



CODE OF CONDUCT

July 2016

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1 AUTHORITY AND APPLICATION

Date of approval	[#Insert date of approval#]
Source of approval	TCEC
Start date	[#Insert date of Commencement#]
Date of review	Three years from approval or review/amendment approval
Date of amendments	<ul style="list-style-type: none"> [#Insert dates of Amendments#]
Previous policies replaced by this Policy	<ul style="list-style-type: none"> Code of Conduct dated 2007

2 RELATED DOCUMENTS

This Code of Conduct ('Code') applies in conjunction with all TCEC Policies and Procedures.

3 DEFINITIONS

For the purposes of this Code any reference to:

CET is Catholic Education Tasmania; a reference to the TCEO, all Schools and Governance operating in the Archdiocese of Hobart

Child is a person under the age of 18 years or a student aged 18 years or older

Other Person is any adult in a School Environment or Workplace who is not a Worker

Worker includes any person who carries out work or services in any capacity for Catholic Education Tasmania (CET) either as:

- an employee
- a volunteer
- a priest or a member of a religious order
- a contractor, subcontractor or consultant
- an employee of a contractor, subcontractor or consultant
- an employee of an employment agency or labour hire company
- an apprentice or trainee
- an external student gaining work experience or on work placement

School includes any Systemic School or College, Archdiocesan College or Congregational School or College

School Environment is any physical or virtual place made available or authorised by a School for use by Children during or outside School hours, that includes:

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- School grounds, including all campuses;
- online School environments, including email, intranet systems and Social Media platforms; and
- other locations provided by the School for a Child's use, including locations used for School Activities and School Events

Student is a person enrolled at a School

TCEC is Tasmanian Catholic Education Commission, an entity responsible for oversight of Catholic Education in Tasmania

4 PURPOSE

This Code outlines the behavioural expectations and conduct required for CET Workers.

5 COVERAGE

This Code covers and applies to all Workers.

6 CODE OF CONDUCT

Workers are responsible for behaving in a manner that upholds the TCEC's commitment to fostering the dignity, self-esteem and integrity of each person within CET and its School communities.

In carrying out their duties in the Workplace, School Environments and in some cases beyond the education setting, Workers are expected to comply with the following requirements:

6.1 Worker Obligations

- Access, read, understand (seeking clarity where needed from your Principal/ Manager/Supervisor) and abide by the responsibilities set out in the Code
- Abide by all other TCEC codes, policies and procedures, including the Child Safe Code of Conduct.
- Abide by all responsibilities, commitments and duties set out in contract of employment or service provision contract/agreement, however named.
- Enact any duty of care applying personally and contribute to CET and its Schools enacting a duty of care.
- Serve CET and its Schools faithfully, diligently and with due care and skill.
- Refrain from conduct that may amount to misconduct or serious misconduct.

6.2 Ethical Conduct

- Conduct yourself with honesty and integrity.

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- (b) Treat all people with respect, dignity and courtesy, and without discrimination, harassment or victimisation.
- (c) Declare, or avoid where possible, all conflicts of interest (whether actual or perceived) and otherwise refrain from acting or giving the appearance of acting contrary to the public image and/or interests of CET or its Schools.
- (d) Do not knowingly provide false or misleading information.
- (e) Do not take improper advantage of your position, duties, status, power or authority or improper use of information gained in the course of your employment or engagement with CET or its Schools in order to gain, or seek to gain, a gift, benefit, advantage or favourable treatment for yourself or any other person, party or entity.
- (f) Report dishonest, unethical, fraudulent or corrupt behaviour or maladministration to the Principal or, where you have formed a belief that the Principal may be implicated, to the TCEO Manager Human Services.
- (g) Report and/or encourage and support good faith reporting of breaches of this Code or TCEC policies.
- (h) Act in good faith by not making or supporting unfounded complaints with malicious, frivolous or vexatious intent.

