

CODE OF CONDUCT

QUALITY AREA 4 | ELAA VERSION 1.6



PURPOSE

This policy provides a clear set of guidelines and procedures for Belford Oaks Community Children's Centre ("the Centre") to:

- establish the expected standards of behaviour for the approved provider, nominated supervisor, early childhood teachers, educators, other staff, contractors, volunteers, students on placement, parents/guardians and visitors
- create and maintain a child safe environment that reflects the philosophy, beliefs, objectives, and values of Belford Oaks Community Children's Centre
- articulate desirable and appropriate behaviour
- promote interactions at the service and online which are respectful, honest, courteous, sensitive, tactful, and considerate.



POLICY STATEMENT

THE SAFETY, HEALTH, WELLBEING, RIGHTS AND BEST INTERESTS OF EVERY CHILD ARE THE PARAMOUNT CONSIDERATION AND MUST GUIDE ALL DECISIONS, ACTIONS AND PRACTICES OF EDUCATORS WITHIN THE EDUCATION AND CARE SERVICE.

VALUES

Belford Oaks Community Children's Centre:

- respects the rights of the child and values diversity
- values the contribution of Aboriginal children, children from a culturally and linguistically diverse background and children with a disability
- has zero tolerance of discrimination
- maintains a duty of care (*refer to Definitions*) towards all children at the service
- is committed to the safety and wellbeing of all staff and the members of our service's community
- is committed to supporting staff to act cohesively and ethically as a team and provide an environment that is conducive to children's learning and development
- provides a safe and secure environment for all at the service
- provides an open, welcoming environment in which everyone's contribution is valued and respected
- is committed to communicating openly and honestly
- is committed to continually learning how to be inclusive and respectful of cultural needs
- encourages relationships that are based on the principles of mutual respect, equity and fairness.
- encourages both adults and children to identify and raise concerns through the appropriate channels to maintain a culture of reporting and pro-actively responding to concerns
- encourages volunteers, students, parents/guardians and visitors to support and participate in the program and activities of the service.

SCOPE

This policy applies to the approved provider, persons with management or control, nominated supervisor, persons in day-to-day charge, early childhood teachers, educators, other staff, students, volunteers, parents/guardians, children and others attending the programs and activities of Belford Oaks Community Children's Centre, including during offsite excursions and activities.

CODE OF CONDUCT

QUALITY AREA 4 | ELAA VERSION 1.6

RESPONSIBILITIES	Approved provider and persons with management or control	Nominated supervisor and persons in day-to-day charge	Early childhood teachers, educators and all other staff	Parents/guardians	Contractors, volunteers and students
R indicates legislation requirement, and should not be deleted					
1. Ensuring that copies of the <i>Code of Conduct Policy</i> is readily accessible and available to all staff, volunteers and families (<i>Child Safe Standards 2-2.4</i>)	R	✓			
2. Providing a welcoming, inclusive, culturally responsive and safe environment for everyone attending the programs and activities of [Service Name], with a strong focus on the safety and wellbeing of children (<i>Child Safe Standards 1 – 1.5</i>)	R	R	✓		
3. Acting in accordance with Belford Oaks Community Children’s Centre child safety and wellbeing policies and procedures at all times	R	R	R		R
4. Abiding by the <i>Safe Use of Digital Technologies and Online Environments Policy</i>	R	R	R		R
5. Behaving respectfully, courteously and ethically towards children and their families and towards other staff	✓	✓	✓		✓
6. Promoting the human rights, safety and wellbeing of all children in Belford Oaks Community Children’s Centre	✓	✓	✓		✓
7. Taking reasonable steps to protect children from harm and abuse including by identifying child safety risks and taking steps to remove or reduce those risks (<i>Child Safe Standards 2 – 2.5</i>)	R	R	R		R
8. Treating allegations, disclosures, incidents and suspicions of child abuse and harm seriously and if child abuse is suspected ensuring as quickly as possible that children and young people are safe and protected from harm	R	R	R		R
9. Reporting alleged or suspected child abuse or other child safety concerns in accordance with the <i>Child Safe Environment and Wellbeing policy</i>	R	R	R		R
10. Completing the mandatory national child safety training and child protection training within the timeframes prescribed in the National Regulations. Ensuring the training remains current and provide evidence of completion when required (<i>Child Safe Standards 8 – 8.2, 8.3</i>)	R	R	R		R
11. Avoiding inappropriate conduct (Refer to Definitions) and at all times, maintaining professional boundaries, use respectful and age-appropriate interaction, and act in line with the Child Safe Environment and Wellbeing Policy and the Interaction with <i>Children Policy (Attachment 5)</i>	R	R	R		R

RESPONSIBILITIES	Approved provider and persons with management or control	Nominated supervisor and persons in day-to-day charge	Early childhood teachers, educators and all other staff	Parents/guardians	Contractors, volunteers and students
12. Identifying, responding to and reporting inappropriate conduct (<i>refer to Definitions</i>) in accordance with the <i>Education and Care Services National Law</i> and the <i>Reportable Conduct Scheme</i> , including notifying the Social Services Regulator within required timeframes where a reportable allegation is formed (<i>refer to Code of Conduct Policy</i>)	R	R	R		R
13. Ensuring that all interactions between parents/guardians, families, visitors, contractors, volunteers and service staff are respectful, non-threatening and free from aggression or violence.	✓	✓	✓	✓	✓
14. Working with children in an open and transparent way	✓	✓	✓		✓
15. Demonstrating appropriate personal and professional boundaries <i>refer to Attachments 5 (Child Safe Standards 2-2.4)</i>	✓	✓	✓		✓
16. Providing a workplace that is free from unlawful discrimination, harassment, victimisation and bullying where all persons attending are treated with dignity, courtesy and respect (<i>Child Safe Standards 2-2.4</i>)	R	✓	✓		
17. Ensuring racism within the service is identified, confronted and not tolerated. (<i>Child Safe Standards 1-1.3</i>)	R	✓	✓	✓	✓
18. Ensuring all early childhood teachers/educators/other staff, volunteers, students and parents/guardians are aware of behaviours that are considered concerning, misconduct, or criminal conduct within the service (<i>refer to Attachment 5</i>) (<i>Child Safe Standards 2-2.4</i>)	R	R	✓	✓	✓
19. Ensuring that the children educated and cared for at Belford Oaks Community Children's Centre are protected from harm and from any hazard likely to cause injury (<i>National Law: Section 167</i>)	R	R	✓		
20. Identifying and mitigating risks to children's safety and wellbeing as required by Belford Oaks Community Children's Centre risk assessment and management processes (<i>Child Safe Standards 2-2.5</i>)	R	R	✓		✓
21. Responding to any concerns or complaints of child harm or abuse promptly and in line with <i>Compliments and Complaints policy (Child Safe Standards 2-2.4)</i>	R	R	R		R
22. Providing guidance through leadership and by being a positive role model; putting children first, prioritising training and education and having a culture of continuous improvement (<i>Child Safe Standards 2-2.2, 11-11.4</i>)	R	✓			
23. Developing, updating and reviewing Code of Conduct for Belford Oaks Community Children's Centre in collaboration with all stakeholders within the service (<i>refer to Attachments 1 and 3</i>) (<i>Child Safe Standards 11-11.3</i>)	R	✓	✓	✓	
24. Ensuring that early childhood teachers/educators/other staff, volunteers, students and parents/guardians are provided with a copy of this policy on employment, engagement or enrolment	R	✓			

