

## CODE OF CONDUCT POLICY

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### Mandatory – Quality Area 4

#### 1. Purpose

1.1. This policy provides a clear set of guidelines to enable Meli Kindergarten Services (Meli) to:

- a) establish an expected standard of behaviour to be followed by Meli as the Approved Provider, Nominated Supervisors, educators, staff, volunteers, students on placement, parent/guardians and visitors.
- b) create and maintain a child safe environment that reflects the philosophy, beliefs, objectives, and values of Meli articulate desirable and appropriate behaviour
- c) promote interactions at the service and online, which are respectful, honest, courteous, sensitive, tactful, and considerate.

#### 2. Values

2.1. Meli Kindergarten Services:

- a) respects the rights of the child and values diversity
- b) values the contribution of Aboriginal children, children from a culturally and linguistically diverse background and children with a disability and has zero tolerance of discrimination
- c) has zero tolerance for discrimination
- d) maintains a duty of care (*refer to Definitions*) towards all children at the service
- e) is committed to the safety and wellbeing of all staff and the members of our service's community
- f) is committed to supporting staff to act cohesively and ethically as a team and provide an environment that is conducive to children's learning and development
- g) provides a safe and secure environment for all at the service
- h) provides an open, welcoming environment in which everyone's contribution is valued and respected
- i) is committed to communicating openly and honestly
- j) is committed to continually learning how to be inclusive and respectful of cultural needs
- k) encourages relationships that are based on the principles of mutual respect, equity, and fairness.
- l) encourages both adults and children to identify and raise concerns through the appropriate channels to maintain a culture of reporting and pro-actively responding to concerns
- m) encourages volunteers, students, parents/guardians, and visitors to support and participate in the program and activities of the service.

#### 3. Scope

This policy applies to Meli as the Approved Provider, Nominated Supervisor, Educators, Person in Day to Day Charge, other Meli staff, contractors, students on placement, volunteers, parents/guardians, and visitors attending the programs and activities of a MELI service.

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### 4. Background

Codes of conduct establish standards of behaviour to be followed and define how individuals are expected to behave towards each other, towards the children in their care, and towards other organisations and individuals in the community.

Meli as the Approved Provider, Nominated Supervisor and staff have a duty of care to the children attending the service and must ensure “that every reasonable precaution is taken to protect children being educated and cared for by the service from harm and from any hazard likely to cause injury (*National Law: Section 167*).

The *National Quality Standard* requires that staff are respectful and ethical and that “professional standards guide practice, interactions and relationships” (*National Quality Standard: 4.2 and 4.2.2*).

Meli, as the employer, also have a legal responsibility to provide, as far as is practicable, a safe workplace that is free from discrimination, bullying and harassment.

Child Safe Standards requires services to ensure the *Codes of Conduct* provides guidelines for staff and volunteers on expected behavioural standards and responsibilities, and breaches to the *Code of Conduct* are acted upon and reported.

A *Code of Conduct* should be informed by the services philosophy, beliefs, and values, and based on ethical principles of mutual respect, equity, and fairness. Consideration should be given to the Victorian Teaching Profession *Code of Conduct and the Code of Ethics* and to the Early Childhood Australia’s *Code of Ethics* in developing the *Code of Conduct*.

Meli, as the Approved Provider, must ensure that the nominated supervisor, early childhood teachers, educators, other staff, contractors, volunteers, students on placement, parents/guardians, children, and others attending the programs and activities of a Meli service adhere to the expectations outlined in the *Code of Conduct* when communicating to and interacting with:

- a) children at the service and their parents and family members
- b) each other
- c) others in the community.

### 5. Definitions

The terms defined in this section relate specifically to this policy.

