

Code of Conduct - Staff

Section 1 – Background

Edmund Rice Education Australia Flexible Schools Ltd ('**EREA**FSL') is a Company Limited by Guarantee and is a registered not-for-profit with the Australian Charities and Not-for-Profit Commission ('**ACNC**').

EREA FSL administers a network of Catholic Schools across Australia (see [Schedule 1](#)) in the Edmund Rice Tradition. The charism of Blessed Edmund Rice expressed through the touchstones of Liberating Education, Gospel Spirituality, Inclusive Community, Justice, and Solidarity, underpins our continued commitment to a safe and inclusive environment for all.

Section 2 – Purpose

The purpose of this Code of Conduct (the Code) is to detail, clarify, and affirm the conduct and behaviours expected of EREA FSL Staff, Volunteers, Contractors, Board Directors, Board Committee members, and School Advisory Council ('**SAC**') members (the EREA FSL Community) and to which we hold ourselves accountable throughout EREA FSL and each of our Schools.

The Code outlines the obligations and responsibilities of those in Scope and outlines EREA FSL's position on interactions with Children and Young People, interactions with colleagues, appropriate use of technology, Sexual Misconduct and Sexual Offences, Workplace Bullying, Discrimination, and Harassment, and the use of drugs and alcohol.

The Code does not attempt to provide a rigid, detailed, or exhaustive set of behaviour and conduct standards. Instead, it sets out general expectations of the standards of behaviour and conduct expected of EREA FSL Community members.

Nothing in this Code should be taken to limit the circumstances in which EREA FSL or its Schools may take disciplinary action in respect of an EREA FSL Community member.

Section 3 – Scope

This policy applies to all Staff, Volunteers, Contractors, Board Directors, Board Committee members and SAC members at EREA FSL and in each of its Schools listed in [Schedule 1](#) of this policy. This policy covers all physical, virtual, and online environments, encompassing on and off-site EREA FSL premises and activities.

By accepting employment / engagement with EREA FSL, individuals must be aware of and comply with this Code, and are expected to:

- conduct themselves, both personally and professionally in a manner that upholds the ethos and reputation of EREA FSL;
- comply with all relevant EREA FSL policies and procedures;
- act ethically and responsibly; and
- be accountable for their actions and decisions.

This policy should be read in conjunction with the related *guidelines and procedures*, [Safeguarding Policy](#), and any relevant employment / contract agreements.

3.1 CONTRACTORS AND VOLUNTEERS

Contractors and volunteers working with EREAFSL Schools must be aware of this Code and are expected to conduct themselves in a manner consistent with the conduct described within it. Staff whose responsibility it is to engage or manage external contractors or volunteers, are expected to make them aware of EREAFSL's expectations of conduct during the period of their engagement.

Conduct that is not consistent with the conduct set out in this Code may result in the engagement of a contractor or volunteer being terminated.

Section 4 – Definitions and Interpretations

Where the following term(s) and acronym(s) are used within this policy they are intended to have the meaning(s) as outlined below:

4.1 DEFINITIONS

Term	Definition
Board	means the EREAFSL Board.
Board Committee	means a Committee of the Board, which may include persons other than Board Directors.
Board Directors	means Directors of the Board.
Child(ren)	means a person or persons under the age of 18 years of age, including Young People under the age of 18 years of age.
Child Abuse	means the definition under the applicable legislation of the relative jurisdictions in which EREAFSL and each of its Schools operate but is given the general definition here as an act committed against a Child involving a sexual offence or grooming. It includes the infliction, on a child of physical violence, serious emotional or psychological harm, or serious neglect of a child.
Child Safe Legislation	means legislation enacted in each Australian State and Territory in force and as amended by the relevant legislature from time to time, which bestows obligations and responsibilities on EREAFSL in relation to child protection / safeguarding.
Child Safety / Safeguarding	refers to all measures taken by an organisation to protect Children, Young People, and vulnerable adults from harm, abuse, neglect, and exploitation, while actively promoting their physical, mental, and emotional wellbeing. It encompasses creating and maintaining a safe, inclusive, and supportive cultures where everyone feels valued, respected, and empowered to speak up. This includes implementing robust policies and procedures to ensure a safe environment for all students, Staff, Volunteers, and Contractors, while fostering open communication and responding appropriately to any concerns raised with the intention of keeping everyone safe.
Child Safeguarding Officer	also known as Student Protection Officers, Child Safety Officers, and other terms used within the different jurisdictions, but is given the general meaning here as an identified or delegated person that has been assigned the additional Child Safeguarding responsibilities, who will act as a point of contact for Children and Young People within EREAFSL Schools.
Conflict of Interest	Circumstances where there is: <ul style="list-style-type: none">- an actual conflict between a person's duties and private interests; or- a potential conflict of interest where a person has private interests that could conflict with their duties, including circumstances where it is foreseeable that a conflict may arise in future and steps should be taken now to mitigate that future risk; or- a perceived conflict of interest where the public or a third party could form the view that a person's private interests could improperly influence their decisions or actions, now or in the future.
Contractor	means someone engaged by EREAFSL to perform specific tasks. Contractors are not employees of the EREAFSL.

Corporal Punishment	means any punishment in which physical force is used and causes a degree of pain or discomfort, however light. Typically hitting with the hand or with an implement. Can also include forcing a Young Person to stay in an uncomfortable position. Does not include the use of reasonable physical restraint to protect a Young Person or others from Harm.
Cultural Safety	means an environment and set of practices where individuals can express their cultural identity, knowing it will be respected and validated. It requires recognising cultural differences, challenging power imbalances, and delivering support in ways that preserve dignity, meet needs, and uphold rights.
Degrading Punishment	means any punishment incompatible with respect to human dignity, including corporal punishment and non-physical punishment which belittles, humiliates, denigrates, scapegoats, threatens, scares or ridicules and may result in emotional distress or psychological Harm to a Child or Young Person. Includes but is not limited to: <ul style="list-style-type: none"> - using an object, such as a ruler, book or whiteboard marker to gain a Child or Young Person’s attention in a hostile or inappropriate physical manner; - restraining or holding a Child or Young Person for any purpose other than when a Child or Young Person’s actions cause or threaten to cause imminent harm to themselves or others and is consistent with the relevant School’s Restrictive Interventions Policy; - hitting or kicking a Child or Young Person; - pushing, pulling, shoving, grabbing, pinching or poking a Child or Young Person, including by their clothing; - shaking or forcibly handling a Child or Young Person; - targeted and sustained criticism, belittling, or teasing; - intimidating a Child or Young Person; - swearing at a Child or Young Person; - using sarcasm to humiliate; - using names or nicknames to undermine the self-confidence of a Child or Young Person; - locking a Child or Young Person in a confined space; - forcing a Child or Young Person to stay in an uncomfortable position; - refusing biological needs as a means of punishment; - criticising a Child or Young Person rather than the Child or Young Person’s actions; - practices which instill fear or using fear as a means of controlling a Child or Young Person; and/or - practices which cause a Child or Young Person to feel alienated.
Discrimination	means the definition under the applicable legislation of the relative jurisdictions in which EREAFSL and each of its Schools operate but is given the general definition here as occurring when a person is treated unfairly or prejudicially because of one or more of the attributes outlined in relevant legislation, such as: <ul style="list-style-type: none"> - race; - colour; - sex; - sexual orientation; - breastfeeding; - gender identity; - intersex status; - age; - physical or mental disability; - marital status; - family or carer’s responsibilities; - pregnancy; - religion; - political opinion; - national extraction; - social origin; and/or - experience family or domestic violence.