RESPONSIBILITIES	Approved provider and persons with management or control	Nominated supervisor and persons in day-to-day charge	Early childhood teachers, educators and all other staff	Parents/guardians	Contractors, volunteers and students
at the service or upon request and that the current codes of conduct are publicly displayed and promoted to everyone including contractors and visitors (<i>Child Safe Standards 2-2.1, 2.2 11-11.5</i>)					
25. Ensuring that the codes of conduct are regularly discussed at staff meetings to reinforce expectations	R	✓			
26. Developing a culture of accountability within the service for complying with the code of conduct and responding when behavioural expectations are not adhered to (<i>refer to Attachment 5</i>)	R	✓	✓	✓	✓
27. Providing an environment that encourages positive interactions, supports constructive feedback and holds one another to the codes of conduct	✓	✓	✓	✓	✓
28. Abiding by the <i>Interactions with Children policy</i> , ensuring all staff maintain appropriate, respectful, and safe relationships with children (<i>Child Safe Standards 1-1.5, 2-2.4</i>)	R	✓	✓		✓
29. Ensuring that parents/guardians of a child attending the service can enter the service premises at any time that the child is being educated and cared for (<i>Regulation 157</i>), except where this may pose a risk to the safety of children or staff, or conflict with any duty of care of the approved provider, nominated supervisor or early childhood teachers and educators under the <i>National Law: Section 167 & 171</i>	R	R			
30. Ensuring that contractors, volunteers, parent/guardians, students or visitors at the service are not placed in a situation where they are left alone with a child	R	R	✓		
31. Promoting the cultural safety of Aboriginal children by supporting and encouraging their connection to culture, kin, community, cultural practices and Aboriginal identity (<i>Child Safe Standards 1– 1.1, 1.2, 1.4</i>)	R	R			
32. Ensuring all staff and volunteers receive relevant cultural training so they have an understanding of Abotiginal culture, and an appreciation for culturally sensitive issues (<i>Child Safe Standards 1– 1.1, 1.2, 1.4</i>)	R	R			
33. Respecting individual abilities, needs, cultural practices and beliefs in all interactions, both verbal and non-verbal. Paying particular attention to the needs of Aboriginal and Torres strait Islander children, children with disability, children from CALD backgrounds and LGBTIQ+ children (<i>Child Safe Standards 5 – 5.3</i>)	✓	✓	✓	✓	✓
34. Engaging in open, two-way communication with families and communities about the service's child safety approach and providing relevant and accessible information	✓	✓	✓		
35. Ensuring children are supported to express their culture and enjoy their cultural rights. (<i>Child Safe Standards 1– 1.1</i>)	R	R	R		R
36. Listening and responding to the views and concerns of children, particularly if they communicate (verbally or non-verbally) that they do not feel safe or well. (<i>Child Safe Standards 3– 3.4, 5-5.2</i>)	✓	✓	✓		✓

RESPONSIBILITIES	Approved provider and persons with management or control	Nominated supervisor and persons in day-to-day charge	Early childhood teachers, educators and all other staff	Parents/guardians	Contractors, volunteers and students
37. Ensuring children know who to approach if they feel unsafe or want to raise concerns (refer to the Compliment and Complaints Policy) (Child Safe Standards 3 – 3.4, 5 – 5.2)	✓	✓	✓		✓
38. Ensuring all staff, contractors, volunteers and students do not consume or are under the influence of alcohol or be affected by drugs (refer to Tobacco, E-Cigarettes, Vaping, Alcohol and other Drugs Policy)	R	R			
39. Not consuming or being under the influence of alcohol or be affected by drugs (refer to Tobacco, E-Cigarettes, Vaping, Alcohol and other Drugs Policy)	R	R	R	✓	R
40. Notifying DET within 24 hours of a serious incident (refer to Definitions) or of a notifiable complaint being made (refer to Definitions) at the service (National Law: Sections 174(2)(b) and 174(4) , National Regulations: Regulations 175(2)(c) and 176(2)(b)) via the NQAITs	R	✓			
41. Referring notifiable complaints (refer to Definitions), grievances or complaints that are unable to be resolved appropriately and in a timely manner to the Grievances Subcommittee/investigator (refer to Complaints and Grievances Policy)	R	✓			
42. Notifying Worksafe of any reportable incidences (refer to Definitions) that have occurred in the workplace	R	✓			
43. Activating the Complaints and Grievances Policy on notification of a breach of the Code of Conduct Policy	R	✓			
44. Breaches of the Code of Conduct will result in immediate and proportionate action, which may include investigation, supervision, retraining, disciplinary action, or termination of employment or engagement, and will report the matter to relevant authorities where required (Child Safe Standards 2 – 2.3)	R	R	✓		✓
45. Understanding and accepting that serious breaches of this code will be deemed misconduct and may lead to disciplinary or legal action, or a review or their employment (Child Safe Standards 2-2.3)		✓	✓	✓	✓
46. Contacting police in an emergency situation where it is believed that there is an immediate risk, such as when violence has been threatened or perpetrated or where sexual abuse or grooming is suspected as outlined in the Child Safe Environment and Wellbeing Policy .	R	R	R	✓	R
47. Reading the Code of Conduct Policy (refer to Attachment 1) and signing the Code of Conduct Acknowledgement for staff (refer to Attachment 2) and that these are filed with individual staff records upon engagement in the service (Child Safe Standards 2-2.3)		✓	✓		
48. Adhering to the Code of Conduct at all times (Child Safe Standards 2-2.3)	R	R	R	R	R
49. Informing the approved provider in the event of a serious incident (refer to Definitions), of a notifiable complaint (refer to Definitions) or of a breach of the Code of Conduct Policy (Child Safe Standards 2-2.3)		R	✓		

