

Codes of conduct for education sites and workplace participants procedures

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Acronyms	Full form
NT	Northern Territory
NTPS	Northern Territory Public Sector
PSEMA	Public Sector Employment and Management Act
QSSS	Quality School Systems and Support
SIL	School Improvement and Leadership
SMC	School Management Council
SRB	School Representative Body
TRM	Territory Records Manager

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Read this document with the Codes of conduct for education sites and workplace participants policy¹ and the Family Engagement Charter.²

1. Introduction

These procedures provide information for schools on how to implement the Codes of conduct for education sites and workplace participants policy.¹

Implementation of the Codes of conduct for education sites and workplace participants policy and procedures¹ may support a whole-school approach to student wellbeing and behaviour as outlined in the Student wellbeing and positive behaviour policy.³ Implementing the Codes of conduct for education sites and workplace participants policy aligns to the partnerships element in the Australian Student Wellbeing Framework.⁴

2. Definitions

A comprehensive list of definitions can be found in the Codes of conduct for education sites and workplace participants policy document.¹

For the purpose of these procedures the following additional definitions apply.

Social media – means forms of electronic communication (such as websites for social networking and microblogging) through which users create online communities to share information, ideas, personal messages and other multimedia content (such as videos and graphic annotations).

Telecommunications service – is referred to as a carriage service, which means a service for carrying communications by means of guided and/or unguided electromagnetic energy. The most common form of telecommunications service is a phone service.

Occupational violence – means any incident in which a person is abused, threatened or assaulted in circumstances relating to their work. This covers a broad range of actions and behaviours that can create a risk to worker's health and safety, including but not limited to – verbal threats, sexual assault, threatening with a weapon, throwing objects, pushing, shoving and hitting, spitting and biting. Exposure to occupational violence includes being the victim of, or witnessing assault by, a person or persons who may or may not be a work colleague and/or other violent events at work.

3. Procedures

3.1. Process for developing and approving a code of conduct for education sites

The following steps show the recommended process and considerations for developing and approving a code of conduct for education sites for defined parties to which these procedures and associated policy apply. Best practice recommends that the school's leadership, school community members and school

¹ <https://education.nt.gov.au/policies/codes-of-conduct-for-education-sites-and-workplace-participants>

² <https://education.nt.gov.au/statistics-research-and-strategies/family-engagement-charter>

³ <https://education.nt.gov.au/policies/behaviour-and-wellbeing>

⁴ <https://www.dese.gov.au/student-resilience-and-wellbeing/australian-student-wellbeing-framework>

representative body (SRB) or school management council (SMC) teams work through the process together to co-design context specific artefacts.

To support this process, a Code of conduct for education sites is provided as Template A - Code of conduct for education sites.¹

Step 1 – Gather information

Ask yourself questions about the information required:

- what does the school already have available?
- how will you learn about what other schools in the region have done?
- how will you consult with school community members and parent groups?
- how will you consult with members of the broader community?

Step 2 – Create

Create your draft Code of conduct for education sites in consultation with stakeholders:

- refer to Template A - Code of conduct for education sites¹ to start the conversation
- include the school's values, logo and school context statement
- include positive messaging about working together for a common purpose
- include culturally responsive content.

Step 3 – Finalise and ratify

School leadership and SRB or SMC reconvene for finalisation and ratification of the Code of conduct for education sites.

Step 4 – Publish and communicate with the school community

Question how you will inform the school community of the Code of conduct for education sites:

- how will you communicate the Code of conduct for education sites with the target audiences, staff and broader school community?
- where will you publish/display the Code of conduct for education sites, e.g. online, in reception?

Step 5 – Implement

Question how you will engage school community and staff with the Code of conduct for education sites:

- what supporting process might you establish in the school?
- will you ask visitors, volunteers and service providers to read the Code of conduct for education sites before they sign-in at reception?
- will you ask parents to read and sign on enrolment as part of an enrolment package?
- how will you effectively communicate the Code of conduct for education sites to speakers of other languages?

- how might you and others use the Code of conduct for education sites in the event of unacceptable behaviours?

Step 6 – Review

Ask yourself what your review processes will be and how you will record them:

- how often will you review or update the Code of conduct for education sites together for continuous improvement?

3.2. Process for modifying and implementing the Code of conduct for workplace participants

Where a school decides to modify the content, or requires advice on implementing or terminating Template B – Code of conduct for workplace participants¹ they must contact the Chamber of Commerce NT. Alternatively, you should seek appropriate industrial relations support from a professional when altering or adding to this code. The Code of conduct for workplace participants is a summary of expectations.

3.3. Strategies for implementing the Code of conduct for education sites

Schools can implement a range of proactive and response strategies to ensure their school is a safe, respectful, inclusive and culturally responsive learning and working environment for students, staff and school community members.

3.3.1. Proactive strategies - school level

These strategies aim to encourage respectful and inclusive environments in schools in line with the Code of conduct for education sites. School leaders may use some or all of the approaches listed below.

3.3.1.1. School principal

- promote the Code of conduct for education sites regularly, for example – in newsletters, school assemblies, parent information nights, online educational videos
- provide direction for staff on how to access and use the Code of conduct for education sites
- conduct an annual review of the Code of conduct for education sites and associated processes
- provide or organise professional development for staff in complaint and conflict resolution management where necessary.

