



IONA COLLEGE

Code of Conduct

2020



Iona College seeks to provide a dynamic Catholic learning community within the Oblate spirit, so that its members are faith-filled, resilient, courageous, well- balanced and prepared to make a difference

'A teacher is not something one becomes but rather something one is constantly becoming.'

Darling-Hammond, 2006

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2 CODE OF CONDUCT

At Iona College, staff regard themselves as professional people and act according to Christian principles.

They endeavor to reflect and foster these principles and standards through their relationships with students, parents and other staff members.

This Code of Conduct and its included Policies covers all Workers and workers of Iona College (whether full-time, part-time or casual) and all persons performing work at the direction of, in connection with, or on behalf of Iona College (for example parents, volunteers, contractors, subcontractors, agents, consultants, and temporary staff) (collectively “workplace participants”).

This Code of Conduct and its included Policies extends to all functions and places that are work related, for example, work lunches, conferences, Christmas parties and client functions.

It is the view of the Rector that:

“An interested, dynamic and enthusiastic teacher can stimulate and expand the minds of students. Teachers are in a privileged and special position as they give shape to what is taught, how it is taught and in what context it is transmitted. While we know a lot about the role of the teacher it is very hard to define what a good teacher is. Some good teachers are quiet and shy while other good teachers are outgoing, articulate and loud. Some teaching strategies work for one group of teachers while another group uses different strategies. However, all good teachers are attentive listeners who acknowledge the necessity to evaluate constantly and to adjust their goals to the needs of the students”.

3 OVERVIEW OF GENERAL COMMITMENTS

All workers will demonstrate, a professional level a commitment to Iona College through:

- ✓ Being committed and loyal to the educational, religious and social values of Catholic Education.
- ✓ Carrying out all required duties in a professional and conscientious manner;
- ✓ Behaving honestly and with integrity in the course of their employment;
- ✓ Acting with care, compassion and diligence in the course of their employment;
- ✓ Behaving and dressing appropriately for their professional role
- ✓ Actively engaging in appropriate and required professional development;
- ✓ Ensuring that matters of duty of care are afforded the highest attention (including punctuality to classes, supervision and yard duty)
- ✓ Ensuring that personal use of alcohol and prescribed drugs does not interfere with the proper performance of employee’s duties.
- ✓ Adhering to other relevant professional Codes of Conduct where applicable (including those published by the Queensland College of Teachers and other relevant bodies);
- ✓ Avoiding any form of unlawful discrimination, for example, on grounds such as gender, race, and religion.

4 RESPONSIBILITIES OF WORKERS

In performing their duties it is expected that all workers will avoid by word or action, any influence upon students that is contrary to the teachings and values expressed by the Catholic Church in whose name they act.

Workers have a responsibility to meet the high standards of professional and ethical behaviour required by the employer when interacting with students, their families and the Catholic and wider community.

Workers undertake their responsibilities within the framework of the law and lawful and reasonable instructions from their employer. Workers must comply with legislative and industrial requirements, with this Code and any policies and procedures that are implemented by Iona College.

Workers owe a duty of care to students. This duty of care is to take reasonable steps to protect students from a reasonable foreseeable risk of injury. This duty applies equally to school/college activities involving the College.

In relation to the College, Workers have a responsibility to:

- ✓ Act with integrity at all times;
- ✓ Be truthful when making statements about qualifications and competencies;
- ✓ Disclose all relevant information and materials when making an application;
- ✓ Comply with any lawful and responsible direction given by someone who has the authority to give the direction;
- ✓ Maintain appropriate confidentiality about dealings that the employee has in the scope of their work for Iona College;
- ✓ Use Iona College resources and equipment in a proper manner and for legitimate organisational purposes;
- ✓ Refrain from making false or misleading information in response to a request for information that is made for official purposes in connection with the employee's employment at Iona College.
- ✓ Comply with other conduct requirements that are prescribed within other policies, procedures and regulations of Iona College;
- ✓ Ensure that private matters and/or interests are not in conflict with professional duties and responsibilities or result in a perception that a conflict of interest exists and are appropriately disclosed to the employer.
- ✓ Observe contractual commitments
- ✓ Respect the proper administrative authority of Iona College;
- ✓ Ensure that criticism or complaints are made through the correct grievance mechanisms.

4.1 LEADERSHIP AND SUPERVISORY BEHAVIOUR

Workers should be encouraged to demonstrate leadership in the performance of their work duties. Workers who supervise the work of other Workers (or other people, such as student teachers or volunteers) have further important responsibilities.