- a) **Behaviour:** the way in which one acts of conducts oneself, especially towards others.
- b) **Bullying:** Repeated verbal, physical, social, or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons. Bullying occurs when one or more people deliberately and repeatedly upset or hurt another person, damage their property, reputation, or social acceptance.
- c) **Ethical conduct:** behaviour which reflects values or a *Code of Conduct*.
- d) **Harassment:** when someone is demeaning, derogatory or intimidating towards

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another person. Harassment includes:

- racial taunts
  - taunts about sexual orientation or gender identity
  - sexual harassment: unwelcome physical, verbal, or written behaviour of a sexual nature
  - repeated insulting remarks.
- e) **Investigator:** A person/staff member assigned, or organisation engaged, with the responsibility of investigating suspected breaches of the *Code of Conduct* by the Approved Provider.
- f) **Physical attack:** the direct or indirect application of force by a person to the body of, or to clothing or equipment worn by another person, where that application creates a risk to health and safety.
- g) **Respect:** Demonstrating regard for the rights of individuals, for different values and points of views.
- h) **Sexual harassment:** includes offensive gestures, leering, staring or suggestive comments about a person's physical appearance, inappropriate physical contact, unwanted invitations of a sexual manner, sexually orientated jokes, sending of obscene letters, notes, telephone texts or emails.
- i) **Support:** work in a co-operative and positive manner.
- j) **Threat:** a statement or behaviour that causes a person to believe they are in danger of being physically attacked.
- k) **Unreasonable behaviour:** includes actions of individuals or a group and may involve using a system of work as a means of victimising, humiliating, undermining, or threatening.
- l) **Verbal harassment:** includes name-calling, offensive language, putting people down.

## 6. Procedure

### 6.1. Meli as the Approved Provider and persons with management control are responsible for:

- a) providing a safe environment for everyone attending the programs and activities of a Meli Kindergarten Service
- b) providing a workplace that is free from unlawful discrimination, harassment, victimisation and bullying where all persons attending are treated with dignity, courtesy, and respect.
- c) ensuring racism within the service is identified, confronted, and not tolerated.
- d) ensuring that the children educated and cared for at Meli are protected from harm and from any hazard likely to cause injury (*National Law: Section 167*)
- e) providing guidance through leadership and by being a positive role model; putting children first, prioritising training and education, and having a culture of continuous improvement.
- f) developing, updating, and reviewing the *Code of Conduct* for Meli in

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- collaboration with all stakeholders involved with the service (*refer to Attachments 1 and 3*)
- g) ensuring that staff, volunteers, students, and parents/guardians are provided with a copy of this policy on employment, engagement, or enrolment at the service and that the current codes of conduct are publicly displayed and promoted to everyone, including contractors and visitors
  - h) ensuring that the codes of conduct are regularly discussed at staff meetings to reinforce expectations
  - i) developing a culture of accountability within the service for complying with the code(s) of conduct and being prepared to respond when behavioural expectations are not adhered to
  - j) ensuring that all children being educated and cared for at Meli are protected from harm and any hazard likely to cause injury (*National Law: Section 167*).
  - k) providing an environment that encourages positive interactions, supports constructive feedback, and holds one another to the codes of conduct
  - l) ensuring that parents/guardians of a child attending the service can enter the service premises at any time that the child is being educated and cared for (*Regulation 157*), except where this may pose a risk to the safety of children or staff, or conflict with any duty of care of the Approved Provider, Nominated Supervisor, or educators under the *National Law: section 167 & 171*)
  - m) ensuring that contractors, volunteers, parent/guardians, students, or visitors at the service are not placed in a situation where they are left alone with a child
  - n) ensuring staff and volunteers receive relevant cultural training so they understand Aboriginal culture, and an appreciation for culturally sensitive issues
  - o) respecting individual abilities, needs, cultural practices and beliefs in all interactions, both verbal and non-verbal. Paying particular attention to the needs of Aboriginal and Torres Strait Islanders children, children with disability and children from CALD backgrounds.
  - p) engaging in open, two-way communication with families and communities about the service's child safety approach and providing relevant and accessible information
  - q) ensuring all staff, contractors, volunteers, and students do not consume or are under the influence of alcohol or be affected by drugs (*refer to Tobacco, Alcohol, and other Drugs Policy*)
  - r) not consuming or being under the influence of alcohol or be affected by drugs (*refer to Tobacco, Alcohol, and other Drugs Policy*)
  - s) notifying DET in writing within 24 hours of a serious incident (*refer to Definitions*) or of a notifiable complaint being made (*refer to Definitions*) at the service (*National Law: Sections 174(2)(b) and 174(4), National Regulations: Regulations 175(2)(c) and 176(2)(b)*) via the NQAITS
  - t) referring notifiable complaints (*refer to Definitions*), grievances or complaints that are unable to be resolved appropriately and in a timely manner to the Grievances Subcommittee/investigator (*refer to Complaints and Grievances Policy*)
  - u) notifying Worksafe of any reportable incidences (*refer to Definitions*) that have occurred in the workplace
  - v) activating the *Complaints and Grievances Policy* on notification of a breach of the *Code of Conduct Policy*
  - w) taking appropriate disciplinary or legal action, or reviewing the terms of employment in the event of misconduct or a serious breach of the *Code of Conduct Policy*
  - x) contacting Police in an emergency where it is believed that there is an immediate risk, such as when violence has been threatened or perpetrated or where sexual abuse or grooming is suspected as outlined in the *Child Safe Environment*