3.3.1.2. Department school staff and SRB or SMC employees

- build partnerships with school community members by regularly and proactively engaging with parents, visitors, volunteers, service providers, SRB or SMC employees through a range of school activities
- know about the purpose of the Code of conduct for education sites
- know where the Code of conduct for education sites is located
- positively promote the Code of conduct for education sites within the school
- know how to use the Code of conduct for education sites as directed by the school principal.

3.3.1.3. Parents, visitors, volunteers, service providers

- understand the purpose of the Code of conduct for education sites
- engage with the Code of conduct for education sites by demonstrating congruent positive behaviours
- contact the school principal or a staff member first to address any concerns.

3.3.2. Response strategies - school level

These strategies guide schools when responding to breaches of the Code of conduct for education sites. School leaders may use some or all of the approaches listed below depending on the situation.

3.3.2.1. School principal

Strategies will vary according to each situation.

- work closely with community elders/cultural liaison officers to ensure cultural responsiveness
- consider reporting breaches of the Code of conduct for education sites to the relevant line manager
- respond to breaches of the Code of conduct for education sites as soon as practicable, either in person, over the phone or in writing
- provide a letter outlining the specific breach or breaches of the Code of conduct for education sites using the sample breach letter at Appendix A of these procedures, being as detailed as possible about the behaviours
- where applicable, communicate regularly with a school-based police officer to advise of potential or actual breaches
- arrange and participate in mediation or restorative justice practices
- where a response strategy involves limiting access to department services it is recommended that school leaders discuss these with their line manager to ensure procedural fairness is considered and the correct processes are followed in line with legislation and department policy
- in an emergency call police, fire or ambulance on 000
- for Northern Territory Police dial 131 444.

3.3.2.2. Department school staff and SRB or SMC employees

- report breaches of the Code of conduct for education sites to the school principal
- lodge an incident report – where necessary and available to staff on the Education intranet
- assist in the implementation of recommended response strategies as advised by the school principal.

3.3.2.3. Parents, visitors, volunteers, service providers

- contact the school principal or a staff member first to address any concerns
- report unacceptable behaviour or breaches of the Code of conduct for education sites to the school principal or staff member
- comply with advice and follow instructions as directed by the school principal.

3.3.3. Response strategies - department level

The following steps provide department supports for managing ongoing breaches of the Code of conduct for education sites. It is recommended these steps are followed sequentially.

3.3.3.1. School principal

- contact the School Improvement and Leadership (SIL) network leader assigned to your school for next steps
- contact Quality School Systems and Support (QSSS) directors directly or by email to schoolops.det@education.nt.gov.au
- advice is provided by SIL and QSSS on a case-by-case basis dependent on each situation
- dependent on the situation, SIL and/or QSSS may seek advice and enabling support from the Resolution Unit.

3.3.3.2. Department school staff and SRB or SMC employees

- report breaches of the Code of conduct for education sites to the school principal.
- assist in the implementation of recommended response strategies as advised by the school principal.

3.3.3.3. Parents, visitors, volunteers, service providers

Contact the school's regional office by phone or by email at schoolops.det@education.nt.gov.au

4. Records

Appropriate records must be maintained at the workplace relating to planning for, conducting consultation activities and the storage of Codes of conduct for education sites and workplace participants documents.

5. Evaluation

These procedures will be evaluated on a five-yearly basis or in the event of changes to regulatory, safety or privacy requirements.

6. Related policy, legislation and resources

6.1. Policy

- Codes of conduct for education sites and workplace participants policy¹
- Safety management policy – available to staff on the Education intranet
- Student wellbeing and positive behaviour policy³

6.2. Legislation

- NT *Education Act 2015*⁵
- NT *Care and Protection of Children Act 2007*⁶
- *Work Health and Safety (National Uniform Legislation) Act 2011*⁷

6.3. Resources

- Australian Student Wellbeing Framework⁴
- Code of conduct for education sites poster¹
- Site rules for contractors entering school premises – available to staff on the Education intranet

⁵ <https://legislation.nt.gov.au/en/Legislation/EDUCATION-ACT-2015>

⁶ <https://legislation.nt.gov.au/en/Legislation/CARE-AND-PROTECTION-OF-CHILDREN-ACT-2007>

⁷ <https://legislation.nt.gov.au/Legislation/WORK-HEALTH-AND-SAFETY-NATIONAL-UNIFORM-LEGISLATION-ACT-2011>

7. Appendix A – Sample breach letter

[ON SCHOOL LETTERHEAD]

[DATE]

Dear [NAME]

RE: Communications with [SCHOOL NAME]

I refer to your recent communications/interaction by [COMMUNICATION METHOD – E.G. VIA PHONE, EMAIL, IN PERSON] on [Date] at [LOCATION] with [NAME]. Specifically, I draw your attention to the language and/or behaviours you used, in particular:

- LIST
- BEHAVIOURS
- [FOR EXAMPLE] in your email of 27 March 2019 where you said "I'm coming there next week and I'm going to hurt someone"

[SCHOOL NAME] and the Northern Territory Department of Education consider this language and/or behaviour to be a direct breach of the Code of conduct for education sites and the Family Engagement Charter (Copy attached and provided).

Please ensure that all communications with members of our school community are courteous and respectful so that we can ensure a safe and supportive learning and working environment at [SCHOOL NAME].

If you would like to discuss this further please contact myself or the school office to make arrangements.

Yours sincerely

[PRINCIPAL NAME]