



Teacher Code of Conduct May 2017

Summary

This information applies to all Ethnic Schools of South Australia.

Table 1: Document Details

Policy Number	ES05
Related Policies	Child Safe Environments Policy Risk Management Excursion and Incursion Behaviour Management Policy Enrolment Procedures Volunteer Policy Supervision Policy Internal Recruitment and Section Procedures and Guidelines Medication, Accident and First-Aid Policy Copyright Policy*
Version	1.1
Created by	Policy Officer: Kate Quane
Reviewed by	Executive Officer: Darryl Buchanan
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Table 2: Revision Record

Date	Version	Revision Description
Existing Policy	1	
19 th December 2016	1.1	Formatting, updated Families SA to Department of Child Protection



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		<p>Made policy generic</p> <p>Added more examples to the violations</p> <p>Added reference to other policies</p> <p>Added to physical restraint section about contacting emergency services</p> <p>Remove reference to the Ethnic School Board and change contact details to the ESA</p> <p>Added respect for people, gift giving and declaring gifts, copyright and intellectual property, protecting confidential information, record keeping, workplace safety; Appropriate use of electronic communication and social networking sites; Use of Alcohol, drugs or tobacco, dress code; Managing political, community and personal activities</p>



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Teacher Code of Conduct

Introduction

Hungarian Community School, Adelaide Inc. owes a duty of care to students who are under 18 while they are under the care or supervision of personnel in our school. This duty of care requires Hungarian Community School, Adelaide Inc. staff to take all reasonable steps to protect students, staff, volunteers and themselves from foreseeable risks.

Hungarian Community School, Adelaide Inc. also need to ensure that the roles and responsibilities of all members of the school community promote a safe and supportive environment. These must be explicit, clearly understood and made available to all those involved in working with students in ethnic schools.

To achieve this all personnel at Hungarian Community School, Adelaide Inc. must ensure they:

- promote the safety and welfare of all students under 18
- provide a safe, caring and protected environment when undertaking activities in ethnic schools
- contribute to staff safety and well-being
- obtain a Department of Communities and Social Inclusion (DCSI) Criminal History Clearance Check prior to commencing work at Hungarian Community School, Adelaide Inc.

This document provides:

- Guidelines to staff about requirements that are set for their interactions with students.
- Information about which and in what ways interactions with students can cause harm.
- Guidelines to staff about requirements for their conduct whilst working at Hungarian Community School, Adelaide Inc.

This document should be read in conjunction with the:

- Hungarian Community School, Adelaide Inc. Child Safe Environments Policy
- Hungarian Community School, Adelaide Inc. Guidelines for Criminal History Screening
- Hungarian Community School, Adelaide Inc. Process for Conducting Criminal History Screening for Personnel
- Hungarian Community School, Adelaide Inc. Guidelines for Dealing with Complaints and Allegations against Students and Staff

Policy

Schools are places where teachers establish positive, caring relationships with students, in order to support the learning process. The relationships of adult staff members and students have a built-in imbalance of power, stemming from factors like the age difference between students and teachers, the developmental stage of the students, gender and the delegated authority of the teachers.



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Each staff member at Hungarian Community School, Adelaide Inc. is responsible for establishing and maintaining professional conduct when dealing with students. This means setting clear professional boundaries that serve to protect both teacher and students.

The following may assist when assessing professional conduct:

- Do I deal differently with one or more students than with others under the same circumstances?
- Do I dress suitably for working in a school setting?
- Do I act or speak differently with one or more students?
- Would I do or say this if a colleague were present?
- Would I approve of my conduct if I observed it in another adult?
- Are my actions likely to have negative outcomes for one or more students?
- If I were a parent, would I want an adult behaving in this way to my child?

Respect for People

Our daily interaction with others reflects on Hungarian Community School, Adelaide Inc. reputation. All personnel are expected to be approachable, courteous and prompt in dealing with other people, including members of the community, students and fellow staff members. Staff at Hungarian Community School, Adelaide Inc. will:

- Treat colleagues with respect
- Model appropriate behaviour

Staff at Hungarian Community School, Adelaide Inc. will not discriminate against or harass colleagues, students, community members or members of the public on a number of grounds including: sex, origin, physical or intellectual impairment or sexual orientation or gender identify. Such harassment or discrimination may constitute an offence under the Equal Opportunity Act 1984. In addition, staff must not harass or discriminate on the grounds of political or religious conviction. All staff at Hungarian Community School, Adelaide Inc. have an obligation to report behaviour to the principal that they believe to be discriminatory or harassment.

