

## PROFESSIONAL GUIDELINES FOR STAFF AT HILLBROOK

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### 1. WHY HAVE THESE GUIDELINES?

The actions and attitudes of staff are vital to the enhancement of Hillbrook's culture which is founded on the core values of trust and respect. By maintaining the highest standards of professional behaviour and practice, a safe and challenging learning environment is created. Accordingly there are opportunities for all learners to develop their potential and to foster and protect the culture of the school.

The Professional Guidelines for Staff highlight the standard of behaviour expected of all staff of the School thereby assisting staff to understand their responsibilities.

The guidelines support how we behave towards each other, our students, and the wider community. It also helps clarify how staff enact Hillbrook's Declaration of Rights and Responsibilities.

Guidelines cannot encompass all possible scenarios arising from employment at the School. They do provide a set of principles to support staff in making good decisions about behaviour, exhibiting fairness, impartiality, honesty and equity. The guidelines assist the School to safeguard public trust and confidence in the integrity and professionalism of all staff.

The guidelines are underpinned by the Australian Professional Standards for Teachers, and should be read in conjunction with associated School policies, procedures, workplace agreements and any relevant state or national legislation.

### 2. SCOPE

These guidelines apply to all employees of the School, including members of the School Leadership Team (SLT), the School Board and other committees. Volunteers and anyone holding honorary positions are expected to comply with the guidelines as a condition of their engagement with the School and are included within the definition of staff in these guidelines. All staff have a collective responsibility to support the guidelines in an open and respectful manner.

### 3. CONTEXT

Whilst these behavioural characteristics may often be obvious to staff, they are provided to ensure professional standards are not inadvertently jeopardised.

In addition, the Education (Accreditation of Non-State Schools) Regulation 2001 requires written processes about the appropriate conduct of the School's staff.

## A. RESPONSIBILITIES OF STAFF

### A.1 General:

- A.1.1 Promote the wellbeing of students.
- A.1.2 Model professional and healthy relationships between all members of the community.
- A.1.3 Take a positive and proactive approach to reinforce and celebrate the professionalism of colleagues.
- A.1.4 Ensure they hold a current Certificate of Teacher Registration and/or Blue Card if required.
- A.1.5 Adhere to the *ACSQ Student Protection in Anglican Schools Guidelines* and notify the Principal before making a report under the mandatory notification requirements.
- A.1.6 Adhere to all reporting and administrative guidelines.
- A.1.7 Present the School in a positive light to the community.
- A.1.8 Attend official School functions as required by their role.
- A.1.9 Follow the guidelines outlined in Hillbrook's policies in regards to computer use when accessing internet resources.
- A.1.10 Follow the guidelines outlined in the Staff Responsibilities During the School Day Policy.
- A.1.11 Neither supply, nor condone the use of, alcohol, tobacco or other drugs, to any student in their care.
- A.1.12 Not consume alcohol or any illegal drug at school camps or on excursions if deemed to be on duty.
- A.1.13 Respond to matters of concern directly, clearly, constructively and in a timely manner.

### A.2 Relationships with students:

- A.2.1 Develop positive relationships with students.
- A.2.2 Accept that when congratulating a student, care should be taken to ensure that the student is comfortable with any physical contact initiated by the staff member.
- A.2.3 Accept that in caring for a student who is upset or distressed, extra care should be taken when initiating any physical contact as the student may feel unable to express any discomfort with physical touch.
- A.2.4 Accept that sometimes in ensuring duty of care, staff may be required to restrain a student from harming him or herself or others using reasonable force.
- A.2.5 Maintain at all times a professional relationship with students of the School. Social relations between staff and students can be problematic. Staff should refrain from visiting students at their own home (without the expressed permission of the SLT).
- A.2.6 If required to spend time alone with a student, teachers must meet with that student in a space where they are clearly visible to passers-

by. The door should be open and/or the interaction be clearly visible.

- A.2.7 Ensure when driving students in their car that parental consent is documented in advance. When needing to transport students unexpectedly staff should contact the SLT for authority to transport students. At all times, staff will consider the safety of the students as a first priority and make decisions with this understanding.
- A.2.8 Immediately inform a member of the SLT in the event of receiving a gift from a student that could be considered outside the usual custom.
- A.2.9 Ensure only appropriate electronic communication occurs with students.

**A.3 Communication:**

- A.3.1 Respect and adhere to the established lines of communication in the School.
- A.3.2 Be mindful of confidentiality when in discussion with parents. Staff can never guarantee confidentiality if the matter under discussion requires mandatory reporting.
- A.3.3 Refrain from speaking unprofessionally about others especially to students or parents.
- A.3.4 Present a courteous professional manner to students, parents, visitors and other staff members. Confrontation and criticism in public is to be avoided at all times.
- A.3.5 Use confidential information for the work-related purpose it was intended.
- A.3.6 Treat all matters discussed in staff meetings and staff communications with confidentiality.
- A.3.7 Ensure the media is given access to students or allowed entry to the school only with the permission of the SLT.
- A.3.8 Respond to parent communications including email in a timely and professional manner.
- A.3.9 Adhere to the guidelines detailed in the Social Media policy.

