School Personnel Code of Conduct Policy
July 2022

Summary

This policy applies to Community Language Schools SA and all member schools.

Table 1: Document Details

Policy Number	**ES05**
Related Policies	All Community Language Schools Policies and Procedures
Version	2.3
Created by	CLSSA Policy Officer
Reviewed by	CLSSA Executive Officer
Applies to	All Community Language Schools
Key Words	Behaviours; Volunteers; Gift giving; Respect; Copyright; Record keeping; Dress code; Use of alcohol, drugs or tobacco; Workplace safety; Managing political, community and personal activities.
Status	Approved
Approved By	CLSSA Board *(Administrative updates approved by Executive Officer)*
Approval Date	July 2022
Review Date	December 2023
Notes	Version 2.3 – Administrative and specific content update

Table 2: Revision Record

Date	Version	Revision Description
Existing Policy	1.0	
19th December 2016	1.1	Formatting, updated Families SA to Department of Child Protection Made policy generic; Added more examples to the violations Added reference to other policies; Added to physical restraint section about contacting emergency services; Remove reference to the Language School Board and change contact details to the ESA; Added respect for people, gift giving and declaring gifts, copyright and intellectual property, protecting confidential information, record keeping, workplace safety; Appropriate use of electronic communication and social networking sites; Use of Alcohol, drugs or tobacco, dress code; Managing political, community and personal activities
30th June 2019	2.0	• Policy numbers added • Change Government Department Names (Department of Communities and Social Inclusion to Department of Human

		Services; Department of Child Protection to Department for Child Protection) • Amend policy to make it generic by replacing individual school details with "Ethnic and Community Language Schools" • Minor content change in 'Respect for people' and 'Protecting confidential information' • Changes in 'Created By' and 'Reviewed By' in Table 1; Changed Contents to Table of Contents; Reformatting of table and titles; Added References and Other Documentation; Added new key words; Reformatting of table titles; Formatting of policy
18th January 2021	2.1	• Policy name changed from Teacher and Staff Code of Conduct Policy to School Personnel Code of Conduct Policy • Changed to 'All Ethnic Schools Policies and Procedures' in Related Policies in Table 1 • Amend content of Physical Contact and Assisting with the personal needs of a student • Amend in Student- Teacher Ratios • Amend content in Appropriate Use of Electronic Communication and Social Networking Sites
December 2021	2.2	• Added content in 'Supervision of Volunteers'
July 2022	2.3	• Amended content in 'Introduction' • Added content for 'Communication' and 'Place' in Table 3 • Amended content in 'Supervision of Volunteers'; 'Use of Alcohol, Drugs or Tobacco'; 'Managing Political, Community and Personal Activities' • Created **ES05A**: School Personnel/Volunteer Induction Checklist

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School Personnel Code of Conduct Policy

Introduction

School Personnel refers to members in a Community Language Schools committee, the teaching staff and the support staff. School personnel owe a duty of care to students who are under 18 while they are under the care or supervision of the school personnel in the school. This duty of care requires Community Language School personnel to take all reasonable steps to protect students, volunteers and themselves from foreseeable risks.

Community Language Schools also need to ensure that the roles and responsibilities of all members of the school community in promoting a safe and supportive environment by making sure they are:

- aware of CLSSA's policy and procedures especially **ES01:** Child Safe Environments Policy and **ES14:** Working With Children Check Policy and Procedures
- obtain a Department of Human Services (DHS) Working with Children checks prior to commencing work at any Community Language School.

This policy provides:

- Guidelines to school personnel about behavioural requirements that are set for their interactions with students.
- Information about which and in what ways interactions with students can cause harm.
- Guidelines to school personnel about requirements for their conduct whilst working at a Community Language School

The aim of this policy is that all personnel at Community Language Schools will be able to:

- promote the safety and welfare of all students under 18
- provide a safe, caring and protected environment when undertaking activities in language schools
- contribute to school personnel safety and well-being

Policy

Schools are places where school personnel, especially teaching staff establish positive, caring relationships with students, in order to support the learning process. The relationships of adult school personnel and students is a built-in imbalance of power, stemming from factors like the age difference between students and teaching staff, the developmental stage of the students, gender and the delegated authority of the teaching staff.

All school personnel at a Community Language School are responsible for establishing and maintaining professional conduct when dealing with students. This means setting clear professional boundaries that serve to protect both teaching staff and students.

