

CODE OF CONDUCT POLICY

NQS 4.2.1 Regulation 168 (2) (i) Version 1.6

Preamble

Roxby Downs Children's Centre provides an open, welcoming and safe environment. We believe that all parents, volunteers and partner organisations play a valuable role in the effective operation of the Children's Centre and enrich the children's program. We acknowledge that without parent support, participation and contribution, Roxby Downs Children's Centre could not operate effectively. This Code of Conduct details the type of practice we require all adults working at our centre to follow. It will assist in ensuring the safety and wellbeing of children, families and staff. It does not provide all the answers but is a broad outline of behavioural principles, expectations and ideals. The Governing Council and partner organisations have a legal responsibility to provide a safe environment for all children and staff.

Scope

This Code of Conduct applies to all adults, including parents, volunteers, extended family, visitors and other persons while involved in any activities related to the Children's Centre.

Implementation

All staff and volunteers involved with the Children's Centre will be required to read the Code of Conduct policy at induction to formally acknowledge that they understand what acceptable behaviour from adults within this environment is, and therefore agree to comply with the requirements. Clear expectations will be made for each individual staff member in relation to the job and person requirements of their role.

Practices to follow

In relation to children, I will

- act in the best interests of all children
- create and maintain safe, healthy, inclusive environments that support children's agency and enhance their learning
- provide a meaningful curriculum to enrich children's learning, balancing child and educator initiated experiences
- understand and be able to explain to others how play and leisure enhance children's learning, development and wellbeing
- ensure childhood is a time for being in the here and now and not solely about preparation for the future
- collaborate with children as global citizens in learning about our shared responsibilities to the environment and humanity
- value the relationship between children and their families and enhance these relationships through my practice
- ensure that children are not discriminated against on the basis of gender, sexuality, age, ability, economic status, family structure, lifestyle, ethnicity, religion, language, culture, or national origin
- negotiate children's participation in research, by taking into account their safety, privacy, levels of fatigue and interest
- respect children as capable learners by including their perspectives in teaching, learning and assessment
- safeguard the security of information and documentation about children, particularly when shared on digital platforms.

In relation to families, I will

- support families as children's first and most important teacher and respect their right to make decisions about their children
- listen to and learn with families and engage in shared decision making, planning and assessment practices in relation to children's learning, development and wellbeing
- develop respectful relationships based on open communication with the aim of encouraging families' engagement and to build a strong sense of belonging
- learn about, respect and respond to the uniqueness of each family, their circumstances, culture, family structure, customs, language, beliefs and kinship systems
- respect families' right to privacy and maintain confidentiality.

In relation to colleagues, I will

- encourage others to adopt and act in accordance with this Code, and take action in the presence of unethical behaviours
- build a spirit of collegiality and professionalism through collaborative relationships based on trust, respect and honesty
- acknowledge and support the diverse strengths and experiences of colleagues in order to build shared professional knowledge, understanding and skills
- use constructive processes to address differences of opinion in order to negotiate shared perspectives and actions
- participate in a 'lively culture of professional inquiry' to support continuous improvement
- implement strategies that support and mentor colleagues to make positive contributions to the profession
- maintain ethical relationships in my online interactions.

In relation to the profession, I will

- base my work on research, theories, content knowledge, practice evidence and my understanding of the children and families with whom I work
- take responsibility for articulating my professional values, knowledge and practice and the positive contribution our profession makes to society
- engage in critical reflection, ongoing professional learning and support research that builds my knowledge and that of the profession
- work within the scope of my professional role and avoid misrepresentation of my professional competence and qualifications
- encourage qualities and practices of ethical leadership within the profession
- model quality practice and provide constructive feedback and assessment for students as aspiring professionals
- mentor new graduates by supporting their induction into the profession
- advocate for my profession and the provision of quality education and care.

In relation to community and society, I will

- learn about local community contexts and aspirations in order to create responsive programs to enhance children's learning, development and wellbeing
- collaborate with people, services and agencies to develop shared understandings and actions that support children and families
- use research and practice-based evidence to advocate for a society where all children have access to quality education and care
- promote the value of children's contribution as citizens to the development of strong communities
- work to promote increased appreciation of the importance of childhood including how children learn and develop, in order to inform programs and systems of assessment that benefit children
- advocate for the development and implementation of laws and policies that promote the rights and best interests of children and families.

CREATED: January 2018
REVIEWED:
TO BE REVIEWED: October 2019
SOURCED: Early Childhood Australia Code of Ethics 2016

Staff Code of Conduct Acknowledgement

I hereby acknowledge that on/...../20..... I received a copy of the Code of Conduct Policy for Roxby Downs Children’s Centre.

I have read this policy, and I understand the contents.

I agree to abide by the principles, practices and consequences set out within this policy.

I understand that a signed copy of this acknowledgement will be kept in my staff record.

Name (please print)	Signature	Date
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Name of Director or Assistant Director	Signature	Date
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