**A.4 Training:**

- A.4.1 All staff are required to attend professional development and training as relevant to their position. This includes mandatory student protection training as required each year.

**B. CO-CURRICULAR**

- B.1** Provide and demonstrate a positive attitude of encouragement and participation for all students in co-curricular activities.
- B.2** Promote an attitude that encourages being a good sport, involvement, commitment and self-discipline.

### **C. DUTY TO DISCLOSE**

- C.1** Staff are required to report to the SLT any allegation of misconduct.
- C.2** Staff who are the subject of an Apprehended Violence Order or a Reportable conviction are required to immediately inform the SLT if they are in receipt of such an order or conviction.

### **D. DUTY OF CARE**

Staff have a duty of care to students in their charge. That duty is to take all reasonable steps to protect students from risks of harm that can be reasonably predicted and can be guided by the students' maturity and ability.

Duty of care to students applies during all activities and functions conducted or arranged by the School. The risks associated with any activity need to be assessed and managed before the activity is undertaken.

Staff have a duty to be familiar with and enact the following activities and legal requirements:

- D.1** Work, Health and Safety legislation. Staff have a responsibility to take reasonable care for their own health and safety and that of others. Recognise that this is affected by both their actions and omissions.
- D.2** Emergency evacuation and lockdown procedures.
- D.3** Grounds supervision. Refer to Grounds Duty Supervision Guidelines Policy.
- D.4** Be familiar with the School's student protection policies.

### **E. DRESS**

A reasonable and respectful standard of attire is expected of all staff during the daily activities of the school. The standard of attire should be in keeping with the professional nature of the position as well as the active role needed in a dynamic learning environment.

- E.1** Our presentation and grooming should at the least be at the level of smart casual formality we expect of our students.
- E.2** In the way we present ourselves we are expressing our respect for our students and modelling the kind of respect we expect from them.
- E.3** On more formal occasions, such as Celebration Evening, a more formal standard of attire is expected.
- E.4** Physical Education, Outdoor Education and Design and Technology staff can wear appropriate attire in order to fulfill their duties.
- E.5** Workplace Health and Safety issues must be observed when working in laboratories, workshops, the Recreation Centre and whilst on duty outdoors.
- E.6** Culturally significant variations to these guidelines are to be discussed with the SLT.
- E.7** Refer to the Staff Dress Code policy for more guidance.

## **F. TEACHING**

### **F.1 Supervision of Students:**

- F.1.1 Arrive punctually to class and allocated supervisions.
- F.1.2 Arrive punctually and actively supervise in rostered grounds duty areas, which take precedence over other activities.
- F.1.3 Accurately record attendances at classes and extra-curricular activities as required.
- F.1.4 Alert to bullying or any other form of discriminatory behaviour, and report incidences to the appropriate staff member.
- F.1.5 Take reasonable care to ensure students are safe either within or outside of class.
- F.1.6 Take reasonable care to ensure the safety of students after the completion of any school activity in support of normal duty of care expectations.

### **F.2 Planning and Preparation:**

- F.2.1 Use and maintain appropriate resources for the teaching program.
- F.2.2 Have thorough knowledge of the curriculum.
- F.2.3 Set program and lesson objectives based on the subject syllabus and work program.
- F.2.4 Plan and implement appropriate teaching strategies.
- F.2.5 Plan appropriate resource use.
- F.2.6 Ensure resources are filed appropriately and easily accessible, including unit plans, student profiles and assessment.
- F.2.7 Understand the intellectual copyright requirements for any resources or programs used while a staff member.

### **F.3 Classroom Teaching:**

- F.3.1 Teach the course/year level objectives.
- F.3.2 Use appropriate teaching strategies.
- F.3.3 Maintain student behaviour to allow teaching and learning and sustain appropriate work habits.
- F.3.4 Maintain an interest in the welfare of students.
- F.3.5 Encourage and involve students in class to provide them the opportunity to develop their potential.
- F.3.6 Promote a trusting, respectful and caring approach within the classroom.
- F.3.7 Communicate excursion information to parents in a timely manner, and obtain permission from parents before allowing students to leave the campus.
- F.3.8 Not engage in tutoring or coaching students from the school for

monetary return.

**F.4 Assessment:**

- F.4.1 Develop and use appropriate assessment items, in consultation with colleagues, subject coordinator and relevant curriculum documents.
- F.4.2 Complete written reports accurately and in keeping with reporting guidelines and deadlines.
- F.4.3 Accurately and in a professional timeframe record all marks and results for student assessment.
- F.4.4 Provide appropriate and timely feedback to students on assessment.
- F.4.5 Provide appropriate and timely feedback to parents.
- F.4.6 Work collaboratively to develop meaningful and challenging assessment items.
- F.4.7 Ensure all assessment records are available, up to date and easily accessible.