Duty of Care	means duties imposed by common law or by statute, to EREAFSL and its Schools.
Effective Date	means the date of publication of the policy.
Grooming	means the definition under the applicable legislation of the relative jurisdictions in which EREAFSL and each of its Schools operate but is given the general definition here as actions deliberately taken with the aim of befriending and establishing an emotional connection with a Child or Young Person to lower the Child or Young Person's inhibitions in preparation for sexual activity with the Child or Young Person. Grooming extends to the grooming of family members of Children or Young People for the purposes of gaining access to Children or Young People.
Harm	means the definition under the applicable legislation of the relative jurisdictions in which EREAFSL and each of its Schools operate but is given the general definition here as any detrimental effect of a significant nature on a Child or Young Person's physical, psychological, or emotional wellbeing. It is immaterial how the harm is caused.
Harassment	means the definition under the applicable legislation of the relative jurisdictions in which EREAFSL and each of its Schools operate but is given the general definition here as any form of behaviour that is unwanted, offensive, humiliating, intimidating and/or creates a hostile environment. Harassment may be an ongoing pattern of behaviour, or it may be a single act.
Head of Campus / Principal	means the appointed authority of an EREAFSL School.
Illegal Drugs / Substances	means any mind altering or legally controlled substance, including any drugs listed in the relevant Misuse of Dugs / Controlled Substances legislation within the relevant jurisdiction. Includes designer drugs such as synthetic cannabinoids, opioids, hallucinogens, piperazines, stimulants, herbal highs, and sedatives.
Natural Justice	means the process of ensuring fairness is provided to all parties. Principles of natural justice include the requirement to: <ul style="list-style-type: none"> - promptly investigate all allegations, when appropriate; - put allegations to the person they are made against; - treat persons who allegations have been made against as innocent, unless allegations are proven to be true; - provide all parties the opportunity of responding, explaining their version of events and providing all necessary information to ensure their responses are complete; and - ensure any disciplinary action is commensurate with the seriousness of the offence.
Procedural Fairness	means following a process that requires decision-makers to be objective, unbiased, and have no personal interest in the matter being decided. An individual should be informed of the allegation(s) against them and have the opportunity to respond to the allegations before a decision is made.
Professional Boundaries	means the parameters that describe the limits of a relationship in circumstances where one person entrusts their welfare and safety to another person in circumstances where a power imbalance exists or could reasonably be perceived to exist. The following could be considered examples of behaviours that may breach professional boundaries: <ul style="list-style-type: none"> - spending inappropriate time with a Child or Young Person; - inappropriately giving gifts; - inappropriately giving favours to a Child or Young Person; - inappropriately allowing a Child or Young Person to overstep School rules; - asking the Child or Young Person to keep the relationship to themselves; - undressing in front of a Child or Young Person; - encouraging inappropriate physical contact (even where it is not overtly sexual); - inappropriately talking about sex; - 'accidental' intimate touching; - inappropriately extending a relationship outside of the School; and/or - inappropriate personal communication (including the use of Technology communication).
Purpose	means the purpose section of this policy.
Regional Director	means the appointed authority of EREAFSL Schools within the Region.

Reporting Obligations	also known as reportable conduct, mandatory reporting, and means the definition under the applicable legislation of the relative jurisdictions in which EREAFSL and each of its Schools operate. These include a sexual offence, sexual misconduct, ill-treatment of a child, neglect of a child, an assault against a child, failure to protect, failure to report under the respective legislative instruments applicable in each jurisdiction; and behaviour that causes significant emotional or psychological harm to a child.
School(s)	means the registered non-government schools (including Registered Training Organisations ('RTO') and other educational facilities) located in and operating within Australia that are listed in Schedule 1 , and such other schools, RTO or educational facilities as EREAFSL may establish in Australia or acquire, govern, and operate from time-to-time. This definition also applies to campuses of Schools and to a School operating across various sites.
Serious Misconduct	means the definition under the applicable legislation of the relative jurisdictions in which EREAFSL and each of its Schools operate but is given the general definition here as including: <ul style="list-style-type: none"> - willful or deliberate conduct that causes or has the potential to cause serious and imminent risk to: <ul style="list-style-type: none"> o health and safety; o EREAFSL reputation, viability, or profitability; o EREAFSL Technology integrity; o EREAFSL intellectual property; - engaging in: <ul style="list-style-type: none"> o theft or fraud; o assault; o Discrimination; o Harassment or Sexual Harassment; o Workplace Bullying; o Grooming; o Sexual Misconduct; o Sexual Offences; and/or o Harm. - being intoxicated or under the influence of Illegal Drugs while at EREAFSL or one of its Schools, or otherwise with a responsibility for Children or Young People; and/or - refusing to carry out a lawful and reasonable instruction consistent with the EREAFSL Community member's duties.
Sexual Harassment	means any unwelcome conduct of a sexual nature, which a reasonable person, having regard to the circumstances, would anticipate the possibility that the person harassed would have been offended, humiliated, or intimidated by the unwelcome conduct. A single incident is sufficient to constitute Sexual Harassment. Sexual Harassment may be physical, verbal or written.
Sexual Misconduct	includes communications and acts in person or communicated via Technology, including, but not limited to: <ul style="list-style-type: none"> - inappropriate, overly personal or intimate relationship with, or conduct towards a Young Person or a colleague; - sexually explicit comments to a Young Person or colleague and other overtly sexual behaviour such as: <ul style="list-style-type: none"> o sexual exhibitionism; o inappropriate conversations of a sexual nature; o unwarranted and inappropriate touching; o personal correspondence or communications in respect of a romantic, intimate, or sexual feelings; o suggestive remarks or actions of a sexual nature; o obscene gestures, language, or jokes containing sexual references; o deliberately exposing Young Person or colleagues to sexual behaviour of others, other than in the case of prescribed curriculum material in which sexual themes are contextual;

