



1.10a

MERCY EDUCATION POLICY

1.10a CODE OF CONDUCT - EMPLOYEES AND VOLUNTEERS



Code of Conduct

1. PREAMBLE

Mercy Education

The Board considers that it is nonetheless important that all employees of Mercy Education are clearly advised of Mercy Education's expectations in this regard. Employees must read and acknowledge the Code as complementary to other existing guidance.

Where there is any irreconcilable conflict between the expectations of this document and any other guidance:

- 1.

Child Safety: includes matters related to protecting children from child abuse, managing the risk of child abuse, providing support to a child at risk of child abuse and responding to suspicions, incidents, disclosures or allegations of child abuse.

Conduct: the way an employee, volunteer, parent or member of the wider school community behaves in a school environment, school boarding environment or school-related situation.

Employee: an individual working in a school environment or school boarding environment who is:

- directly engaged or employed by a school governing authority
- a contracted service provider (whether a body corporate or any other person is an intermediary) engaged by the school governing authority to perform child-related work; or
- a minister of religion, a religious leader or an employee or officer of a religious body associated with the school (ref "Clergy").

Learner: anyone who is enrolled at a school and is undertaking an approved curriculum.

School boarding environment: means any physical, online or virtual space made available or authorised by Mercy Education for a child or student boarding at a school boarding premises to use at any time, including:

- a) online or virtual school boarding environments (including email, intranet systems, software applications, collaboration tools, and online services);
- b) other locations provided by the provider of school boarding services or through a third-party provider for a child or student to use including, but not limited to, locations used for:
 - (i) camps
 - (ii) approved homestay accommodation
 - (iii) delivery of education and training such as registered training organisations, TAFEs, non-school senior secondary providers or another school; or
 - (iv) sporting events, excursions, competitions or other events.

School environment: means any of the following physical, online or virtual places, used during or outside school hours:

- a) A campus of the school
- b) Online or virtual school environments made available or authorised by the school governing authority for use by a child or student (including email, intranet systems, software applications, collaboration tools, and online services); and
- c) Other locations provided by the school or through a third-party provider for a child or student to use including, but not limited to, locations used for:
 - (i) camps
 - (ii) approved homestay accommodation
 - (iii) delivery of education and training such as registered training organisations, TAFEs, non-school senior secondary providers or another school; or
 - (iv) sporting events, excursions, competitions or other events.

Student means a person who is enrolled at or attends the school or a student at the school boarding premises.

Volunteer: an individual (including College Advisory Council Members and clergy) who is engaged by Mercy Education or its schools and performs work without remuneration or reward for the school or school boarding premises in the school environment or school boarding premises.

5. STANDARDS OF BEHAVIOUR

All employees and volunteers of Mercy Education are expected to uphold appropriate and agreed standards of behaviour. Principals and those in leadership positions with Mercy Education are expected to ensure that employees and volunteers understand their obligation to observe this Code and to uphold appropriate standards of behaviour.

These standards of behaviour include:

5.1 Child Safety

All employees and volunteers are expected to:

be aware of, and follow all relevant policies, guidelines and instructions regarding the safety and wellbeing of children and students, mandatory reporting obligations, school reporting protocols and Mercy Education internal reporting protocols

maintain appropriate professional boundaries around their behaviour towards children and students – this includes avoiding unmonitored communications or interactions with children and students outside regular school hours and outside the school environment or school boarding environment

have contact with a child, student or their family, outside of the school environment or school boarding environment without the knowledge and/or consent of the Principal (or delegate) or the approval of the school governing authority (for example, unauthorised after hours tutoring, private instrumental/other lessons or coaching). Accidental contact, such as seeing people in the street, is appropriate and where special circumstances exist (for example, child or student is a relative) or where there is a valid context or legitimate purpose for such interactions

have any online contact (including by social media, email, digital messaging etc) with a child, student or their family unless necessary, for example, assisting with on-line learning in a virtual classroom, providing families with e-newsletters or other school related matters pertaining to the person's role use personal communication channels such as a personal email account, personal social media account, personal messaging or chat rooms when communicating with children, students or their families

give to children or students or their families, personal contact details such as personal phone numbers, personal social network identity or personal email addresses

photograph or video a child or student without the consent of a parent or guardian, or exchange personal images with a child or student

deliberately expose a child or student to the sexual behaviour of others (for example, pornography)

store digital images of a child or student except on school approved devices and only with the permission of the parent and/or guardian

seek unwarranted opportunities to be alone with a child, or student, for example, 1:1 help sessions

work with, or be responsible for a child or student whilst under the influence of alcohol or illegal drugs

consume illegal drugs in the school environment or school boarding environment in the presence of a child, or student or their family

consume alcohol in the school environment or school boarding environment in the presence of a child or student or their family, unless authorised by the Principal.

Employees must also be aware that a professional relationship may be compromised if a teacher has a sexualised relationship with a former learner within two years of the learner completing their senior secondary schooling or equivalent. In all circumstances, the former learner must be at least 18 before a relationship commences. See Principle 1.5 ' ,

[The Victorian Teaching Profession's Code of Conduct.](#)

5.2 Workplace Health and Safety

All employees and volunteers are expected to:

present for duty in sufficient physical and mental health to be capable of complying with their duty of care to their colleagues, children and students – this includes being unimpaired by alcohol, medication, or drugs

take reasonable care to ensure their own health and safety at work and the health and safety of others – this includes following established safety guidelines

present to work in professional attire (including appropriate footwear) that is safe and appropriate to the role or functions of the school employee, or wear the uniform designated by the school for a particular role

refrain from behaviour which constitutes bullying, discrimination or any form of violence or harassment

ensure that any offsite or remote workplace, including a virtual environment is safe and appropriate for working with colleagues, volunteers, children and students

use high visibility classrooms/offices and common spaces such as the library or shared work areas with children or students as much as possible or when practical for the activity

5.3 Support the Mission and Reputation of Mercy Education

All employees and volunteers are expected to:

respect the moral values and teachings of the Catholic Church and ensure that their public conduct is consistent in this respect

support the aims, philosophy, and Mercy ethos of the school by their conduct and interactions with the school

respect and comply with all Federal, State, and local laws

conduct themselves in a manner that will not discredit the school or Mercy Education

act ethically and with integrity

5.4 Professional Conduct

All employees and volunteers are expected to:

carry out their duties in a professional, conscientious, and timely manner

communicate at all times in a manner which is respectful, honest, timely and courteous.

respect the inherent dignity of all persons and maintain a proper regard for their safety and wellbeing

declare and manage situations that may give rise to a conflict of interest or the perception of such a conflict

observe confidentiality in G0,k0 gTm0 g0 G078J JET@MC /Span #MCID 39nBTouJTJ6es oAhoET@

8. RELATED POLICIES, PROCEDURES AND RESOURCES

This Code of Conduct is to be read in conjunction with, and is additional to, other relevant Mercy Education Policies, Procedures or Guidelines. All Mercy Education employees and volunteers are required to comply with the provisions of such documents.

Related documents and resources:

Australian Catholic Safeguarding Ltd (ACSL)

Catholic Education Commission of Victoria (CECV)

<https://www.cecv.catholic.edu.au/Our-Schools/Child-Safetym>