Supervisors should:

- ✓ set a good example of ethical conduct by encouraging and promoting behaviour consistent with this Code of Conduct
- ✓ treat Workers fairly, equitably, with consistency and respect
- ✓ ensure that all Workers are made aware of their responsibilities under this Code of Conduct and any legislation and policies relevant to their duties
- ✓ ensure that the College's policy and procedural requirements are met
- ✓ ensure that demands placed on Workers are reasonable in the circumstances (e.g. Workers have sufficient resources, assistance and/or skills to perform the work, and are given appropriate support)
- ✓ maintain open, honest and thorough communication with all Workers
- ✓ ensure all staff understand the standards of conduct expected of them
- ✓ monitor their own performance as managers or supervisors to ensure that their performance is making a positive contribution to the College and work environment

- ensure workloads are equitably distributed amongst team members.

5 ROLE OF THE TEACHER

5.1 EXPECTATIONS OF TEACHERS IN A CATHOLIC SCHOOL:

Iona College is a Catholic school and is conducted in accordance with the teachings of the Catholic Church. As a member of the school community teachers are expected to:

- accept the Catholic education philosophy of the school;
- develop and maintain an adequate understanding of those aspects of the Catholic teaching that touch upon respective subject areas;
- by teaching, other work and by personal example strive to help students to understand, accept and appreciate Catholic teaching and values;
- avoid, whether by work, action or public lifestyle, influence upon students that is contrary to the teaching and values of the Church community in whose name teachers act;
- comply with the accreditation policy to teach in a Catholic school;

5.2 LEARNING ENVIRONMENT

A teacher should:

- create a learning environment which stimulates interest in learning and promotes excellence which accepts and acknowledges the needs of students to be both challenged and given support.
- actively engage students in the planning and learning process, perceiving that learning is an active and a collaborative venture, both between the teacher and students and amongst the students themselves.
- use a variety of teaching strategies to meet the objectives of the curriculum, recognising that students learn in a variety of ways; through independent study, directed learning and group involvement.
- recognise that in each classroom students of mixed ability and from various backgrounds must be catered for.
- enable students to make good use of the resources available in the College and the Community.
- be aware of expectations in regard to safety, both general, as well as in emergency procedures, as these relate to particular subjects and activities.
- share explicitly with students the expectation of a code of conduct which enables all students to work productively and to receive a fair share of teacher attention in return.

5.3 CURRICULUM

A teacher should:

- develop a course which is in harmony with the faculty curriculum.
- plan a consistent and coherent learning programme which will foster a purposeful progression in learning.
- consider the students' own experience to be a fundamental and especially valuable resource.
- where appropriate give an outline of the curriculum to all students so that they have a greater sense of direction and will more readily perceive that they are progressing through the course.
- where possible, and applicable, negotiate the course with students giving them the opportunity to make choices and decisions, to take risks and to set their own goals.
- actively participate in curriculum development at a departmental level.

5.4 PROFESSIONAL DEVELOPMENT

A teacher should:

- participate in the Appraisal program of the College;
- keep abreast of knowledge and curriculum development as well as current developments in educational thinking;

- ✓ meet the requirements of the Queensland College of Teachers with respect to continuing professional development;
- ✓ contribute to the professional development of other staff members within the College by sharing knowledge, ideas and resources.

5.5 ASSESSMENT AND EVALUATION

This is an important part of the teaching process as it provides feedback to students in their learning and information to teachers on student problems and the effectiveness of course content, materials and teaching strategies.

A teacher should:

- ✓ use a variety of assessment and evaluating techniques in line with department/College policies.
- ✓ encourage students to reflect seriously on their work and the processes they have gone through to achieve it.
- ✓ where appropriate, encourage students to set their own goals and evaluate their own outcomes.
- ✓ explain criteria for assessment to students in advance, so that they can understand the relevance of the grade and comments, and use the information constructively in future work.
- ✓ pinpoint learner needs, conferring with specialist staff in the College, and liaising with parents if necessary.
- ✓ keep adequate records of student progress.
- ✓ communicate with parents in written reports and parent/teacher interviews.
- ✓ reflect student learning in reports, recognising strengths and weaknesses and suggesting possible courses of action.

5.6 GENERAL COLLEGE EXPECTATIONS

A teacher should:

- ✓ take an active part in the general life of the College and support the College policies, aims and objectives in order to facilitate the smooth functioning and high quality of education within the College.
- ✓ attend staff meetings, departmental meetings and staff briefings;
- ✓ attend all lessons (unless prior arrangement has been made) and be punctual to class.
- ✓ carry out extra duties as required.
- ✓ assume pastoral care responsibilities both as a home group teacher or tutor, and as a classroom teacher.
- ✓ take an active interest in the activities of the College.
- ✓ carry out administrative requirements associated with classroom teaching.
- ✓ in dealings with students, demonstrate at all times a support of school rules.
- ✓ adhere to the specific requirements of a Department.
- ✓ attend parent teacher interviews.
- ✓ attend Presentation Night and Liturgical Services, and Assemblies.
- ✓ be prepared to attend school camps, if required.