	<ul style="list-style-type: none"> ○ possession, distribution or display of pornography; ○ encouraging or failing to discourage romantic or inappropriate advances by a Young Person; and/or ○ any form of Sexual Offence.
Sexual Offence	<p>means the definition under the applicable legislation of the relative jurisdictions in which EREAFSL and each of its Schools operate but is given the general definition here as any criminal offence involving a sexual element including:</p> <ul style="list-style-type: none"> - sexual acts of any nature involving a Child or Young Person; - indecent assault; - sexual assault; - sexual abuse; - aggravated sexual assault; - rape; - attempted rape; - possession, dissemination, or production of child pornography or child abuse material; - using children to produce pornography; and/or - Grooming or Grooming Behaviours, including procuring Children under the age of 16 years for unlawful sexual activity. <p>All cases of Sexual Offence, breaches of Child Safeguarding Policies or Child Safe Legislation constitute Serious Misconduct.</p>
Staff	also known as employee(s), means current EREAFSL employees.
Teacher	means a person employed in a School who is qualified in that jurisdiction to practice as a teacher of Children and Young People of school age.
Technology	without limiting its ordinary meaning, includes but is not limited to: information and communication technologies, smart phones, storage devices or applications, encompassing: radio, television, mobile phones, computers (laptops, desktops and tablets), data storage, printers, faxes network hardware and software, and all other digital communications, as well as the various associated services and applications (apps), such as web-based and mobile technologies (text, photo and video messages, email, social media platforms, file sharing, on line data storage and video conferencing).
Volunteer	means a person associated with a School who does unpaid work for that School by agreement with the School.
Workplace Bullying	<p>occurs when a person or group of people behaves unreasonable towards another person or group, and this happens more than once and creates a risk to health and safety. Unreasonable behaviour means behaviour that a reasonable person, having regard to the circumstances, may consider unreasonable, for example because the behaviour is victimising, humiliating, undermining, or threatening. It includes behaviours such as:</p> <ul style="list-style-type: none"> - initiation rituals; - verbal abuse, threats, sarcasm, or other forms of demeaning or intimidating language or communication; - constant unwarranted negative criticism; - threatening to take unjustified action against a person unless they comply with unreasonable requests; and/or - deliberately isolating a colleague by refusing to talk to or interact with them. <p>Reasonable management action carried out in a reasonable manner, such as performance management, is not Workplace Bullying.</p>
Young Person / Young People	also known as students, means those who are currently enrolled at one of the EREAFSL Schools listed in Schedule 1 .

4.2 ACRONYMS

Acronym	Full Reference
ACNC	means the Australian Charities and Not-for-Profit Commission.
CEO	means the EREAFSL Chief Executive Officer.
EREAFLS	means Edmund Rice Education Australia Flexible Schools Ltd.
RTO	means Registered Training Organisation/s.
SAC	means School Advisory Council/s.

Section 5 – Policy Statement and Principles

5.1 EFFECT

This version of the policy replaces all previous versions, which are rescinded from the effective date of this policy.

5.2 POLICY STATEMENT

EREAFLS is committed to creating safe working environments and workplace culture where all persons, including Children and Young People, are treated equitably and with respect, fairness, and encouragement. EREAFSL implements this Code to ensure the best interests of Children and Young People, and their safety and wellbeing are paramount in our workplaces and within each of our Schools.

EREAFLS commits to fostering dignity, self-esteem, and integrity of every person within EREAFSL and its Schools, including our Young People.

5.3 GOVERNING PRINCIPLES

The EREAFSL Code of Conduct is underpinned by the following guiding principles:

- zero tolerance for any form of Child Abuse and a commitment to creating an environment in which the safety and wellbeing of all Children and Young People are paramount;
- commitment to an equal opportunity workplace, free of discrimination, harassment, sexual harassment and workplace bullying;
- commitment to, and respect for the teachings and beliefs of the Catholic Church;
- commitment to fostering the dignity, self-esteem, and integrity of each and every person. The provision of a safe, supportive, and enriching environment is an essential element in achieving this objective;
- a requirement of employment and other instruments of appointment to uphold and comply with the Code. The signing of the employment contract or equivalent instruments of appointment is an acceptance of responsibility to understand the Code and comply with it. Understanding and complying with the Code includes understanding the Definitions contained within the Code;
- the Code shall be applicable while at work, travelling to and from work, at any work-related conference, function, training event, social event with a connection to work, and in respect of any communication irrespective of the type of communication, or whether in person or in writing; and
- failure to abide by the Code may result in disciplinary action including termination. The severity of disciplinary action will be consistent with the severity of the breach of the Code.

Section 6 – Roles and Responsibilities

All members of the EREAFSL community play a part in implementing and upholding the principles of this policy. The details of those key responsibilities are outlined below:

Role	Responsibilities
Board	<ul style="list-style-type: none">• Approving this policy.• Ensuring this policy is implemented, reviewed, and updated, as required.• Understand and comply with the Code of Conduct as it relates to Board Directors and Board Committee members.

Chief Executive Officer ('CEO')	<ul style="list-style-type: none"> Overseeing the development of guidelines and procedures supporting adherence with this policy. Ensuring this policy is implemented nationwide. Understand, comply with, and endorse this policy. Ensure that appropriate Staff training is implemented in relation to the Code. Reporting to the Board on compliance with this policy. Where relevant manage breaches of the Code.
Regional Director	<ul style="list-style-type: none"> Overseeing the implementation this policy and associated guidelines and procedures within their assigned regions. Manages breaches of the Code that are delegated to them.
Area Principals / Principals	<ul style="list-style-type: none"> Ensuring the implementation this policy and associated guidelines and procedures within their assigned Schools. Manages breaches of the Code that are delegated to them
Heads of Campus / Principals	<ul style="list-style-type: none"> Ensuring the implementation this policy and associated guidelines and procedures within their School. Manages breaches of the Code that are associated with their School. Ensure Staff are trained to understand, comply and endorse this policy. Reporting to the CEO of School compliance with this policy, and breaches of the Code.
Director of Risk and Compliance	<ul style="list-style-type: none"> Management of development and implementation of this policy and the related guidelines and procedures. Management and review of the annual online Staff training module related to the Code.
Director of HR	<ul style="list-style-type: none"> Contributing to the development and implementation of this policy and the related guidelines and procedures. Managing the onboarding Code of Conduct training for new Staff, Volunteers, and Contractors. Where relevant manage breaches of the Code.
Director of Safeguarding	<ul style="list-style-type: none"> Contributing to the development and implementation of this policy and the related guidelines and procedures. Where relevant manage safeguarding related breaches of the Code
Staff	<ul style="list-style-type: none"> Adherence to and endorsement of this policy.

Section 7 – Child Safe Code of Conduct

EREAFLSL expects all Staff, Volunteers, Contractors, Board Directors and Board Committee members (the EREAFLSL Community) to conduct themselves in line with the following behaviour and conduct standards which support EREAFLSL's commitment to child safety.

This section does not attempt to provide a rigid, detailed, or exhaustive set of behaviour and conduct standards. Instead, it sets out general expectations of the standards of behaviour and conduct expected of EREAFLSL Community members.

Nothing in this Code should be taken to limit the circumstances in which EREAFLSL or its Schools may take disciplinary action in respect of an EREAFLSL Community member.

This section should be read in conjunction with the [Safeguarding Policy](#) and the supporting *Guidelines and Procedures*, and the *Safeguarding Framework*.

7.1 INTERACTION WITH CHILDREN AND YOUNG PEOPLE

The EREAFLSL Community holds a unique position of influence, authority, trust, and power in relation to Children and Young People. By their very nature, interactions with Children and Young People are open to scrutiny. All members of the EREAFLSL Community must:

- treat all Children and Young People with respect;
- abide by the standards of professional boundaries at all times;
- avoid placing themselves or a Child or Young Person in a compromising position;

- have a firm understanding, and act in accordance with the EREAFSL Safeguarding Framework and related Guidelines and Procedures;
- report any concerns related to child safety and wellbeing in accordance with the Safeguarding Framework and related reporting requirements; and
- be vigilant and proactive in taking all reasonable steps to protect Children and Young People from Harm.

