

Eaglehawk Secondary College

Code of Conduct

We are committed to keeping children safe from harm and have a zero tolerance of child abuse.

All teachers at Eaglehawk Secondary College are expected to conduct themselves in ways that demonstrate and reflect the Victorian Institute of Teaching Code of Conduct as outlined in the below Principles. Principle 1.5 is inclusive of social media and the school expectation that teaching and non-teaching staff refrain from contact with students over social media including Facebook. Staff has been strongly discouraged from befriending students on Facebook including those who have transitioned to BSSC.

Teaching, non-teaching staff, volunteers and visitors to the College are also expected to demonstrated behaviours outlined in the **College CORE values; Community, Opportunities, Relationships, Expectation & Achievements.**

Every student has the right to be safe and protected from harm including students with disabilities, Aboriginal and Torres Strait Islander students, students who identify as LGBT or who are from same sex families and students from culturally and linguistically diverse backgrounds. Students and parents/carers from culturally diverse backgrounds will be provided with a language support person if needed.

Conduct that is not consistent with applicable legislation will be dealt with immediately by the College. Relevant authorities including the DE&T Conduct and Ethics Branch may be notified to respond appropriately to any breaches. This includes parent/carer complaints made directly or indirectly to the College Principal, complaints from staff colleagues, visitors, volunteers and students.

Any risk that an adult poses to a student in the College either at school, on excursions, camps or other organized activities are to be:

- Reported to the Principal immediately
- The student is to be removed from the risk and supervised in a safe place
- Students with disabilities will be supported with particular attention to their needs as outlined in ILPs
- Provided wellbeing support
- The adult removed from the area/school if required
- Relevant authorities contacted if required
- Parents/carers contacted
- Formal or informal processes enacted by the Principal if required
- Emergency Management notification made if required

Professional Conduct

Teachers' professional conduct is characterised by the quality of the relationships they have with their students, their students' parents (guardians and caregivers), families and communities and their colleagues.

Principle 1.1: Teachers provide opportunities for all students to learn

The main focus of teaching is student learning. Teachers demonstrate their commitment to student learning by:

- Knowing their students well, respecting their individual differences and catering for their individual abilities
- Maintaining a safe and challenging learning environment accepting professional responsibility for the provision of quality teaching having high expectations of every student, recognising and developing each student's abilities, skills and talents considering all viewpoints fairly communicating well and appropriately with their students.

Principle 1.2: Teachers treat their students with courtesy and dignity

Teachers:

- Work to create an environment which promotes mutual respect
- Model and engage in respectful and impartial language
- Protect students from intimidation, embarrassment, humiliation or harm
- Enhance student autonomy and sense of self-worth and encourage students to develop and reflect on their own values
- Respect a student's privacy in sensitive matters, such as health or family problems, and only reveal confidential matters when appropriate. That is:
- If the student has consented to the information being used in a certain way to prevent or lessen a serious threat to life, health, safety or welfare of a person (including the student) as part of an investigation into unlawful activity if the disclosure is required or mandated by law.

Principle 1.3: Teachers work within the limits of their professional expertise

- In fulfilling their role, teachers carry out a wide range of responsibilities. They support students by knowing their strengths and the limits of their professional expertise.

Teachers:

- Seek to ensure that they have the physical, mental and emotional capacity to carry out their professional responsibilities
- Are aware of the role of other professionals and agencies and when students should be referred to them for assistance
- Are truthful when making statements about their qualifications and competencies.

Principle 1.4: Teachers maintain objectivity in their relationships with students

In their professional role, teachers do not behave as a friend or a parent. They:

- Interact with students without displaying bias or preference
- Make decisions in students' best interests
- Do not draw students into their personal agendas
- Do not seek recognition at the expense of professional objectivity and goals.

Principle 1.5: Teachers are always in a professional relationship with the students in their school, whether at school or not

Teachers hold a unique position of influence and trust that should not be violated or compromised. They exercise their responsibilities in ways that recognise that there are limits or boundaries to their relationships with students. The following examples outline some of those limits.

A professional relationship will be violated if a teacher:

- Has a sexual relationship with a student
- Uses sexual innuendo or inappropriate language and/or material with students
- Touches a student without a valid reason
- Holds conversations of a personal nature or has contact with a student via written or electronic means including email, letters, telephone, text messages or chat lines, without a valid context
- Accepts gifts, which could be reasonably perceived as being used to influence them, from students or their parents.

A professional relationship may be compromised if a teacher:

- Attends parties or socialises with students

- Invites a student or students back to their home, particularly if no-one else is present.

Principle 1.6: Teachers maintain a professional relationship with parents (guardians and caregivers)

Teachers should be respectful of and courteous to parents. Teachers:

- Consider parents' perspectives when making decisions which have an impact on the education or wellbeing of a student
- Communicate and consult with parents in a timely, understandable and sensitive manner
- Take appropriate action when responding to parental concerns.

Principle 1.7: Teachers work in collaborative relationships with students' families and communities

Teachers recognise that their students come from a diverse range of cultural contexts and seek to work collaboratively with students' families and communities within those contexts

RELATIONSHIPS WITH COLLEAGUES

Principle 1.8: Collegiality is an integral part of the work of teachers

Teachers demonstrate collegiality by:

- Treating each other with courtesy and respect
- Valuing the input of their colleagues
- Using appropriate forums for constructive debate on professional matters
- Sharing expertise and knowledge in a variety of collaborative contexts
- Respecting different approaches to teaching
- Providing support for each other, particularly those new to the profession
- Sharing information relating to the wellbeing of students.

Principle 2.1: The personal conduct of a teacher will have an impact on the professional standing of that teacher and on the profession as a whole

Although there is no definitive boundary between the personal and professional conduct of a teacher, it is expected that teachers will:

- Be positive role models at school and in the community
- Respect the rule of law and provide a positive example in the performance of civil obligations
- Not exploit their position for personal or financial gain
- Ensure that their personal or financial interests do not interfere with the performance of their duties
- Act with discretion and maintain confidentiality when discussing workplace issues.

Principle 3.1: Teachers value their professionalism, and set and maintain high standards of competence

Teachers:

- Are knowledgeable in their areas of expertise
- Are committed to pursuing their own professional learning
- Complete their duties in a responsible, thorough and timely way.

Principle 3.2: Teachers are aware of the legal requirements that pertain to their profession. In particular, they are cognisant of their legal responsibilities in relation to:

- Discrimination, harassment and vilification
- Negligence
- Mandatory reporting
- Privacy
- Occupational health and safety
- Teacher registration.