6 ACCEPTABLE USE INFORMATION TECHNOLOGY

Iona College is committed to ensuring that all Workers, students and members of the College community are aware that unacceptable use of ICT systems within the school environment will not be tolerated under any circumstances.

The behaviour and actions of an individual on public websites or services is also considered to be bound to the terms of Acceptable Use where the individual can be identified as an employee, student or member of the College community by Iona College.

6.1 CONDITIONS OF USE

Where Workers use ICT's they must not:

- ✓ Engage in usage that interferes with their roles or responsibilities to the College;
- ✓ Engage in usage that contravenes the ethos of the Catholic faith and work of the Oblates of Mary Immaculate;
- ✓ Provide personal information about themselves or any other employee, student, parent or member of the College community where that information is associated with a minor or directly with a role held within Iona College;
- ✓ Defame, abuse, harass, stalk, threaten or otherwise violate the legal rights (such as rights of privacy and publicity) of others;
- ✓ Publish, post, upload, display, distribute or disseminate any inappropriate, profane, defamatory, obscene, indecent or unlawful topic, name, material or information;
- ✓ Upload, or otherwise make available, files that contain images, photographs, software or other material protected by intellectual property laws, including, by way of example, and not as limitation, copyright or trademark laws (or by rights of privacy or publicity) unless the user owns or controls the rights thereto or has received all necessary consents to do the same;
- ✓ Transmit:
 - messages of a party political nature
 - unsolicited advertising material
 - messages of personal commercial benefit
 - chain letters
 - personal broadcast messages
 - intentional harassment
 - materials intended to harm or discredit any individual or group
 - involve bulk electronic mailing of non-work-related messages to groups of users without the approval of the ICT Manager or Rector
 - involve wilfully or repeatedly opening email or email attachments from suspicious or untrustworthy sources, or, bypassing the College's network security measures
- ✓ Place undue demands on the College network

6.2 SOCIAL MEDIA

The advent of user-content focussed online technologies increases the level of personal responsibility required by Workers, students, parents and members of the College community. Social media are defined as media designed to be disseminated through social interaction, created using highly accessible and scalable publishing techniques. Examples include but are not limited to LinkedIn, Twitter, Facebook, YouTube, and MySpace.

Workers must:

- ✓ remember the Internet is not anonymous, nor does it forget. Everything written on the Web can be traced back to its author one way or another and very easily. Information is backed up often and repeatedly, and posts in one forum are usually replicated in others through trackbacks and reposts or references. This means that there is no clear line between work life and personal life. Any posts to social media should be considered to be within the public domain.
- ✓ refrain from posting items that could reflect negatively on the College or otherwise embarrass the organization, including comments or other posts about drug or alcohol abuse, profanity, off-color or sexual humor, and other inappropriate conduct. They should not use personal insults, obscenity, or engage in any conduct that would not otherwise be acceptable in the College's workplace.
- ✓ not use social media sites as a method of engaging with current students outside that which is directly related to curriculum delivery and specifically approved by the College. Workers should also recognise that a relationship imbalance exists between teachers and ex-students for up to five years. Any social media engagement with immediate past students should be undertaken with caution.

7 RESONSIBILITIES TO PARENTS/ GUARDIANS AND FAMILIES OF STUDENTS

7.1 RELATIONSHIPS AND PRIVACY

In relation to parents/guardians and families, Iona College Workers have a responsibility to:

- ✓ Establish a relationship based on courtesy, mutual trust and open communication by
 - negotiating constructively when appropriate to achieve the best possible outcomes for students;
 - engaging parents through developing effective partnerships;
 - considering parents' perspectives regarding the education of their children;
- ✓ Respect family privacy and treat information with an appropriate level of confidentiality by maintaining confidentiality of information unless disclosure serves a compelling professional purpose or is required by law, or unless the personal safety of a student or employee is at risk.

If you are unsure about the appropriate level of confidentiality in any situation please do not hesitate to contact the College Leadership team.

7.2 INQUIRY AND INFORMATION

Workers must respect parent's and guardians' rights of inquire, consultation and information with regard to their children by

- ✓ using professional honesty and discretion in presenting facts regarding the educational development of their children;
- ✓ sharing general knowledge of child development;
- ✓ being sensitive to legal implications of differing family structures.

