



Coowarra Out Of School Hours

Code of Conduct

Staff, Volunteers and Students

POLICY STATEMENT

Coowarra OOSH aims to ensure the protection of the children attending the service and other children with whom the service comes into direct contact with. Our service strives to provide a child safe environment at all times and this code aims to provide Educators with certainty about what are acceptable standards of behaviour when working with children. This Code will support Educators to work in a way that supports the safety, welfare and wellbeing of children at all times.

Coowarra OOSH expects that all Staff, volunteers and students conduct themselves in such a way that is professional and in accordance with the Philosophy and goals of the Service. Staff, volunteers and students are expected to actively demonstrate a positive attitude towards their work, the Service and the Service's families. COOSH requires that all Staff, volunteers and students abide by the Code of Conduct at all times during their interaction with children, families, community members, Management and other Staff.

PROCEDURES

As an employee/volunteer/student of Coowarra Out of School Hours Care you must abide by this Code of Conduct, which requires you to:

- Commit to conduct yourself in a manner consistent with your position and as a positive role model to children.
- Read, understand and comply with organisational policy and guidelines around the safety of children as outlined in the Child Protection Framework.
- Follow relevant local, state and national laws pertaining to working with children, including reportable conduct obligations and mandatory reporting requirements.
- Be respectful of children's rights, background, culture and beliefs as set out in the UN Convention on the Rights of the Child.
- Ensure adequate supervision of children as defined by the Education and Care National Laws and Regulations.
- Safeguard children at all times and not place a child at risk of abuse or condone behaviour of children which is unsafe.
- Treat all children with respect and act in a way that does not show unfair differential treatment, or favour particular children to the



Coowarra Out Of School Hours

exclusion of others

- Always act in the best interest of children and avoid any unnecessary physical contact with children,
- Be careful when participating in or supervising games involving children that the activity does not have the potential to cause harm or injury. This includes being mindful of the child's age, development and any illness, injury or special needs that could place them at risk and following the service risk assessments at all times.
- Not physically punish a child, and ensure that any restraint of a child is only used for protecting the child or another person from physical harm.
- Use appropriate language for the age and understanding of the child, and avoid confusing or age-inappropriate discussions with sexual, discriminatory or violent references.
- Avoid any actions or words intended to threaten, intimidate, shame, humiliate, belittle, embarrass or degrade children.
- Maintain professional and courteous relationships with children and their families which do not exploit or abuse my position.
- Ensure that all gifts given to children are from the service and not give any individual gifts to children.
- Turn off personal communication devices and not use them whilst supervising children, unless previously approved or in an emergency situation in accordance with the Media and Technology Policy.
- Only photograph children appropriately for the circumstances and with the necessary consent of the child and his/her parent/guardians.
- Not expose children to inappropriate imagery, including age-inappropriate websites, for any reason.
- Use social media appropriately and not engage in social networking with any children in the service or children who have attended the service under the age of 16 or their siblings as per the Media and Technology Policy.
- Be aware of, and act on, any specific health issues with children in my



Coowarra Out Of School Hours

care, particularly any medical and dietary specifications.

- Give medication to children in accordance with the service's medication policy and as detailed by the Education and care National Laws and regulations.
- Not attend work affected by illegal drugs or alcohol, consume them whilst on duty or supply them to children in my care.
- Not attend work adversely affected by prescription medication which might cause harm to any children in my care.
- Not smoke whilst on duty.
- Declare all secondary work that involves children who attend the service (e.g. babysitting) and any out of work contact with children and their families met through the workplace.
- Report any concerning staff conduct towards children or any suspected risk of harm to a child to the Nominated Supervisor or Responsible Person.
- Ensure that any breaches of this Code of Conduct will be reported to the Nominated Supervisor or Responsible Person in charge. As a Mandatory Reporter, I understand that all concerns regarding suspected child abuse and exploitation must be reported to the Nominated Supervisor as soon as possible.
- Report to the Approved Provider ASAP if I have any concerns about the Nominated Supervisor.
- Failure to comply with the principles of the code will be considered a breach of ACI Policy, and may trigger an investigation, where necessary and appropriate. Breaches of the code may result in disciplinary action, ranging from a first warning through to the termination of employment and/or legal proceeding for serious breaches.



Coowarra Out Of School Hours

OSHC Code of Professional Standards

As OSHC Educators we believe in...

Fostering secure, respectful and reciprocal relationships

I will do this by...

