

Title	Academy Staff Code of Conduct		
Document Type	POL - Policy		
Document Owner	Sharmain Tang		
Directorate	EET - Employment, Education and Training		
Date of Publication	5/06/2025	Document Number	CA-POL-0075

1 Purpose

Communicare Inc. has an overarching Staff Code of Conduct which outlines the conduct expectations of all staff in keeping with the organisation's values. That Code of Conduct and the H.O.P.E values underpin the Academy's Code of Conduct required by the Department of Education Non-Government Schools Registration Standards.

This Academy Staff Code of Conduct has been developed to meet the requirements outlined in the *Non-Government Schools Registration Standards (2020)*, *The School Education Act (1999)*, *Teacher Registration Board of WA Standards*, the *AITSL Standards*, and other relevant legislative and best practice documents. The document outlines, in detail, the expectations of Academy staff members' conduct in compliance with these rules.

2 Scope

The requirements of this Code of Conduct apply specifically to governing body members, employees, volunteers, and placement students at the Academy in the daily performance of their work duties. However, they need to be aware that inappropriate or improper conduct outside of the work environment or outside of normal working hours may still be regarded as misconduct and may bring their professional suitability into question. Employees have the same rights as all other citizens, however, when working in education they have a responsibility to conduct themselves in a manner that will not negatively impact upon their ability to perform their work, or undermine public confidence in the school, organisation, or the profession.

Policy

2.1 Enforcement of the Code

If an Academy employee, as outlined in the scope, engages in conduct which may constitute a breach of this Code, the employee may be the subject of formal disciplinary action pursuant to Communicare Inc. policies, the Teachers Registration Board of WA and may also, in certain circumstances, commit a criminal offence. Certain breaches of the Code of Conduct are reportable to the Teacher Registration Board of WA, the Mandatory Reporting Service of WA, WA Police, and in some cases, also the Director General of the Department of Education of WA.

2.2 Communicare Inc. Values and Code of Conduct

Communicare Inc.'s Code of Conduct, Values, and Conduct Principles are all available in the documents referenced in section 4 of this policy. Academy employees should make themselves familiar with the *HR-GUD-0001 Code of Conduct Principles* document to assist them in understanding their conduct obligations.

2.3 Academy Principles

In addition to the Communicare Inc., Principles there are specific Principles and rules the Academy and its employees must follow in accordance with Non-Government Schools Registration Standards and the other outlined legislation. These Principles are:

- With support and opportunity, every young person can have a positive future
- Our curriculum encourages, challenges, inspires, and develops young people
- Relationship is the basis of our education
- Students learn once they trust the people in their environment
- The Academy strives to be a reliable part of students' lives
- Our staff lead with courage, passion, and determination
- Every young person has a right to be heard and is worth the effort
- Staff strive to show respect to each other and to students and our community
- We succeed when our students realise they are worthy of our time and compassion

2.4 Academy Priorities

These strategic priorities outline the focus Academy staff have in their daily work. These priorities are recognised in the *Code of Conduct* to ensure staff are aware of the link between their conduct and the strategic direction of the school. These priorities are:

- **School Environment:** create a physical school environment that ensures our students feel connected and safe
- **Classroom Learning Resources:** provide engaging and optimum learning resources
- **Student Engagement and Wellbeing:** emphasise the importance of student wellbeing by providing holistic services and support
- **Community Partnerships:** expand our community partnerships to offer students the best opportunities

2.5 Code of Conduct Principles

2.5.1 Personal Behaviour

As employees of the Academy we must always behave with integrity and model exemplary personal conduct to our students and community.

Employees are expected at all times to behave ethically and act with integrity within a trauma-informed framework. In practice this means employees:

- treat others with respect, dignity, courtesy, honesty and fairness and with proper regard for their rights, safety and welfare
- interact with students, and each other, in a trauma informed manner endeavouring to maintain a calm and safe learning environment
- make decisions fairly, impartially and promptly, having regard to all relevant information, legislation, policies and procedures
- will use a calm and controlled manner when speaking with students, staff, and school community members to enable safe communication
- contribute to a workplace that is free of harassment, bullying, or discrimination against colleagues, students or members of the public
- encourage positive work habits, behaviour and personal and professional workplace relationships and boundaries
- do not engage in behaviour that may bring your own reputation or that of the Academy and Communicare Inc. into disrepute

- Listen and respond to the views and concerns of children, particularly if they communicate that they do not feel safe or well and act accordingly
- Consider and respect the diverse backgrounds and needs of children
- Conduct myself and my duties in line with the *Australian Professional Standards for Teachers (AITSL)* at the appropriate level
- do not tolerate or participate in behaviour that is inconsistent with these principles

2.5.2 Communication and Official Information

As employees we only use Academy information for authorised purposes.