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*(formerly Child Protection) Policy.*

- y) always adhering to the *Code of Conduct*
- z) providing an environment that encourages positive interactions, supports constructive feedback, and holds one another to the codes of conduct
- aa) ensuring that parents/guardians, students, and volunteers sign the *Code of Conduct Acknowledgement (refer to Attachment 4)*
- bb) ensuring children can access abuse prevention programs and information
- cc) being attentive to signs of harm and facilitating child-friendly ways for children to communicate and raise their concerns
- dd) ensuring duties are performed in a professional, safe, and satisfactory manner at all times.

### **6.2. The Nominated Supervisor and Persons in Day to Day Charge is responsible for:**

- a) providing a safe environment for everyone attending the programs and activities of a Meli Kindergarten Service
- b) providing a workplace that is free from unlawful discrimination, harassment, victimisation and bullying where all persons attending are treated with dignity, courtesy, and respect.
- c) ensuring racism within the service is identified, confronted, and not tolerated.
- d) ensuring that the children educated and cared for at [Service Name] are protected from harm and from any hazard likely to cause injury (*National Law: Section 167*)
- e) providing guidance through leadership and by being a positive role model; putting children first, prioritising training and education, and having a culture of continuous improvement.
- f) developing, updating, and reviewing the Codes of Conduct for Meli in collaboration with all stakeholders involved with the service (*refer to Attachments 1 and 3*)
- g) ensuring that staff, volunteers, students, and parents/guardians are provided with a copy of this policy on employment, engagement, or enrolment at the service and that the current codes of conduct are publicly displayed and promoted to everyone, including contractors and visitors
- h) ensuring that the codes of conduct are regularly discussed at staff meetings to reinforce expectations
- i) developing a culture of accountability within the service for complying with the code(s) of conduct and being prepared to respond when behavioural expectations are not adhered to
- j) ensuring that all children being educated and cared for at Meli are protected from harm and any hazard likely to cause injury (*National Law: Section 167*).
- k) providing an environment that encourages positive interactions, supports constructive feedback, and holds one another to the codes of conduct
- l) ensuring staff and volunteers receive relevant cultural training so they understand Aboriginal culture, and an appreciation for culturally sensitive issues
- m) ensuring that parents/guardians of a child attending the service can enter the service premises at any time that the child is being educated and cared for (*Regulation 157*), except where this may pose a risk to the safety of children or staff, or conflict with any duty of care of the Approved Provider, Nominated Supervisor, or educators under the *National Law: section 167 & 171*
- n) ensuring that contractors, volunteers, parent/guardians, students, or visitors at the service are not placed in a situation where they are left alone with a child
- o) respecting individual abilities, needs, cultural practices and beliefs in all