All staff at Hungarian Community School, Adelaide Inc. must not make unfounded complaints with malicious, frivolous, or vexatious intent against another staff member, student, parents or community member.

Protecting Confidential Information

Hungarian Community School, Adelaide Inc. collects and stores a lot of confidential information. Unauthorised disclosure may cause harm to others or to the school. The Principal will make sure that confidential information, in any form, cannot be accessed by unauthorised people. Sensitive information should only be provided to people who are authorised to have access to it.

Staff at Hungarian Community School, Adelaide Inc. are encouraged to exercise caution and sound judgement in discussing other people's personal information with other staff members, parents or members of the community. Confidential information will be limited to those who need to know in order to conduct their duties, or those who can assist us in carrying out work because of their expertise.



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Violations of professional boundaries

Violations of professional boundaries by a staff member represent a breach of trust and a failure to meet the duty of care to students. When staff members violate professional boundaries, they risk:

- harmful consequences for the students
- seriously undermining the learning process
- seriously undermining their professional reputation
- harming their personal standing in the community
- their employment in an ethnic school

If inappropriate behaviour is observed, that borders on a violation of professional boundaries, it is the responsibility of the principal to:

- make the staff member concerned aware that the actions have the potential to impact negatively on the students and on the teacher him/herself
- document what has been discussed

The table outlines the violations of professional boundaries that the Principal will inform all staff of Hungarian Community School, Adelaide Inc.

Some examples of boundary violations	
<u>Professional boundaries</u>	<u>Violations</u>
Communication	<ul style="list-style-type: none"> • Vilification or humiliation of students • Belittling comments • Rejecting or ignoring students • Making inappropriate comments about a student's appearance, including excessively flattering comments • Holding inappropriate conversations with students, including making enquiries of a sexual nature • Use of inappropriate pet names • Failing to stop harassment between students • Correspondence of a personal nature, e.g. letters, emails, phone calls, text messages. (excluding socially appropriate correspondence e.g. a bereavement card, a personal message on a class postcard to a sick student) • Failing to stop access to pornography.
Physical contact	<ul style="list-style-type: none"> • Unwarranted, unwanted or inappropriate touching of a student, either personally or with an object (e.g. ruler or pencil) • Initiating or permitting inappropriate physical contact by a student e.g. massages, tickling games • Requesting a student to touch another student, teacher or person in an unwarranted, unwanted or inappropriate manner
Place	<p><i>Without the school's authority and in the capacity of teacher:</i></p> <ul style="list-style-type: none"> • Inviting, encouraging or allowing the students to come to the



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	<p>teacher's home</p> <ul style="list-style-type: none"> • Attending students' homes or social gatherings for purposes unrelated to teaching without the presence of a family member. • Observing students when not in a supervisory role • Driving a student unaccompanied and without the express permission of the parent/caregiver.
Interactions with students individually	<ul style="list-style-type: none"> • Giving gifts or special favours • Adopting a welfare role beyond the teacher's responsibility or expertise. Students with significant problems are to be referred to appropriate agencies or a qualified professional • Being alone with a student unnecessarily • Tutoring not authorised by school and/or not consented to by the parent.
Disclosure	<ul style="list-style-type: none"> • Sharing personal or confidential information about oneself, other staff members or students • Discussing intimate personal details of lifestyle of oneself, other staff members or students.

Managing one-to-one situations

In some instances staff members may be required to be in a one-to-one situation with a student e.g. when providing first aid, when tutoring or making a home visit or transporting a student. In all such circumstances arrangements must be put in place to minimise risk.

