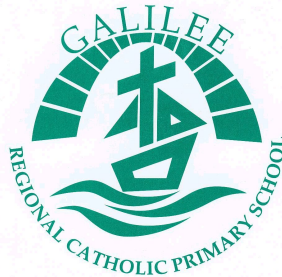


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Galilee Regional Catholic Primary School

Safeguarding Children and Young People Code of Conduct

At Galilee Regional Catholic Primary School we:

Provide a rich Catholic culture based on Gospel Values and foster a safe, inclusive, Contemporary Learning environment, where everyone reaches their full potential.

At Galilee Regional Catholic Primary School we hold the care, safety and wellbeing of children and young people as a central and fundamental responsibility of our school. Our commitment is drawn from and inherent in the teaching and mission of Jesus Christ, with love, justice and the sanctity of each person at the heart of the gospel. (CECV Commitment Statement to Child Safety)

This commitment statement should be read in conjunction with Galilee Regional Catholic Primary School Child Safe Policy.

Purpose

This Code of Conduct has a specific focus on safeguarding children at Galilee Regional Catholic Primary School against sexual, physical, psychological and emotional abuse or neglect. It is intended to complement other professional and/or occupational codes.

All staff, parents/guardians, volunteers, contractors and clergy at Galilee Regional Catholic Primary School 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. The lists of acceptable behaviours and unacceptable behaviours are not exhaustive.

All staff members at Galilee Regional Catholic Primary School are expected to **read, sign and adhere** to the Code of Conduct.

All parents/guardians, volunteers, contractors and clergy at Galilee Regional Catholic Primary School are expected to **read and adhere** to the Code of Conduct.

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Acceptable behaviours

- 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 (e.g if a child needs to stay in the classroom with a teacher, they must be accompanied with at least one other child; children going in pairs to the toilet/office; keeping doors open, blinds up and rooms visible through windows, where practical)
- ensuring all children are accompanied by a supervising adult or another child in the classroom and stairwells, at all times
- ensuring that a child who is unwell and needing to attend sickbay or leaving school early is sent in a group of three.
- if a child is late, the office is to ring to request two students to accompany the child to the classroom
- ensuring that children are accompanied by another child and a supervising adult when going to the toilet outside of the school environment (e.g. Mass, excursions)
- treating everyone in the school community with respect and compassion, both with actions and words
- using appropriate physical contact such as: high fives, reciprocating hugs, pat on the back/head, comforting a child when they are sick or upset by placing an arm around the child's shoulder
- 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 having a zero tolerance of 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
- accidental contact, such as seeing people in the street, is appropriate
- using the school email address for correspondence relating to school matters (e.g homework, well-being)
- reporting any allegations of child abuse by staff, parent/guardians, volunteers, contractors or clergy to the school's leadership (or child safety officer, if the school has appointed someone to this role)
- understanding and complying with all reporting obligations as they relate to mandatory reporting and reporting under the *Crimes Act 1958*
- reporting any child safety concerns to the school's leadership (or child safety officer, if the school has appointed someone in this role)
- ensuring that if an allegation of child abuse is made, the child/ren are made safe as quickly as possible
- reporting to the Victorian Institute of Teaching any charges, committals for trial or convictions in relation to a sexual offense by a registered teacher, or certain allegations or concerns about a registered teacher
- respecting the privacy of children and their families and only disclosing information to people who have a need to know.

Unacceptable behaviours

- 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 inappropriate physical and verbal behaviours with children (for example inappropriate sitting on laps, touching in anger, shouting in an aggressive tone, put downs, sarcasm with the intent to humiliate, swearing)

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- put children at risk of abuse (for example, by locking doors, being left alone in the classroom)
- allow children to enter or exit the building unsupervised or without a partner (especially the stairwells)
- allow children to go to the toilet unsupervised outside of the school environment (e.g. Mass, excursions)
- 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 leadership or child safety officer's (if the school has appointed someone to this role) knowledge and/or consent or the school governing authority's approval (for example, unauthorised after hours tutoring, private instrumental/other lessons or sport coaching).
- have any online contact with a child (including by social media, personal e-mail, instant messaging, Facebook, Instagram, Twitter) 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 e-mail account to communicate directly with a child
- exchange personal contact details such as phone number, social networking sites or email addresses except in exceptional circumstances (see above)
- photograph or video a child without the consent of the parent or guardians, as per school Permission Form
- keep photos/videos taken on their personal devices - they must be uploaded to a school server and then deleted from the device by the end of the Semester
- work with children whilst under the influence of alcohol or illegal drugs
- consume illegal drugs at school
- consume alcohol at school during school hours (excluding school events such as BBQ, Fetes, family/community events)
- smoke on school grounds or at school events or in the presence of children.

Breaching of the Code of Conduct: See Section 15 Breach of Policy in the Child Safety Policy.

I, _____, confirm I have been provided with a copy of the above Code of Conduct.

Signed: _____ Date: _____