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- interactions, both verbal and non-verbal. Paying particular attention to the needs of Aboriginal and Torres Strait Islanders children, children with disability and children from CALD backgrounds.
- p) engaging in open, two-way communication with families and communities about the service's child safety approach and providing relevant and accessible information
  - q) ensuring all staff, contractors, volunteers, and students do not consume or are under the influence of alcohol or be affected by drugs (*refer to Tobacco, Alcohol, and other Drugs Policy*)
  - r) not consuming or being under the influence of alcohol or be affected by drugs (*refer to Tobacco, Alcohol, and other Drugs Policy*)
  - s) notifying DET in writing within 24 hours of a serious incident (*refer to Definitions*) or of a notifiable complaint being made (*refer to Definitions*) at the service (*National Law: Sections 174(2)(b) and 174(4), National Regulations: Regulations 175(2)(c) and 176(2)(b)*) via the NQAITS
  - t) referring notifiable complaints (*refer to Definitions*), grievances or complaints that are unable to be resolved appropriately and in a timely manner to the Grievances Subcommittee/investigator (*refer to Complaints and Grievances Policy*)
  - u) notifying Worksafe of any reportable incidences (*refer to Definitions*) that have occurred in the workplace
  - v) activating the *Complaints and Grievances Policy* on notification of a breach of the *Code of Conduct Policy*
  - w) contacting Police in an emergency where it is believed that there is an immediate risk, such as when violence has been threatened or perpetrated or where sexual abuse or grooming is suspected as outlined in the *Child Safe Environment (formerly Child Protection) Policy*.
  - x) reading the *Code of Conduct Policy (refer to Attachment 1)* and signing the *Code of Conduct Acknowledgement* for staff (*refer to Attachment 2*) and that these are filed with individual staff records upon engagement in the service
  - y) always adhering to the Code of Conduct
  - z) informing the approved provider in the event of a serious incident (*refer to Definitions*), of a notifiable complaint (*refer to Definitions*) or of a breach of the *Code of Conduct Policy*
  - aa) providing an environment that encourages positive interactions, supports constructive feedback, and holds one another to the codes of conduct
  - bb) ensuring that parents/guardians, students, and volunteers sign the *Code of Conduct Acknowledgement (refer to Attachment 4)*
  - cc) ensuring children can access abuse prevention programs and information
  - dd) understanding and accepting that serious breaches of this code will be deemed misconduct and may lead to disciplinary or legal action, or a review of their employment
  - ee) being attentive to signs of harm and facilitating child-friendly ways for children to communicate and raise their concerns
  - ff) reporting and acting on any concerns or observed breaches of this *Code of Conduct Policy*
  - gg) ensuring duties are performed in a professional, safe, and satisfactory manner at all times

### 6.3. All staff are responsible for:

- a) providing a safe environment for everyone attending the programs and activities of a Meli Kindergarten Service
- b) providing a workplace that is free from unlawful discrimination, harassment,

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- victimisation and bullying where all persons attending are treated with dignity, courtesy, and respect.
- c) ensuring racism within the service is identified, confronted, and not tolerated.
  - d) ensuring that the children educated and cared for at [Service Name] are protected from harm and from any hazard likely to cause injury (*National Law: Section 167*)
  - e) developing, updating, and reviewing the *Code of Conduct* for Meli in collaboration with all stakeholders involved with the service (*refer to Attachments 1 and 3*)
  - f) developing a culture of accountability within the service for complying with the code(s) of conduct and being prepared to respond when behavioural expectations are not adhered to
  - g) ensuring that all children being educated and cared for at Meli are protected from harm and any hazard likely to cause injury (*National Law: Section 167*).
  - h) providing an environment that encourages positive interactions, supports constructive feedback, and holds one another to the codes of conduct
  - i) ensuring that contractors, volunteers, parent/guardians, students, or visitors at the service are not placed in a situation where they are left alone with a child
  - j) respecting individual abilities, needs, cultural practices and beliefs in all interactions, both verbal and non-verbal. Paying particular attention to the needs of Aboriginal and Torres strait Islander children, children with disability and children from CALD backgrounds
  - k) engaging in open, two-way communication with families and communities about the service's child safety approach and providing relevant and accessible information
  - l) not consuming or being under the influence of alcohol or be affected by drugs (*refer to Tobacco, Alcohol, and other Drugs Policy*)
  - m) contacting police in an emergency where it is believed that there is an immediate risk, such as when violence has been threatened or perpetrated or where sexual abuse or grooming is suspected as outlined in the *Child Safe Environment Policy*.
  - n) always adhering to the *Code of Conduct*
  - o) ensuring that parents/guardians, students, and volunteers sign the *Code of Conduct Acknowledgement* (*refer to Attachment 4*)
  - p) understanding and accepting that serious breaches of this code will be deemed misconduct and may lead to disciplinary or legal action, or a review of their employment
  - q) reporting and acting on any concerns or observed breaches of this *Code of Conduct Policy*