7.3 CHARACTERISTICS AND UNIQUENESS

Workers must respect the characteristics and uniqueness of each student's family background by

- ✓ respecting cultural diversity;
- ✓ considering the family perspective'
- ✓ respecting family values and opinions while enabling students to examine a variety of viewpoints.

8 INTERACTIONS WITH STUDENTS

It is expected that Workers will be caring, compassionate adults who take an interest in students and who set appropriate boundaries within employee-student relationships.

Workers must be aware that their interactions with students are based on the employee being in a position of trust arising from the nature of the work, and that those relationships are open to scrutiny.

Workers must always treat students with respect. There is no place for sarcasm, derogatory remarks, offensive comments or any other inappropriate conduct.

8.1 STUDENT MANAGEMENT

Student behaviour support practices in Catholic schools aim to facilitate the development and experience of responsible self-discipline amongst students and to promote the wellbeing, safety and effective management of the school community.

It is the responsibility of each employee to develop effective, consistent and appropriate management strategies in day to day interactions with students as a preventative system of behaviour support. These strategies should include a clear, consistent and graded method of dealing with inappropriate behaviours and should be developed in accordance with the school's student behaviour management policy. It is the responsibility of each employee to be familiar with these policies.

As a general rule, Workers will use their own management strategies in their initial dealings with students. However, students who display recurrent challenging behaviours, particularly unsafe

behaviours should be referred to the appropriate person in accordance with Iona College's policy and procedures.

8.2 BEHAVIOURS

Behaviour that may cause psychological harm to a student includes:

- ✓ targeted and sustained criticism, belittling or teasing;
- ✓ excessive or unreasonable demands;
- ✓ hostility, verbal abuse, rejection or scape-goating;
- ✓ using inappropriate locations or social isolation, outside of the school's behaviour support policy, as punishment.

Workers must always treat students in a consistent manner without inappropriate familiarity or spending 'special time' with a student.

Some indicative behaviour's that may suggest a student is not being treated in a consistent manner could include:

- ✓ giving gifts to a child (for example, giving a birthday gift to a particular student when this is not the practice with other students, or asking the student to keep the gift a secret from others);
- ✓ showing special favours;
- ✓ allowing a student to over-step rules, except where it is clearly articulated in a student's Individual Education Plan or Individual Behaviour Management Plan;
- ✓ sharing secrets with a student;
- ✓ inconsistent consequences or allowances.

Workers must be conscious that their position places extra obligations on them and they should exercise discretion and caution if and when engaging in social activities with students outside of school. Workers are to seek guidance from the College Leadership Team if a personal relationship exists with a student's family. In schools where there are relationships between Workers and student's families, the Principal may wish to give a general directive to Workers at the beginning of each school year.

Examples of situations when Workers are to seek guidance from the College Leadership Team:

- ✓ visiting students at their home;
- ✓ inviting students to visit the employee's home;
- ✓ making telephone calls of a personal nature to students;
- ✓ sending SMS (text) messages to students.

8.3 CONGRATULATING STUDENTS

When congratulating a student, a consistent approach should be used in line with school practice. Workers must be conscious that their actions, particularly physical gestures are open to scrutiny by others. Workers are required to develop and exercise prudent judgment and sensitivity regarding appropriate physical interactions with students.

8.4 DRIVING STUDENTS

Workers should, whenever possible, endeavour not to drive a student in their car unless they have specific permission from the parent/guardian and Rector and do so in accordance with school policy. In the event of an emergency, Workers should attempt to obtain parental consent and also report the matter to the Rector where possible prior to the journey commencing.

8.5 SEXUAL RELATIONSHIPS WITH A STUDENT

Workers must not, under any circumstances, engage in intimate and/or sexual relationships with a student or engage in any conduct of a sexual nature with a student. It is irrelevant whether the relationship is heterosexual or homosexual, consensual or non-consensual or condoned by parents or caregivers. The age of the students or the Workers involved is also irrelevant.

Improper conduct of a sexual nature by an employee with a student includes sexual intercourse and any other form of sexual misconduct.

Sexual misconduct includes:

- obscene language of a sexual nature;
- suggestive remarks or actions;
- jokes of a sexual nature;
- obscene gestures;
- unwarranted and inappropriate touching;
- sexual exhibitionism;
- undressing in front of students;
- personal correspondence with students in respect of the employee's sexual feelings for the student;
- deliberate exposure of students to sexual behaviour of others, other than in the case of prescribed curriculum materials in which sexual themes are contextual;
- possession, distribution or display of pornography;
- electronic transmission of messages or files which are sexually explicit, offensive or contain inappropriate jokes;
- sending SMS (text) messages which are sexually explicit, offensive or contain inappropriate jokes.

