



## **1. Entities**

For the purpose of this policy, the following entities will be collectively known as St Paul's School:

1. St Paul's School
2. St Paul's Association (P&C)
3. Corporation of the Synod of the Anglican Diocese of Brisbane (St Paul's School)

## **2. Purpose of Policy**

The purpose of this policy is to provide a set of expectations that outline standards of acceptable behaviour at work. It serves the purpose of reducing confusion and conflict and supports School personnel to represent School responsibly in public. It also helps all personnel understand their responsibilities and entitlements regarding safety and their role in creating a congenial and safe workplace.

The policy confirms the values by which the School bases its decisions, particularly in relationship to its five strategic & leadership platforms (Teaching & Learning, Authentic Ministry, School Spirit, Leadership Management and People, Supporting the Vision). It reflects on existing policies and guidelines provided by a variety of organisations. The lengthy nature of this Version is designed to provide instruction and specific guidance.

## **3. Application & Scope of Policy**

This policy applies to all School employees, volunteers and contractors and School Council members. This policy sets out minimum acceptable limits of behaviour, but also highlights the attitudes and values that St Paul's looks for in an employee that is dedicated to his or her career at the School. It is not limited to behaviour in the workplace premises alone, but for situations at School network events.

In the case where there is any conflict between this Code and applicable legislation, the legislation prevails.

If further interpretation is required, staff members are encouraged to approach senior personnel. Where external clarification is required, the Anglican Schools Commission office ([www.ascqld.org.au](http://www.ascqld.org.au)) can be approached for advice or referral. Its primary reference material is the Anglican Church of Australia Diocese of Brisbane's *Procedures Manual for the Protection from harm of students in Anglican Schools*.

This policy should be read in conjunction with a series of policies devoted to continually improving St Paul's work culture. Additionally, refer to the Queensland College of Teachers *Professional Standards for Queensland Teachers*. The policy also quotes from and is informed by the Anglican Church *Spiritus Code of Conduct Guidelines*. (*Spiritus* operates in the areas of community welfare, social justice, health, aged and community care.)

## **4. Policy Statement**

St Paul's recognises that its staff and students are its greatest assets and it is the individual's responsibility to aspire to the highest possible standards of conduct. This policy addresses two main relationships for employees: those with other employees and those with students. The third relationship, with families, is also addressed. The School also has a key responsibility to provide a safe workplace.

The welfare and safety of students is our first priority. No interruption should distract us from that priority. We have become aware over recent years of the very great responsibilities that are regularly entrusted to Schools as they care for the students who participate in the programs that have been set up to cater for them. For many years parents/guardians have sent their children to School, confident that they will be cared for, nurtured and encouraged as they grow, and, at the same time, protected from harm, be it physical, mental or emotional.

#### 4.1 Guiding Principles

- Student centred - agreed values of Faith, Community and Learning
- Learning-centred - for staff and students towards transparent communication and decision-making
- Collaborative leadership
- Sustainable futures balanced by innovation and flexibility
- Empowerment to grow gifts and work professionally
- Whole of person development
- Creating high academic achievements
- A united School across four sub-Schools

#### 4.2 Ethical Standards

The following standards attempt to define the Principles as they relate to work practices, and reflect the *Queensland Teachers Professional Standards 2006 and the Anglican Ethos Statement for Schools, 1996*:

- **Professional Standards:** Staff build on evidence-based, professionally derived knowledge, act with integrity when at work. In particular openly communicate in a clear, complete and honest manner, observing the 10 Professional standards of Queensland Teachers.
- **Competence:** Staff continuously improve their awareness of current professional practice areas in their specialty, maintain competence in the skills they represent, and develop competence in agreed generalist areas.
- **Delegation of Supervision:** Staff ensure that personnel they lead & manage perform services responsibly. This includes minimising the risk of under-delegating and failing to devolve skills and tasks to their personnel.
- **Employment Decisions:** Staff adhere to the highest ethical standards when participating in seeking or leaving employment, in employment-related decisions of themselves and other School personnel. In particular, staff are expected to minimise disruption of service through their planned or unplanned departure.
- **Code of Conduct:** Staff are expected to understand the wording and meaning of this policy. Lack of awareness or misunderstanding of an ethical standard is not, in itself, a defence to a charge of unethical conduct. All breaches of Code of Conduct will be handled in line with the *Discipline & Misconduct* policy.
- **Conflict of Interest:** Conflicts and perceptions of conflicts should be managed in accordance with the principles established by the relevant legislation and the School's specific position.

#### 4.3 Definitions used in this Policy

Throughout this Policy, the following definitions apply:

- **Staff:** A person employed by the School in any capacity, whether full-time or part-time.
- **Worker:** A person employed to work at the School with students from St Paul's School.
- **Contractor:** A person employed on a project-basis, usually from an external company.
- **Parent:** A parent of a student enrolled at the School.
- **Guardian or Carer:** An adult legally appointed to care for a student.
- **Volunteer:** Anyone involved in helping at the School, officially or unofficially, in an unpaid capacity.

## 5. Overview of Responsibilities

All employees are expected to demonstrate at a reasonable professional level, a commitment to St Paul's School through the following minimum practice:

- Carrying out all required duties of their job in a professional and conscientious manner;
- Demonstrating commitment and loyalty to the educational, spiritual and social values of the School and the Anglican Ethos Statement for Schools;
- Behaving with integrity in the course of their employment, particularly in relation to teamwork and interaction with students;
- Acting with compassion, care and diligence;
- Respecting honoured tradition;
- Dressing appropriately and behaving in a professional manner;
- Behaving lawfully in accordance with Australian and Queensland legislation in particular:
  - Mandatory reporting of sexual abuse or suspected sexual abuse of a current student by a current employee (Education Act 2006: General Provision s366)
  - Mandatory reporting by teachers to the Queensland College of Teachers if they are charged with, or convicted of a criminal offence (Education – Queensland College of Teachers Act 2005)
  - Commonwealth Copyright Act (1968)
  - Workplace Safety legislation.
- Actively participating in required and appropriate professional development;
- Ensuring Duty of Care matters are given the highest attention including punctuality to classes and meetings, supervision of students and other personnel;
- Maintaining vigilance with regard to personal use of alcohol and prescribed drugs does not interfere in the responsible carrying out of duties. There is a zero tolerance of consuming alcohol or being in attendance at work under the influence of alcohol and illicit drugs while on duty. The exception to this is with the consent of the Headmaster at special events where alcohol might be consumed in moderation;
- Adhering to the Queensland Teachers' *Professional Standards*;
- Avoiding any form of unlawful discrimination, for example on the basis of disability, race, sero-status, religion, gender, pregnancy, age or marital status; further promoting a celebration of diversity as outlined in the Ethos Statement of the Anglican Schools Commission;
- Ensuring the highest standards of ethical behaviour when interacting with colleagues, students and their families, and the wider community.

## 6. Professional Relationships with Adults

### 6.1 Interaction with other Staff Members (Workplace)

All employees, workers, contractors and volunteers have a specific responsibility to:

1. Model the leadership values of the School;
2. Foster a workplace culture that is based on trust, collaboration and respect;
3. Recognise and respect the individual potential, strengths and talents of colleagues regardless of their personal characteristics (eg. race, age etc.);
4. Encourage a balance over the management of confidential and sensitive information AND building openness, transparency and trust among colleagues;
5. Learn, practise and use constructive methods of working with and resolving conflict;
6. Observe the principles of human rights and justice when dealing with any complaint or allegation against colleagues, particularly the concept of "innocent until proven guilty";
7. Avoid behaviours that might reasonably be perceived as abusive, intimidating, harassing or designed to intimidate;
8. Avoid disciplinary action to any colleague when angry or ill-prepared;
9. Develop capacity to demonstrate collaboration in work projects with other staff members (also reflected in Standard 9 in Queensland Teachers *Professional Standards 2007, page 18*).