The following may assist when assessing professional conduct:

- Do I deal differently with one or more students than with others under the same circumstances?
- Do I dress suitably for working in a school setting?
- Do I act or speak differently with one or more students?
- Would I do or say this if a colleague were present?
- Would I approve of my conduct if I observed it in another adult?
- Are my actions likely to have negative outcomes for one or more students?
- If I were a parent, would I want an adult behaving in this way to my child?

Respect for People

All personnel of Community Language Schools are expected to be approachable, courteous and prompt in dealing with other people, including members of the community, students and fellow school personnel as our daily interaction with others reflects on the school's reputation. School personnel will treat colleagues with respect and model appropriate behaviour

School personnel at Community Language Schools will not discriminate against or harass colleagues, students, community members or members of the public on a number of grounds including: sex, origin, physical or intellectual impairment or sexual orientation or gender identify. Such harassment or discrimination may constitute an offence under the *Equal Opportunity Act 1984*. In addition, school personnel must not harass or discriminate on the grounds of political or religious conviction. All school personnel at a Community Language School have an obligation to report behaviour to the principal that they believe to be discriminatory or harassing.

All personnel at a Community Language School must not make unfounded complaints with malicious, frivolous, or vexatious intent against other school personnel, students, parents or community members.

Protecting Confidential Information

More on protecting confidential information is outlined in **ES10:** Personal Information and Photography Release Policy. Community Language Schools collect and stores a lot of confidential information. Unauthorised disclosure may cause harm to others or to the school. The principal will

make sure that confidential information, in any form, cannot be accessed by unauthorised people. Sensitive information should only be provided to people who are authorised to have access to it.

Personnel at Community Language Schools are encouraged to exercise caution and sound judgement in discussing other people's personal information with other school personnel, parents or members of the community. Confidential information will be limited to those who need to know in order to conduct their duties, or those who can assist us in carrying out work because of their expertise.

Violations of Professional Boundaries

Violations of professional boundaries by a school personnel represent a breach of trust and a failure to meet the duty of care to students. When school personnel violate professional boundaries, they risk:

- harmful consequences for the students
- seriously undermining the learning process
- seriously undermining their professional reputation
- harming their personal standing in the community
- their employment in an language school

If inappropriate behaviour is observed, that borders on a violation of professional boundaries, it is the responsibility of the principal to:

- make the school personnel concerned aware that the actions have the potential to impact negatively on the students and on the teacher him/herself
- document what has been discussed

Table 3 outlines examples of professional boundaries violations that may occur.

Table 3: Examples of professional boundaries violations that may occur

Some examples of boundary violations	
Professional boundaries	**Violations**
Communication	- Vilification or humiliation of students - Belittling comments - Rejecting or ignoring students - Making inappropriate comments about a student's appearance, including excessively flattering comments - Holding inappropriate conversations with students, including making enquiries of a sexual nature - Use of inappropriate pet names - Failing to stop harassment between students - Correspondence of a personal nature, e.g. letters, emails, phone calls, text messages or use if social media (excluding socially appropriate correspondence e.g. a bereavement card, a personal message on a class postcard to a sick student) - Failing to stop access to pornography.

Physical contact	• Unwarranted, unwanted or inappropriate touching of a student, either personally or with an object (e.g. ruler or pencil) • Initiating or permitting inappropriate physical contact by a student e.g. massages, tickling games • Requesting a student to touch another student, teacher or person in an unwarranted, unwanted or inappropriate manner
Place	Without the school's authority and in the capacity of teacher: • Inviting, encouraging or allowing the students to come to the teacher's home • Arranging to meet a student outside of the school • Attending students' homes or social gatherings for purposes unrelated to teaching without the presence of a family member. • Observing students when not in a supervisory role • Driving a student unaccompanied and without the express permission of the parent/caregiver.
Interactions with students individually	• Giving gifts or special favours • Adopting a welfare role beyond the teacher's responsibility or expertise. Students with significant problems are to be referred to appropriate agencies or a qualified professional • Being alone with a student unnecessarily • Tutoring not authorised by school and/or not consented to by the parent.
Disclosure	• Sharing personal or confidential information about oneself, other school personnel or students • Discussing intimate personal details of lifestyle of oneself, other school personnel or students.