8.6 DISCUSSIONS WITH STUDENTS

Workers in their pastoral care role must be cautious of the content and context of their discussions with students.

Workers must exercise caution when:

- making personal comments about a student;
- asking questions that probe a student's sexuality or personal relationships;
- discussing personal details of lifestyle of self or others;
- disclosing their personal contact details to students.

Workers must not:

- discuss with a student matters of a sexual nature relating to themselves or any other person.

Should any student engage, or attempt to engage, in inappropriate behaviour of a sexual nature with an employee, then immediate steps must be taken to discourage the student and the matter should be immediately reported to the Rector.

8.7 HARM TO STUDENTS

Workers must notify the Rector immediately should they suspect a situation involving any form of risk of harm to students. Workers must also be aware of individual mandatory reporting requirements under the Education (General Provisions) Act 2006. It is not the responsibility of Workers to investigate allegations or suspicions of a student protection nature.

8.8 CORPORAL PUNISHMENT

All Workers should be aware that corporal punishment is prohibited. Corporal punishment involves the application of physical force to punish or correct a student unless that physical contact is reasonable and necessary for the protection of any person.

The following practices are unacceptable:

- any form of corporal punishment;
- using an object, such as a ruler, book, duster, chalk or whiteboard marker to gain a child's attention in a hostile or inappropriate physical manner;
- restraining a student for any purpose other than a student's actions causing imminent harm to self or others;
- hitting or kicking a student;
- holding a student (other than for the circumstances outlined in Section 6.1.3);
- pushing, pulling, shoving, grabbing, pinching or poking a student;
- shaking or throwing a student;
- intimidating a student;

- ✓ swearing at a student;
- ✓ using sarcasm to humiliate;
- ✓ refusing biological necessities as a means of punishment;
- ✓ applying painful or noxious conditions;
- ✓ criticising a student rather than the student's actions';
- ✓ using fear or practices which instil fear as a means of controlling a student;
- ✓ exposing a student to material that contains adult concepts or themes that are inappropriate to the student's age or the relevant curriculum expectations;
- ✓ the use of psychotropic medication to manage a student's behaviour, as opposed to treatment for a diagnosed condition.

8.9 PHYSICAL CONTACT WITH STUDENTS

When physical contact with a student is a necessary part of the teaching/learning experience, Workers must exercise caution to ensure that the contact is appropriate and acceptable for the duty to be performed.

Examples of situations in which physical contact with a student may be appropriate include:

- ✓ assessing a student who is injured or ill may necessitate touching. An employee should advise the student of what they intend to do and where possible, seek the student's consent;
- ✓ teaching sport, music and other activities may require the physical handling of a student to demonstrate a particular action or skill;

Physical contact with students which may be appropriate includes:

- ✓ comforting a distressed student;
- ✓ guiding a student in a non threatening manner;
- ✓ tapping a student on the shoulder to gain his attention after verbal requests were unsuccessful; and
- ✓ protecting a student from imminent danger to himself or to others.

The physical contact referred to above is only acceptable if the contact was reasonable for the purpose of support, management or care of the student. The contact must also be appropriate given the age, maturity, health or other characteristics of the student. Physical contact with a student should be consistent with any behaviour plan in place for that student.

Physical interventions (including physical restraint or removal) to contain and/or control the behaviour of students should only be employed as measures of last resort to ensure safety and protection. The use of physical intervention is restricted to occasions when the student, other students, Workers or others are being harmed or are in imminent danger of being harmed. Only such force as is reasonably necessary in the circumstance is permitted.

Some examples of when it may be appropriate to use physical intervention as a last resort include:

- ✓ a student attacking an employee;
- ✓ a student attacking another student;
- ✓ students physically fighting;
- ✓ a student causing, or at risk of causing, injury to self or others;
- ✓ a student misusing dangerous materials, substances or objects where it is likely that this will cause imminent harm.

As any physical intervention involves some risk of injury to the student or employee, Workers must weigh this risk against the risks involved in failing to physically intervene when it may be warranted. All Workers using physical interventions are responsible and accountable for the manner in which they exercise that authority.

9 DUTY OF CARE

Iona College owes a duty of care to its workers and students. It is expected that all Workers contribute towards the fulfillment of this legal duty. Such a duty includes providing and maintaining a safe and healthy work environment; ensuring safe systems of work; and providing information, instruction, training and supervision to ensure health and safety.

Workers are to exercise with diligence the duty of care that they owe to students. In addition, Workers are expected to take all reasonable steps to protect students from risk of harm. This may require making formal notifications/reports to government agencies as well as referring matters of concern to relevant personnel with Iona College.