RESPONSIBILITIES	Approved provider and persons with management or control	Nominated supervisor and persons in day-to-day charge	Early childhood teachers, educators and all other staff	Parents/guardians	Contractors, volunteers and students
50. Providing an environment that encourages positive interactions, supports constructive feedback and holds one another to the codes of conduct	✓	✓	✓		
51. Ensuring that parents/guardians, students and volunteers sign the Code of Conduct Acknowledgement <i>(refer to Attachment 4) (Child Safe Standards 2-2.3)</i>	✓	✓		✓	✓
52. Ensuring children can access abuse prevention programs and information <i>(Child Safe Standards 3-3.3)</i>	R	✓	✓		
53. Being attentive to signs of harm and facilitating child-friendly ways for children to communicate and raise their concerns <i>(Child Safe Standards 3-3.4)</i>	R	R	R		R
54. Reporting and acting on any concerns or observed breaches of this <i>Code of Conduct Policy (refer to Complements and Complaints Policy) (Child Safe Standards 2-2.3)</i>		R	R	R	R
55. Ensuring duties are performed in a professional, safe and satisfactory manner at all times. <i>(Child Safe Standards 2-2.3)</i>	✓	✓	✓		✓
56. Reviewing and updating the <i>Code of Conduct</i> following any incidents, complaints, concerns or near misses <i>(Child Safe Standards 10-10.1)</i>	R	✓			



BACKGROUND AND LEGISLATION

BACKGROUND

Codes of conduct establish standards of behaviour to be followed and define how individuals are expected to behave towards each other, towards the children in their care, and towards other organisations and individuals in the community.

The approved provider, nominated supervisor, early childhood teachers, educators and all other staff have a duty of care to the children attending the service and must ensure 'that every reasonable precaution is taken to protect children being educated and cared for by the service from harm and from any hazard likely to cause injury' (*National Law: Section 167*).

The *National Quality Standard* requires that all staff be respectful and ethical and that 'professional standards guide practice, interactions and relationships' (*National Quality Standard: 4.2 and 4.2.2*).

Child Safe Standards requires services to ensure the Code of Conduct provides guidelines for staff and volunteers on expected behavioural standards and responsibilities, and breaches to the Code of Conduct are acted upon and reported.

Employers also have a legal responsibility to provide, as far as is practicable, a safe workplace that is free from discrimination, bullying and harassment.

Child Safe Standard 3 requires services to develop and review codes of conduct that establish clear expectations for appropriate behaviour with children including:

- how to respond to risks adults may pose to children or that children may pose to each other
- how to ensure the cultural safety of Aboriginal children and culturally and linguistically diverse children
- how to be inclusive of all children, including children with a disability.

A Code of Conduct should be informed by the service's philosophy, beliefs and values, and based on ethical principles of mutual respect, equity and fairness. Consideration should be given to the Victorian Teaching Profession *Code of Conduct and the Code of Ethics* and to the Early Childhood Australia's *Code of Ethics* in developing the code of conduct.

The approved provider must ensure that the nominated supervisor, early childhood teachers, educators, other staff, contractors, volunteers, students on placement, parents/guardians, children and others attending the programs and activities of Belford Oaks Community Children's Centre adhere to the expectations outlined in the Code of Conduct when communicating to and interacting with:

- children at the service and their parents and family members
- each other
- others in the community.

LEGISLATION AND STANDARDS

Relevant legislation and standards include but are not limited to:

- Charter of Human Rights and Responsibilities Act 2006 (Vic)
- Child Safe Standards (Vic)
- Children, Youth and Families Act 2005 (Vic)
- Child Wellbeing and Safety Act 2005 (Vic)
- Disability Discrimination Act 1992 (Cth)
- Early Childhood Australia's Code of Ethics (2016)
- Education and Care Services National Law Act 2010: Sections 166, 167, 173, 174
- Education and Care Services National Regulations 2011: Regulations 83, 155, 156, 157, 168, 170, 171, 174, 175, 176

- Equal Opportunity Act 2010 (Vic)
- Fair Work Act 2009 (Cth)
- Fair Work Regulations 2009 (Cth)
- National Quality Standard, Quality Area 4: Staffing Arrangements
- Occupational Health and Safety Act 2004
- Occupational Health and Safety Regulations 2007
- Racial Discrimination Act 1975
- Racial and Religious Tolerance Act 2001 (Vic)
- Sex Discrimination Act 1984 (Cth)
- Victorian Institute of Teaching the Victorian Teaching Profession Code of Conduct
- Victorian Institute of Teaching the Victorian Teaching Profession Code of Ethics

The most current amendments to listed legislation can be found at:

- Victorian Legislation – Victorian Law Today: www.legislation.vic.gov.au
- Commonwealth Legislation – Federal Register of Legislation: www.legislation.gov.au



DEFINITIONS

The terms defined in this section relate specifically to this policy. For regularly used terms e.g. Approved provider, Nominated supervisor, Notifiable Complaints, Serious Incidents, Duty of Care, etc. refer to the Definitions file of the PolicyWorks catalogue.

Behaviour: the way in which one acts or conducts oneself, especially towards others.

Bullying: Repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons. Bullying occurs when one or more people deliberately and repeatedly upset or hurt another person, damage their property, reputation or social acceptance.

Ethical conduct: Behaviour which reflects values or a code of conduct.

Harassment: When someone is demeaning, derogatory or intimidating towards another person. Harassment includes:

- racial taunts
- taunts about sexual orientation or gender identity
- sexual harassment: unwelcome physical, verbal or written behaviour of a sexual nature
- repeated insulting remarks.

Investigator: A person/staff member assigned or organisation engaged with the responsibility of investigating suspected breaches of the Code of Conduct by the Approved provider

Physical attack: the direct or indirect application of force by a person to the body of, or to clothing or equipment worn by another person, where that application creates a risk to health and safety.

Appropriate Physical Contact: Refers to physical interactions between an educator and a child that are respectful, nurturing, and developmentally suitable. Such contact supports the child's safety, wellbeing, learning, and emotional development. Where possible, the child consents to or initiates the contact. It includes actions such as:

- comforting a distressed child,
- holding a child's hand for safety,
- providing assistance with personal care in a respectful and hygienic manner,
- giving first aid, and
- supporting children who have hurt themselves.

All physical contact MUST be observable by to another staff member. It must always align with the service's policies, maintain professional boundaries, and uphold child safe standards.

Examples of appropriate physical contact include:

- Placing a hand or gently patting a child on the back or shoulder to comfort or reassure them
- Holding a child's hand while crossing the yard, during group transitions and crossing a road/carpark
- Sitting a child on your lap if they are upset and seeking comfort; only when initiated by the child and in view of others, and until the child is no longer distressed
- Helping a child blow their nose, clean up, or change clothes when needed, using respectful hygiene practices
- Administering first aid with care and sensitivity when a child is injured
- Offering a side hug or placing a supportive hand on a child's shoulder (if welcomed by the child), and reciprocating affection from the child in an appropriate and respectful manner.