In practice this means employees:

- only disclose official information or documents as required by law or where proper authorisation is given
- do not misuse official information or documents for personal or commercial gain for themselves and/or others
- if asked by anyone “who filed a Mandatory Report or Concern Referral?”, staff will not disclose this information if they know and will respond with “whether or not one has been filed we cannot legally disclose this information.”

2.5.3 Fraudulent or Corrupt Behaviour

As employees of the Academy, we act ethically and avoid engaging in any behaviour which may be considered fraudulent and/or corrupt.

This means employees:

- do not engage in conduct which is dishonest and that causes actual or potential benefit or detriment to any person or entity
- do not misuse their position to the advantage of themselves or others

2.5.4 Use of Resources

As employees of the Academy we use Academy resources responsibly and honestly. These resources have been provided to us from the Government to provide education and opportunity for our students and we must treat them as such.

In practice this means employees:

- are diligent and efficient in the use of Academy resources
- are accountable for the use of Academy resources
- do not use Academy resources, including work time, for private or commercial gain for themselves and/or others

2.5.5 Record Keeping and Use of Information

As employees of the Academy, we ensure that our information is properly recorded, managed and maintained for the security and safety of all students and staff.

In practice this means employees:

- properly record actions and decisions to ensure transparency and accuracy
- securely store records and confidential information

- comply with the relevant Communicare policies and procedures with the distribution and storage of information
- treat all incident and disclosure details with respect and confidentiality in compliance with the relevant policies

2.5.6 Conflicts of Interest

As employees of the Academy, we ensure that our private interests and affiliations do not conflict, or appear to conflict, with our professional duties.

In practice this means employees:

- verify that personal, financial or political interests of themselves or those of their family and/or associates do not conflict with, or influence, their professional obligations
- properly manage any actual, potential or perceived conflict of interest in accordance with Communicare policy

2.5.7 Commitment to Safety

As employees of the Academy we are dedicated to creating a safe environment for our students and responding appropriately to grooming, disclosures of abuse or warning signs of abuse.

In practice this means employees:

- All staff adhere to the expectations outlined in the Teacher Registration Board of WA's *Teacher-Student Professional Boundaries* guidelines
- follow Communicare Inc.'s *Code of Conduct Principles, Keeping Children and Young People Safe Policy and Procedure*, including guidelines on child safety risk assessments relevant to your role
- conduct themselves in a way that fosters healthy and safe relationships with students (see definition of grooming below)
- do not cross appropriate professional boundaries in building relationships with students
- do not contact students socially, if students contact a staff member, the staff member must speak with the Leadership Team to address it
- role model appropriate communication and problem solving
- follow the *Mandatory Reporting of Child Sexual Abuse Policy* and *Child Protection Policy* to ensure employees are operating safely and in the best interests of students
- follow the Academy's policies on reporting other forms of abuse, such as physical, emotional, neglect, exposure to Family and Domestic Violence, sexually harmful behaviour in children, and cumulative harm
- the Academy recruitment process will include child safe practices to select the most appropriate staff member. Adverts will include the statement "*Communicare Academy takes child protection seriously. All candidates for roles at Communicare Academy are subject to screening and assessment against child safety standards as part of our thorough recruitment process.*"
- Staff report objectively observable behaviour which may breach this *Code of Conduct* to the Principal or Academy Leadership Team. Staff are assured that if they are making a report in good faith that they will be protected from victimisation or other adverse consequences

2.5.8 Code of Conduct Breaches

If a staff member believes this *Code of Conduct* has been breached by another staff member, they will:

- Act to prioritise the best interests of children
- Take actions promptly to ensure that children are safe

- Promptly report any concerns to the Principal or Leadership Team
- Follow the Academy's policies and procedures relevant to the concern
- Comply with legislative requirements on reporting

Staff are assured that they will be protected from victimisation or other adverse consequences if they make such reports in good faith. After taking the immediate action as outlined above, support can be sought from the Leadership Team, Communicare Inc. People and Culture Team, and the Employee Assistance Program.