Workers are expected to cooperate with the directions of relevant personnel in Iona College to maintain a workplace environment that is positive, open and healthy for members of the school community. Each employee has a significant role to play in achieving and maintaining this objective. It is expected that any matters that threaten, or appear to threaten, the fulfilment of this objective are reported to the employee's direct supervisor.

The supervisory role of Workers in relation to students is aimed at enhancing a student's educational opportunities, building self-esteem, and ensuring students are safe and supported. Whilst in a supervisory role, the employee has an obligation to fulfil duty of care requirements.

Workers must comply with the arrangements for student supervision put in place by the College for all activities where the student is under the care and control of an employee. Playground supervision is an integral part of this responsibility. Workers must actively supervise their designated area, be vigilant and mobile. Punctuality is an essential element of this compliance.

Workers should be alert to bullying or any other form of harassment or discriminatory behaviour, and act on and report incidents in accordance with Iona College's anti-bullying policy. Ill or injured students should be attended to by the supervising employee. Should additional assistance be required Workers should contact the College Nurse.

10 INTERACTIONS WITH COLLEAGUES

In relation to colleagues, Workers have a responsibility to:

- build an atmosphere of collaboration, trust, mutual respect and candour;
- recognise and respect the individual potential and talents of colleagues irrespective of race, gender, age, religion, etc;
- encourage openness and tolerance among colleagues;
- use constructive methods of resolving any conflict which may arise;
- observe the principles of justice in dealing with any complaints against colleagues;
- avoid behaviours which might reasonably be perceived as abuse, harm, harassment, bullying or intimidation in accordance with Iona College's Policy, Procedures and Guidelines for the Prevention and Elimination of Workplace Bullying and Harassment;
- foster unity, harmony and cooperation in working relationships;
- respect the ethical professional practice of colleagues in other settings.

Workers are reminded that sexual harassment is considered to be an unacceptable form of behaviour.

11 RISK MANAGEMENT

All Workers should be aware of risks that arise in the workplace and where possible take reasonable steps to eliminate the risk and if this is not possible to then minimise the risk. Workers also need to appreciate that Iona College, in exercising its duty of care for students and Workers, may from time to time require an employee to conduct a risk assessment, having regard for the welfare of all.

12 DRUGS, ALCOHOL AND TOBACCO

Workers experiencing difficulties in relation to alcohol, tobacco or other drugs are encouraged to access the Employee Assistance Program or other personnel for assistance.

Workers with concerns about the health and welfare of colleagues or the safety of others should take their concerns to the Rector.

- Workers must not give or otherwise provide students or other staff with drugs that are illegal to possess or distribute. Workers should not encourage or condone the use of such drugs.
- During work hours and/or at the workplace, Workers must not be under the influence of or in the possession of drugs that are illegal to possess or distribute.
- Workers must not give or otherwise provide students with alcohol.
- Workers must not encourage or condone the use of alcohol by students.
- Workers must not consume or be under the influence of alcohol in any circumstance where they are responsible for students. This includes outside school hours supervision of students on field trips, camps or excursions and other school organised activities.
- Workers must not give or otherwise provide students with tobacco or tobacco products. Workers must not encourage or condone the use of tobacco or tobacco products by students.
- Workers are not permitted to smoke on Iona College grounds.

13 DISCRIMINATION, HARASSMENT AND BULLYING

13.1 SEXUAL HARASSMENT

Sexual harassment is unlawful and will not be condoned within Iona College. Workers shall not engage in sexual harassment.

13.2 BULLYING & HARASSMENT

All staff, students and anyone else involved with Iona College has the right to partake in an environment that is free from intimidation, threat, humiliation and workplace harassment.

13.3 WORKPLACE BULLYING POLICY

13.3.1 LEGAL RESPONSIBILITIES

Everyone at the workplace has a legal responsibility to prevent bullying from occurring.

Under relevant health and safety legislation Iona College has the primary duty to eliminate or minimise, as far as reasonable practicable, the risks to health and safety in the workplace. This duty includes the implementation of strategies to prevent workplace bullying. This policy will assist insert name comply with its legal responsibilities.

Workplace participants are also required under the Legislation to take reasonable care for their own health and safety, as well as that of others at Iona College's workplace. All workplace participants must also comply with any reasonable instruction given by Iona College.

Workplace bullying is repeated, unreasonable behaviour, directed towards a worker or a group of workers that creates a risk to health and safety. It includes both physical and psychological risks and abuse.