Main considerations to be taken into account:

Location

- In the school where a visible, public and accessible place must be chosen. Keep the door open when alone with a student. If possible request another person to be in close proximity e.g. waiting in the corridor, standing at a distance but still visible
- For home visits, a parent should be present in the room

Time – for tutoring

- Schedule activities:
 - during school hours instead of after hours
 - on school premises such as the library or a place that can be seen by others

Consent – Knowledge

Parents must be informed prior to the following activities and give their consent for their child/children to participate and/or in any of the following:

- one-to-one activity
- transportation of students
- excursions - see Excursion and Incursions Policy
- incursions - see Excursion and Incursion Policy
- Photographs and or video of students published in school newsletters, email, social media, the internet or in a public domain
- Students work (e.g. art work, songs, video created by an individual student or a group of students), published in school newsletters, email, social media, the internet or in the public domain



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Working with students with special needs

Hungarian Community School, Adelaide Inc. recognises that students with disabilities need to rely more on adults to protect them from harm, as they may need additional one-to-one contact and are therefore more vulnerable.

When enrolling a student with a disability at Hungarian Community School, Adelaide Inc., the school principal, class teacher and parent(s)/caregiver(s) must discuss the student's special needs and document agreed forms of communication and care. If possible, and depending on age and developmental stage, the students should have a say in their care.

A written health care plan should be devised preferably with the student's health care worker(s) e.g. general practitioner, paediatrician, psychologist, other as applicable providing written recommendations on the needs and care of the student. Care involving physical contact with the student must be clearly documented and signed by those involved in the health care plan, including restraint of a student with a history of violent and unpredictable behaviour. See Enrolment Procedures for more details.

Appropriate physical contact, non-physical intervention, physical intervention and physical restraint

At times, staff will be required to give practical assistance to a student who is hurt, in need of specific assistance or encouragement. The following outlines the types of contact, including examples and good teacher practice.

Physical contact

Examples of acceptable physical contact are:

- Administration of first aid - refer to Hungarian Community School, Adelaide Inc. Medication, Accident and First-Aid Policy
- Assisting with the personal needs of a student with disabilities
- Non-intrusive touch to comfort a student experiencing grief or loss
- Non-intrusive gestures, e.g. shaking hands to congratulate; giving a 'high five' to celebrate
- Hold the hand of a young student e.g. when assisting to cross the road on excursions

Good practice

Be aware at all times of the student's body language and/or the student's reactions in all situations. For example, a student may be wary of adults, reluctant to return home, withdrawn, uncommunicative, flinch if touched unexpectedly. Be sensitive to the students' needs. The following guidelines will assist staff at Hungarian Community School, Adelaide Inc. to develop good practice:

- Seek a student's permission before touching. (keep in mind that highly distressed students may not be able to express their wishes)
- Avoid touching anywhere other than hand, arm, shoulder or upper back
- Avoid being in a one-to-one, out of sight situation. Keep doors open
- Respect and respond to any sign that a student is uncomfortable with touch
- Even non-intrusive touch may be inappropriate if a student indicates that s/he does not wish to be touched



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- Use words rather than touch
- If touch is necessary for safety reasons, always explain the reason prior to touching
- Call the parents/caregivers if a student is highly distressed for an extended period of time.

Non-physical intervention (verbal directions)

For student management, verbal directions are always preferred to physical intervention. Verbal directions may include:

- Talking to the student. (e.g. asking the student to stop the behaviour, remind the student of expected behaviour, directing the student to a safe place) - refer to Student Behaviour Management Policy
- Instructing other students to move away
- Requesting assistance from other staff members.

It is not appropriate to make physical contact with students (e.g. pushing, grabbing, poking, pulling, blocking) to ensure that directions are followed. It is also not permissible to engage in any form of conduct that might cause physical or emotional harm to students.

Physical intervention

Physical intervention should only be used as last resort after all non-physical interventions have been exhausted and the student is:

- attacking another student or staff member
- posing an immediate danger to themselves or others

Physical intervention can involve moving between students, blocking a student's path, leading a student by the hand or arm, shepherding a student away by placing a hand on the shoulder, removing potentially dangerous objects and, in *extreme circumstances* using restraint.

Physical restraint (physical force)

Unless student safety is clearly threatened, physical restraint must not be used, in response to:

- property destruction
- class disruption
- refusal to follow directions
- verbal threats
- leaving the classroom or the school.

Use of physical force is only permitted to ensure that students and staff are protected from foreseeable risk or injury. Everyone has the right to protect themselves or others against an attack, *provided they do not use a disproportionate degree of force in doing so*.