Managing One-to-One Situations

In some instances school personnel may be required to be in a one-to-one situation with a student e.g. when providing first aid, when tutoring or making a home visit or transporting a student. In all such circumstances arrangements must be put in place to minimise risk. Main considerations to be taken into account:

Location

- Within the school a visible, public and accessible place must be chosen. Keep the door open when alone with a student. If possible request another person to be in close proximity e.g. waiting in the corridor, standing at a distance but still visible

- For home visits, a parent must be present in the room

Time – for tutoring

- Schedule activities:
  - during school hours instead of after hours
  - on school premises such as the library or a place that can be seen by others

Consent – Knowledge

Parents must be informed prior to the following activities and give their consent for their child/children to participate and/or in any of the following:

- one-to-one activity

- transportation of students

- excursions – see Excursion and Incursions Policy

- incursions – see Excursion and Incursion Policy (**ES36**)
- Photographs and or video of students published in school newsletters, email, social media, the internet or in a public domain
- Students work (e.g., artwork, songs, video created by an individual student or a group of students), published in school newsletters, email, social media, the internet or in the public domain

Working with Students with Special Needs

Community Language Schools recognises that students with disabilities may need to rely more on adults to protect them from harm, and they may need additional one-to-one contact and are therefore more vulnerable.

When enrolling a student with a disability at a Community Language School the school principal, class teacher and parent(s)/caregiver(s) must discuss the student's special needs and document agreed forms of communication and care. If possible, and depending on age and developmental stage, the students should have a say in their care.

A written health care plan should be devised preferably with the student's health care worker(s) e.g. general practitioner, paediatrician, psychologist, other as applicable providing written recommendations on the needs and care of the student. Care involving physical contact with the student must be clearly documented and signed by those involved in the health care plan, including restraint of a student with a history of violent and unpredictable behaviour. See **ES07:** Enrolment Policy and Procedures and **ES40:** Special Needs Policy for more details.

Appropriate Physical Contact, Non-Physical Intervention, Physical Intervention and Physical Restraint

At times, school personnel will be required to give practical assistance to a student who is hurt, in need of specific assistance or encouragement. The following outlines the types of contact, including examples and good teacher practice.

Physical Contact

Examples of acceptable physical contact are:
- Administration of first aid – refer to **ES07B:** General Student Heath Support Form and **ES37:** Medication, Accident and First-Aid Policy and Procedures
- Assisting with the personal needs of a student with disabilities – refer to **ES40**: Special Needs Policy

- Assisting with the personal needs of a student – refer to **ES42**: Student Personal Care Policy and Guidelines
- Non-intrusive touch to comfort a student experiencing grief or loss
- Non-intrusive gestures, e.g., shaking hands to congratulate; giving a 'high five' to celebrate
- Hold the hand of a young student e.g., when assisting to cross the road on excursions

Be aware at all times of the student's body language and/or the student's reactions in all situations. For example, a student may be wary of adults, reluctant to return home, withdrawn, uncommunicative, flinch if touched unexpectedly. Be sensitive to the students' needs. The following guidelines will assist school personnel at Community Language Schools to develop good practice:

- Seek a student's permission before touching. (keep in mind that highly distressed students may not be able to express their wishes)
- Avoid touching anywhere other than hand, arm, shoulder, or upper back
- Avoid being in a one-to-one, out of sight situation. Keep doors open
- Respect and respond to any sign that a student is uncomfortable with touch
- Even non-intrusive touch may be inappropriate if a student indicates that s/he does not wish to be touched
- Use words rather than touch
- If touch is necessary for safety reasons, always explain the reason prior to touching
- Call the parents/caregivers if a student is highly distressed for an extended period.

Non-physical Intervention (Verbal Directions)

For student management, verbal directions are always preferred to physical intervention. Verbal directions may include:

- Talking to the student. (e.g., asking the student to stop the behaviour, remind the student of expected behaviour, directing the student to a safe place) – refer to **ES35:** Behaviour Support Policy and Procedures
- Instructing other students to move away
- Requesting assistance from other school personnel.

It is not appropriate to make physical contact with students (e.g., pushing, grabbing, poking, pulling, blocking) to ensure that directions are followed. It is also not permissible to engage in any form of conduct that might cause physical or emotional harm to students.

