible that the child(ren) are safe
- maintaining relationships with students which are professional, by following the Professional Relationships between Staff and Students policy (PAC17) and the College's Social Media policy (A21).

Unacceptable behaviours

All staff, volunteers, contractors, clergy and Advisory Board members must not:

- put children at risk of abuse
- ignore or disregard any suspected or disclosed child abuse
- develop any 'special' relationships with children that could be seen as favouritism (for example, the offering of gifts or special treatment for specific children; refer to policy PROT03 Preventing Grooming of Children for Sexual Relations with Adults)
- engage in behaviours with children which may be construed as unnecessary physical contact
- engage in open discussions of a mature or adult nature in the presence of children (for example, personal social activities)
- use inappropriate language in the presence of children
- express negative personal views about cultures, race or sexuality in the presence of children
- discriminate against any child, including because of age, gender, race, culture, vulnerability, sexuality, ethnicity or disability
- share personal (as distinct from professional/school) contact details such as phone number, social networking sites or email addresses with students
- photograph or video a child without the consent of the parent or guardians
- work with children whilst under the influence of alcohol or illegal drugs
- consume alcohol or illegal drugs at school or during school events at which children will be present.

Processes for staff who need to work alone with a student

It is expected that staff whose work requires them to work alone with students will:

- allow students to terminate a session if they wish
- where practicable, place the student closer to the exit
- work with the student where they can be observed by others
- where a student requires transportation e.g. to an external support provider such as a psychologist or medical clinic, that parents and the Principal or a Deputy Principal give prior approval.