## 6.2 Relationship to the School (Employer)

### 6.2.1 Company Strengthening and Security

1. Contribute to a caring, fun and productive workplace and seek assistance when this is not personally possible;
2. While employed at St Paul's School, only accept other employment with the expressed written approval of the Headmaster. (This is both in the case of a supplier or competitor of St Paul's School or any other employment that is or could be perceived as being in conflict with your position at St Paul's School);
3. After employment, honour employment or partnership contracts to ensure no intellectual property of the St Paul's School is used for personal gain or the establishment of a competitive service;
4. Ensure that you declare any conflict of interest between your role as a representative of St Paul's School and your involvement in an outside activity;
5. Staff are permitted to use St Paul's School information or work time for reasonable personal gain (e.g. in the course of approved study) with the consent of the Headmaster;
6. Keep confidential St Paul's School's sensitive information from competitors, education services, students & families, prospective families and the media;
7. When accepting positions of authority in the community, seek the Headmaster's written approval to act as a representative of the St Paul's School;
8. Statements to the media about St Paul's School's business should be referred to the Headmaster or his delegate;
9. Care for St Paul's School funds or property professionally, and in particular follow low-risk behaviour and ethical practices regarding financial matters. Specifically:
  - Avoid personal advantage or financial gain for yourself or your family beyond your wage plus any formally recognised allowances and deductions;
  - Do not engage in any unlawful activity regarding money including tax avoidance;
  - Prevent yourself being influenced by offers of money or financial reward;
  - Minimise risk of you and other staff being accused of or engaging in financial impropriety by ensuring that cash is kept secure in your workplace, money is not taken home, all monies are banked promptly and proper accounting records are kept for all transactions in the form of receipts, diary entries, tax invoices, accounts and account statements;
  - Ensure you, your family members or close friends are not in a position to accept gifts or benefits that are intended to cause you to act in a partial manner in the course of your duties. The *Gifts & Sponsorship Policy* highlights the positive and appreciative nature of staff receiving appropriate gifts, particularly from peers and students. See this policy for more information regarding employee responsibility to declare all gifts;
  - Ensure that employment records are accurate and do not represent exaggeration of capacity, employment history or false qualifications;
  - Write or prepare accurate and true reports (do not falsify reports);
  - Honour copyright, even in the preparation of draft documents. Always acknowledge other people's work and ideas;
  - Ensure general compliance with all environmental laws and standards as specified on the Department of Environment and Heritage Protection [www.ehp.qld.gov.au](http://www.ehp.qld.gov.au)
  - Put safety first and do your utmost to comply with health and safety requirements; follow School workplace safety policy, particularly relating to building and fire safety, safe driving. This includes actively participating in activities designed to foster a harmonious or convivial workplace.

## 6.2.2 Representing the School and Teamwork

1. Ensure the highest standard of quality in services and products, and ensure work is completed in team environments for quality service within agreed and reasonable timeframes (ref: *Professional Standard 9*);
2. Collaborate with peers and subordinates to ensure a whole-of-team approach except where explicitly directed to work alone. In the spirit of collaborative leadership, put your team's effort ahead of personal career gain. Acknowledge positive contributions in this regard at every opportunity;
3. Do not engage in clandestine relationships with students' family members, staff or other School delegates that could bring disrepute to the School;
4. Use positive assertive language, even under pressure. Specifically, do not fight, yell or swear in the workplace including at network events;
5. Ensure equal employment opportunities;
6. Follow reasonable directions in line with your duties from the headmaster and other supervisors and if concerned about directions to follow, approach the Senior concerned. Where you cannot accept a reasonable directive that has been investigated and systematically concluded, give appropriate and timely notice to terminate your employment;
7. Do not use the internet for personal use, except in accordance with School Internet policy; and specifically, do not use the internet to access sexual material (including School laptops taken home); do not use email to send sexually explicit, suggestive, or harassing material; do not use the internet to send discriminatory material of any sort. Be aware that accessing personal e-networks at work on work equipment (eg. *Facebook, My Space, Twitter, etc.*, and personal email) – regardless of whether it is written in breaks - becomes the School's property and as such, anything written using School equipment should be available for viewing by your supervisor.