Inappropriate conduct:

Conduct that a reasonable person would consider inappropriate in an education and care service, taking into account any of the following circumstances:

- Whether the conduct aligns with generally accepted education and care practice
- The child's age and developmental stage
- Whether the conduct is likely to cause or result in harm (including emotional, psychological or physical harm) or injury to a child or children
- Whether the conduct is sexual, aggressive or violent.

In deciding if the conduct is inappropriate, it does not matter if:

- the child consented (agreed to the conduct, either by directly expressing their consent or implying consent through their actions)
 - the person subjecting the child to the conduct believes the child has consented
 - the person subjecting the child to the conduct is related to the child.

Subjecting a child to inappropriate conduct can occur in a number of ways including, but not limited to:

- in-person via words or behaviour, including both adult to child or between adults in the presence of a child/ren
- filming and capturing images or recordings
- as a single occasion or as part of a pattern over time
- either directly or indirectly (for example, exposure to inappropriate language or conversations, or leaving inappropriate material accessible to children)
- online
- as an omission (for example, deliberately excluding a child).

Respect: Demonstrating regard for the rights of individuals, for different values and points of views.

Sexual harassment: includes offensive gestures, leering, staring or suggestive comments about a person's physical appearance, inappropriate physical contact, unwanted invitations of a sexual manner, sexually orientated jokes, sending of obscene letters, notes, telephone texts or emails.

Support: Work in a co-operative and positive manner.

Threat: a statement or behaviour that causes a person to believe they are in danger of being physically attacked.

Unreasonable behaviour: includes actions of individuals or a group and may involve using a system of work as a means of victimising, humiliating, undermining, or threatening.

Verbal harassment: includes name-calling, offensive language, putting people down.



SOURCES AND RELATED POLICIES

SOURCES

- Early Childhood Australia, *Code of Ethics*: www.earlychildhoodaustralia.org.au/our-publications/eca-code-ethics/
- United Nations, *The Universal Declaration of Human Rights*: www.un.org/en/universal-declaration-human-rights/
- United Nations, *Convention on The Rights of the Child*: www.unicef.org/crc/
- Victoria Legal Aid: www.legalaid.vic.gov.au
- Victorian Institute of Teaching – *The Victorian Teaching Profession Code of Conduct and Code of Ethics*: www.vit.vic.edu.au
- Commission for Children and Young People: www.ccp.vic.gov.au
- ACECQA: [Child safety](#)
- Victorian Government - [Report child abuse in early childhood](#)

RELATED POLICIES

- Child Safe Environment and Wellbeing
- Compliments and Complaints
- Delivery and Collection of Children
- Inclusion and Equity
- Information Communication Technology
- Interactions with Children
- Occupational Health and Safety
- Privacy and Confidentiality
- Sleep and Rest
- Staffing
- Tobacco, E-Cigarettes, Vapes, Alcohol and other Drugs



EVALUATION

In order to assess whether the values and purposes of the policy have been achieved, the approved provider will:

- regularly seek feedback from everyone affected by the policy regarding its effectiveness
- monitor the implementation, compliance, complaints and incidents in relation to this policy
- assess whether a satisfactory resolution has been achieved in relation to issues arising from this policy
- keep the policy up to date with current legislation, research, policy and best practice
- revise the policy and procedures as part of the service's policy review cycle, or as required
- notify all stakeholders affected by this policy at least 14 days before making any significant changes to this policy or its procedures, unless a lesser period is necessary due to risk (*Regulation 172 (2)*).



ATTACHMENTS

Attachment 1: Code of Conduct for approved provider, nominated supervisor and all staff
 Attachment 2: Code of Conduct Acknowledgement for staff
 Attachment 3: Code of Conduct for parents/guardians, students, contractors and volunteers
 Attachment 4: Code of Conduct Acknowledgement for parents/guardians, students, contractors and volunteers
 Attachment 5: Defining concerning behaviour, misconduct and criminal conduct in a Code of Conduct
 Attachment 6: Personal and professional boundaries for staff
 Attachment 7: Personal and professional boundaries for families



AUTHORISATION

This policy was adopted by the approved provider of Belford Oaks Community Children's Centre, July 2022.

NEXT REVIEW DATE: February 2027

ATTACHMENT 1. CODE OF CONDUCT FOR THE APPROVED PROVIDER, PERSONS WITH MANAGEMENT AND CONTROL, NOMINATED SUPERVISOR, PERSON IN DAY-TO-DAY CHARGE AND ALL STAFF

This attachment was informed by the Victorian Institute of Teaching's *the Victorian Teaching Profession Code of Conduct* and *A Guide for Creating A Child Safe Organisation*, available from the Commission for Children and Young People ([refer to Sources](#)).

STATEMENT OF COMMITMENT

Belford Oaks Community Children's Centre is committed to the safety and wellbeing of children and young people as outlined in *Belford Oaks Community Children's Centre's* Statement of Commitment to Child Safety and *Belford Oaks Community Children's Centre's* Child Safe Environment and Wellbeing Policy. *Belford Oaks Community Children's Centre* had a Zero tolerance for racism and abuse.

The approved provider, persons with management and control, nominated supervisor and all staff at *Belford Oaks Community Children's Centre* are responsible for promoting the safety and wellbeing of children and their families by:

- welcoming all children and their families and being inclusive
- treating everyone with respect, including listening to and valuing their views and taking children's views seriously and acting on them where appropriate
- contributing to a culture of child safety that is embedded in leadership, governance and everyday practice
- adhering to the Child Safe Environment policy and all other policies that support compliance with the Victorian Child Safe Standards
- taking all reasonable steps to protect children from abuse and actively identifying and managing risks of child abuse in physical and online environments
- respecting the privacy of children and their families, and only disclosing information to people who have a need to know as required under the Privacy and Confidentiality policy
- reporting and acting on any breaches of this Code of Conduct, complaints or concerns promptly, in line with documented complaint handling and reporting procedure.
- acknowledging the vulnerability of Aboriginal children, children from a culturally and linguistically diverse background and children with a disability and having zero tolerance of discrimination
- recognising and respecting the cultural rights, identities and strengths of Aboriginal children and their families
- promoting equity and upholding the rights of children with disability and children who are unable to live at home

Professional responsibilities

The approved provider, persons with management and control, nominated supervisor and all staff demonstrate our commitment to our professional responsibilities by:

- undertaking duties in a competent, timely and responsible way
- ensuring our knowledge and expertise is up to date and relevant to our roles, including completing mandatory child safety training and ongoing professional learning
- being aware of the role of other professionals and agencies and working collaboratively and within the limits of our professional expertise
- E Safety:
 - children do not access online environments unless under the direct supervision of educators
 - Educators are responsible for ensuring appropriate content of online teaching tools prior to engaging with the children
- understanding and complying with legal obligations in relation to:
 - discrimination, harassment and vilification
 - negligence
 - grooming

- disclosure of child sexual abuse
 - protection of a child from child sexual abuse
 - mandatory reporting
 - privacy and confidentiality
 - occupational health and safety, including emergency evaluation procedures
 - raising any complaints or grievances in accordance with the Compliments and Complaints policy
 - maintaining teacher registration and Working with Children checks as applicable.
- raising any complaints or grievances in accordance with the *Compliments and Complaints policy*.