- Creating a welcoming environment in our Service.
- Nurturing children's optimism, happiness and sense of fun.
- Respecting the wide diversity in the family structures of children who attend the Service and being inclusive of all family types.
- Respecting the rights of children as enshrined in the UN Convention on the Rights of the Child and commit to advocating for these rights.
- Recognising the role of families as the first and most influential educators of children.
- Respecting children and their families right to privacy and confidentiality.
- Maintaining a professional attitude and relationship with children and their families.
- Considering situations from each child and family's perspective.
- Respecting the decisions of families in respect of their child.
- Assisting each child and family to develop a sense of belonging and inclusion.
- Providing correct information in a professional, supportive and friendly manner.
- Respecting the uniqueness of each child and family. Strive to learn about their culture, customs, language, structure, beliefs and kinship systems.
- Being honest and supportive in our communication with others.
- Collaborating with children and families about Service decisions to ensure experiences are meaningful.
- Promoting the Service as an important resource for the local community.
- Encouraging positive communications and liaison with other groups within the community.
- Developing positive relationships based on mutual trust and open communication.

The power of partnerships

I will do this by...

- Seeking the active cooperation and participation of children and families in the Service decision making.
- Building collaborative relationships based on trust, respect and honesty.
- Recognising the benefits of the Service being involved in community activities.
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Coowarra Out Of School Hours

- Providing children with opportunities to engage with their local community.
- Valuing each other's knowledge and contributions.
- Recognise children as active citizens, participating in different communities, such as family, services, schools, sports etc.
- Developing positive, effective and cooperative relationships between team members and other stakeholders.
- Acknowledging and supporting the personal and professional strengths that each Educator and child brings to the Service.
- Making every effort to use constructive methods to manage differences of opinion in the spirit of cooperation and mutual respect.
- Promoting cooperation and positive liaison with other organisations and within our own Service teams.
- Sharing and building knowledge, experiences and resources with my colleagues.
- Maintaining strong links with our local School communities and their leadership teams.
- Promoting children's best interests through community education and advocacy.
- Involving local people in the program where possible.
- Collaborating with my colleagues to generate a culture of continual reflection and renewal of high quality practices.
- Making decisions that procedurally fair to all people according to the principles of natural justice.
- Not engaging in behaviour that might reasonably be perceived as harassment, bullying or intimidation.

Maintaining high expectations and a commitment to equity. I will do this by...

- Recognising and responding to barriers to children achieving a positive self-identity.
- Challenging practices that contribute to inequities.
- Creating and maintaining safe, healthy, inclusive environments that support children's agency and enhance their learning.
- Providing a meaningful curriculum to enrich children's learning, balancing child and Educator initiated experiences.
- Maintaining democratic, fair and inclusive practices that promote equity and a strong sense of belonging.
- Recognising each child has unique interests, strengths and has the capacity to contribute.
- Continually striving to find equitable and effective ways to ensure all children have opportunities to experience a sense of personal worth and achieve outcomes.
- Encouraging qualities and practices of ethical leadership.
- Supporting the development and implementation of laws, regulation and policies that promote the wellbeing of school age children and their families.



Coowarra Out Of School Hours

- Safeguarding the security of information and documentation and respect families rights to privacy and maintain confidentiality.
- Acting in the community in ways that enhance the standing of the school age care profession.
- Tolerating the views held by others which are different from your own.
- No discriminating on grounds such as gender, sexual orientation, race, ability, cultural background, religion, marital status, age or political conviction.
- Advocating for school age children and Outside School Hours Care.

Respecting diversity. I will do this by...

- Respecting the diversity of families, Educators and communities.
- Valuing the relationship between children and their families and enhance these relationships through my practice.
- Upholding the rights of children and families to have their cultures, identities, abilities and strengths acknowledged and valued.
- Making program decisions that respond to the complexity of children and families' lives.
- Maintaining a Service which reflects and respects the diversity of the community.
- Recognising the worth of the cultural and linguistic diversity of Educators and families.
- Ensuring that the Service programs reflect and respect community needs.

Ongoing learning and reflective practice. I will do this by...

- Working collaboratively with colleagues, families and stakeholders in an ongoing cycle through which current practices are examined, outcomes reviewed and new ideas generated.
- Collaborating with people, Services and agencies to develop shared understandings and actions that support children and families.
- Seeking ways to build on our own professional knowledge through engaging in professional development and reading.
- Examining what happens in our Service and reflecting on what can be improved based on evaluation and feedback from families and stakeholders.
- Reflecting and integrating the Service philosophy into daily practice and relationships.
- Reflecting critically on and accepting responsibility for implementation of service policies and procedures.
- Maintaining knowledge of current regulations and implications for practice on service provision
- Engaging in rational debate allowing for alternative points



Coowarra Out Of School Hours

I agree to uphold the Code of Conduct and Code of Professional Standards.

Name: _____

Signed: _____ Date: _____

CONSIDERATIONS

Education and Care Services National Regulations	National Quality Standard	Other Service policies/documentation
Education and Care Services National Law Education and Care Services National Regulations		<ul style="list-style-type: none">- Staff Handbook- All Coowarra OOSH Policies and Procedures- Conditions Of employment- Employment contracts- OSHC Code of Professional standards- UN Convention Rights of Child- UN Declaration Rights Of Indigenous People

UPDATED AND ENDORSED: January 2023

DATE FOR REVIEW AND EVALUATION: February 2025

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