7.2 PROFESSIONAL BOUNDARIES

All members of the EREAFSL Community must:

- maintain Professional Boundaries at all times when interacting with Children and Young People, including interactions that extend beyond the school setting, school hours, school grounds, in person and by use of any technology, including social media;
- ensure that social interactions with Children and Young People do not give grounds for allegations against them;
- not initiate or develop a relationship with any Child or Young Person that is, or could be perceived or misinterpreted as having a personal element rather than a professional element;
- not engage in open discussions of an adult nature in the presence of a Child or Young Person, or which may be overheard by Children or Young People;
- avoid, as far as possible, situations where they are alone with a Child or Young Person;
- not drive a Child or Young Person in their car unless they have written parental permission to do so, and in accordance with their relevant EREAFSL Policy with specific reference to transporting Children and Young People; and
- only engage in paid tutoring or coaching of Children and Young People outside of school hours in accordance with the relevant EREAFSL Policy with specific reference to paid tutoring or coaching outside of school hours.

Professional Boundaries between an EREAFSL Community member and a Child or Young Person may, or may be seen to be compromised by:

- treating a Child or Young Person with favouritism, or perceived favouritism (e.g. by offering gifts or special treatment to specific Children or Young People);
- attending parties or socialising with Children or Young People outside of organised school events;
- sharing personal details with Children or Young People; and/or
- meeting Children or Young People outside of school hours without permission from the School.

The EREAFSL Child Safe Code of Conduct applies regardless of:

- the location of where an interaction with a Child or Young Person occurs, whether on or outside of School grounds;
- the time of when an interaction with a Child or Young Person occurs, whether during or outside School hours;
- the Child or Young Person's age;
- the Child or Young Person's consent;
- the consent of the Child or Young Person's parents, carer, or family; or
- instances where the Child or Young Person attempts to or initiates an interaction or relationship with an EREAFSL Community member.

7.3 GROOMING

All members of the EREAFSL Community must not engage in Child or Young Person related:

- Grooming or Grooming Behaviours;
- sexual interaction;
- Sexual Misconduct; and/or
- Sexual Offences.

These actions and behaviours are unlawful, whether consensual, non-consensual, or condoned by parents, carers or families.

Where a relationship develops with a former Child or Young Person and an EREAFSL Community member, EREAFSL will consider whether the member's actions speak to an abuse of their position whilst the Child or Young Person was enrolled at EREAFSL. Where abuse of the member's position is deemed to have occurred, it constitutes Serious

Misconduct and will result in termination and mandatory reporting in accordance with the [Safeguarding Policy](#) and the relevant State / Territory Child Safety Legislation.

7.4 PERSONAL RELATIONSHIPS WITH CHILDREN AND YOUNG PEOPLE

There may be instances where a pre-existing personal relationship exists with a Child or Young Person, such as family relationships or close family or other friendship networks. In these instances, actual, potential, or perceived Conflicts of Interest may arise, and Professional Boundaries may be tested.

Where there is a pre-existing personal relationship with a Child or Young Person, EREAFSL Community members are expected to:

- be diligent in maintaining professional boundaries at all times both within and outside of School hours and on or outside of School grounds;
- take steps to ensure actual, potential, or perceived Conflicts of Interest are avoided;
- declare Conflicts of Interest using the prescribed form; and
- comply with the relevant EREAFSL Policy with specific reference to pre-existing personal relationships with Young People and make any required disclosures to the School's Head of Campus or delegate.

7.5 SUPERVISION OF CHILDREN AND YOUNG PEOPLE

All members of the EREAFSL Community have a duty of care to the Children and Young People at EREAFSL. This includes having a responsibility in the provision of supervision. In particular:

- take all reasonable steps to ensure that no student is exposed to any unnecessary risk of injury;
- be familiar with and comply with the evacuation and lockdown procedures;
- not leave Children and Young People unsupervised; and
- ensure sufficient supervision is in place before and after school activities until all Children and Young People have been collected or gone home or have otherwise left the school premises.

7.6 BEHAVIOUR EDUCATION PRACTICES

Behaviour education practices in EREAFSL Schools should be based on the Common Ground Principles and aim to facilitate the development and experience of responsible self-discipline amongst Children and Young People and to promote the well-being, safety, and effective management of the Young People communities at EREAFSL.

All members of the EREAFSL Community must:

- act in accordance with the EREAFSL Common Ground Principles of respect, safe and legal, participation and honesty to help guide relationships with and between our Young People;
- always use positive and affirming language when speaking to Children and Young People;
- create open, safe, and supportive environments where Children and Young People are encouraged to interact, socialise, and 'have a say';
- develop and use effective, consistent, and appropriate behaviour education strategies in day-to-day interactions with Children and Young People;
- include clear, consistent, and published methods of dealing with inappropriate behaviours by Children and Young People which reflect and apply EREAFSL values;
- ensure that behaviour education strategies are developed in accordance with the relevant EREAFSL Policies, Child Safe Organisation National Principles, and other required standards such as Work Health and Safety and Disability Standards;
- refer Children and Young People who display recurring challenging behaviours, particularly unsafe behaviours, to the appropriate person in accordance with the relevant EREAFSL Policy;
- exercise prudent judgement and intervene when Children and Young People engage in bullying, humiliating, or vilifying behaviour towards others in accordance with the relevant EREAFSL Policy; and
- understand that use of any form of Child Abuse, Degrading Punishment, including Corporal Punishment is expressly forbidden in all circumstances.

Please refer to the relevant Young Person Code of Conduct for guidance and information about the rights and responsibilities of our Young People.

7.7 PHYSICAL CONTACT WITH CHILDREN AND YOUNG PEOPLE

Members of the EREAFSL Community are required to develop and exercise prudent judgment and sensitivity regarding appropriate physical contact with Children and Young People.

EREAFL Community members must not initiate unnecessary physical contact with a Child or Young Person or undertake tasks of a personal nature that a Child or Young Person can undertake themselves, such as toileting or changing clothes.

When physical contact with a Child or Young Person is necessary within a teaching/learning experience, caution must be exercised to ensure that the contact is appropriate and acceptable for the teaching/learning experience to be performed.

Instances where physical contact with a Child or Young Person may be necessary, beneficial, or supportive include:

- assisting Children and Young People with special needs, e.g., allowing a Child or Young Person to engage with a teaching/learning experience or the curriculum in general, in accordance with the relevant EREAFSL Policies and Disability Standards;
- assessing an injured or ill Child or Young Person. The Child or Young Person should be advised of what physical contact is intended and where practicable, seek the Child or Young Person's consent and have a colleague present;
- teaching sport, music, or other activities where physical contact of a Child or Young Person is required to demonstrate a particular action or skill;
- restraining a Child or Young Person, consistent with the relevant policy when the Child or Young Person, other Children and Young People, a member of the EREAFSL Community, or a third party is in danger of Harm or is in imminent danger of Harm; and/or
- offering a Child or Young Person a congratulatory handshake.

Physical contact referred to in the above examples:

- is only acceptable if the contact is reasonable for the management or care of the Child or Young Person;
- must be appropriate to the age, maturity, health, or other relevant characteristic of the Child or Young Person; and
- is to be consistent with any individual behaviour education plan in place for the relevant Child or Young Person.