### 6.4. Parents/guardians are responsible for:

- a) ensuring racism within the service is identified, confronted, and not tolerated
- b) developing, updating, and reviewing *Code of Conduct* for Meli in collaboration with all stakeholders within the service (*refer to Attachments 1 and 3*)
- c) developing a culture of accountability within the service for complying with the *Code of Conduct* and responding when behavioural expectations are not adhered to
- d) providing an environment that encourages positive interactions, supports constructive feedback, and holds one another to the codes of conduct
- e) respecting individual abilities, needs, cultural practices and beliefs in all interactions, both verbal and non-verbal. Paying particular attention to the needs of Aboriginal and Torres strait Islander children, children with disability and

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- children from CALD backgrounds
- f) not consuming or being under the influence of alcohol or be affected by drugs (*refer to Tobacco, Alcohol, and other Drugs Policy*)
- g) contacting police in an emergency where it is believed that there is an immediate risk, such as when violence has been threatened or perpetrated or where sexual abuse or grooming is suspected as outlined in the *Child Safe Environment Policy*.
- h) always adhering to the *Code of Conduct*
- i) signing the *Code of Conduct Acknowledgement* (*refer to Attachment 4*)
- j) understanding and accepting that serious breaches of this code will be deemed misconduct and may lead to disciplinary or legal action, or a review of their employment
- k) reporting and acting on any concerns or observed breaches of this *Code of Conduct Policy*

### 6.5. Students, contractors, volunteers, and visitors are responsible for:

- a) ensuring racism within the service is identified, confronted, and not tolerated.
- b) developing a culture of accountability within the service for complying with the *Code of Conduct* and responding when behavioural expectations are not adhered to
- c) ensuring that all children being educated and cared for at Meli are protected from harm and any hazard likely to cause injury (*National Law: Section 167*)
- d) providing an environment that encourages positive interactions, supports constructive feedback, and holds one another to the codes of conduct
- e) respecting individual abilities, needs, cultural practices and beliefs in all interactions, both verbal and non-verbal. Paying particular attention to the needs of Aboriginal and Torres strait Islander children, children with disability and children from CALD backgrounds
- f) not consuming or being under the influence of alcohol or be affected by drugs (*refer to Tobacco, Alcohol, and other Drugs Policy*)
- g) contacting police in an emergency where it is believed that there is an immediate risk, such as when violence has been threatened or perpetrated or where sexual abuse or grooming is suspected as outlined in the *Child Safe Environment Policy*.
- h) always adhering to the *Code of Conduct*
- i) ensuring that parents/guardians, students, and volunteers sign the *Code of Conduct Acknowledgement* (*refer to Attachment 4*)
- j) understanding and accepting that serious breaches of this code will be deemed misconduct and may lead to disciplinary or legal action, or a review of their employment
- k) being attentive to signs of harm and facilitating child-friendly ways for children to communicate and raise their concerns
- l) reporting and acting on any concerns or observed breaches of this *Code of Conduct Policy*
- m) ensuring duties are always performed in a professional, safe, and satisfactory manner.

## 7. Evaluation

To assess whether the values and purposes of the policy have been achieved, Meli as the Approved Provider will:



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- a) regularly seek feedback from everyone affected by the policy regarding its effectiveness
- b) monitor the implementation, compliance, complaints, and incidents in relation to this policy
- c) assess whether a satisfactory resolution has been achieved in relation to issues arising from this policy
- d) keep the policy up to date with current legislation, research, policy, and best practice
- e) revise the policy and procedures as part of the service's policy review cycle, or as required
- f) notifying all stakeholders affected by this policy at least 14 days before making any significant changes to this policy or its procedures unless a lesser period is necessary due to risk (*Regulation 172 (2)*).

