CODE of CONDUCT POLICY

GENERAL PRINCIPLES

Responsibility to the Government
Staff will:

- implement relevant Department of Education and Training Policy as determined relevant by the Government;
- participate in the development and implementation of departmental objectives and initiatives resulting from policy and
- align behaviour with the values of departmental policy

Servicing Public Interest
Staff will:

- behave in a manner that promotes confidence in the integrity of Public Education;
- perform their duties objectively, making decisions using established criteria and considering only relevant criteria and
- have all of the normal rights and obligations of employees under common and statute law.

Duty of Care to Students
Staff has a duty of care to protect the well being of students. The standard of care is commensurate with the maturity and age of the students.

Staff will:

- assess risks associated with activities;
- address and manage risks associated with activities;
- provide adequate supervision based on student maturity, reliance and needs;
- participate in training and development to assist with risk assessment and management;
- implement policy and procedures for child protection and student welfare;

Community Involvement
Staff recognises the importance of the involvement of the wider community in schools and will provide opportunities for parents / interested parties to participate in policy development and teaching and learning activities – where appropriate.
**Professional and Appropriate Behaviour**

Blaxland Public School staff are professionals who will exercise the best technical and professional judgement, adhering to ethical codes of the teaching profession.

**Staff will:**

- make effective and sound judgements;
- strive for quality in teaching and learning in themselves and teachers that are supervised;
- participate in policy development, plans and programs and effective implementation;
- promote and support Public Education;
- strive to impart the knowledge, skills and strategies students require in order to become effective learners and members of the community;
- devise and support effective teaching and learning and evaluation programs;
- use assessment to inform their teaching;
- meet the individual needs of students;
- participate in professional development in order to deliver quality education as a result of sound curriculum development, delivery and evaluation, classroom management and teaching skills;
- have the support of supervisors who promote integrity, professional behaviours, appreciation, recognition and mutual respect.
- assess, evaluate and improve systems, acting on suggestions – where relevant and appropriate;
- dress in a comfortable manner that demonstrates respect for themselves and the community;
- be aware that unlawful or unprofessional conduct that damages the reputation of the department may result in disciplinary action by the Department of Training and Development;
- treat members of the public, their colleagues, students and parents with respect, fairness and equity;
- employ consultative decision making procedures informing relevant parties as promptly as possible;
- promote cooperation, collegiality and harmony in the workplace;
- respect and care for departmental property;
- carefully review any documents they are asked to sign and be aware that personal references cannot be given on behalf of the school.

**Respect for people and property.**

Blaxland School Staff will:

A co-operative, collaborative atmosphere conducive to the promotion of integrity in the workplace will assist staff in the implementation of this Code.

**Fairness and Equity**

- Decisions involving individuals will be based on fact and in accordance with established procedures.
- Decisions will be fair, made with integrity, objectivity and honesty.
- All students will be treated equitably and in accordance with special needs, policy and established procedures.
- Staff will identify themselves when dealing with the school and wider community – where relevant.

**Ethical Decision Making**

**Questions to ask**

- Is this decision lawful?
- Who needs to be consulted in this decision?
- Does the decision align with DET policy, procedures and principles?
• What will be the outcome? How will this affect all stakeholders?
• Is there a conflict of interest?
• Can the decision be justified?
• Would the decision withstand public scrutiny?

Conflict of Interest
Real or perceived conflicts of interest arise when a staff member could be perceived to be influenced by a personal interest when performing official functions. Official functions include such issues as financial, irrelevant personal beliefs or attitudes, politics, personal relationships, private employment, coaching class students privately, etc.

Staff will:

• notify their supervisor if they believe there is a conflict of interest;
• document and resolve the issue with their supervisor and
disclose to a panel convenor of possible conflict of interest.

The supervisor may resolve the issue in the following ways:

• document the perceived conflict of interest and take no further action as the situation can be dealt with in terms of supervision or requires no further action;
• document and remove the staff member from the source of conflict;
• transfer the staff member (where no disadvantage arises);
• refer the situation to a more senior staff member and
• supporting the staff member in a way that minimises the conflict to the extent that it does not / will not impinge on the workplace.

LEARNING COMMUNITY RELATIONSHIPS

The staff will:

• promote the safety, welfare and well being of students;
• comply with relevant child protection policy and procedures;
• conduct their relationships with students in a way that will not compromise themselves, the student or the department;
• engage with students in a constructive and positive way;
• ensure behaviour management deals with the situation, the behaviour and never the student – personally and
• ensure students do not feel rejected, disliked or belittled;
• treat members of the public, their colleagues and students with respect, fairness and consistency;
• be sensitive to the needs of others and provide all necessary and appropriate assistance practicable;
• where practicable, implement consultative decision making practices;
• convey decisions made and information to those with a right to know as soon as is possible;
• irrespective of position, conduct themselves in a manner which will promote cooperation and harmonious relations among colleagues and
• respect and care for departmental property.

The students will:

• be consistently honest and trustworthy;
• listen to and follow through on teacher instructions;
• strive for the highest personal achievement in all aspects of their school work;
• demonstrate respect for themselves and others;
• accept the right of others to hold different or opposing views;
• take responsibility for their actions;
• cooperate, working together with peers and teachers to achieve common goals;
• support others;
• engage in peaceful resolution to conflict;
• participate proactively and productively in individual and group activities;
• take pride in themselves and their work;
• care for themselves and their peers;
• respect the property belonging to the school and other students and
• be fair and just in their interaction with peers;

The parents will:

• comply with relevant child protection policy and procedures;
• conduct their relationships with students in a way that will not compromise themselves, the student or the school;
• engage with students in a constructive and positive way;
• ensure students do not feel rejected, disliked or belittled;
• treat members of staff, other parents and students with respect, fairness and consistency;
• promote cooperation and harmonious relations;
• respect the privacy of students, teachers and other parents;
• support the school’s implementation of teaching and learning programs and policy;
• communicate with the school on any matters they feel are important to the overall safety and welfare of their child.