Therefore, when using restraint:



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- take into consideration the age, size, any disability, developmental stage and gender of the student
- continue talking to the student throughout the incident. Make it clear that physical restraint will cease when it is no longer necessary to protect the student or others
- whenever possible, grip clothing rather than the body

After an incident involving restraint, the staff member must document the incident promptly and keep the record in a secure place. The use of physical force and/or physical restraint requires the completion of a critical incidence form - see Emergency and Critical Incident Policy.

The record should include:

- Name and age of the student(s) involved
 - Location of the incident
 - Date and time of the incident
 - Names of witnesses (staff and/or students)
 - Details of the incident (student's behaviour, what was said, steps taken, degree of force applied, how applied etc.)
 - Injury(s) evident and first aid steps taken if applicable inform the principal (if not present at incident).

The Principal then must:

- document the report and keep this information confidential and in a secure place
- inform parents promptly and fully of the incident involving their child and the physical restraint. (keep other names/information leading to the identity of others confidential). Provide parents/caregiver with the opportunity to discuss the matter at the time they are informed. It is advisable for the principal to be present at this meeting
- ensure other forms of documentation are followed e.g. Critical incident form.

Finally, if a staff member believes that using physical force increases the likelihood of injury to themselves, e.g. in a situation involving several students or a physically larger student, they may choose not to use physical force. In those cases the staff member should send off students who may be at risk and seek help from other members of staff. A staff member may call emergency services (000) if they believe the student(s) will cause extreme physical harm to themselves and/or others; damage to property or if the situation becomes out of control.

Inappropriate and abusive sexual behaviour of staff towards students

Staff members **must not, under any circumstances**, start or engage in an intimate, overly familiar or sexual relationship with a student.

Improper sexual conduct includes:

- Sexual abuse. Sexual abuse does not have to be or involve physical contact.
- all forms of sexual activity, including, but not limited to kissing, obscene language or gestures, suggestive remarks or actions, jokes of a sexual nature,



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unwarranted or inappropriate sexual feelings to students or deliberately exposing students to phone messages, internet content or images).

When students disclose information about inappropriate or abusive sexual behaviour of any staff member, then staff members **as mandated notifiers** are legally required to report their suspicion and/or actions to the **Child Abuse Report Line, 131478**. A report must be made, regardless of who is implicated.

Refer to (download newest versions)

- [Guidelines for dealing with serious allegations against a member of school personnel – Form B2 Category Two – Reporting an Allegation of Abuse of a student – See Appendix 2](#)
- [Report Form for Category Two – Reporting an Allegation of Abuse of a student – Form D- See Appendix 3](#)

The staff member should notify the principal so appropriate procedures can be followed. The students' wellbeing must be protected.

Inappropriate and abusive sexual behaviour of students towards staff

At times, students may engage in inappropriate behaviour of a sexual nature, actively seek an inappropriate relationship or, in exceptional cases sexually harass or abuse a staff member. Sexualised behaviour in children can cause adults concern. Behaviour ranges from normal to cause for serious concern.

Should a student engage in inappropriate sexual behaviour then immediate steps must be taken to confront and prohibit the student in a considerate, respectful way. Inappropriate behaviour includes attempts to expose genitals, playing sexual games, persistent fascination with nude pictures, drawing sexual graffiti, preoccupation with sexual themes.

If the behaviour persists, staff involved should discuss the matter with the principal to develop a plan of action for managing the student's behaviour. Depending on the age of the student, as well as contextual information, this action plan may involve:

- contacting parents
- closer monitoring or supervision of the student
- referring for counselling to an appropriate agency or qualified professional
- contacting the Child Abuse Report Line (CARL) on 13 14 78

Inappropriate sexual behaviour towards staff or other students, especially in younger students, can give rise to the suspicion that the student may have been sexually abused. Behaviour which is cause for concern includes but is not limited to behaviour which induces fear/makes threats of force to get others to expose themselves, exposes self forcibly to others, touches others' genitals with force, manipulates others to view pornography, makes sexually explicit proposals or threats including notes, demonstrates repetitive simulation of intercourse. Staff are obliged to contact CARL (Child Abuse Report Line) based on these behaviours presenting reasonable grounds to suspect that a child has been abused or



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neglected. If unsure whether a suspicion is on reasonable grounds, Mandated Notifiers should consult with a worker on the Child Abuse Report Line.