### 8. Attachments

- 8.1. **Attachment 1:** Code of Conduct for Approved Provider, Nominated Supervisor, and all Staff
- 8.2. **Attachment 2:** Code of Conduct Acknowledgement for Staff
- 8.3. **Attachment 3:** Code of Conduct for Parents/Guardians, Students, Contractors, and Volunteers
- 8.4. **Attachment 4:** Code of Conduct Acknowledgement for Parents/Guardians, Students, Contractors, and Volunteers

### 9. Related Meli Policies and Procedures

#### 9.1. Meli:

- a) Bullying and Harassment Policy
- b) Child Safety and Wellbeing Policy
- c) Duty of Care Policy
- d) Reportable Conduct Scheme Procedure
- e) Responding to Disclosures, Allegations & Suspicions of Abuse Procedure

#### 9.2. Meli Kindergartens:

- a) Child Safe Environment & Wellbeing Policy
- b) Complaints and Grievances Policy
- c) Delivery and Collection of Children Policy
- d) Inclusion, Equity & Anti-Bias Approach Policy
- e) Interactions with Children Policy
- f) Occupational Health and Safety Policy
- g) Privacy and Confidentiality Policy
- h) Tobacco Drug and Alcohol Free Environment Policy
- i) Relaxation and Sleep Policy
- j) Staffing Policy

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### 10. Relevant legislation and standards

10.1. Relevant legislation and standards include but are not limited to:

- a) Charter of Human Rights and Responsibilities Act 2006 (Vic)
- b) Child Safe Standards (Vic)
- c) Children, Youth and Families Act 2005 (Vic)
- d) Child Wellbeing and Safety Act 2005 (Vic)
- e) Disability Discrimination Act 1992 (Cth)
- f) Early Childhood Australia's Code of Ethics (2016)
- g) Education and Care Services National Law Act 2010: Sections 166,167,174
- h) Education and Care Services National Regulations 2011: Regulations 83, 155,156,157,168, 170, 171, 174, 175, 176
- i) Equal Opportunity Act 2010 (Vic)
- j) Fair Work Act 2009 (Cth)
- k) Fair Work Regulations 2009 (Cth)
- l) National Quality Standard, Quality Area 4: Staffing Arrangements
- m) Occupational Health and Safety Act 2004 (Vic)
- n) Occupational Health and Safety Regulations 2007 (Vic)
- o) Racial Discrimination Act 1975 (Cth)
- p) Racial and Religious Tolerance Act 2001 (Vic)
- q) Sex Discrimination Act 1984 (Cth)
- r) Victorian Institute of Teaching The Victorian Teaching Profession Code of Conduct
- s) Victorian Institute of Teaching The Victorian Teaching Profession Code of Ethics

10.2. The most current amendments to listed legislation can be found at:

- a) Victorian Legislation – Victorian Law Today: <http://www.legislation.vic.gov.au>
- b) Commonwealth Legislation – Federal Register of Legislation: <https://www.legislation.gov.au/>

### 11. Sources

- Early Childhood Australia, Code of Ethics: <http://www.earlychildhoodaustralia.org.au/our-publications/eca-code-ethics/>
- United Nations, The Universal Declaration of Human Rights: <http://www.un.org/en/universal-declaration-human-rights/>
- United Nations, Convention on The Rights of the Child: <http://www.unicef.org/crc/>
- Victoria Legal Aid: [www.legalaid.vic.gov.au](http://www.legalaid.vic.gov.au)
- Victorian Institute of Teaching – The Victorian Teaching Profession *Code of Conduct* and Code of Ethics: <http://www.vit.vic.edu.au>
- Commission for Children and Young People: [www.cryp.vic.gov.au](http://www.cryp.vic.gov.au)

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### **ATTACHMENT 1: Code of Conduct for the Approved Provider, Persons with Management & Control, Nominated Supervisor, Person in Charge, & All Staff<sup>1</sup>**