## 7. Professional Relationships with Students

### 7.1 Interaction with Students: Daily Duty of Care

The ethical conduct of all School workers is of vital importance to the whole School community. Through these representatives, an understanding of Christian values is conveyed. Our manner of life should therefore be consistent with the Christian gospel and framed by the teaching of God's Word.

This Code of Conduct & Duty of Care policy touches on many issues that are significant within our society. It assumes that those serving in our School appreciate the issues and the consequences of neglecting them. It provides an introduction to some of these issues and guidance for those serving in our School.

It is expected that employees will be professional, caring staff members who take an interest in students as individuals and a collective body. Employees are expected to set consistent boundaries within employee-student relationships.

Trust underpins student relationships and such relationships are, by their nature vulnerable. As such, these relationships are subject to high levels of scrutiny.

At St Paul's School, an underpinning value is of integrity. In relation to students this means that every student, (even one breaching student codes of conduct), is due respect at all times. Passive/aggressive treatment of students is not tolerated at this School. Conduct that might result in emotional distress or psychological harm to a student is forbidden.

**Psychological harm** to students includes (but is not limited to):

- Rejecting, blaming, or hostile, verbal abuse, ignoring behaviours;
- Sustained belittling or teasing criticism, personally negative comments;
- Accusations of breaches at inappropriate locations;
- Premature accusations and determinations of guilt without evidence.

Employees should avoid spending exclusive time with a student that would constitute inappropriate familiarity.

**Consistency of service** is a core adult:student relationship. Favouritism to an individual or group of students is to be avoided. Inconsistent behaviours include:

- Sharing secrets;
- Providing inconsistent treatment, including giving of presents when this is not a common practice (eg. giving a gift and asking the student to keep this a secret from others);
- Allowing a student to breach rules, except where a formal exception has been made in their course of study or behavioural plan.

Employees must be conscious that their position has one of power, regardless of their rank in the School. Discretion and caution must be exercised when engaging in social activities with students outside of School. Employees must seek guidance from the Headmaster if a personal relationship exists with a student's family or social connection (eg. a soccer team). A general directive from the Headmaster can be given at the beginning of each year or sporting season.

Specific examples of "out of School life" where it's appropriate to seek advice from the Headmaster include (but are not limited to):

- Visiting a student at their home (particularly if the invitation has come directly from a student, not their parent or carer);
- Providing personal advice outside a formal therapeutic intervention;
- Sending text messages (SMS), email or using e-network sites with students of a personal nature;
- Phoning a student with a personal intent.

### **Being alone with a student**

To protect the student, the employee and the School, employees are discouraged from interactions with students alone. In the conduct of their professional duties, some employees may be required to work alone with a student. In such situations, employees must follow the following guidelines:

- Prepared the arrangements with the Headmaster;
- Established an obvious degree of visibility into a room;
- Keep a record of the interaction in a work diary.

### **Acknowledging positive behaviours or good performance**

When acknowledging good performance or behaviour, a consistent approach should be used in line with School practice. In particular, physical gestures can be misinterpreted and should be carefully and sensitively applied, if only limited to handshakes.

