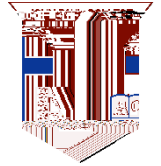


John Paul College Code of Conduct



Purpose

The purpose of the Code of Conduct is to describe minimum standards of conduct in all behaviour and decision making to ensure the safety and wellbeing of students at John Paul College.

Application

The Code applies to staff, students, volunteers, parents and guardians as applicable. The term 'parents' includes guardians.

Introduction

You acknowledge the inherent vulnerability of the students in your care. You recognise that the safety and wellbeing of students depends upon your vigilance and diligence and the vigilance and diligence of all adults.

The Code does not give you detailed professional advice on specific behaviour.

- x having any non-curriculum related online contact with a student (including via digital media) or their family;
- x using any personal digital media account to contact a student or their family;
- x photographing or videoing a student without the consent of a parent; or
- x being in the presence of a student whilst under the influence of alcohol or medically prescribed drugs or offering either to a student.

The Principal must notify the appropriate authorities of any breach of the Code that was sexual abuse of a child, i.e. sexual behaviour in circumstances where:

- x the student is the subject of bribery, coercion, a threat, exploitation or violence;
- x the student has less power than another person involved in the behaviour;
- x there is a significant disparity in the developmental function or maturity of the child and another person involved in the behaviour.

Principal

Conduct Statements:

1. You act safely and competently.
2. You give priority to students' safety and wellbeing in all your behaviour and decision making.
3. You act in accordance with the values of the Gospel as defined in the Code of Conduct.
4. You conduct yourself in accordance with laws, agreements, policies and standards relevant to relationship with the school community.
5. You respect the dignity, culture, values and beliefs of each member of the school community.
6. You treat personal information about members of the school community as private and confidential.
7. You give impartial, honest and accurate information about the education, safety and wellbeing of students.
8. You support all members of the school community in making informed decisions about students.
9. You promote and preserve the trust and privilege inherent in your relationship with all members of the school community.
10. You maintain and build on the community's trust and confidence in Catholic schools and the Church.
11. You act reflectively and ethically.
12. You allow students to have a voice in their education, safety and wellbeing.

ConductStatement 1:You actsafely and competently.

Guidelines

1. You are expected to put the safety of students ahead of every other relevant but secondary consideration.
2. In doing so, you are expected to act within the scope of your expertise and role within the school community.
3. If the safety and wellbeing of a student requires skills and experience outside your core competency, you must refer the student to the appropriate expert.
4. You are personally responsible, within the context of your position in the school community, for the provision of safe and competent student education. It is your responsibility to maintain the competence necessary to fulfil your role. Maintenance of competence includes participation in ongoing professional development to maintain and improve knowledge, skills and attitudes relevant to your role in your school.
5. You recognise that the Principal, staff, parents and students assess your ability to act safely and competently based on your behaviour and decision making, and you do likewise in your assessment of them. You are responsible for conducting yourself in all things such that there is no speculation,

Conduct statement 2 You give priority to students' safety and wellbeing in all your behaviour and decision making.

Guidelines

1. You accept that you and all adults have individual and joint responsibility for the safety and wellbeing of students.
2. You ensure the safety and wellbeing of students are the primary focus of your actions and decisions and take precedence over any other considerations, including the reputation of the school and your own needs.
3. You support the safety, health and wellbeing of each student, promoting and supporting decisions and behaviour that contribute to the student's self-confidence, safety and wellbeing.
4. You do not behave in any way that risks creating ambiguity about whether or not you are acting in the best interests of a student.
5. You respectfully communicate in plain language and in a way the student and those supporting their education can understand so they fully participate in that education.
6. You support informed decision making by advising the student as appropriate and those supporting their education about education options and assist the student and their supporters to make informed decisions about that education.
7. You endeavour to ensure the voice of the student is heard as appropriate, taking into account their age and the circumstances.
8. You seek out, welcome and learn from information relevant to the safety and wellbeing of students in any form, including advice, disclosures, complaints, criticisms, feedback and performance reviews. You look for opportunities to engage in formal and informal group and reflection and professional development about your own and others' decisions so that you and the school can learn and continuously improve.
9. You recognise that all information about students collected by school staff is done so on behalf of

Conduct statement 3You act in accordance with the values of the Gospel as defined in the Code of Ethical Conduct.

Guidelines

1. You are mindful that your decisions and behaviour are opportunities for students and others to see

Conduct statement 4You conduct yourself in accordance with laws, agreements, policies and standards relevant to your relationship with the school community.

Guidelines

1. Your relationship with other

Conduct statement 5 You respect the dignity, culture, values and beliefs of each member of the school community.

Guidelines

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Conduct statement 7

Conduct statement 9 You promote and preserve the trust and privilege inherent in your relationship with all members of the school community.

Guidelines

1. You promote and preserve the trust inherent in your relationship with students and with their parents.
2. You recognise that an inherent power imbalance exists in your relationship with students that may make the students and their family vulnerable and open to exploitation. You actively preserve the dignity of all people through practical kindness and by recognising the potential vulnerability and powerlessness of each student and their family. You recognise that the power relativities between you and a student can be significant, particularly where the student is very young, has a disability, a difficult family background, has cultural differences or is experiencing emotional turmoil. This vulnerability creates a power differential in your relationship with students that must be recognised and managed with care.
3. You take reasonable measures to establish a sense of trust to protect the psychological, emotional, social and cultural wellbeing of each student. You protect students who are vulnerable, including but not limited to students with disability, from exploitation and harm.
4. You have a responsibility to maintain appropriate boundaries with students and to actively support other adults to do likewise, including bringing to their attention any failure to do so.
5. You may have personal or recreational relationships outside your school role with students' families and friends, or with school staff. You are aware that dual relationships may compromise student care and wellbeing. In cases of overlap or conflict between your dual relationships, you act with the primary intent of the safety and wellbeing of the student, which may require you to withdraw from a social relationship.
6. You do not engage in any behaviour with a student that could be interpreted by a reasonable person as being a friendship.
7. You do not engage in any behaviour with a student that a reasonable person could interpret as creating an opportunity to engage in emotional, physical or sexual intimacy with the student.
8. You recognise that the power imbalance between you and students means that the onus is on you to avoid any ambiguity or misunderstanding by a student or third party about your intent in your behaviour towards them.
9. You understand that the power imbalance between you and students means a student is unable to give their consent to engaging in emotional, physical or sexual intimacy with you, regardless of the legal age of consent, or the student's age or maturity. You must therefore not seek nor rely on such expressed or implied consent from a student to engage in an intimate relationship.
10. You understand that the power imbalance between you and students may continue to influence students' choices beyond the date when they cease to be students at your school. You must therefore not engage in emotional, physical or sexual intimacy with a former student within two years of them ceasing enrolment at your school, or turning 21, whichever occurs last.
11. You take all reasonable steps to ensure the safety and security of the possessions and property of students and their families that are in your care.
12. You do not knowingly mislead parents by making misrepresenting statements to them, or withhold information relevant to their ability to make informed decisions about their children unless required by law.
13. You recognise that there may be rare exceptions to full disclosure to parents. Such disclosure of information may compromise law enforcement or other risk management processes, or the privacy and reputation of those involved. You seek legal or other expert advice in resolving such situations, recognising that parents have the right to know about any risk to their children.

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