

Avoca Beach Preschool

Background

Policy statement

- The employee Code of Conduct is a set of regulations and responsibilities set down for each individual, employed by an organization or company. It is a comprehensive document providing clear mandated roles and responsibilities in respect of the conduct of employees in the execution of their duties.
- It is a legal document outlining a set of standards and correct behaviours, individuals need to follow in respect of their duty of care and roles and responsibilities in respect of the care, education and nurturing of young children. Each, individual employed in an early childhood service needs to adhere to the organisations policies and procedures as set down.

The employee Code of Conduct defines acceptable behaviours and social norms that individuals in an early childhood service should adopt on a day-to-day basis and should reflect the early childhood services vision, core values and the overall culture of the service. The Code of Conduct may be regulatory and may be used for disciplinary purposes if it is felt that their standards are breached.

Strategies and practices

- It can be used as a reference tool to inform pedagogy as a standard for professional conduct. In line with state and federal legislation and in accordance with Regulation 168 of the Education and Care Services National Regulations in respect of the Ethical conduct which guides the behaviours and decisions within the service and are underpinned by the respect for, and the valuing of children, families, educators, staff, and the extended service community.
- All permanent and relief Educators and all other Staff Members agree to abide by this Code of Conduct. Whilst the Approved Provider/ Nominated Supervisor are ultimately responsible for ensuring the Code of Conduct is adhered to, all Educators and other Staff Members will assist in maintaining the code.
- The code of conduct becomes a legal agreement between the company and the employee upon its signing.

Responsibilities

The core principles in this Code of Conduct are based on the fundamental values of the early childhood profession. These core principles require a commitment to respect and maintain the rights and dignity of children, families, colleagues, communities and our environment:

IN RESPECT OF CHILDREN:

- To provide a variety of experiences that encourage social development.
- Children feel safe, secure and knowing they have input into the Service and its policies and procedures surrounding their safety.

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- To act in the best interests of all the children at all times.
- To understand that children need a patient, understanding, helpful, kind, mindful, encouraging and supportive educator to lead and guide them in their learning and development and advocate for them.
- To extend each child's strengths and develop their needs through individual programming.
- To create an environment where children can feel comfortable and develop a sense of belonging.
- To encourage children to respect other people, their opinions and belongings by positive role modeling.
- To actively explore their environment through offering choices and a variety of challenges.
- To develop a positive sense of their own individual uniqueness.
- To provide a stimulating and challenging environment that enhances problem solving, through trial and error.
- To provide a well-balanced and nutritional menu which will reflect individual needs i.e. likes/dislikes, medical and cultural preferences.
- For children to experience a range of opportunities for creative expression.
- To provide a challenging yet safe outdoor environment.
- To assist children in the building of their emotional intelligence.
- Children are citizens from birth with civil, cultural, linguistic, social and economic rights.
- Effective learning and teaching is characterised by professional decisions that draw on specialised knowledge and multiple perspectives.
- Partnerships with families and communities support shared responsibility for children's learning, development and wellbeing.
- Democratic, fair and inclusive practices promote equity and a strong sense of belonging.
- Respectful, responsive and reciprocal relationships are central to children's education and care.
- Play and leisure are essential for children's overall development.
- Research, inquiry and practice-based evidence inform quality education and care.
- Children will be shown and offered respect in all circumstances.
- Children are provided with resources and given access to support services available to them should they need.

IN RESPECT OF STAFF:

- To work as a team by being sensitive to each other's needs and respecting each other as individuals with worthwhile contributions.
- To understand every child's individual development and provide experiences that will enhance abilities and challenge them enough to continue to grow and develop in all areas.
- To provide an opportunity for each staff member to develop their own individual talents.
- For staff to use positive techniques in guiding children's behaviour by each staff member being consistent.
- To be sensitive to the children's needs and wants and be a good listener with appropriate body language.
- To promote and maintain a safe hygienic environment.
- To be aware of and abide by the Code of Conduct and Ethical Behavior and adhere to all state and federal regulations and legislations in respect of the care of education of children in our care.
- To have a comprehensive knowledge of Avoca Beach Preschool Policies and Procedures.
- Recognise special needs of the individual child and respond appropriately by seeking and/or supporting a specifically designed program for each child.
- To act as a professional body, prepared to share resources and time with other agencies.

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- To ensure confidentiality in all aspects of work.
- To be innovative, enthusiastic and motivated in their work.
- To observe, record and interpret children's health, behaviour and development and evaluate programs and philosophy regularly.
- For staff to use positive techniques in guiding children's behaviour by each staff member being consistent.
- To be sensitive to the children's needs and wants and be a good listener, implementing appropriate behavioural management techniques in both the physical and online environment while utilising appropriate body language.
- To promote and maintain a safe, hygienic environment.
- Set a high standard of conduct for the protection and wellbeing of children and young people.
- To undertake induction training for all staff and volunteers as prescribed in the Code of Conduct and the individual contract or terms of employment as specified by Avoca Beach Preschool.
- Link to relevant legislation, the organisation's Child Safety and Wellbeing Policy and related policies and procedures, including those for receiving and responding to complaints and concerns and for reporting to external authorities.
- Have an in-depth understanding of the vulnerable groups of children eg. Aboriginal and Torres Strait Islander background, children with a disability, children at risk of abuse or neglect.
- Leaders of the Service prioritise safety of children.
- Leaders have a level of expectation when it comes to child safety and that standard is always met.
- Leaders promote a culture of reporting by proper training, education and emotional support to do so.
- Staff appropriately respond to and report child abuse.
- Staff are attuned to signs of harm and facilitate child-friendly ways for children to communicate and raise their concerns.
- Staff are provided with information on factors that contribute to a child's vulnerability to harm.
- Staff are supported and their concerns of child safety are taken seriously.