### **Transporting students**

Employees should, whenever possible, avoid driving a student in their car unless they have incident-specific consent from the parent or carer and the Headmaster and do so in accordance with the School's *Transporting Students* policy. In the event of a safety-related emergency, employees are expected to obtain parental/carer consent and also report the incident to the Headmaster. This is best done prior to the travel. *Details of transport for away-from-School activities are found in section 7.7 on page 15.*

### **Tutoring & Coaching outside of School hours**

Employees are to agree the context, anticipated outcomes, duration and other matters as agreed with the Headmaster. *Further details are on pages 14 & 15.*

**Playground and bus-boarding supervision** is an integral part of employees' Duty of Care responsibility. Employees must be seen to be actively and fully participating in supervision of their designated area as scheduled.

## **7.2 Interaction with Students: Sexual & Emotional Intimacy**

### **Vulnerable interactions with students**

Employees must not, under any circumstances engage in intimate or sexual relationships with students, nor engage with students in a manner that could be misconstrued as sexual with any student.

### **Family connections**

Where an intimate relationship is likely to comment or commences with a student's family member, the matter must be discussed in confidence with the Headmaster. This promotes transparency and safety.

**Improper conduct of a sexual nature** by an employee with a student includes sexual innuendo, sexual conduct, sexual displays, sexualisation of normal behaviour (e.g. sexualising breastfeeding). Obviously it also includes sexual activity up to intercourse and any other form of sexual misconduct or discussion of a sexual nature with students. The exception to this is in the provision of formal sexuality, relationship-based or sexual health education by a specific trained specialist teacher or counsellor who has explicit consent to advise students in agreed settings.

It is irrelevant whether the relationship is heterosexual, homosexual, trans-sexual, consensual or non-consensual by students, parents or carers. The age of the students or the employees involved is irrelevant.

### **Sexual misconduct includes:**

- Use of sexually provocative language or indecent language;
- Suggestive remarks, jokes or actions;
- Obscene gestures (even in imitating a student's misconduct);
- Unwarranted and inappropriate touching or signalling;
- Sexual exhibitionism;
- Undressing in front of students (even at camping situations);
- Personal correspondence with students responding to any yearning by a student;
- Expressing intimate feelings to a student;
- Deliberate exposure of students to sexual behaviour of others, other than in the case of working with agreed curriculum materials in which sexual and relationship themes are contextual;
- Possession, display, distribution or production of pornography;
- Transmission of messages, files, photography, graphics etc which are sexually explicit, offensive or contain inappropriate jokes.

**Ignoring such behaviours** in any other employee is considered a breach of this code of conduct. Whistle-blowing, enquiring, supporting the upholding of this code and bringing to attention any employees' probable or real breaches is essential to the safety of all parties.

## **7.3 Pastoral Care**

The heart of pastoral care is God's care of the vulnerable. Employees in their counselling or pastoral care roles are selected for their capacity to use professional training, wisdom and God's word in their delivery of the content and context of their discussions with students, regardless of whether the discussion is presented in a group or individually. Care must be taken when:

- Making personal comments about a student
- Asking questions that probe a student's sexuality or personal relationships, especially if unsolicited by the student
- Discussing personal details of lifestyle of self or others
- Disclosing own or other employee's personal contact details to students
- Using own life examples of sexual maturation pathway
- Using examples of real people's sexual identification or healing.

Where a student's emotional well-being or mental health has been referred to a School or external counsellor, strict professional conduct codes are to be observed.

**Reporting versus investigating:** It is not the responsibility of employees to investigate suspicious behaviour, allegations, or actual events of a student protection nature. Discussion of suspected events is best directed without delay to the Headmaster, and only in his absence to his immediate delegate. Consent to discuss the concerns is not required of the student, employee or family members concerned.

It is reiterated that under this School's code of conduct and all its values, there is no such thing as an empowering, healing, warranted or un-harmful sexual relationship between an employee and a student.

Any employee faced with questions in this regard should discuss them openly with their manager, senior executive or the Headmaster.

#### **7.4 Student Management**

All students are encouraged to reach their potential and develop a strong ethos of self-reliance, supported by faith in God. At St. Paul's each student naturally expects that each employee is there to develop consistent, compassionate and suitable management on a day to day basis of students. Employees are expected by their employer to use clear, well-developed strategies in management of student behaviours.