7.7.1 Physical intervention

Any physical intervention involves some risk of injury. This risk must be considered against the risks involved in failing to physically intervene when it may be warranted. Intervention may be warranted when a Child or Young Person, other Young People, a member of the EREAFSL Community, or a third party is in danger of Harm or in imminent danger of Harm. Such interventions may be employed as a measure of last resort to ensure safety and protection in instances of:

- a Child or Young Person attacking a member of the EREAFSL Community or a third party;
- a Child or Young Person attacking another Child or Young Person;
- Children or Young People physically fighting;
- a Child or Young Person causing, or at risk of causing an injury to themselves or others;
- a Child or Young Person misusing dangerous materials, substances, or objects likely to cause Harm;
- a Child or Young Person placing themselves, deliberately or inadvertently, in a dangerous situation; and/or
- a Child or Young Person being attacked by a third party.

Members of the EREAFSL Community using physical interventions on Children and Young People:

- are responsible and accountable for the manner in which they exercise that authority;
- must report all physical interventions to the Head of Campus / Principal of their School. Instances directly involving Heads of Campus or Principals are to be reported to the relevant Regional Director, or CEO as necessary;
- must be aware that physical intervention guidelines apply during off-campus excursions and camps as well as during School hours on School grounds.

7.8 USE OF TECHNOLOGY

EREAFL Community member electronic communications with Children and Young People are required to reflect professional boundaries and comply with the following:

- all use of Technology is to be for educational and support purposes or for School approved co-curricular activities;
- all online contact is to be via the relevant EREAFSL School's email system;
- personal telephone numbers are not to be provided to Children or Young People;
- personal social media and instant messaging accounts are to remain in 'Private' mode setting and not to be provided to Children or Young People;
- friend or follow requests from Young People are not to be accepted;
- contact with Children or Young People via social media or instant messaging is not permitted;
- personal pictures are not to be exchanged or shared with Children or Young People;
- photos, videos, or recordings of a Child or Young Person are not to be taken, physically published, or published online without School authority and written parental/carer consent; and
- the personal contact numbers of Children and Young People and other personal contact details made available to the EREAFSL School are to be used only for School communications and purposes.

For more information, please refer to the *Acceptable Use of Technology Policy*.

7.9 INCLUSIVITY

All members of the EREAFSL Community are required to promote the safety, participation, and empowerment of Children and Young People and particularly promote the cultural safety, participation, and empowerment of:

- First Nations Children and Young People;
- Children and Young People with culturally and/or linguistically diverse backgrounds;
- Children and Young People with a disability;
- Children and Young People who identify as LGBTQIA+; and
- Children and Young People who are otherwise vulnerable.

EREAFL Community members must not express personal views or discriminate against any Child or Young Person based on culture, race, ethnicity, disability, or sexuality.

Section 8 – General Code of Conduct

EREAFL expects all Staff, Volunteers, Contractors, Board Directors and Board Committee members (the EREAFSL Community) to conduct themselves in line with the following general behaviour and conduct standards which support EREAFSL's commitment to providing safe and healthy workplaces and learning spaces for all EREAFSL Community members.

This section does not attempt to provide a rigid, detailed, or exhaustive set of behaviour and conduct standards. Instead, it sets out general expectations of the standards of behaviour and conduct expected of EREAFSL Community members.

Nothing in this Code should be taken to limit the circumstances in which EREAFSL or its Schools may take disciplinary action in respect of an EREAFSL Community member.

8.1 GENERAL EXPECTATIONS

All members of the EREAFSL Community are expected to:

- perform their duties to the best of their ability and be accountable for their performance;
- follow reasonable instructions given by supervisors or their delegate;
- comply with lawful directions;
- act in accordance with the EREAFSL Common Ground Principles of respect, safe and legal, participation and honesty;
- carry out their duties in a professional, competent, and conscientious manner, while seeking suitable opportunities to improve knowledge and skills, including through participation in relevant professional development;
- maintaining professional qualifications and registrations appropriate to the role held;
- act honestly and in good faith in fulfilling their duties;
- be courteous and responsive in dealing with colleagues, children and young people, parents / carers and other members of the EREAFSL Community, including the public;

- work collaboratively with colleagues; and
- ensure that their conduct, whether during or outside work hours, is consistent with this Code, the ethos of EREAFSL and does not damage the reputation of EREAFSL.

All members of the EREAFSL Community are expected to comply with applicable legislation, awards and local laws. If you are charged with having committed any indictable or summary offence, are subject to an indictable offence conviction, or are subject to a summary conviction you must immediately report the circumstances to your supervisor/manager in writing. Such disclosure shall be treated as confidential and considered within the context of your ability to properly undertake the duties and responsibilities of your role.

8.2 CARE FOR COLLEAGUES

In the spirit of nurturing individual and collective wellbeing, all members of the EREAFSL Community are required to:

- proactively contribute to an atmosphere of respect, courtesy, trust, collegiality, collaboration, and open communication;
- recognise and respect the individual potential, professional practice and skills of colleagues;
- encourage openness and tolerance amongst colleagues;
- use constructive methods for resolving any conflicts that arise with colleagues;
- respect the principles of natural justice and procedural fairness when dealing with complaints against colleagues; and
- not engage in behaviours against colleagues which are, or might objectively be perceived to be Discrimination, Harassment, including Sexual Harassment, or Workplace Bullying. For more information please refer to the *Workplace Complaint Management Policy*.

8.3 DUTY OF CARE AND WORK, HEALTH AND SAFETY

8.3.1 Duty of care

All members of the EREAFSL Community have duty of care responsibilities in relation to the Children, Young People, and other community members at EREAFSL and our Schools. In particular:

- take all reasonable steps to protect Children and Young People from risks of harm that can be reasonably predicted;
- ensure the standard of care provided, for example the level of supervision, is commensurate with the maturity and ability of the Children and Young People; and
- be aware that duty of care applies during all activities and functions conducted or arranged by EREAFSL or its Schools.

8.3.2 Work, Health and Safety

All members of the EREAFSL Community have a responsibility under work health and safety legislation to take care of their own health and safety at work. In addition to this EREAFSL expects all community members to:

- have read and understood the *Work Health and Safety Policy*;
- ensure that their activities / actions do not place at risk the health and safety of colleagues, children or young people, or other members of the EREAFSL community, including the public; and
- consider both the physical and psychological safety and wellbeing of others.

For more information, please refer to the *Work Health and Safety Policy*.

8.4 USE OF TECHNOLOGY

All members of the EREAFSL Community are required to comply with the *EREAFLS Acceptable use of Technology Policy*, in particular:

- refraining from inappropriate use of Technology;
- observing copyright regulations;
- observing licensing terms and conditions relevant to the Technology;
- observing confidentiality of information when using Technology;
- proactively guarding against online fraud, scams, phishing and other viral attacks when using Technology;
- securely protecting user names, passwords, software, and hardware;

- respecting the privacy of Children and Young People and not posting online information about a Child or Young Person that may identify them (such as their name, age, contact details) without appropriate School approval and written parental/carer consent;
- not engaging in Sexual Misconduct, Grooming, Sexual Harassment, Sexual Offences, Workplace Bullying or Discrimination using Technology; and
- not bringing themselves or EREAFSL into disrepute by inappropriate online behaviours.