Physical Intervention

Physical intervention should only be used as last resort after all non-physical interventions have been exhausted and the student is:

- attacking another student or school personnel
- posing an immediate danger to themselves or others

Physical intervention can involve moving between students, blocking a student's path, leading a student by the hand or arm, shepherding a student away by placing a hand on the shoulder, removing potentially dangerous objects and, in *extreme circumstances* using restraint.

Physical Restraint (Physical Force)

Unless student safety is clearly threatened, physical restraint must **not** be used, in response to:

- property destruction
- class disruption
- refusal to follow directions
- verbal threats
- leaving the classroom or the school.

Use of physical force is only permitted to ensure that students and school personnel are protected from foreseeable risk or injury. Everyone has the right to protect themselves or others against an attack, *provided they do not use a disproportionate degree of force in doing so.*

Therefore, when using restraint:

- take into consideration the age, size, any disability, developmental stage and gender of the student
- continue talking to the student throughout the incident. Make it clear that physical restraint will cease when it is no longer necessary to protect the student or others
- whenever possible, grip clothing rather than the body

After an incident involving restraint, the school personnel must document the incident promptly and keep the record in a secure place. The use of physical force and/or physical restraint requires the completion of a critical incidence form - see **ES08A:** Incident, Injury, Trauma, and Illness Form (**ES08:** Emergency and Critical Incident Policy and Procedures). Refer to **ES35:** Behaviour Support Policy and Procedures for further details. The record should include:

- Name and age of the student(s) involved
- Location of the incident

- Date and time of the incident
- Names of witnesses (personnel and/or students)
- Details of the incident (student's behaviour, what was said, steps taken, degree of force applied, how applied etc.)
- Injury(s) evident and first aid steps taken if applicable inform the principal (if not present at incident).

The Principal then must:
- document the report and keep this information confidential and in a secure place
- inform parents promptly and fully of the incident involving their child and the physical restraint. (keep other names/information leading to the identity of others confidential).
- provide parents/caregiver with the opportunity to discuss the matter at the time they are informed. It is advisable for the principal to be present at this meeting
- ensure other forms of documentation are followed e.g., Critical incident form.

Finally, if school personnel believe that using physical force increases the likelihood of injury to themselves, e.g., in a situation involving several students or a physically larger student, they may choose not to use physical force. In those cases, the personnel should send off students who may be at risk and seek help from other school personnel. Personnel may call emergency services (000) if they believe the student(s) will cause extreme physical harm to themselves and/or others; damage to property or if the situation becomes out of control.

Inappropriate Sexual Behaviour of School personnel towards Students

School personnel **must not, under any circumstances**, start or engage in an intimate, overly familiar or sexual relationship with a student.

Improper sexual conduct includes:
- Sexual abuse. Sexual abuse does not have to be or involve physical contact.
- all forms of sexual activity, including, but not limited to kissing, obscene language or gestures, suggestive remarks or actions, jokes of a sexual nature, unwarranted or inappropriate sexual feelings to students or deliberately exposing students to phone messages, internet content or images).

When students disclose information about inappropriate sexual behaviour of any teacher, all school personnel **as mandated notifiers** are legally required to report their suspicion and/or actions to the **Child Abuse Report Line, 131478**. A report must be made, regardless of who is implicated. For more details refer to **ES01:** Child Safe Environments Policy and Procedures. The

teacher should also notify the principal so appropriate procedures can be followed. The students' wellbeing must be protected.

Inappropriate Sexual Behaviour of Students towards Personnel

At times, students may engage in inappropriate sexual behaviour including, actively seeking an inappropriate relationship or, in exceptional cases sexually harass or abuse school personnel. Sexualised behaviour in children can cause adult concern. Behaviour ranges from normal to cause for serious concern.

Should a student engage in inappropriate sexual behaviour then immediate steps must be taken to confront and prohibit the student in a considerate, respectful way. Inappropriate behaviour includes attempts to expose genitals, playing sexual games, persistent fascination with nude pictures, drawing sexual graffiti, preoccupation with sexual themes.