Meli as the Approved Provider, Nominated Supervisor, and all staff at MELI are responsible for promoting the safety and wellbeing of children and their families by:

- welcoming all children and their families and being inclusive
- treating everyone with respect, including listening to and valuing ideas and opinions
- contributing to a culture of child safety
- adhering to the *Child Safe (formerly Child Protection Policy)* and all other policies
- taking all reasonable steps to protect children from abuse.
- respecting the privacy of children and their families, and only disclosing information to people who need to know as required under the *Privacy and Confidentiality Policy*
- reporting and acting on any breach of this *Code of Conduct*, complaints, or concerns
- acknowledging the vulnerability of Aboriginal children, children from a culturally and linguistically diverse background and children with a disability and having zero tolerance of discrimination

### **Professional Responsibilities**

Meli as the Approved Provider, Nominated Supervisor and all staff demonstrate our commitment to our professional responsibilities by:

- undertaking duties in a competent, timely and responsible way
- ensuring our knowledge and expertise is up to date and relevant to our roles.
- being aware of the role of other professionals and agencies and working collaboratively and within the limits of our professional expertise
- understanding and complying with legal obligations in relation to:
  - discrimination, harassment, and vilification
  - negligence
  - grooming
  - disclosure of child sexual abuse
  - protection of a child from child sexual abuse
  - mandatory reporting
  - privacy and confidentiality
  - occupational health and safety, including emergency evaluation procedures.
  - raising any complaints or grievances in accordance with the *Complaints and Grievances Policy*
  - maintaining teacher registration and Working with Children checks
- raising any complaints or grievances in accordance with the *Complaints and Grievances Policy*.

### **Relationships with Children**

The Approved Provider, Persons with Management and Control, Nominated Supervisor and all staff demonstrate our commitment to high-quality education and care for children by:

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<sup>1</sup> This attachment was informed by the Victorian Institute of Teaching's *The Victorian Teaching Profession Code of Conduct* and *A Guide for Creating A Child Safe Organisation*, available from the Commission for Children and Young People (refer to *Sources*)

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- encouraging children to express themselves and their opinions.
- allowing children to undertake experiences that develop self-reliance and self-esteem.
- maintaining a safe environment for children
- being a positive role model always
- speaking to children in an encouraging and positive manner
- giving each child positive guidance and encouraging appropriate behaviour
- providing opportunities for children to interact and develop respectful and positive relationships with each other, staff members and volunteers at the service.
- regarding all children equally, and with respect and dignity
- having regard to their cultural values and supporting them to express their culture.
- respecting individual difference including age, physical and intellectual development, and catering for the abilities of each child at the service
- working with children in an open and transparent way by informing other staff about the work being done with children
- encouraging and assisting children to undertake activities of a personal nature for themselves e.g., toileting and changing clothes.
- informing children if physical contact is required for any purpose, asking if they are comfortable and complying with *the Interactions with Children Policy*.

### Relationships with Parents/Guardians and Families

In our relationships with parents/guardians and families, the Approved Provider, Nominated Supervisor, and all staff demonstrate our commitment to collaboration by:

- maintain professional and ethical relationships with families attending the service.
- respecting the role of parents/guardians as the child's first educator
- working collaboratively with parents/guardians and families
- considering the perspective of parents/guardians and families when making decisions that impact on the education and care of their child.
- communicating with parents/guardians and families in a timely and sensitive manner
- responding to concerns expressed by parents/guardians and families in a timely and appropriate manner.

### Relationships with Employer and between Colleagues

In relationships with the Approved Provider, Persons with Management and Control, Nominated Supervisor and between colleagues, staff demonstrate collegiality by:

- encouraging others to act in accordance with this *Code of Conduct* and acting when they observe behaviours which are outside of the *Code of Conduct*
- developing relationships based on mutual respect, equity, and fairness.
- working in partnership in a courteous, respectful, and encouraging manner
- valuing the input of others
- sharing expertise and knowledge in appropriate forums, and in a considered manner
- respecting the rights of others as individuals
- giving encouraging and constructive feedback, and respecting the value of different professional approaches
- being prepared to have difficult conversations and use constructive processes to address differences of opinion.