A student may disclose that they have been sexually abused, or they may tell that they know someone who has been abused, or someone reliable may tell you of the abuse. In these cases, staff must:

- Make a mandatory notification.
- Consider implications for the safety of other students and if necessary develop and document a plan of action.
- Seek advice, if required, from:
 - Child Protection Service at the Women's and Children's Hospital 8161 7346
 - Child Protection Service at the Flinders Medical Centre 8204 5485
 - Authorised Officer, Ethnic Schools 8301 4816
 - Survivors of Torture and Trauma Assistance and Rehabilitation Services (STTARS) 8346 5433
 - Département of Child Protection <https://www.childprotection.sa.gov.au/>
 - Child Abuse Report Line (CARL) 13 14 78

Sometimes students may actively seek an inappropriate relationship with a staff member. They may make flirtatious gestures or comments, give improper gifts, extend inappropriate social invitations or send letters, emails or text messages that suggest or invite a personal relationship.

If this happens, staff are again advised to take immediate action to discourage the student, report the incident to the principal and develop a documented plan of action - respecting the emotional wellbeing of the student and providing support for the staff member to manage the situation.

Serious sexual harassment or assault of a staff member by a student is reportable to the police. This should be done jointly with the principal of the school.

Record Keeping

Hungarian Community School, Adelaide Inc. recognises that a record serves as an essential administrative, legal and historical purpose. All staff have a responsibility to maintain the confidentiality of all official information, records and documents which are not publicly available or which have not been published. Records kept by Hungarian Community School, Adelaide Inc. may be:

- Class rolls
- Student assessment records
- Emails
- Electronic documents
- Digital images
- Audio recordings
- Correspondence
- Consent forms
- Enrolment forms
- Permission notes



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- Medication authority forms
- Plans
- Drawings
- Notes

The Principal has a responsibility to:

- Create and maintain full, accurate and honest records of their activities, decisions and business transactions
- Must not destroy records without appropriate authority

Workplace Safety

All staff must take reasonable care for the health and safety of themselves and others whilst at Hungarian Community School, Adelaide Inc. Cooperation is required by all staff members to enable compliance with Workplace Health and Safety legislation. Refer to Hungarian Community School, Adelaide Inc. Occupational Health and Safety Policy.

Supervision of volunteers

All personnel at Hungarian Community School, Adelaide Inc. working directly with **or** in close proximity of students under 18 years of age **or** who have access to student records are required to undertake a criminal history check.

Information will be dealt with in the strictest confidence. The Ethnic Schools Association South Australia and Criminal History Screening Unit:

- shred all personal information other than consent forms
- will not disclose criminal history information to any other authority without prior consent unless required by the courts
- stores consent forms and other evidence in a secure environment

Volunteers attending schools for one-off events such as conducting a cooking lesson, being a guest speaker, etc., are not required to undergo criminal history screening. However, when these volunteers are working with students under 18 years of age, then - for the protection of all involved including students, volunteers, teachers and the school - **they must be supervised by a staff member at all times**. Refer to the Hungarian Community School, Adelaide Inc. volunteer policy.

Supervision of adult students

If the school has students over 18 years of age, they should be treated as having the same status as volunteers attending schools for one-off events - i.e. they must be supervised by a staff member at all times.

Schools which enrol adult students (18 years and over) are required to develop an enrolment and supervision process to support the maintenance of child safe environments. School enrolment processes should include the following questions:

- *Have you ever been found guilty of a criminal offence?*
- *Have you ever been investigated for allegations of a sexual nature?*

and require the applicant to endorse the following statement:



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I understand that the principal of the school can require me to undergo a criminal history screening check at any time and that my continued enrolment is conditional on my giving consent to such a screening.

Furthermore, I understand that my enrolment will be terminated if subsequent to obtaining the results of my criminal history screening, it is determined by the Department of Education and Children's Services that I present an unacceptable risk to children and young people at the school.

NB: This section does not apply to students who turn 18 years of age during the period of their enrolment.

Where possible, adult students should be placed in separate classes as part of the general child protection the school provides.