Relationships with children

The approved provider, persons with management and control, nominated supervisor and all staff at Belford Oaks Community Children's Centre demonstrate our commitment to high-quality education and care for children by:

- encouraging children to express themselves and their opinions
- allowing children to undertake experiences that develop self-reliance and self-esteem
- creating safe spaces for children to raise concerns and providing clear information about how they can seek help
- being a positive role model at all times
- speaking to children in an encouraging and positive manner
- giving each child positive guidance and encouraging appropriate behaviour
- providing opportunities for children to interact and develop respectful and positive relationships with each other, and with other staff members and volunteers at the service
- regarding all children equally, and with respect and dignity
- having regard for their cultural values and supporting them to express their culture
- respecting individual difference including age, physical and intellectual development, and catering for the abilities of each child at the service
- working with children in an open and transparent way by informing other staff about the work being done with children and avoiding one to one situations that are not visible to others where possible
- encouraging and assisting children to undertake activities of a personal nature for themselves e.g. toileting and changing clothes
- informing children if physical contact is required for any purpose, asking them if they are comfortable with this interaction and complying with the *Interactions with Children policy*.
- understanding of their right to be heard and believed by providing time to express themselves, seeking their views in developmentally appropriate ways and recognising preferred communication methods.

Relationships with parents/guardians and families

In our relationships with parents/guardians and families, the approved provider, nominated supervisor and all staff demonstrate our commitment to collaboration by:

- maintain professional and ethical relationships with families attending the service
- respecting the role of parents/guardians as the child's first educator
- working collaboratively with parents/guardians and families
- considering the perspective of parents/guardians and families when making decisions that impact on the education and care of their child
- communicating with parents/guardians and families in a timely and sensitive manner
- responding to concerns expressed by parents/guardians and families in a timely and appropriate manner.
- providing accessible information about the service's child safety policies, complaint processes and reporting pathways

Relationships with employer and between colleagues

In relationships with the approved provider, persons with management and control, nominated supervisor and staff and between colleagues demonstrate collegiality by:

- encouraging others to act in accordance with this *Code of Conduct* and taking action when they observe behaviours which are outside of the *Code of Conduct*

- developing relationships based on mutual respect, equity and fairness
- working in partnership in a courteous, respectful and encouraging manner
- valuing the input of others
- sharing expertise and knowledge in appropriate forums, and in a considered manner
- respecting the rights of others as individuals
- giving encouraging and constructive feedback, and respecting the value of different professional approaches
- being prepared to have difficult conversations and use constructive processes to address differences of opinion.

Child Safety Code of Conduct

ACCEPTABLE BEHAVIOURS

Committee members and staff are responsible for actively supporting and promoting the safety of children by:

- upholding *Belford Oaks Community Children's Centre's Child Safe Environment and Wellbeing Policy*
- taking all reasonable steps to protect children from abuse
- treating everyone with respect, including listening to and valuing the ideas and opinions of all who come into contact with *Belford Oaks Community Children's Centre*
- listening to children and responding to them appropriately, particularly if they are telling you that they or another child has been abused or that they are worried about their safety/the safety of another child
- welcoming all children who come into contact with Belford Oaks Community Children's Centre, their families and carers and being inclusive
- promoting the cultural safety, participation, and empowerment of Aboriginal and Torres Strait Islander children
- respecting cultural, religious, and political differences and acting in a culturally sensitive way
- promoting the safety and participation of children with a disability
- complying with this code of conduct and *Belford Oaks Community Children's Centre's Child Safe Environment and Wellbeing Policy* when in contact with children including physical and other forms of contact, ensuring that where contact occurs with children, that this happens in an open and transparent way, so other adults know what you are doing with children
- understanding and complying with all reporting or disclosure obligations (including mandatory reporting) as they relate to protecting children from harm or abuse.
- ensuring as quickly as possible, if child abuse is suspected, that the child(ren) is/are safe and protected from harm
- reporting and acting on any breaches of this *Code of Conduct Policy*, complaints or concerns
- reporting allegations of child abuse or other child safety concerns to the *Belford Oaks Community Children's Centre's* Child Safety Officer/s
- respecting the privacy of children and their families, and only disclosing information to people who have a need to know.
- treating children and their families with respect both in relation to *Belford Oaks Community Children's Centre's* activities and outside of *Belford Oaks Community Children's Centre* as part of normal social and community activities

UNACCEPTABLE BEHAVIOURS

Committee members and staff must NOT:

- ignore or disregard any concerns, suspicions or disclosures of child abuse
- seek to use children in any way to meet the needs of adults
- develop a relationship with any child that could be seen as favouritism or amount to 'grooming' behaviour (for example, offering gifts or inappropriate attention)
- ignore behaviours by other adults towards children when they appear to be overly familiar or inappropriate
- ignore or disregard any concerns, suspicions or disclosures of child abuse
- treat a child unfavourably because of their disability, age, gender, race, culture, vulnerability, sexuality or ethnicity
- exchange personal contact details such as phone number, social networking site or email addresses with children who you come into contact with through your role at *Belford Oaks Community Children's Centre*
- have unauthorised contact with children and young people who you come into contact with through your role at *Belford*

Oaks Community Children's Centre online or by phone

- photograph or video a child who you come into contact with through your role at *Belford Oaks Community Children's Centre* except in accordance with *Belford Oaks Community Children's Centre's* policies.