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### **ATTACHMENT 2: *Code of Conduct Policy* Acknowledgement for Approved Provider, Persons with Management and Control, Nominated Supervisor, Person in Day-to-Day Charge, and all Staff**

I hereby acknowledge that on Click or tap to enter a date. I received a copy of the *Code of Conduct Policy* for Meli Kindergarten Services.

I have read the policy and I understand its contents.

I commit to abiding by the *Code of Conduct* and fulfilling my responsibilities as outlined in this policy whilst working at Meli Kindergarten Services.

I understand that the Approved Provider will address any breach of this policy, and that any *serious* breach could lead to disciplinary or legal action.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Name (please print)

\_\_\_\_\_  
Date

*Thank you for your contribution to making Meli Kindergarten Services an open, safe, welcoming, and friendly environment.*

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### **ATTACHMENT 3: Code of Conduct for Parents/Guardians, Students, Volunteers, Contractors, and Visitors**

I commit to contributing to creating an environment at Meli Kindergarten Services that:

- respects the rights of the child and values diversity
- acknowledges the vulnerability of Aboriginal children, children from a culturally and linguistically diverse background and children with a disability and has zero tolerance of discrimination.
- maintains a duty of care towards all children at the service
- is committed to the safety and wellbeing of each child at the service
- is committed to the safety and wellbeing of all staff at the service
- provides a safe and secure environment for all at the service
- provides an open, welcoming environment in which everyone's contribution is valued and respected
- is committed to communicating openly and honestly
- is committed to continually learning how to be inclusive and respectful of cultural needs
- encourages parents/guardians, volunteers, students, and community members to support and participate in the program and activities of the service.

### **Relationships with Children**

In our relationships with children, I commit to:

- being always a positive role model
- encouraging children to express themselves and their opinions
- allowing children to undertake experiences that develop self-reliance and self-esteem
- maintaining a safe environment for children
- speaking to children in an encouraging and positive manner
- giving each child positive guidance and encouraging appropriate behaviour
- regarding all children equally, and with respect and dignity
- having regard to each child's cultural values
- respecting individual difference including age, physical and intellectual development, and catering for the abilities of each child at the service.

### **Relationships with the Approved Provider, Persons with Management and Control, Nominated Supervisor, Staff and Others**

In my relationships with the Approved Provider, Nominated Supervisor, staff, other parents/guardians, volunteers, and visitors I commit to:

- reading and abiding by the *Code of Conduct Policy*
- developing relationships based on mutual respect
- working in partnership in a courteous, respectful, and encouraging manner
- valuing the input of others
- sharing our expertise and knowledge in a considered manner
- respecting the rights of others as individuals
- giving encouraging and constructive feedback, and respecting the value of different professional approaches
- respecting the privacy of children and their families and only disclosing information to

## CODE OF CONDUCT POLICY

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- people who need to know as required under the Privacy and Confidentiality policy
- following the directions of staff always
- treating the kindergarten environment with respect
- raising any concerns, including concerns about safety, as soon as possible with staff to ensure that they can be resolved efficiently
- raising any complaints or grievances in accordance with the *Complaints and Grievances Policy*.

## CODE OF CONDUCT POLICY

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### **ATTACHMENT 4: *Code of Conduct Policy* Acknowledgement for Parents/Guardians, Students, Contractors, and Volunteers**

I hereby acknowledge that on Click or tap to enter a date., I received a copy of the *Code of Conduct Policy* for Meli Kindergarten Services.

I have read this policy and understand its contents. I commit to abiding by the *Code of Conduct* and fulfilling my responsibilities as outlined in this policy whilst my child is attending Meli Kindergarten Services.

I agree to abide by the values, principles and practices set out within.

I understand that a breach of the *Code of Conduct* may lead to limitations being placed on my attendance at the service.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Name (please print)

\_\_\_\_\_  
Date

*Thank you for your contribution to making Meli Kindergarten Services an open, safe, welcoming, and friendly environment.*