Use of character references in the personnel recruitment process

When recruiting personnel, ethnic schools need to adhere to the Ethnic Schools Association Child Protection Policy, which includes criminal history screening for all personnel working directly with **or** in close proximity of students under 18 years of age **or** who have access to student records.

Ethnic schools usually select personnel from members of their own ethnic communities. Most of the time, these persons will be well known within their community and, consequently, enjoy the confidence of the school, parents and other staff. Refer to Hungarian Community School, Adelaide Inc. Internal Recruitment and Section Procedures and Guidelines.

Should the person to be appointed, however, not be well known within the community, then it is prudent to include in the selection process a combination of:

- an interview
- oral or written references, including character references
- if necessary, seeking additional information elsewhere. The person must be informed in advance what extra information is to be sought and consent to it being done.

Student - teacher ratios

For educational and safety purposes, schools are advised to ensure that there is a limit to the numbers of students in each class.

Recommended student-teacher ratios are:

- Junior Primary level: no more than 20 students per teacher.
- Primary and Secondary level: no more than 25 students per teacher.
- Adults: no more than 28 students per teacher.

Where possible, adult students should be placed in separate classes to students under 18.

Refer to Hungarian Community School, Adelaide Inc. Supervision Policy.

Gift Giving and Declaring Gifts

Staff at Hungarian Community School, Adelaide Inc. must not accept any gift or benefit in their course of work, which is intended to, or likely to, inappropriately influence their



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behaviour and cause them to act impartially in the interests of the individual or organisation offering the gift or benefit. Staff must never ask for money, gifts or benefits.

In some circumstances, it may be acceptable to receive gifts offered by individuals or organisations. Gifts of gratitude which are offered in appreciation of performing specific tasks, or for exemplary performance of duties, may be accepted by staff. Gifts of gratitude could include, chocolates, flowers, a bottle of wine, a home-made gift or a gift valued less than \$50. Staff must consider the following factors in consultation with the School Principal whether a gift may be accepted

- The value of the gift or benefit and
- The intention of the donor in offering the gift or benefit
- The timing of its presentation
- How others will perceive the gift

Gifts of influence which are intended to influence the conduct or judgement of a staff member. Gifts of influence may include money given prior to an exam or student report, or expensive gifts.

When a student gives a teacher or staff member at Hungarian Community School, Adelaide Inc., staff are to consider the following:

- What is the value of the gift?
- What is the motivation of the student offering it?
- Does the student have anything tangible to gain from giving the gift?

If a staff member at Hungarian Community School, Adelaide Inc. receives an inappropriate gift, they will explain to the person who has given the gift about gift giving and how their actions might be seen as an attempt to influence the judgement of the staff member and how the gift is inappropriate. The staff member will return the gift to the person who has offered the gift. If a staff member receives a gift that they are not sure is appropriate, they will declare the gift to the principal and discuss whether the gift is appropriate or not and what should be done with the gift. A decision will be made depending on the value, intent and whether a student has anything to gain from the gift. The following questions will also assist in determining whether the gift is appropriate:

- Would accepting the gift raise suspicion about an improper relationship?
- Would accepting the gift raise suspicion about my professional judgement?

Depending on the answers to the above questions, the staff member and Principal will determine the appropriate action giving consideration to the following:

- Should I accept the gift but share it with colleagues? (e.g. a parent gives a large food hamper is given to a teacher at the end of the year, the teacher tells the parent that the gift will be shared with all staff members of the school)
- Should I return the gift?
- Should I donate the gift to charity?

A parent may give money to the Principal specifically requesting that the money be donated to the school for resources relevant to the curriculum or for the purchase of specific resources to assist a child with a disability.



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Copyright and Intellectual Property

All staff at Hungarian Community School, Adelaide Inc. play an important role in ensuring intellectual property is properly identified, protected, used and where appropriate shared. When creating materials for use with students, staff need to ensure the intellectual property rights of others are not infringed and appropriate attribution is made when using the intellectual property of others. Refer to Hungarian Community School, Adelaide Inc. Copyright policy.