Failure to adhere to the Code of Conduct:

- May result in legal action and immediate dismissal-
 - Ignoring or disregarding any concerns, suspicions or disclosures of child abuse
 - develop a relationship with any child that could be seen as favouritism or amount to 'grooming' behaviour (for example, offering gifts or inappropriate attention)
 - exchange personal contact details such as phone number, social networking site or email addresses with children who you come into contact with through your role at *Belford Oaks Community Children's Centre*
 - have unauthorised contact with children and young people who you come into contact with through your role at *Belford Oaks Community Children's Centre* online or by phone
 - photograph or video a child who you come into contact with through your role at *Belford Oaks Community Children's Centre* except in accordance with *Belford Oaks Community Children's Centre's* policies.
- Written Warning will be given and further training-
 - seek to use children in any way to meet the needs of adults
 - ignore behaviours by other adults towards children when they appear to be overly familiar or inappropriate
 - ignore or disregard any concerns, suspicions or disclosures of child abuse
 - treat a child unfavourably because of their disability, age, gender, race, culture, vulnerability, sexuality or ethnicity

ATTACHMENT 2. CODE OF CONDUCT POLICY ACKNOWLEDGEMENT FOR STAFF

I hereby acknowledge that on [insert date], I received a copy of the *Code of Conduct Policy* [insert version] for Belford Oaks Community Children's Centre.

I have read the policy and I understand its contents.

I commit to abiding by the *Code of Conduct* [insert version] and fulfilling my responsibilities as outlined in this policy whilst working at Belford Oaks Community Children's Centre.

I understand that the Approved Provider will address any breach of this policy, and that any serious breach could lead to disciplinary or legal action.

Signature

Name (please print)

Date

Witness signature

Name (please print)

Date

Thank you for your contribution to making Belford Oaks Community Children's Centre an open, safe, welcoming, and friendly environment.

ATTACHMENT 3. CODE OF CONDUCT FOR PARENTS/GUARDIANS, STUDENTS, VOLUNTEERS, CONTRACTORS AND VISITORS

I commit to contributing to creating an environment at Belford Oaks Community Children's Centre that:

respects the rights of the child and values diversity and upholds the rights of children to feel safe, be heard and be taken seriously

- acknowledges the vulnerability of Aboriginal children, children from a culturally and linguistically diverse background and children with a disability and has zero tolerance of discrimination
- recognises and respects the cultural rights, identities and strengths of Aboriginal children and their families
- maintains a duty of care (refer to Definitions) towards all children at the service by supporting the service's child safe policies and practices
- is committed to the safety and wellbeing of each child at the service
- is committed to the safety and wellbeing of all staff at the service
- provides a safe and secure environment for all at the service, including physical and online environments
- provides an open, welcoming environment in which everyone's contribution is valued and respected
- is committed to communicating openly and honestly
- is committed to continually learning how to be inclusive and respectful of cultural needs
- encourages parents/guardians, volunteers, students and community members to support and participate in the program and activities of the service
- supports a culture where concerns about child safety can be raised without fear of blame or reprisal.

Relationships with children

In my relationships with children, I commit to:

- being a positive role model at all times
- encouraging children to express themselves and their opinions and listening and responding respectfully to their views
- allowing children to undertake experiences that develop self-reliance and self-esteem
- maintaining a safe environment for children
- speaking to children in an encouraging and positive manner
- giving each child positive guidance and encouraging appropriate behaviour
- regarding all children equally, and with respect and dignity
- having regard to each child's cultural values
- respecting individual difference including age, physical and intellectual development, and catering for the abilities of each child at the service.
- avoiding any behaviour that could be perceived as grooming, intimidating, discriminatory or unsafe
- understanding of their right to be heard and believed by providing time to express themselves, seeking their views in developmentally appropriate ways and recognising preferred communication methods
- reporting any concerns about a child's safety, wellbeing or conduct of others to the nominated supervisor or approved provider as soon as possible

Relationships with the approved provider, persons with management and control, nominated supervisor, staff and others

In my relationships with the approved provider, nominated supervisor, staff, other parents/guardians, volunteers and visitors I commit to:

- reading and abiding by the *Code of Conduct policy*, all child safety and wellbeing policies of the service
- developing relationships based on mutual respect
- working in partnership in a courteous, respectful and encouraging manner
- valuing the input of others
- sharing our expertise and knowledge in a considered manner
- respecting the rights of others as individuals
- giving encouraging and constructive feedback, and respecting the value of different professional approaches
- respecting the privacy of children and their families and only disclosing information to people who have a need to know as required under the *Privacy and Confidentiality policy*

- following the directions of staff at all times
- treating the early childhood environment with respect
- raising any concerns, including concerns about safety, as soon as possible with staff to ensure that they can be resolved efficiently and in line with the service's documented complaint handling procedures
- raising any complaints or grievances in accordance with the *Compliments and Complaints Policy*.
- complying with visitor sign in requirements, supervision arrangements and any risk management measures implemented to protect children.

Failure to adhere to the Code of Conduct:

- May result in legal action and immediate dismissal-
 - Ignoring or disregarding any concerns, suspicions or disclosures of child abuse
 - develop a relationship with any child that could be seen as favouritism or amount to 'grooming' behaviour (for example, offering gifts or inappropriate attention)
 - exchange personal contact details such as phone number, social networking site or email addresses with children who you come into contact with through your role at *Belford Oaks Community Children's Centre*
 - have unauthorised contact with children and young people who you come into contact with through your role at *Belford Oaks Community Children's Centre* online or by phone
 - photograph or video a child who you come into contact with through your role at *Belford Oaks Community Children's Centre* except in accordance with *Belford Oaks Community Children's Centre's* policies.
- Written Warning will be given and further training-
 - seek to use children in any way to meet the needs of adults
 - ignore behaviours by other adults towards children when they appear to be overly familiar or inappropriate
 - ignore or disregard any concerns, suspicions or disclosures of child abuse
 - treat a child unfavourably because of their disability, age, gender, race, culture, vulnerability, sexuality or ethnicity

ATTACHMENT 4. CODE OF CONDUCT POLICY ACKNOWLEDGEMENT FOR PARENTS/GUARDIANS, STUDENTS, CONTRACTORS AND VOLUNTEERS

I hereby acknowledge that on [Insert Date], I received a copy of the *Code of Conduct Policy* for Belford Oaks Community Children's Centre.

I have read this policy and understand its contents. I commit to abiding by the *Code of Conduct Policy* and fulfilling my responsibilities as outlined in this policy whilst my child is attending/I am volunteering at/I am completing student placement at Belford Oaks Community Children's Centre.

I agree to abide by the values, principles and practices set out within.

I understand that a breach of the *Code of Conduct* may lead to limitations being placed on my attendance at the service.

Signature

Name (please print)

Date

Witness signature

Name (please print)

Date

Thank you for your contribution to making Belford Oaks Community Children's Centre an open, safe, welcoming and friendly environment.