- Physical punishment should never be administered, even in fun. It may be construed as physical abuse;
- No form of humiliating punishment is to be used;
- Students should not be directed to stand or sit in positions which cause physical discomfort;
- Physical contact between staff/workers/volunteers and those in their care may be misconstrued;
- Appropriate physical affection is important for nurturing. However, the boundary must be that it is always given respectfully for the benefit of the student and not for the benefit of the staff member/worker/volunteer. A student must never be in a position where he/she is unable to say 'No';
- As a general rule, open displays of affection initiated by those in our care in the presence of others are acceptable, although should be discouraged because of the perception that this may imply;
- Those in our care are entitled to determine the degree of physical contact they have with others except in exceptional circumstances, e.g. when needing medical attention;
- Where a student initiates contact that appears to have sexual overtones they need to be told respectfully and gently that this kind of inter-personal interaction is not appropriate. It is important here not to shame the students but to assist them in self-protective behaviour;
- Staff, workers and volunteers should take care not to cause harm or to act in violent ways when playing physical games, being mindful not only of immediate consequences but also of their positions as role-models to those in their care;
- Limited physical restraint may be appropriate (e.g. blocking) in certain circumstances, such as protecting students from harm, exercising reasonable restraint to stop a fight, stopping bullying, avoiding an accident. Physical and verbal violence is never appropriate. (See 7.6 below.)

#### **7.5 Respecting Diversity in Practice**

- Staff members/workers/volunteers need to be sensitive to cultures and family traditions different from their own. These cultures and traditions may affect the degree of participation in activities and games;
- No pressure should be applied to those from diverse cultures and traditions to join in activities. Staff members/workers/volunteers need to show respect for authority structures in other cultures and traditions;
- Staff members/workers/volunteers should not make statements about other religions and cultures that reflect ignorance, bias or ridicule.



## **7.6 Physical Contact with Students for Safety**

Physical interventions (including physical restraint or removal) to control or contain students should only be used as a last resort measure in accordance with the Schools Safety policy.

The circumstances where safety-based force is reasonable and necessary and is a last resort are:

- A student attacking an employee;
- A student attacking another student;
- A student at risk of being harmed during a School fight in their efforts to stop or intervene in a fight;
- Students physically fighting;
- During an act of an extreme invasive incident (eg. a robbery or kidnapping) but excluding incidents involving the use of firearms or other weapons;
- A student causing, or at risk of causing injury to self or others;
- A student misusing dangerous materials, substances or objects where it is likely that this will cause imminent harm.

As any physical intervention involves some risk of injury to the student or employee, employees must weigh this risk against the risks involving in failing to physically intervene when it may be warranted as a duty of care.

All employees using physical interventions are responsible and accountable for the manner in which they exercise that authority.

In the event of an incident, workplace safety procedures including formal documentation and debriefing are required of supervising staff, witnesses and others involved in the incident.

## **7.7 General Supervision and Safety of Students**

1. Students must be supervised at all times during School sanctioned activities;
2. Staff and volunteers who are not parents must hold a current Blue Card or a Volunteers Blue Card;
3. It is the duty of a staff member/worker/volunteer to be alert to events that are happening and to act appropriately and in a timely fashion;
4. On School excursions and camps, there should be at least two adults available at all times and whenever possible, both male and female adults when there are mixed-gender activities. At overnight camps, this is essential and there should be an adequate number of adults to ensure the safety and appropriate oversight of the group. A usual adult:student ratio is 1:15 for academic/low risk activities and 1:10 for high risk activities, although there should be at least one staff member/worker and one volunteer at camps no matter how small the numbers;
5. Parents and other adults who help casually must not be put in a position of having sole responsibility for students other than their own;
6. No adult should drive a student in a private car off the School premises unless a special arrangement has been authorised by the student's parents or guardians;
7. At no time can the School delegate its duty of care to a third party, e.g. a camp or activity organiser, food caterer etc.