For more information, please refer to the *Acceptable Use of Technology Policy*.

8.5 DRUGS, ALCOHOL, AND TOBACCO

ERAFSL is committed to providing safe and healthy work and learning environments through practices that eliminate or reduce risk arising from the use of alcohol, medication or other drugs, and smoking (including vaping).

ERAFSL has a zero-tolerance policy towards Staff consuming or be under the influence of alcohol or drugs during times where they have a responsibility for Young People and/or colleagues or is otherwise fulfilling workplace responsibilities. ERAFSL expects all ERAFSL Community members will observe local, state, and federal laws in relation to the use, possession, supply, and distribution of drugs, alcohol, and tobacco / vapes.

All members of the ERAFSL Community must consciously act to maintain their personal and professional integrity on occasions when alcohol, legal drugs, Illegal Drugs, and tobacco may be present. Responsible service of alcohol will be observed at all ERAFSL work endorsed events and social functions, including when travelling for ERAFSL related business.

For more information, please refer to the *Drugs, Alcohol and Smoking Policy*.

8.6 DISCRIMINATION, HARASSMENT, AND WORKPLACE BULLYING

Discrimination, Harassment, including Sexual Harassment, and Workplace Bullying are unlawful under the various Commonwealth and State / Territory legislation detailed in the [Associated Information](#) section below and are never condoned by ERAFSL.

Perpetrators of proven Discrimination, Harassment, including Sexual Harassment, or Workplace Bullying will be subject to legal and criminal proceedings. ERAFSL will not indemnify an ERAFSL Community member acting in breach of anti-discrimination or human rights legislation.

ERAFSL, its Schools, the ERAFSL Board, and their respective Responsible Persons:

- can be held to be vicariously liable (i.e., be held responsible) for Discrimination, Harassment, including Sexual Harassment, and Bullying in the workplace;
- must take proactive steps to prevent and address Discrimination, Harassment, including Sexual Harassment, and Bullying from occurring in the workplace; and
- must respond appropriately to resolve incidents of Discrimination, Harassment, including Sexual Harassment, and Bullying in the workplace.

For more information, please refer to the *Workplace Complaint Management Policy*.

8.7 FRAUD, THEFT, AND CORRUPTION

ERAFSL has a zero-tolerance approach to fraud, theft, and corruption, including but not limited to ERAFSL Community member acts of:

- theft of cash, consumables, or assets;
- false or misleading timesheets (i.e., dishonestly claiming payment for time not worked);
- false or misleading expense claims (i.e., dishonestly claiming a business expense);
- false invoicing (i.e., dishonestly invoicing for goods or services);
- false accounting (i.e., dishonest reporting of incorrect or misleading financial results);
- falsifying accounting records for personal or financial gain;
- colluding in falsifying accounting records for personal or financial gain; and/or
- misuse of position or authority for personal or financial gain.

ERAFSL Community members are to promptly report suspected instances of fraud, theft, or corruption to:

- the Head of Campus or Principal for matters relating to staff of an ERAFSL School; or

- the Regional Director for matters relating to Regional Team staff; or
- the EREAFSL CEO for matters relating to National Team staff; or
- the EREAFSL Board for matters relating to the CEO.

8.8 CONFLICTS OF INTEREST

EREAFLS is committed to ensure that actual, potential, and perceived conflicts of interest are identified and managed so that they do not affect the services, activities, or decisions of the organisation.

All members of the EREAFSL Community have an ongoing obligation to avoid and disclose conflicts. A Conflict of Interest can involve:

- fiscal interests, e.g., financial gain or loss or other material benefits;
- non-fiscal interests, e.g., favours, personal relationships and associations

The interest may not only be about your own interests and may include the interests of members of your immediate family or relatives, interests of business partners and associates, or the interests of friends.

When faced with a situation in which a conflict of interest may be present EREAFSL expects all community members to:

- report any actual, potential or perceived conflict they may have, in accordance with the *Conflicts of Interest Policy* and using the prescribed form, including notification of any changes to circumstances that gave rise to the declared conflict(s); and
- report situations where a supervisor or colleague who has an identified conflict is, or may be perceived as, unduly influencing your decisions.

For more information, please refer to the *Conflicts of Interests Policy*.

8.9 GIFTS, BENEFITS, AND BRIBES

EREAFLS expects all community members to refuse and report and offered bribes immediately to the relevant Head of Campus, Regional Director, or CEO.

When offered a gift or benefit, EREAFSL Community members should always consider the value and purpose of the gift or benefit before making any decision to accept. It is expected that community members will consider how accepting gifts and benefits may have the potential to compromise their position by creating a sense of obligation. EREAFSL Community members should confer with the relevant Head of Campus, Regional Director or CEO for guidance.

8.10 CONFIDENTIALITY AND PRIVACY

All members of the EREAFSL Community are expected to:

- be mindful of confidentiality when communicating with parents and carers;
- not allow the media access to Children or Young People or allow entry to School premises without the express permission of the Head of Campus;
- not make any comments to the media about EREAFSL or its Schools, Young People, or Parents / Carers without the express permission of the Head of Campus;
- use confidential information only for the work-related purposes intended;
- unless authorised or required to do so by legislation, not disclose or use any confidential information without the express permission of the Head of Campus / Principal, Regional Director or where relevant the CEO;
- ensure that confidential and personal information, in any form, cannot be accessed by unauthorised people; and
- always exercise caution and sound judgement in discussing or disseminating the personal information of others.

For more information, please refer to the *Privacy Policy*.

8.11 RECORD KEEPING

All members of the EREAFSL Community are expected to:

- create and maintain full, accurate, and honest records of their activities, decisions, and other business transactions;

- not destroy or remove records within appropriate authority; and
- maintain the confidentiality of all official information and documents which are not publicly available, or which have not been published.

For more information, please refer to the *Records Management Policy*.

Section 9 – Compliance and Accountability

9.1 IMPLEMENTATION

It is the responsibility of each School and office to implement the Code and ensure that their Staff, Volunteers and Contractors are trained in accordance with this policy. It is the responsibility of the Board Chair to implement the Code in relation to the Board, and the Company Secretary will ensure that each of the Board Directors and Board Committee members are trained in accordance with this policy.

This will be implemented through a combination of:

- induction, ongoing professional development, and training for all members of the EREAFSL Community;
- development, implementation and training related to the Safeguarding Framework;
- development, implementation and training related to EREAFSL Policies and Procedures;
- education and information for Children and Young People, parents and carers;
- effective communication of incident management notification procedures;
- effective record keeping practices; and
- an ongoing process of review and improvement.

This policy will be made available to the EREAFSL Community members through the EREAFSL Policy portals and School websites.

On occasion where this policy undergoes major / key changes and updates, the National Risk and Compliance team will communicate those changes with the relevant School level managers who will then be responsible for disseminating that information to their Staff, and where relevant, Children and Young People and their parents/carers. Where major policy change makes it necessary, policy training modules will be developed by the National Risk and Compliance team and will be made available to all relevant Staff via the online learning portal.