6.3 Professionalism

- (a) Undertake duties in a professional, competent and conscientious manner, exercising diligence, best endeavours and sound judgment at all times.
- (b) Provide levels of service to a standard commensurate with professional skills, qualifications, experience and competencies that you are authorised to provide.
- (c) Maintain appropriate professional qualifications and registrations and participating in relevant professional learning opportunities to improve your knowledge and skills.
- (d) Model effective leadership and respect in all interactions with co-Workers, Students and Other Persons.
- (e) Be familiar with, apply and act in accordance with all Child Protection Applicable Laws, and Child Safe codes, policies and procedures that cover CET and its Schools.
- (f) Abide by the TCEC Child Safe Code of Conduct and TCEC Protective Practice Guidelines when interacting with Children in all School Environments and beyond the education setting.
- (g) Use information and communications technology (ICT), including social media, in a manner congruent with Applicable Laws and policies, procedures and protocols that cover CET and its Schools.
- (h) Foster working relationships based on mutual courtesy, trust, collegiality and open communication.
- (i) Use constructive methods for resolving and conflicts that may arise, in the context of natural justice, procedural fairness and due process.
- (j) Do not engage in, or tolerate, rude or insulting behaviour, including verbal and non-

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verbal aggression, abusive, threatening or derogatory language and physical abuse or intimidation towards others.

- (k) Do not undermine or bring the CET or its Schools' integrity and/or reputation into disrepute, and otherwise refrain from making unauthorised statements or commitments on behalf of CET or its Schools.
- (l) Ensure personal appearance and presentation is clean, tidy, modest, role-appropriate and in accordance with any policies and procedures that cover CET and its Schools

6.4 Applicable Laws, Policies and Procedures

- (a) Familiarise yourself with your obligations and responsibilities as they pertain to Applicable Laws and relevant policies and procedures that cover CET and its Schools.
- (b) Abide by all relevant Applicable Laws and policies and procedures.
- (c) Take reasonable care to avoid acts and omissions that may adversely affect you, your co-Workers, Students or Other Persons.
- (d) Act upon all lawful and reasonable directions from authorised persons.
- (e) Follow delegations, and other authorisations as directed.
- (f) Only act within your authority.

6.5 Privacy and Confidentiality

- (a) Follow Applicable Laws and regulations regarding privacy obligations and the collection, dissemination, use, security and disposal of confidential, sensitive and privileged information.
- (b) Only access confidential information for authorised work-related purposes.
- (c) Maintain appropriate records and data in relation to your professional practice in the care and protection of Children, including records of any disclosure, observations and discussions.
- (d) Do not disclose confidential information unless disclosure is required:
 - (i) to allow another person to perform their lawful role, or
 - (ii) by law (including as prescribed by Applicable Laws), or
 - (iii) by a professional standard (including a registration requirement), or
 - (iv) if there is a risk of harm to a Child or the personal safety of another person.
- (e) Ensure that where disclosure of confidential information is required, any sharing occurs in accordance with Applicable Laws and any relevant policies and procedures that cover CET and its Schools.
- (f) Do not use or misuse confidential information for the purpose of directly or indirectly obtaining personal gain or another benefit.

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6.6 Property and Resources

- (a) Use CET and School property and resources in a proper manner, safely and efficiently, and in accordance with appropriate authorisations and any policies and procedures that cover CET and its Schools.
- (b) Protect CET and School property and resources, in particular, taking care to avoid or minimise the possibility of its theft or misuse.
- (c) Ensure the intellectual property rights of others are not infringed

7 BREACH OF THE CODE

- (a) Workers hold a position of trust and are accountable for their actions.
- (b) The Code requires Workers to report acts, omissions and/or failures of this Code to the Principal/Manager/Supervisor. Workers who are concerned about an alleged breach of the Code by their Principal/Manager/Supervisor, should report this to the next in line of leadership within the School or TCEO.
- (c) If a Worker’s actions are inappropriate or appear to breach the standards of this Code, the Principal/Manager/Supervisor has a responsibility to address any possible breach as soon as they become aware of it.
- (d) Depending on the facts and circumstances of each case, an alleged breach may be referred to external authorities under Applicable Laws or may be subject to an internal investigation. In such circumstances, an investigation officer will be appointed in consultation with the TCEO Manager Human Services and in investigating an alleged breach, the rules of procedural fairness will apply.
- (e) Where an investigation finds that a breach has occurred, the Principal/Manager/Supervisor will, in consultation with the TCEO Manager Human Services, consider appropriate action.
- (f) Appropriate action is determined by considering:
 - (i) the nature and seriousness of the breach; and
 - (ii) any prior breaches; and
 - (iii) an assessment of risk.
- (g) Appropriate actions may include:
 - (i) informal counselling
 - (ii) performance management
 - (iii) professional learning/development
 - (iv) increased supervision or monitoring
 - (v) coaching or mentoring
 - (vi) directive counselling
 - (vii) specialist assessment
 - (viii) informal or formal disciplinary action
 - (ix) demotion
 - (x) termination of employment or engagement

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