If the behaviour persists, personnel involved should discuss the matter with the principal to develop a plan of action for managing the student's behaviour. Depending on the age of the student, as well as contextual information, this action plan may involve:

- contacting ESASA's Executive Officer
- contacting parents
- closer monitoring or supervision of the student
- referring for counselling to an appropriate agency or qualified professional
- contacting the Child Abuse Report Line (CARL) on 13 14 78

Inappropriate sexual behaviour towards personnel or other students, especially in younger students, can give rise to the suspicion that the student may have been sexually abused. Behaviour which is cause for concern includes but is not limited to behaviour which induces fear/makes threats of force to get others to expose themselves, exposes self forcibly to others, touches others' genitals with force, manipulates others to view pornography, makes sexually explicit proposals or threats including notes, demonstrates repetitive simulation of intercourse. Personnel are obliged to contact CARL (Child Abuse Report Line) based on these behaviours presenting reasonable grounds to suspect that a child has been harmed. If unsure whether a suspicion is on reasonable grounds, Mandated Notifiers should consult with a worker on the Child Abuse Report Line.

A student may disclose that they have been sexually abused, or they may tell that they know someone who has been abused, or someone reliable may tell you of the abuse. In these cases, personnel must:

- Make a mandatory notification to CARL 13 14 78.

- Consider implications for the safety of other students and if necessary, develop and document a plan of action.
- Seek advice, if required, from:
  - Child Abuse Report Line (CARL) 13 14 78
  - Child Protection Service at the Women's and Children's Hospital 8161 7346
  - Child Protection Service at the Flinders Medical Centre 8204 5485
  - Authorised Officer, Language Schools 8301 4816
  - Survivors of Torture and Trauma Assistance and Rehabilitation Services (*STTARS*) 8346 5433
  - Department for Child Protection https://www.childprotection.sa.gov.au/

Sometimes students may actively seek an inappropriate relationship with school personnel. They may make flirtatious gestures or comments, give improper gifts, extend inappropriate social invitations, or send letters, emails or text messages that suggest or invite a personal relationship. If this happens, personnel are again advised to take immediate action to discourage the student, report the incident to the principal and develop a documented plan of action - respecting the emotional wellbeing of the student and providing support for the personnel to manage the situation. Serious sexual harassment or assault of school personnel by a student is reportable to the police. For further details please refer to **ES15:** Sexual Misconduct Policy and Guidelines

Record Keeping

Community Language Schools recognises that a record serves as an essential administrative, legal and historical purpose. All personnel have a responsibility to maintain the confidentiality of all official information, records and documents which are not publicly available, or which have not been published. Refer to **ES10:** Personal Information and Photograph Release Policy and **ES20:** Data and Information Management Policy for further details. Records kept by Community Language Schools may include:

- Class rolls
- Student assessment records
- Emails
- Electronic documents
- Digital images
- Audio recordings
- Correspondence
- Consent forms
- Enrolment forms

- Permission notes
- Medication authority forms
- Plans
- Drawings
- Notes

The Principal has a responsibility to:
- Create and maintain full, accurate and honest records of their activities, decisions, and business transactions
- Must not destroy records without appropriate authority

Workplace Safety

All school personnel must take reasonable care for the health and safety of themselves and others in completing their work duties at a Community Language School. Cooperation is required by all personnel to enable compliance with Workplace Health and Safety legislation. Refer to **ES23:** Work Health and Safety Policy.

Supervision of Volunteers

All personnel at a Community Language Schools working directly with **or** in close proximity of students under 18 years of age **or** who have access to student records are required to undertake a Working with Children Check (WWCC). Please refer to the **ES24:** Visitor and Parental Volunteer Policy.

Volunteers attending schools for one-off events such as conducting a cooking lesson, being a guest speaker, etc., are required to provide a Working with Children checks if:
- the work with children is more than 7 days (whether consecutive or not) in a calendar year; or
- the child-related work involves overnight excursions or activity (for example, a school camp); or
- the child-related work involves close personal contact with children with disability

Volunteers who are 14 years and above who are not enrolled in the Community Language School as a student are required to undertake a WWCC.

Sometimes senior students (14 years and above) who are enrolled in a school are required to assist/ mentor the teaching staff in the classroom with younger students. In this case, the senior students should always be monitored and never left alone to mentor without a school staff who

has a valid WWCC in the same vicinity. Please refer to **ES14**: Working with Children Check Policy and Procedures for more information.

Supervision of Adult Students

If the school has students over 18 years of age, they should be treated as having the same status as volunteers, i.e., they must be supervised by a personnel at all times**.** Schools which enrol adult students (18 years and over) are required to develop an enrolment and supervision process to support the maintenance of child safe environments. Where possible, adult students should be placed in separate classes as part of the general child protection the school provides.