'Repeated behaviour' refers to the persistent nature of the behaviour and can refer to a range or pattern of behaviours over a period of time (for example, verbal abuse, unreasonable criticism, isolation and subsequently being denied opportunities – ie. a pattern is being established from a series of events).

'Unreasonable behaviour' means behaviour that a reasonable person, having regard to all the circumstances, would expect to victimise, humiliate, undermine or threaten another person.

Offensive, abusive, bullying, belittling or threatening behaviour towards individuals or groups of people, performed in the course of one's work duties does not demonstrate respect for other people and amounts to a breach of this Code.

13.3.2 EXAMPLES OF WORKPLACE BULLYING

Bullying behaviours can take many different forms, from the obvious (direct) to the more subtle (indirect). The following are some examples of both direct and indirect bullying:-

Direct bullying:

- abusive, insulting or offensive language

- spreading misinformation or malicious rumours
- behaviour or language that frightens, humiliates, belittles or degrades, including over criticising, or criticism that is delivered with yelling or screaming
- displaying offensive material
- inappropriate comments about a person's appearance, lifestyle, their family or sexual preferences
- teasing or regularly making someone the brunt of pranks or practical jokes
- interfering with a person's personal property or work equipment, or
- harmful or offensive initiation practices.

Indirect bullying:

- unreasonably overloading a person with work, or not providing enough work
- setting timeframes that are difficult to achieve, or constantly changing them
- setting tasks that are unreasonably below, or above, a person's skill level
- deliberately excluding or isolating a person from normal work activities
- withholding information that is necessary for effective work performance
- deliberately denying access to resources or workplace benefit and entitlements, for example training, leave
- deliberately changing work arrangements, such as rosters and leave, to inconvenience a particular worker or workers

The above examples do not represent a complete list of bullying behaviours. They are indicative of the type of behaviours which may constitute bullying and therefore unacceptable to insert name.

A single incident of unreasonable behaviour does not usually constitute bullying. However, it should not be ignored as it may have the potential to escalate into bullying behaviour.

A person's intention is irrelevant when determining if bullying has occurred. Bullying can occur unintentionally, where actions which are not intended to victimise, humiliate, undermine or threaten a person actually have that effect.

Bullying in the workplace is harmful not only to the target of the behaviour but damages insert name's culture and reputation. It is unacceptable and will not be tolerated.

13.3.3 WHAT DOES NOT CONSTITUTE WORKPLACE BULLYING?

Managing staff does not constitute bullying, if it is done in a reasonable manner. Managers have the right, and are obliged to, manage their staff. This includes directing the way in which work is performed, undertaking performance reviews and providing feedback (even if negative) and disciplining and counselling staff. Examples of reasonable management practices include:

- setting reasonable performance goals, standards and deadlines in consultation with workers and after considering their respective skills and experience
- allocating work fairly
- fairly rostering and allocating working hours
- transferring a workplace participant for legitimate and explained operational reasons
- deciding not to select a workplace participant for promotion, following a fair and documented process
- informing a workplace participant about unsatisfactory work performance in a constructive way and in accordance with any workplace policies or agreements
- informing a workplace participant about inappropriate behaviour in an objective and confidential way
- implementing organisational changes or restructuring, and
- performance management processes.

13.3.4 COMPLAINT PROCEDURE

If a workplace participant feels that they have been bullied, they should not ignore it.

Any bullying issue should be brought to insert name's attention as soon as possible. There are a number of options available to workplace participants.

13.3.4.1 CONFRONT THE ISSUE

If a workplace participant feels comfortable doing so, they should address the issue with the person concerned. A workplace participant should identify the bullying behaviour, explain that the behaviour is unwelcome and offensive and ask that it stop.

This is not a compulsory step. If a workplace participant does not feel comfortable confronting the person, or the workplace participant confronts the person and the behaviour continues, the worker should report the issue to their manager. If the manager is the alleged perpetrator, then the matter should be reported to a senior manager, or to Manager or immediate supervisor.

If at any time, a workplace participant is unsure about how to handle a situation they should contact their immediate supervisor for support and guidance.

13.3.4.2 REPORT THE ISSUE

There are two complaint procedures that can be used to resolve bullying complaints: informal and formal (detailed further below). The type of complaint procedure used depends on the nature of the complaint that is made. The aim is to ensure that workplace participants are able to return to a productive and harmonious working relationship as soon as possible.

13.3.4.2.1 INFORMAL COMPLAINT PROCEDURE

Under the informal complaint procedure there are a broad range of options for addressing the complaint. The procedure used to address the issue will depend on the individual circumstances of the case. The manager or Manager or immediate supervisor will determine which process to follow. The possible options include, but are not limited to, the manager or Manager or immediate supervisor:

- ✓ discussing the issue with the person against whom the complaint is made; and/or
- ✓ facilitating a meeting between the parties in an attempt to resolve the issue and move forward.