Appropriate use of electronic communication and social networking sites

Hungarian Community School, Adelaide Inc. has developed the following guidelines for staff when using electronic communication and social networking sites:

- Exercise good judgement when using email.
- Use appropriate language in email messages.
- Be aware that if an issue addressed in an email becomes the subject of a legal dispute, then the court is entitled to see them.
- Do not send messages that are harassing, defamatory, threatening, abusive or obscene.
- Do not invite students into your personal social network site.
- Report any situations where you become aware of the inappropriate use of electronic communication and social networking sites.
- Do not access inappropriate material using a computer whilst at school, including:
 - sexually related or pornographic messages or material,
 - violent or hate-related messages or material,
 - racist or other offensive material aimed at a particular group or individual, malicious, or slanderous messages or material,
 - false or unfair statements that are likely to damage the reputation of a person or the school
 - subversive or other messages or material related to illegal activities.

Use of Alcohol, drugs or tobacco

All staff have at Hungarian Community School, Adelaide Inc. have an obligation and a responsibility for ensuring they are capable of performing their required duties and that their ability to perform these duties is not impaired by the use of alcohol or drugs or put at risk themselves or any other person's health and safety.

As a staff member at Hungarian Community School, Adelaide Inc., you must:

- Not attend work under the influence of alcohol, illegal drugs, non-prescribed medication and or restricted substances.
- Not endanger your own safety or the safety of others by consuming alcohol, illegal drugs or non-prescribe and/or restricted substances for the duration of Hungarian Community School, Adelaide Inc. day or whilst attending an excursion or event where students are present
- Immediately notify the Principal if you are concern about working with other employees who may be affected by drugs and/or alcohol.



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- Not have illegal drugs in your possession while at work. Any illegal drugs found at Hungarian Community School, Adelaide Inc. or in the possession of any person will be reported to the police.
- Not give students or other staff members, illegal drugs, alcohol, or restricted substances or encourage or condone their use.
- Supply or administer prescription or non-prescription drugs to students unless following the procedures set out in Hungarian Community School, Adelaide Inc. Medication, Accident and First-Aid Policy.
- Not smoke or permit smoking in Public Areas, this includes school grounds and playgrounds, or enclosed areas.
- Not purchase tobacco or tobacco products for any student or give them tobacco or tobacco products.
- Not take alcohol to school or consume it during school hours or at any function at any time school students are present, including those events conducted outside school premises. A school function is any occasion organised by the school and/or in the school's name, including dances, farewells, excursions, sporting fixtures, and fund raising events.
- Not purchase alcohol for or give alcohol to any student under the age of 18 years.
- Encourage or condone the use of alcohol by students under the age of 18 during educational or community activities.

Dress Code

Hungarian Community School, Adelaide Inc. prides itself on the professionalism of all staff members. Dress and personal appearance are important elements of the professional presentation. All staff have an obligation to dress appropriately and in a manner that maintains respect, establishes credibility, upholds the good reputation of the school. Staff must ensure their personal appearance and presentation is clean, tidy and appropriate for their work and takes into account the particular circumstances of their workplace. Hungarian Community School, Adelaide Inc. has developed the following dress code:

- Staff must comply with relevant workplace health and safety regulations as they apply to apparel e.g. appropriate shoes, protective clothing, sun-safe attire when outdoors. Refer to Hungarian Community School, Adelaide Inc. SunSmart Policy.
- Staff must not wear revealing clothes such as those exposing bare midriffs, strapless tops/dresses or clothes that may be offensive.
- Staff must not wear inappropriate clothes such as singlets, t-shirts, tracksuits or rubber thongs (except for sport and organised physical activities), ripped or dirty clothes or clothes with inappropriate slogans.

Managing Political, Community and Personal activities

Hungarian Community School, Adelaide Inc. recognise that staff may participate in political and community activities and will pursue personal interests. Staff need to ensure that their personal activities do not conflict with their role and duty at Hungarian Community School, Adelaide Inc.



The Ethnic Schools Association
of South Australia Inc.

HUNGARIAN COMMUNITY SCHOOL, ADELAIDE INC.

Staff must not:

- Use school resources (e.g. stationing, printing supplies, mail services, phone, email, internet service) to assist your political, community or personal activities.
- Use information obtained through your work at Hungarian Community School, Adelaide Inc. to assist your political, community or personal activities, or make the information known to any other personnel.
- Participate in private political activities whilst working at Hungarian Community School, Adelaide Inc.
- Use class time or learning activities to impart their political view onto students.