**F.5 Behaviour Management of Students:**

- F.5.1 Be familiar with and adhere to the Declaration of Rights and Responsibilities.
- F.5.2 Be familiar with and adhere to the School's Student Management policy.
- F.5.3 Apply the School's rules and expectations for students as a collective responsibility of all staff.
- F.5.4 Always treat students with respect and without favouritism. There is no place for sarcasm, derogatory remarks, inappropriate familiarity or offensive comments.
- F.5.5 Consult with appropriate colleagues regarding student behavioural concerns.
- F.5.6 Communicate with parents to resolve difficulties collaboratively.

**F.6 Professional Involvement:**

- F.6.1 Contribute to the development and evaluation of subject curriculum.
- F.6.2 Actively involved in meeting the requirements of the Professional Standards Model as they apply to Hillbrook.
- F.6.3 Read and keep up to date with areas of professional interest. This may involve: contact with colleagues to share expertise; contact with other schools to discuss professional development; enrolling in seminars and attending training and professional development opportunities; obtaining further formal qualifications at tertiary level.
- F.6.4 Undertake training in the statutory requirements.
- F.6.5 Actively involved in meeting requirements for their personal and departmental Professional Learning and Practice plan.
- F.6.6 Maintain active involvement in the P2P program where appropriate.
- F.6.7 Attend and contribute to subject areas meetings, professional

development sessions and other meetings as required.

F.6.8 Actively collaborate with staff.

**F.7 Duty of Care:**

In addition to Duty of Care in A.1 above, Teachers have an additional duty to be familiar with and enact the following activities and legal requirements

F.7.1 *Child Protection Act (1999)*

F.7.2 *ACSQ Student Protection in Anglican Schools Policy & Procedures*

F.7.3 Blue Card Policy

F.7.4 Procedures to Implement the ACSQ Student Protection Policy & Procedures.

**G. WHEN TO DECLARE GIFTS AND BENEFITS**

It is natural for parents and suppliers to express their appreciation to staff in recognition of the quality of support and service provided. You should exercise sound judgment when deciding whether to accept a gift or benefit.

- G.1** Accepting gifts and other benefits has the potential to compromise your position by creating a sense of obligation which may undermine your impartiality. It may also affect the reputation of the School and its staff. You must not create the impression that any person or organization is influencing the School or the decisions or actions of any of its employees.
- G.2** If you are offered a gift or benefit, you should always consider the value and purpose of a gift or benefit before making any decision about accepting it. Gifts of more than \$200 should be disclosed to a member of the SLT (or disclosed to the other members of the SLT if received by a member of the SLT).
- G.3** The SLT will determine how it should be treated and make a record of its receipt. Depending on the nature and value of the gift, it may be appropriate to record the gift in the asset register as a donation or other such record established for that purpose.
- G.4** Sometimes employees might, in the course of their work, win a prize or award of significant monetary value e.g. a computer, from another organization. Prizes are usually considered the property of the School. If you win a prize you must advise the Principal who will determine how the prize should be treated and recorded.

**H. BREACHES OF THE GUIDELINES**

Staff hold a position of trust and are accountable for their actions. The consequences of inappropriate behaviour and breaches of these Guidelines will depend on the nature of the breach. In addition, any breach of these guidelines by a member of the SLT is addressed by either the Principal or the Chair of the School Board.

- H.1 Staff have a responsibility to meet the guidelines and support others in fulfilling their responsibilities.

- H.2 Staff are to report any areas of concern with possible breaches of these guidelines to the SLT.
- H.3 Factors the School may consider when deciding what action to take may include:
- the seriousness of the breach;
  - the likelihood of the breach occurring again;
  - whether the staff member has committed the breach more than once;
  - the risk the breach poses to staff, students, others or the reputation of the School;
  - whether the breach would be serious enough to warrant formal disciplinary action (see Performance Management Policy & Procedures).

Actions that may be taken by the School in respect of a breach of the guidelines include support, counseling and other strategies management or remedial action, training or disciplinary action ranging from a warning to termination of employment. The School reserves the right to determine in its entirety the response to any breach of the Guidelines.

This Policy should be read in conjunction with the following related policies:

- Discrimination, Workplace Harassment Prevention
- Grievance and Dispute Resolution
- Complaints Policy - A Guide to Raising Concerns at Hillbrook
- Student Harassment and Bullying
- Hillbrook Procedures to Implement the Anglican Church Southern Queensland Student Protection in Anglican Schools Policy and Procedures (2015)
- Satisfactory Performance Policy & Procedures
- Acceptable Use of Digital Technologies for Staff