

## **Child Safe Code of Conduct**

### **Commitment to Child Safety**

All students enrolled, and any child visiting, have a right to feel safe and be safe all of the time. The wellbeing of children in our care will always be our first priority and we have zero tolerance for child abuse. At Sacred Heart we strive to maintain a child safe and child friendly environment where children feel safe and are free to enjoy life to the full without any concern for their safety. We are committed to continually reviewing our Child Safe policies and practices to ensure that every effort is made for ongoing improvement of our Child Safe environment.

We at Sacred Heart recognise that some groups of children are particularly vulnerable and we are committed to promoting the cultural safety of Aboriginal/linguistically diverse children and also promoting the safety of children with a disability.

### **Purpose**

This Code of Conduct has a specific focus on safeguarding children and young people at Sacred Heart against sexual, physical, psychological and emotional abuse or neglect. It is intended to complement child protection legislation, Sacred Heart policies/procedures and professional standards, codes or ethics as these apply to staff and personnel.

All staff, volunteers, contractors, clergy and School Board members at Sacred Heart 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 School Board members are responsible for supporting the safety of children by:

- adhering to the school's child-safe policy 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, educational and pastoral environment)
- listening and responding to the views and concerns of children, particularly if they are telling you that they or another child have 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 having a zero-tolerance policy towards discrimination)
- promoting the safety, participation and empowerment of children with a disability (for example, during personal care activities)
- ensuring as far as practicable that adults are not alone with a child
- reporting any allegations of child abuse to the school's Child Safety Officer
- understanding and complying with all reporting obligations as they relate to mandatory reporting and reporting under the Crimes Act 1958 (Vic)
- reporting any child safety concerns to the school's Child Safety Officer if an allegation of child abuse is made, ensuring as quickly as possible that the child(ren) are safe.

### **Unacceptable Behaviours**

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

- 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)
- exhibit behaviours with children which may be construed as unnecessarily physical (for example, inappropriate sitting on laps)
- put children at risk of abuse (for example, by locking doors)
- initiate unnecessary physical contact with children or do things of a personal nature that a child can do for themselves, such as toileting or changing clothes
- 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 personal views on 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
- have contact with a child or their family outside of school without the school's Child Safety Officer's knowledge and/or consent or the school governing authority's approval (for example, unauthorised after-hours tutoring, private instrumental/other lessons or sport coaching); accidental contact, such as seeing people in the street, is appropriate

- have any online contact with a child (including by social media, email, instant messaging etc.) or their family (unless necessary e.g. by providing families with e-newsletters or assisting students with their school work)
- use any personal communication channels/device such as a personal email account
- exchange personal contact details such as phone number, social networking sites or email addresses
- photograph or video a child without the consent of the parent or guardians
- work with children while under the influence of alcohol or illegal drugs
- consume alcohol or drugs at school or at school events in the presence of children