Use of Character References in the Personnel Recruitment Process

When recruiting personnel, language schools need to adhere to the **ES01:** Child Safe Environments Policy and Procedures; **ES03:** Teaching Staff Policy Recruitment Policy and Procedures and **ES14:** Working with Children Check Policy and Procedures, which includes Working with Children Checks for all personnel working directly with **or** in close proximity of students under 18 years of age **or** who have access to student records.

Community Language Schools usually select personnel from members of their own communities.

Refer to **ES03:** Teaching Staff Policy Recruitment Policy and Procedures for recruitment procedures.

Student – Teacher Ratios

For educational and safety purposes, schools are advised to ensure that there is a limit to the numbers of students in each class.

Recommended student-teacher ratios are:

- Preschool level: no more than 11 students per teacher
  (no more than 10 students per teacher for disadvantaged preschools)
- Junior Primary level: no more than 20 students per teacher.
- Upper Primary and Secondary level: no more than 25 students per teacher.
- Adults: no more than 28 students per teacher.

Community Language Schools has a dedicated policy outlining student-teacher ratios during supervisions, excursions, and incursions. Refer to **ES09:** Supervision of Students Policy and **ES36:** Excursion and Incursion Policy and Procedures

Gift Giving and Declaring Gifts

School personnel at a Community Language School must not accept any gift or benefit in their course of work, which is intended to, or likely to, inappropriately influence their behaviour and cause them to act impartially in the interests of the individual or organisation offering the gift or benefit. School personnel must never ask for money, gifts, or benefits.

In some circumstances, it may be acceptable to receive gifts offered by individuals or organisations. Gifts of gratitude which are offered in appreciation of performing specific tasks, or for exemplary performance of duties, may be accepted by school personnel. Gifts of gratitude could include, chocolates, flowers, a bottle of wine, a home-made gift or a gift valued less than $50. School personnel must consider the following factors in consultation with the School Principal whether a gift may be accepted:

- The value of the gift or benefit
- The intention of the donor in offering the gift or benefit
- The timing of its presentation
- How others will perceive the gift

Gifts of influence which are intended to influence the conduct or judgement of a personnel which may include money given prior to an exam or student report, or expensive gifts. When a student gives a school personnel a gift, school personnel are to consider the following:

- What is the value of the gift?
- What is the motivation of the student offering it?
- Does the student have anything tangible to gain from giving the gift?

If school personnel at a Community Language School receives an inappropriate gift, they will explain to the person who has given the gift about gift giving and how their actions might be seen as an attempt to influence the judgement of the school personnel and how the gift is inappropriate. The school personnel will return the gift to the person who has offered the gift. If school personnel receive a gift that they are not sure is appropriate, they will declare the gift to the principal and discuss whether the gift is appropriate or not and what should be done with the gift. A decision will be made depending on the value, intent and whether a student has anything to gain from the gift. The following questions will also assist in determining whether the gift is appropriate:

- Would accepting the gift raise suspicion about an improper relationship?
- Would accepting the gift raise suspicion about my professional judgement?

Depending on the answers to the above questions, the school personnel and Principal will determine the appropriate action considering the following:

- Should I accept the gift but share it with colleagues? (e.g., a parent gives a large food hamper is given to a teacher at the end of the year, the teacher tells the parent that the gift will be shared with all school personnel of the school)
- Should I return the gift?
- Should I donate the gift to charity?

A parent may give money to the Principal specifically requesting that the money be donated to the school for resources relevant to the curriculum or for the purchase of specific resources to assist a child with a disability.

Copyright and Intellectual Property

All personnel at a Community Language School play an important role in ensuring intellectual property is properly identified, protected, used and where appropriate shared. When creating materials for use with students, school personnel need to ensure the intellectual property rights of others are not infringed and appropriate attribution is made when using the intellectual property of others. Refer to **ES21:** Copyright Policy.