ATTACHMENT 5: DEFINING CONCERNING BEHAVIOUR, MISCONDUCT AND CRIMINAL CONDUCT IN A CODE OF CONDUCT

Appropriate behaviour includes, but is not limited to:

- Treating all children and young people with respect with regard to the dignity and rights of each child regardless of race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status
- Listening to and valuing children and young people's ideas and opinions
- Creating a positive, non-confrontational communication environment where the child feels safe and comfortable to interact.
- Putting in place clear professional boundaries so interactions with children cannot be misinterpreted
- Welcoming all children and their families and carers by being inclusive
- Actively promoting cultural safety and inclusion
- Listening to children and responding to them appropriately
- Welcoming parents and carers to participate in decisions about their child's routine/schedule and any other matters about their safety
- Reporting any conflicts of interest (such as an outside relationship with a child)
- Adhering to all relevant Australian and Victorian legislation and our child safe policies and procedures
- Working within a team to ensure that the needs of the child (and their family) remain the paramount focus
- Participating in all compulsory training
- Raising concerns with management if risks to child safety are identified, including cultural, environmental and operational risks
- Reporting and acting on any concerns or observed breaches of this Code of Conduct
- Taking all reasonable steps to protect children from abuse
- Respecting the privacy of children and their families by keeping all information about child protection concerns confidential
- Informing parents and carers if there are situations that need to be safely managed but are outside the boundaries of this Code of Conduct
- Taking a child seriously if they disclose harm or abuse
- Ensuring breaches of this Code are reported immediately
- Upholding the rights of the child and always prioritise their needs.

Concerning behaviour includes, but is not limited to:

- Humiliating and threatening children and young people
- Using physical contact that could be construed as sexualised or intrusive
- Making physical threats
- Engaging in and using any touching that is intimate, sexualised or overly personal •
- Initiating, requesting or encouraging kissing
- Using retaliatory, insulting or humiliating remarks (which could include shouting or yelling in a hostile tone)
- Force-feeding
- Photographing and recording children in a state of undress or during toileting and hygiene care routines
- Engaging in one-to-one personal direct online or digital messages to children and young people
- Following children's and young people's accounts and tagging in a social media post, including online 'friend requests' and personal messaging (noting social media age restrictions)
- Inappropriate conduct in the presence of children and young people
- Using disrespectful language and behaviours between adults, for example yelling and shouting in a hostile tone
- Using threatening or intimidating body language between adults, for example getting in someone's face or following them while continuing to yell at them
- Engaging in sexualised or racially charged conversations
- Engaging with inappropriate images, videos or written content
- Discussing children and young people in a derogatory manner
- Talking disrespectfully about children's and young people's families, culture or home environments
- Talking about or initiating experiences that are inappropriate for children's age and development, and may negatively shape thoughts and behaviour

The issues that will be taken into consideration when deciding if practice or behaviour is inappropriate conduct include, but are not limited to, whether it:

- Is inconsistent with professional standards or codes of conduct.
- Causes or is likely to cause emotional, psychological, or physical harm.
- Has violent, aggressive or sexual connotations.
- Is ill treatment of a child or young person that is not disciplinary in nature, for example, behaviour that is not in response to, or intended to address, a child's behaviour, in which case inappropriate discipline offences may instead apply.

It is also important to note that not all of the conduct considerations listed above need to be met in order for the conduct to be deemed inappropriate by a reasonable person.

Behaviour that may be considered misconduct includes, but is not limited to:

- condoning or participating in illegal, unsafe, abusive or harmful behaviour towards children
- using sexual language or gestures
- making written or verbal sexual advances
- sharing sexual photos or videos or other photos of the child or young person
- sharing details of one's own sexual experiences with a child or young person
- taking a child or young person to one's house to be alone with them
- sharing phone numbers with a child or young person except as allowed by the organisation's policies and procedures
- engaging with a child or young person via social media except as provided by the organisation's policies and procedures
- asking children or young people to keep a relationship secret
- showering or dressing or undressing with the door open (for example, on excursions and in residential situations)
- not respecting the privacy of children/young people when they are using the bathroom or changing (for example, on excursions and in residential situations).

The following are examples of **conduct that may constitute criminal offences** under relevant Victorian and Commonwealth legislation, and include, but are not limited to:

- intentionally or recklessly applying physical force against a child or young person
- exposing genitals or engaging in indecent acts in the presence of a child or young person
- having, attempting to have or facilitating any kind of sexual contact with a child or young person
- possessing, creating or exposing children to pornography
- giving goods, money, attention or affection in exchange for sexual activities or images
- sexting
- grooming a child or young person
- trafficking, possession, supply, or use of a prohibited drug
- manufacture or cultivation of a prohibited drug.

ATTACHMENT 6: PERSONAL AND PROFESSIONAL BOUNDARIES FOR STAFF

Belford Oaks Community Children's Centre is committed to building strong, respectful, and professional relationships between staff and families while keeping children safe and upholding trust across our community. Clear boundaries ensure that roles are well-defined and that everyone, especially children, can participate in a safe, respectful environment.

1. Professional Interactions with Families

- Staff must communicate with families professionally at all times, whether in person, over the phone, or online.
- Staff should avoid forming personal relationships with families that may impact their ability to remain objective and professional. Any pre-existing personal connections should be disclosed to the Centre Director.
- Staff must not connect with families via social media (e.g. "friending" or "following") to preserve professional boundaries.

2. Babysitting and Private Care Services Outside of Hours

To uphold child safety and avoid conflicts of interest, staff are not permitted to provide babysitting or private care services to families with children currently enrolled at Belford Oaks Community Children's Centre.

This firm boundary is in place to support:

- Child Safe Standards, which require clear roles and responsibilities to prevent risks of grooming, perceived favouritism, or inappropriate dependence.
- Professional integrity, by ensuring that care provided to families remains within formal, accountable arrangements.

Even with good intentions, informal care arrangements (such as babysitting) can blur the lines between professional and personal relationships, making it harder to uphold safety and transparency. For this reason:

- No exceptions will be made for babysitting currently enrolled families.
- Staff are encouraged to maintain these boundaries consistently to support a culture of professionalism and safety for all.

Staff are, however, permitted to engage in private babysitting or care arrangements for families who are **not** currently enrolled at Belford Oaks Community Children's Centre, provided that:

- It does not interfere with their work performance or responsibilities at Belford Oaks Community Children's Centre;
- The arrangement aligns with Belford Oaks Community Children's Centre Code of Conduct and expectations for professional behaviour outside of work; and
- The staff member understands and accepts that Belford Oaks Community Children's Centre holds no responsibility or liability for any care provided in a private capacity.