IN RESPECT OF THE FAMILY:

- To work as a team toward children's development and behaviour.
- To encourage parents to participate in decision making, planning and programming where necessary.
- To understand that the family is the first and most important teacher and to have respect for the right of the family to make decisions about their children and their learning.
- To promote open lines of communication.
- To maintain confidentiality and respect for the rights of the family.
- To encourage parents to be aware of the Services philosophy.
- To provide support for families through ideas and resources.
- To assist each family to develop a sense of belonging to the service in which their child participates by being greeted at arrival and departure, making them feel welcome.
- To be aware that each family is different and respect these differences with regard to their culture, customs, language, beliefs, values and socio-economic status.
- Parents are made comfortable to ask questions to staff about anything pertaining to their child's safety and how the safety of their child is prioritised.
- Parents are involved in the decision-making regarding child safety within the Service.
- Parents are provided with relevant child safe policies including the Code of Conduct upon enrolment to the Service.

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IN RESPECT OF THE ENVIRONMENT:

- To encourage children to understand and participate with recycling.
- For children to be aware of the consequences of the sun and always to protect themselves against its damaging effects.
- For staff and children to recognise the importance of using water wisely.
- For children to develop an understanding of the life cycles of plants and animals and to respect their place in the environment.
- Opportunities to harm children are reduced or removed.
- Posters and information regarding children safety is displayed within the Service and readily available to families, children and visitors.
- The culture of the Service creates an environment of ongoing learning and improvement.

IN RESPECT OF THE COMMUNITY:

- To encourage community awareness and involvement.
- To liaise with specialists in the community.
- To be aware of services in the community. e.g. library, multi-cultural units.
- To be a resource for the surrounding community.
- To work together with the community. e.g. Council, schools.

Procedure

- The employee Code of Conduct is a set of regulations and responsibilities set down for each individual, employed by an organisation or company. It is a comprehensive document providing clear mandated roles and responsibilities in respect of the conduct of employees in the execution of their duties.
- Codes lay down the minimum standards of conduct which are considered acceptable, and behaviours that are unacceptable and which no childcare worker should breach if they are to be considered professional or maintain employment in the sector.
- If the Code of Conduct is to be breached:
 - All actions should be in the best interests of the child/children.
 - Actions should be done promptly such as reporting to correct Responsible Person, Regulatory Authority or Child Protection Agency if and when necessary.
 - Follow policies and procedures for receiving and responding to complaints and concerns.
- It is a legal document outlining a set of standards and correct behaviours, individuals need to follow in respect of their duty of care and roles and responsibilities in respect of the care, education and nurturing of young children. Each individual employed in an early childhood service needs to adhere to the organisations policies and procedures.

Related Policies, procedures and plans

- [Staff Induction Checklist](#)
- [Annual staff performance review checklist](#)

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- Recruitment, Selection and Employment Policy including Employment Contract
- Confidentiality Policy and Agreement
- Service Policies and Procedures

Links Education and Care Services National Regulations 2011, National Quality Standard 2011

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| Regulation | 168 | Education and care service must have policies and procedures |
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| NQS | QA4.1 | Staffing arrangements enhance children's learning and development. |
| NQS | QA4.1.2 | Every effort is made for children to experience continuity of educators at the service. |
| NQS | QA4.2 | Management, educators and staff are collaborative, respectful and ethical. |
| NQS | QA4.2.1 | Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other's strengths and skills. |
| NQS | QA4.2.2 | Professional standards guide practice, interactions and relationships. |
| NQS | QA 7.1.1 | A statement of philosophy guides all aspects of the service's operations. |
| NQS | QA 7.1.3 | Roles and responsibilities are clearly defined, and understood, and support effective decision-making and operation of the service. |

Sources

- Convention on the rights of the child
<https://www.unicef.org.au/Upload/UNICEF/Media/Our%20work/childfriendlycrc.pdf>
- Code of Ethics <http://www.earlychildhoodaustralia.org.au/our-publications/eca-code-ethics/>
- Child Protection (Working with Children) Act 2012 No. 51
<https://legislation.nsw.gov.au/view/html/inforce/current/act-2012-051> Work Health and Safety Act 2011 No. 10 <https://legislation.nsw.gov.au/view/html/inforce/current/act-2011-010> Children and Young Persons (Care and Protection) Act 1998 No. 157
<https://legislation.nsw.gov.au/view/html/inforce/current/act-1998-157>
- Office of the Children's Guardian *Child Safe Standard Guide* -
<https://www.ocg.nsw.gov.au/ArticleDocuments/838/ChildSafeStandardsGuide.pdf.aspx?Embed=Y>

Further reading and useful websites *(Consistent with the approach of the National Quality Framework, the following references have prioritised efficacy and appropriateness to inform best practice, and legislative compliance over state or territory preferences.)*

- www.acecqa.gov.au
- www.childhood.org.au

Policy review

The Service encourages staff and parents to be actively involved in the annual review of each of its policies and procedures. In addition, the Service will accommodate any new legislative changes as they occur and any issues identified as part the Service's commitment to quality improvement. The Service

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consults with relevant recognised authorities as part of the annual review to ensure the policy contents are consistent with current research and contemporary views on best practice.

Version Control

| Version | Date Reviewed | Approved By | Comments/Amendments | Next Review Date |
|---------|--------------------------|---|---|------------------|
| 1 | May 2022 | ACA NSW Rose Smith Jessica Adlard | Reviewed in staff meeting 1 st June Emailed through newsletter/app to families | May 2023 |
| 2 | May 5 th 2023 | Rose Smith Jessica Adlard | Printed off updated Code of Conduct (ed Oct 2022) | May 2024 |
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