Appropriate Use of Electronic Communication and Social Networking Sites

Community Language Schools has developed the following guidelines for school personnel when using electronic communication and social networking sites:

- Exercise good judgement when using email.
- Use appropriate language in email messages.
- Be aware that if an issue addressed in an email becomes the subject of a legal dispute, then the court is entitled to see them.
- Do not send messages that are harassing, defamatory, threatening, abusive or obscene.
- Do not invite students into your personal social network site.
- While posting some activity or anything concerning your language school that requires photo and/or videos make sure you have permission from parents to do so- Refer to students' enrolment form
- Report any situations where you become aware of the inappropriate use of electronic communication and social networking sites.
- Do not access inappropriate material using a computer whilst at school, including:
  - sexually related or pornographic messages or material,
  - violent or hate-related messages or material,
  - racist or other offensive material aimed at a particular group or individual, malicious, or slanderous messages or material,

- o false or unfair statements that are likely to damage the reputation of a person or the school
- o subversive or other messages or material related to illegal activities.

For further details refer to **ES11**: Communication Policy and Guidelines and **ES39**: Cyber Safety Policy and Guidelines

Use of Alcohol, Drugs or Tobacco

All personnel at Community Language Schools have an obligation and a responsibility for ensuring they are capable of performing their required duties and that their ability to perform these duties is not impaired by the use of alcohol or drugs or put at risk themselves or any other person's health and safety.

All school personnel, including volunteers, of a Community Language School you must:

- Not attend work under the influence of alcohol, illicit drugs, non-prescribed medication and or restricted substances.
- Not endanger your own safety or the safety of others by consuming alcohol, illicit drugs or non-prescribed and/or restricted substances for the duration of school day or whilst attending an excursion or event where students are present
- Immediately notify the principal if you are concern about working with other employees who may be affected by drugs and/or alcohol.
- Not have drugs in your possession while at work. Any illicit drugs found on the premises of a Community Language School or in the possession of any person will be reported to the police.
- Not give students or other school personnel, illicit drugs, alcohol, or restricted substances or encourage or condone their use.
- Supply or administer prescription or non-prescription drugs to students unless following the procedures set out in **ES37:** Medication, Accident and First-Aid Policy and Procedures.
- Not smoke or permit smoking (including e-cigarettes) in Public Areas, this includes school grounds and playgrounds, enclosed areas or any area designated as a non-smoking area.
- Not purchase tobacco or tobacco products for any student or give them tobacco or tobacco products.
- Not take alcohol to school or consume it during school hours or at any function at any time school students are present, including those events conducted outside school premises. A school function is any occasion organised by the school and/or in the school's name, including dances, farewells, excursions, sporting fixtures, and fund-raising events.
- Not purchase alcohol for or give alcohol to any student registered in the language school.

- Not encourage or condone the use of alcohol by all students during educational or community activities.

Dress Code

Community Language Schools prides itself on the professionalism of all school personnel. Dress and personal appearance are important elements of the professional presentation. All personnel have an obligation to dress appropriately and in a manner that maintains respect, establishes credibility, upholds the good reputation of the school. School personnel must ensure their personal appearance and presentation is clean, tidy and appropriate for their work and takes into account the particular circumstances of their workplace. Community Language Schools have developed the following dress code:

- School personnel must comply with relevant workplace health and safety regulations as they apply to apparel e.g., appropriate shoes, protective clothing, sun-safe attire when outdoors. Refer to **ES46:** SunSmart Policy and **ES23:** Work Health and Safety Policy.
- School personnel must not wear revealing clothes such as those exposing bare midriffs, strapless tops/dresses or clothes that may be offensive.
- School personnel must not wear inappropriate clothes such as singlets, t-shits, tracksuits or rubber thongs (except for sport and organised physical activities), ripped or dirty clothes or clothes with inappropriate slogans.
- Appropriate footwear must be worn at all times
- School personnel are required to wear SunSmart clothing on Excursions and for outdoor activities, including playground supervision.

Managing Political, Community and Personal Activities

Community Language Schools recognise that school personnel may participate in political and community activities and will pursue personal interests. School personnel need to ensure that their personal activities do not conflict with their role and duty at a Community Language School. School personnel must not:

- Use school resources (e.g., stationary, printing supplies, mail services, phone, email, internet service) to assist political, community or personal activities.
- Use information obtained through your work at a Community Language School to assist your political, community or personal activities, or make the information known to any other personnel.
- Participate in private political activities whilst at work at a Community Language School.
- Impart their political view onto students at any time

References and Other Documentation

- Teachers Registration Board of South Australia- Code of Ethics: Teachers Registration Board of South Australia (trb.sa.edu.au)

- Australian Children's Education & Care Quality Authority (ACECQA): Educator to child ratios | ACECQA