9.2 BREACH OF THIS POLICY

EREAFLS and its Schools are required to monitor breaches of the Code of Conduct. Individuals who become aware of an actual or suspected breach of this policy are obliged to report it.

Perceived or actual breaches of the Code of Conduct have the potential to cause harm to Children, Young People, and others as well as disrespect the dignity and wellbeing of individuals. They also expose EREAFSL to legal action, significant reputational damage as well as education regulator and public scrutiny.

Breaches of the Code may be:

- a disciplinary matter for EREAFSL, its Schools, or the EREAFSL Board which may result in performance management, formal warning, suspension, demotion, or termination in accordance with industrial processes, depending on the nature of the misconduct or serious misconduct;
- a contractual matter which may be a breach of contract resulting in contract termination;
- professional misconduct referred to relevant State / Territory authorities;
- Reportable Conduct reported to relevant State / Territory authorities;
- a Notifiable Incident, reported to the relevant State / Territory statutory authorities;
- a regulatory matter referred to relevant State / Territory statutory authorities;
- a breach of statute referred to relevant State / Territory statutory authorities;
- a criminal matter referred to the Police;
- a civil matter referred for legal advice and remedy.

Investigatory and disciplinary processes in relation to breaches of the Code of Conduct will be executed with procedural fairness and in keeping with the principles of natural justice.

9.2.1 Breach of the child safe code of conduct

All members of the EREAFSL Community must ensure that their mandatory reporting obligations are met in accordance with legal compliance requirements and in accordance with the relevant EREAFSL Policy and Procedures for Responding to and Reporting Allegations of Child Abuse within EREAFSL or its Schools.

EREAFL Community Members with concerns about conduct which falls below the standards of the Child Safe Code of Conduct:

- are to ensure, as quickly as possible, that the Child or Young Person involved is safe from Harm;
- are to call the Police (phone 000 or 112) if there are immediate concerns for the Child or Young Person's safety; and
- must report any allegations of Child Abuse and concerns about Child Safety, including actual or perceived breaches of this Child Safe Code of Conduct, in accordance with the EREAFSL Safeguarding Framework and related Guidelines and Procedures, including reporting to Police and the Department responsible for Child Safety, where relevant.

The above requirement includes any concerns that Grooming, Sexual Misconduct, or a Sexual Offence may have been, or has been committed against a Child or Young Person, or that a Child or Young Person has been the subject of Harm.

For more information about reporting obligations, please refer to the [Safeguarding Policy](#) and supporting Guidelines and Procedures relevant to the State or Territory.

9.2.2 Reporting breaches

Accountability is a key aspect of the Code of Conduct. The Code requires EREAFSL Community members to report certain acts, omissions and/or control failures under the applicable policies and procedures to:

- the relevant Head of Campus / Principal for EREAFSL School Community members;
- the relevant Regional Director for Regional Team members;
- the CEO (or delegate) for EREAFSL National Team members;
- the HR Team;
- the EREAFSL Board Chair for all Board and Board Committee Community members; and/or
- the relevant State / Territory statutory authority where mandatory reporting is required under legislation.

Formal complaints, including the reporting of breaches of the Code, must be made in accordance with the:

- EREAFSL [Complaint Handling Policy](#) and supporting Guidelines and Procedures that are applicable to complaints made by Young People, parents, carers, and external parties; or
- EREAFSL Workplace Complaint Policy for complaints made by EREAFSL Community Members.

Vexatious complaints will not be entertained. Members of the EREAFSL Community who make vexatious complaints may face disciplinary action.

9.3 RECORD KEEPING

All records pertaining to this policy will be managed and maintained in accordance with the *Records Management Policy* and the related Retention, Archival, and Disposal schedule.

When handling all Complaints, EREAFSL and its Schools will keep and maintain any records as required in compliance with statutory authority requirements.

The National Risk and Compliance team will keep records, in accordance with the *Records Management Policy*, of all policy review processes related to this policy, including records and notes from policy audits, feedback and consultation processes, and any subsequent changes.

Section 10 – Associated Information

This policy aligns with, and is supported and complimented by, the following Commonwealth and State / Territory legislation, standards, regulations, EREAFSL policies and procedures, and other supporting forms and documentation:

Related Legislation, Policies and Procedures

Relevant Legislation, Legislative Instruments, Standards and Regulations	Commonwealth <ul style="list-style-type: none"> • <i>Age Discrimination Act 2004</i> • <i>Australian Education Act 2012 and Regulation 2013</i> • <i>Australian Human Rights Commission Act 1986</i> • <i>Disability Discrimination Act 1992</i> • <i>Disability Standards for Education</i> • <i>Family Law Act 1975</i> • <i>Privacy Act 1988</i> • <i>Racial Discrimination Act 1975</i> • <i>Sex Discrimination Act 1984</i>
	Queensland <ul style="list-style-type: none"> • <i>Anti-Discrimination Act 1991</i> • <i>Child Protection Act 1999</i> • <i>Child Safe Organisations Act 2024</i> • <i>Civil Liability Act 2003</i> • <i>Criminal Code Act 1899</i> • <i>Domestic and Family Violence Protection Act 2021</i> • <i>Education (Accreditation of Non-State Schools) Act and Regulation 2017</i> • <i>Education (QCT) Act 2005 and Regulation 2016</i> • <i>Education (General Provisions) Act 2006</i> • <i>Liquor Act 1992</i> • <i>Misuse of Drugs Act 1986</i> • <i>Public Health Act 2005</i> • <i>Tobacco and Other Smoking Products Act 1998</i> • <i>Working with Children (Risk Management and Screening) Act 2000 (Qld) and Regulation 2020</i>
	Northern Territory <ul style="list-style-type: none"> • <i>Anti-Discrimination Act 1992</i> • <i>Care and Protection of Children Act 2007</i> • <i>Care and Protection of Children (Screening) Regulations 2010</i> • <i>Criminal Code Act 1983</i> • <i>Education Act and Regulations 2015</i> • <i>Misuse of Drugs Act</i> • <i>Teacher Registration (NT) Act and Regulations 2004</i> • <i>Personal Injuries (Liabilities and Damages) Act 2003</i> • <i>Work Health and Safety Act NUL 2011</i>
	New South Wales <ul style="list-style-type: none"> • <i>Anti-Discrimination Act 1977</i> • <i>Child Protection (Working with Children) Act 2012</i> • <i>Children’s Guardian Act 2019</i> • <i>Children and Young Persons (Care and Protection) Act 1988</i> • <i>Civil Liability Act 2002</i> • <i>Crimes Act 1900</i> • <i>Crimes (Domestic and Personal Violence) Act 2007</i> • <i>Drug Misuse and Trafficking Act 1985</i> • <i>Education Act 1990</i> • <i>Education Standards Authority Act 2013</i> • <i>Teacher Accreditation Act 2004</i> • <i>Work and Health and Safety Act 2011</i>
	Tasmania <ul style="list-style-type: none"> • <i>Anti-Discrimination Act 1998</i> • <i>Child and Youth Safe Organisations Act 2023</i> • <i>Children, Young Persons and Their Families Act 1997</i> • <i>Civil Liability Act 2002</i> • <i>Code of Professional Ethics for the Teaching Profession in Tasmania</i>