3 Responsibilities

Academy Staff	Follow the Academy Staff Code of Conduct
Communicare Inc.	Taking the necessary employment actions as required by legislation, such as termination of employment or reporting to relevant authorities
Principal	Follow the Code of Conduct, maintain a staff culture which supports a safe learning environment, report breaches of the Code of Conduct as required

4 Definitions

Child abuse	An act and/or omission that endangers a child's health, wellbeing, and/or development.
Cumulative harm	Cumulative harm refers to the effects of multiple adverse or harmful circumstances and events in a child's life. Cumulative harm may be caused by an accumulation of a single recurring adverse circumstance or event (such as unrelenting low-level care); or by multiple circumstances or events (such as persistent verbal abuse and denigration, inconsistent or harsh disciplines and/or exposure to family violence).
Emotional abuse	Emotional abuse occurs when a child's parent or caregiver repeatedly rejects the child or uses threats to frighten the child. This may involve: • Being repeatedly rejected, name called or being put down. • Being frightened by threats. • Continual coldness to the extent that it significantly damages the child's physical, social, intellectual or emotional development. • Can involve repeated exposure to family violence
Exposure to Family Violence	Family violence is behaviour by a person towards a family member that is: • Physically or sexually abusive • Emotionally (psychologically) abusive • Coercive or any way controls or dominates the family member and causes that family member to fear for their safety or wellbeing or that of another family member. • Behaviour by a person that causes a child to hear or witness or otherwise be exposed to the effects of, behaviour referred to above. • Exposure to family violence includes children seeing, hearing or experiencing the violence in a number of ways.
Grooming	Many perpetrators of sexual offences against children purposely create relationships with children and young people, their families and carers in order to create a situation where abuse could occur. Grooming concerns predatory conduct undertaken to prepare a child for sexual activity. For example: • Spending special time with a child e.g. in private settings, away from the organisation, online • Isolating the children or young person from family and peers • Giving gifts to a child o Showing favouritism • Allowing the child to step out of boundaries or rules

	• Touching the child • Testing and breaking professional boundaries
Neglect	Neglect is the failure to provide for the child's basic needs for life: • Food • Clothing • Shelter • Medical attention • Supervision or care To the extent that the child's health and development are, or are likely to be, placed at risk.
Physical abuse	Physical abuse occurs when a child suffers or is likely to suffer significant harm from an injury inflicted by a child's parent or carer, or any other adult. The injury may be inflicted intentionally or may be the inadvertent consequence of physical punishment or physically aggressive treatment of a child. This may take the form of punching, beating, shaking or otherwise harming a child.
Sexual abuse	Sexual abuse occurs when a person uses power, force or authority to involve a child in any form of sexual activity. Behaviours may include: • touching or fondling • obscene or suggestive phone calls/texts • exhibitionism and or voyeurism • pornographic images • penetration with penis, finger or other object into the mouth, anus or vagina It is important to note that sexual abuse includes both contact and non-contact behaviours.
Sexually harmful behaviour in children	Refers to harmful behaviour perpetrated by a child (17 years of age or younger) to another child. Harmful behaviours in children are often an indicator that they have experienced abuse or neglect. Where sexually harmful behaviour occurs, organisations have a duty of care to both children. Note that in children under 10 years of age, such behaviour is usually referred to as sexually problematic behaviour.

5 Related Documents/Legislation

	Australian Professional Standards for Teachers – Australian Institute for Teaching and School Leadership
CA-POL-0008	Child Protection Policy
	Children and Community Services Act 2004
HR-GUD-0001	Code of Conduct Principles
HR-POL-0002	Conflict of Interest and Professional Boundaries Policy
CA-POL-0024	Conflict of Interest Policy
CA-POL-0012	Concerns, Complaints and Disputes
CA-POL-0029	Critical Incident and Emergency Management Policy
FCS-POL-0001	Keeping Children and Young People Safe Policy
FCS-PRO-0001	Keeping Children and Young People Safe Procedure
RC-GUD-0003	Keeping Children and Young People Safe Resource Document
CA-POL-030	Mandatory Reporting of Child Sexual Abuse Policy
CA-POL-0048	Performance Management Policy
	Registration Standards for Non-Government Schools 2024
	School Education Act 1999
CA-POL-0018	Student Behaviour Management Policy
HR-POL-0006	Termination Policy
	The Teacher Registration Act 2012
HR-POL-0001	Workplace Bullying Policy
	Teacher Registration Board of WA <i>Teacher-Student Professional Boundaries</i>

6 Document Governance

Prepared by:	Sharmain Tang	Head of Student Support & Compliance	01/09/2021
Approved for use by:	Sanchia Hall	Principal	5/06/2025
Date endorsed by the Board (only applicable to certain policies):			
Summary of change from last revision (n/a if first time issued):	Updated document numbers in Related Documents Updated names and titles in Leadership		