We recognise that private babysitting can be a valuable source of additional income and do not wish to obstruct appropriate opportunities outside the Belford Oaks community. Staff are encouraged to exercise sound judgement and ensure any such arrangements are kept clearly separate from their professional responsibilities at Belford Oaks.

3. Gifts and Personal Favours

To avoid real or perceived favouritism:

- Gifts from families to staff should be modest and infrequent. Any significant gift must be reported to the Centre Director.
- Staff should avoid accepting personal favours that could compromise professional judgement or lead to a sense of obligation.

4. Participation in social events

As key members of the Belford Oaks community, staff are warmly welcomed at all social and fundraising events. All professional responsibilities (as stipulated in this [Code of Conduct Policy](#)) extend beyond the Centre's doors and operating hours, and staff are reminded to conduct themselves in a professional manner at these events. This includes the responsible consumption of alcohol and maintaining appropriate boundaries with parents, families and other community members.

5. Reporting and Addressing Boundary Concerns

In the event of a boundary concern, staff are required to:

- Report the matter to the Centre Director or a designated supervisor immediately for review and guidance.
- Document any situations that may challenge professional boundaries to ensure transparency, accountability, and compliance with child safety standards.

6. Training and Support

Belford Oaks Community Children's Centre will provide:

- Ongoing supervision and support to help staff navigate challenges in maintaining personal and professional boundaries, with specific guidance on addressing situations that may arise.
- Additional training, education or professional development as needed to assist staff in understanding and meeting these expectations.

INCLUSION IN CENTRE DOCUMENTATION

To ensure transparency and shared understanding, the key principles and expectations outlined in this Attachment are reflected in both the Parent Handbook and the Educator Handbook. This ensures that all families and staff members are aware of the expectations regarding personal and professional boundaries at Belford Oaks Community Children's Centre. By clearly communicating these guidelines from the outset, we support a culture of professionalism, safety, and mutual respect across our centre community.

ATTACHMENT 7: PERSONAL AND PROFESSIONAL BOUNDARIES FOR FAMILIES

At Belford Oaks Community Children's Centre, we are committed to building strong, respectful, and professional relationships between families and staff. Clear boundaries ensure that roles are well-defined and that everyone, especially children, can participate in a safe, nurturing, and professional environment. We appreciate the trust you place in our team and thank you for partnering with us to maintain a culture of professionalism, safety, and mutual respect.

1. Professional Interactions with Staff

We ask that all families:

- Communicate with staff respectfully and professionally, whether in person, by phone, or online.
- Understand that while friendly and warm, staff must maintain professional boundaries in their interactions.
- Avoid connecting with staff on personal social media platforms (e.g., "friending" or "following") to preserve professional boundaries.

2. Babysitting and Private Care Services Outside of Hours

To ensure child safety and avoid conflicts of interest:

- Staff are not permitted to babysit or provide private care to children who are currently enrolled at Belford Oaks.
- This clear boundary is in place to support child safety standards and uphold professional integrity.
- Even when intentions are good, informal care arrangements, such as babysitting, can blur the lines between personal and professional relationships and increase the risk of misunderstandings or perceived favouritism.
- We ask that families do not request babysitting or similar services from current staff members.

3. Gifts and Personal Favours

We are grateful for the appreciation families show our team. To avoid real or perceived favouritism:

- Please keep any gifts to staff modest and infrequent.
- If you would like to show thanks, small tokens or group gifts during special times of the year (e.g., end-of-year celebrations) are appropriate.
- Families should avoid offering personal favours or assistance that could compromise professional boundaries.

4. Social Events and Community Gatherings

- Families and staff are all part of the Belford Oaks community, and we value the opportunity to come together at social and fundraising events. Please be mindful that Staff will continue to uphold professional standards at all events, even outside of working hours.
- We ask families to also respect these boundaries, particularly regarding conversations, alcohol consumption, and physical interactions with staff outside of work.

5. Concerns or Questions About Boundaries

If you are ever unsure about a boundary, or have a concern about a situation involving staff, we encourage you to:

- Speak with the Centre Director.
- Raise your concerns respectfully and promptly so they can be addressed in a timely and appropriate way.

6. Shared Understanding

The expectations outlined in this attachment reflect the principles of professionalism and safety that underpin our service. They are also included in the Educator Handbook to ensure our whole community shares a clear understanding of what respectful and appropriate relationships look like at Belford Oaks.

We thank you for supporting our commitment to child safety, professionalism, and a positive community culture.

POLICY VERSION HISTORY

Version	Date of change	Description of change	Reason for inclusion (e.g., Improved transparency, incorporated updated child safety guidelines, align with Award updates, internal feedback)	Author/ Prepared By	Approved By	Next Review Date
1.0	July 2022	Approved for inclusion	Establishment of new policy			July 2023
1.1	July 2023	No changes	n/a			July 2024
1.1	September 2024	No changes	n/a			July 2024
1.3	July 2025	Changes as per: PolicyWorks-Catalogue-Table-of-Updates-230625-lecupy.xlsx (changes added dated 25/09/2024) Added Attachment 5: Defining concerning behaviour, misconduct and criminal conduct in a Code of Conduct Added Policy Version History table Updated formatting throughout Updated version number to 1.3	To align with latest ELAA version To improve readability	Penny Miller, President	Suzie Crew, Director	February 2026
1.3	July 2025	Added Attachments 6 and 7 – Personal and Professional Boundaries for Staff and Families	To reflect a need raised by Centre Management to provide a clear policy stance on matters relating to boundaries and child safety	Penny Miller, President	Suzie Crew, Director	
1.5	August 2025	Updated version number As per PolicyWorks-Catalogue-Table-of-Updates-210825.xlsx – added rows As per PolicyWorks-Catalogue-Table-of-Updates-270825-shw1x6.xlsx – added row New additions are therefore rows 4, 7, 8, 22 Added definition: Appropriate Physical Contact Many additions made to Attachment 5	To align with ELAA changes before next review cycle, given the contextual demands of child safety review at this time	Penny Miller, President	Suzie Crew, Director	February 2026
1.6	June 2026	As per policyworks-catalogue-table-of-updated-260326.xlsx – added rows Table of Responsibility Row 2,10,34 – updated	Updated content in Line with ELAA	Fiona Hodgson Director	Committee of Management	February 2027

Version	Date of change	Description of change	Reason for inclusion (e.g., Improved transparency, incorporated updated child safety guidelines, align with Award updates, internal feedback)	Author/ Prepared By	Approved By	Next Review Date
		- Row 7,8,9,11,12,13,32,34,38 – added - Row 45 Removed Definitions - Added Sources - Added Attachment 1 - Updated information - Added 1.6 - Updated and added Professional Responsibilities Attachment 2 and 5 - Updated Information				