### **Safety**

1. Every staff member/worker/volunteer needs to consider safety issues as a part of preparation of the program;
2. Special care must be exercised in driving other people, especially students. All persons must be in seat belts and students under the age of eight must not travel in the front seats of a vehicle;
3. Transport arrangements for excursions and camps should always be clearly advertised in advance so that parents/guardians are aware of how their children will be travelling to and from an activity. Appropriate permission in writing needs to be collected prior to transport being required. No student may leave the School grounds without permission;
4. Activities with students in our care will be drug and alcohol free. No alcohol may be consumed by staff/workers/volunteers immediately prior to supervision of students;
5. Smoking is increasingly being excluded from public places. This exclusion normally will apply in and around all School activities that involve students and their families;

6. Those wearing 'Medi-alert' bracelets need to be treated appropriately for their condition;
7. Prescription medications need to be kept in a safe place and administered at the right times. The parent/guardian should give the staff/workers a written list of the medications needed at what times, or in what circumstances. Records should be kept using appropriate forms or logbooks;
8. All students, where practicable, need to wear a hat when they are outdoors. The wearing of sunscreen should be strongly encouraged;
9. Injuries to students will be dealt with by a staff member, worker or a qualified adult. Students' medical information is kept by the School and will need to be referred to by staff if necessary. No medication will be administered without the consent of the parent or guardian.

## **Activities**

1. For each excursion there will be a teacher in charge. Normally this will be the class teacher but, for cross-class groups, one designated teacher will be responsible;
2. There should be no significant departure from the planned itinerary. If any changes are necessary due to emergencies, it must be with the permission of the teacher in charge;
3. A mobile telephone should be taken on all activities outside the School grounds. Where reception is limited, alternative communication technologies should be available on overnight stays in any very remote locations;
4. Regular checks on student numbers should be taken when on excursions. Students should always be counted on and off transport and in and out of doorways. In public places, students should be kept in a close group and supervised when going to the toilet;
5. Many parents/guardians will not allow their students to travel in private cars. This choice must be respected;
6. In the unlikely event that small groups become separated, adults are to meet back at the point of separation. If this is not possible (for example, if they have become separated on a different bus), the separated group should stop and wait until the main party catches up. Similarly, if the main party is ahead, they will wait until the lost group rejoins them;
7. If a student, or group, is lost or there is an injury, the School must be notified as soon as possible;
8. A staff member/worker/volunteer should take great care not to be alone with a student where they cannot be observed by another responsible adult;
9. Any one-to-one discourse should be conducted within sight of another responsible adult;
10. Special care should be exercised in relation to toileting, particularly emergency stops including those associated with travel-sickness;
11. Activities or games that require students to act alone or in pairs, independent of adults, need to be very carefully considered. If, during an activity, it is possible for students to come into contact with strangers, then great care must be exercised;
12. Any activity needs to have defined boundaries that are easily observed or patrolled. Staff/workers/volunteers need to avoid situations where it is possible to become physically isolated;
13. Games or activities that may exploit gender, religious, physical or intellectual differences must be assessed as to whether or not they are appropriate;
14. At camps or sleep-overs, no student is permitted to sleep in close proximity to an adult, other than a parent or guardian of the student. The privacy of all parties must be respected. Under no circumstances should an adult ever share accommodation with one student only;
15. At camps, or sleep-overs, strict segregation of dormitories is to be maintained, with dormitories being supervised by two adults of the same sex as the students in them;
16. After-School activities need to finish promptly at the advertised time and parents/guardians must be told to collect their students on time;
17. Care must be exercised in dismissing or handing over students. It is not recommended that students be passed to adults who are not known to the staff/workers or the student. This is particularly important where staff members are not familiar with separated families' shared-care arrangements;
18. Special care may be needed with very young children in handover or dismissing arrangements;
19. Staff/workers/volunteers should not visit students in their own homes unless a parent or guardian is present and with the consent of the Headmaster for any repeat visits;