	<ul style="list-style-type: none"> • <i>Criminal Code Act 1924</i> • <i>Education Act 2016 and Education Regulations 2017</i> • <i>Family Violence Act 2004</i> • <i>Misuse of Drugs Act 2001</i> • <i>Professional Boundaries: Guidelines for Tasmania Teachers</i> • <i>Registration to Work with Vulnerable People Act 2013 and Regulations 2014</i> • <i>Teachers Registration Act 2013</i> • <i>Work Health and Safety Act 2012</i>
	<p>South Australia</p> <ul style="list-style-type: none"> • <i>Children and Young People (Safety) Act and Regulations 2017</i> • <i>Child Safety (Prohibited Persons) Act 2016 and Regulations 2019</i> • <i>Civil Liability (Institutional Child Abuse Liability) Amendment Act 2021</i> • <i>Controlled Substance Act 1984</i> • <i>Criminal Law Consolidation Act 1935</i> • <i>Education and Children’s Services Act 2019 and Regulations 2020</i> • <i>Education and Early Childhood Services (Registration and Standards) Act 2011</i> • <i>Equal Opportunity Act 1984</i> • <i>Teachers Registration and Standards Act 2004 and Regulations 2021</i> • <i>Work Health and Safety Act 2012</i>
	<p>Western Australia</p> <ul style="list-style-type: none"> • <i>Children and Community Services Act 2004 and Regulations 2006</i> • <i>Children and Community Services Amendment (Reporting Sexual Abuse of Children) Act 2008</i> • <i>Civil Liability Act 2002</i> • <i>Criminal Code Act 1913</i> • <i>Equal Opportunity Act 1984</i> • <i>Misuse of Drugs Act 1982</i> • <i>Registration Standards for Non-Government Schools</i> • <i>School Education Act 1999 and Regulations 2000</i> • <i>Teacher Registration Act 2012</i> • <i>Working with Children (Criminal Record Checking) Act 2004 and Regulations 2005</i> • <i>Work Health and Safety Act 2020</i>
Relevant EREAFSL Policies and Procedures	<ul style="list-style-type: none"> • <i>Code of Conduct (students)</i> • <u>Complaint Handling Policy</u> • <i>Privacy Policy</i> • <i>Records Management Policy</i> • <i>Risk Management Policy</i> • <u>Safeguarding Policy</u> • <i>Whistleblower Policy</i> • <i>Workplace Complaint Management Policy</i>
Other Relevant Reference Documents, Websites and Forms	<ul style="list-style-type: none"> • <u>National Principles for Child Safe Organisations</u> • <u>Code of Conduct CompliLearn module (web enabled)</u> • <u>Fair Work Commission</u> • <u>Anti-Discrimination New South Wales</u> • <u>Northern Territory Anti-Discrimination Commission</u> • <u>Human Rights Commission Queensland</u> • <u>Equal Opportunity Tasmania</u> • <u>Equal Opportunity Commission South Australia</u> • <u>Equal Opportunity Commission Western Australia</u>

Section 11 – Review

This policy will be reviewed **biennially**, and amendments and updates made as required. Reviews may occur more regularly where a legislative or regulatory change requires it. Any related procedures, guidelines, or forms are also reviewed at least **biennially**, or more regularly as required by change to legislation.

EREAFLS reserves the right to vary the Code as necessary, to reflect and respond to current legislative and organisational needs. Changes will become effective when communicated to the EREAFLS Community, and training offered where those changes are substantial.

The National Risk and Compliance team is responsible for ensuring that the **biennial** review of this policy is undertaken, which includes applying any relevant legislative and/or regulatory changes, thorough consultation with relevant stakeholders, and having the policy reviewed and approved by the EREAFLS CEO and Board.

Section 12 – Further Assistance

Policy queries should be directed to the Director of Risk and Compliance.

Section 13 – Document Version Control

Code of Conduct – Staff	
Status	APPROVED
Version	Version 1.0
Policy Code	HR.003
Category	Operational
Sub-Category	Human Resources
Effective Date	01/01/2025
Review Date	01/03/2025
Approval Authority	Chief Executive Officer ('CEO')
Governing Authority	EREAFLS Board
Approval Date	09/12/2024
Expiry Date	01/01/2026
Policy Owner	Director of HR
Policy Owner Delegate	Director of HR

Schedule 1 – Schools* under the administration of Edmund Rice Education Australia Flexible Schools Ltd.

School	Site Address
Albert Park Flexible School	1 Hale Street, Brisbane QLD 4000
Bowen Education Engagement Program	48 George Street, Bowen QLD 4805
Burdekin Education Program	Ayr Racecourse – Cunningham Street, Ayr QLD 4807
Deception Bay Flexible School	17 Silver Street, Deception Bay QLD 4508
Edmund Rice Flexi School (Davoren Park)	8 Skewes Street, Davoren Park SA 5113
Edmund Rice Flexi School (Elizabeth)	Bldg G21 Elizabeth TAFE – Woodford Road, Elizabeth SA 5112
FAME	13 McKinna Road, Christie Downs SA 5164
Flexi RTO	Unit 18, 56 Lavarack Avenue, Eagle Farm QLD 4009
Geraldton Flexible School	15 Bayly Street, Geraldton WA 6530
Gympie Flexible School	2 Bowen Lane, Gympie QLD 4570
Hemmant Flexible School	56 Hemmant-Tingalpa Road, Hemmant QLD 4174
Inala Flexible School	67 Poinsettia Street, Inala QLD 4077
Ipswich Flexible School	1 Queen Victoria Parade, Ipswich QLD 4305
Mount Isa Flexible School	74 Abel Smith Parade, Sunset Mount Isa QLD 4825
Noosa Flexible School	2 Girraween Court, Sunshine Beach QLD 4567
Pambula Beach Flexible School	149 Pambula Beach Road, Pambula NSW 2549
Rockhampton Flexible School	210 Upper Dawson Road, Rockhampton QLD 4700
St Edmund's College	60 Burns Road, Wahroonga NSW 2076
St Francis Flexible School	22 Ashbourne Grove, West Moonah TAS 7009
St Gabriel's School	190 Old Northern Road, Castle Hill NSW 2154
St Joseph's Catholic Flexible School	5 Bloomfield Street, Alice Springs NT 0870
St Laurence Flexible Learning Centre	137 Broadmeadow Road, Broadmeadow NSW 2292
St Mary's Flexible School	63 Forrester Road, St Marys NSW 2760
Southport Flexible School	2 Nakina Street, Southport QLD 4215
The Centre Education Programme	108 Mudgee Street, Kingston QLD 4114
Townsville Flexible School	22 Ingham Road, West End QLD 4810
Wollongong Flexible School	Corner Princes Highway and Towradgi Road, Towradgi NSW 2518

* 'Schools' means the registered non-government schools (including Registered Training Organisations ('RTO') and other educational facilities) located in and operating within Australia that are listed in the above Schedule, and such other schools, RTO or educational facilities as EREAFSL may establish in Australia or may acquire, govern, and operate from time-to-time. This definition also applies to campuses of Schools and to a School operating across various sites.