20. As discussed in section 7.1, staff/workers/volunteers should normally not make arrangements to meet students outside of School hours. Any special arrangements, e.g. for extra tutoring, should be made between staff member and parent or guardian, not staff member and student. These must then be conducted on School property at a time when other staff members are present and consent from the Headmaster is required;
21. At After-School hours events (such as School performances), staff/workers/volunteers should avoid remaining with a solitary student whose collection/handover arrangements have failed, by working with another staff member or responsible volunteer.

## **8. Responsibilities to Parents, Guardians & Families of Students in the Community**

Employees have three main themes to consider in their capacity as representatives of the School:

1. Foster respectful and trusting relationships with School-community families and the community at large;
2. honour the privacy of families, and;
3. support parents and guardians in their right of enquiry, consultation and information with regard to their children.

### **8.1 Foster Respectful and Trusting Relationships with Families**

In line with community expectations and the Queensland Teachers *Professional Standard 8*, employees are expected to foster positive and productive relationships with parents and the community.

This means:

- Considering parents' and guardians' perspectives regarding the education of their children;
- Consulting with families as agreed with the School;
- Assisting on special transition projects as agreed with the School (eg. School readiness, transition between Schools/years/transition to life after School);
- Considering the whole-of-family perspective (not merely the student, or the School or any other combination);
- Empathising with family values different to your own (the employee's) and respect culturally diverse opinions and communities, while enabling students to examine a variety of standpoints;
- Being sensitive to the fact that a significant proportion of Australian children do not live in one household or live in traditional family structures;
- Engaging parents through developing effective partnerships on agreed projects, activities and roles;
- Promoting at appropriate times the value of education and careers available through Schools;
- Negotiating constructively to achieve best possible outcomes for students;
- Considering whole-of-family approaches to addressing students with specific and identified behavioural and other development needs.

### **8.2 Employees are Expected to Honour Privacy of Families**

Families expect their sensitive information to be treated with appropriate levels of confidentiality. This includes:

- Ensuring confidentiality of information unless disclosure is a legal requirement;
- Ensuring confidentiality of information unless disclosure serves a compelling professional purpose that, in the employee's considered opinion benefits the student to disclose;
- Discuss issues regarding family confidentiality with the Anglican Schools Commission office in confidence, or to the Headmaster.

### **8.3 Employees are Expected to Support Parents & Guardians in their Right of Enquiry, Consultation and Information with Regard to their Children.**

- Use care, discretion and ethical requirements of the employee role in presenting information and facts regarding the development of their children;
- Share general knowledge of child development;

- Be aware of the legal implications of differing family structures when providing information in response to parents' and guardian's requests. In particular, approach senior staff for advice when uncertain of any student's family situation.

## **9. School's Responsibility as an Employer**

St Paul's School owes a duty of care to its employees and students. It is expected that all employees contribute towards this responsibility. The responsibility includes:

- Providing and maintaining a healthy and safe workplace;
- Ensuring safe systems of work, including clear procedures in a range of small incident through to emergencies;
- Providing information, instruction, training, briefings and supervision to ensure health, well-being and safety;
- Protecting its employees from the risks of student or family-member violence;
- Responding to other incidents that inform the positive improvement of the workplace.

St Paul's School has a responsibility and objective to provide a climate of transparency, trust and improvement for its employees. It is expected that any matters that threaten or appear to threaten this objective are promptly reported to the employee's direct supervisor. Where this is not safe or possible, the Headmaster can be approached. Failing him, an approach to the Chair of Council is appropriate or contacting the Anglican Schools Commission for advice.

Paid employees are expected to attend professional development regarding the contents of this policy. Employees are expected to follow procedural guidelines regarding their Duty of Care and seek advice from their supervisor if unclear.