The informal complaint procedure is more suited to less serious allegations that if founded, may not warrant disciplinary action being taken.

13.3.4.2.2 FORMAL COMPLAINT PROCEDURE

The formal complaint procedure involves the workplace participant making a written complaint and a formal investigation of that complaint. It is appropriate for more serious allegations, or if senior management are involved. Formal investigations may be conducted by Iona College or by an external investigator appointed by insert name.

An investigation generally involves collecting information about the complaint and then making a finding based on the available information as to whether or not the alleged behaviour occurred. Once a finding is made, insert name or the external investigator will make recommendations about what actions should be taken to resolve the complaint and any appropriate disciplinary action.

If Iona College considers it appropriate for the safe and efficient conduct of an investigation, workers may be required not to report for work during the period of an investigation. Iona College may also provide alternative duties or work during the investigation period. Generally, workplace participants will be paid their normal pay during any such period.

13.3.4.3 DEALING WITH BULLYING COMPLAINTS

In handling bullying complaints, insert name will adopt the following principles:

- ✓ Take all complaints seriously
- ✓ Act promptly
- ✓ Not victimise any person who makes a complaint, any person accused of bullying, or any witnesses
- ✓ Support all parties
- ✓ Be impartial
- ✓ Communicate the investigation or complaint process to all parties involved, including estimating length of time for resolution

- Maintain confidentiality – Iona College will endeavor to maintain confidentiality as far as possible. However, it may be necessary to speak with other workers in order to determine what happened, to legal representatives or Iona’s senior leaders. It will also be necessary to speak to those against whom the complaint has been made in order to afford fairness. All workplace participants involved in the complaint must also maintain confidentiality, including the workplace participant who lodges the complaint. Spreading rumours or gossip may expose the workplace participant responsible to a defamation claim
- Act appropriately - if a complaint is made and it appears that bullying has occurred Iona College will endeavor to take appropriate action in relation to the complaint
- Keep records – documentation is essential. A record of all meetings and interviews stating who was present and agreed outcomes should always be maintained

13.3.5 POSSIBLE OUTCOMES

The possible outcomes of an investigation will depend on the nature of the complaint. Where an investigation results in a finding that a person has engaged in bullying behaviour, that person will be disciplined. The type and severity of disciplinary action will depend on the nature of the complaint and other relevant factors. Where the investigation results in a finding that the person complained against has engaged in serious misconduct, this may result in instant dismissal. Any disciplinary action is a confidential matter between the affected worker/s and Iona College.

Iona College may take a range of disciplinary action. Examples include, but are not limited to:

- providing training to assist in addressing the problems underpinning the complaint
- monitoring to ensure that there are no further problems
- mentoring and support from senior manager
- requiring an apology or an undertaking that certain behaviour stop
- changing work arrangements
- transferring to another work area
- issuing a written warning (this can be a first or final warning depending on the circumstances)
- dismissal

13.4 DISCRIMINATION

Workers must not unlawfully discriminate against any person. Except where exempted by law (refer to the Anti-Discrimination Act 1991), it is unlawful to directly or indirectly discriminate against a person on the basis of the following attributes:

- gender
- relationship status
- pregnancy
- parental status
- breastfeeding
- age
- race
- impairment
- religious belief or religious activity
- political belief or activity
- trade union activity
- lawful sexual activity
- gender identity
- sexuality
- family responsibilities
- association with, or relation to, a person identified on the basis of any of the above attributes.

14 MAINTAINING KNOWLEDGE

Iona College Workers should strive to maintain a current understanding of the law, professional ethics, delegations, policies and procedures and other codes of practice to a standard that enables

them to competently perform their work duties. The law will prevail over a policy to the extent of any conflict.

Iona College Workers must take responsibility for developing their skills and knowledge, remaining abreast of advances and changes within their work area, and fields of expertise. Leadership of Iona College must provide fair and equitable access to training for Workers and assist them in meeting these objectives.

15 DRESS CODE

Dress of any individuals representing Iona College should be consistent with the professional nature of their work; recognising that Workers act as role models by exemplifying the highest standard of professional appearance.

Staff dress should be consistent with the professional nature of their work and staff should be constantly aware that they serve as an example to Iona's students. Staff will need to remember they are working with young adolescent males so they need to dress appropriately.

- Male Staff –
 - a) trousers, business shirt
 - b) tie preferably all year, but certainly in Terms 2 and 3 (Teachers of IDT are not required to wear a tie due to workplace health and safety)
 - c) suit/jacket and tie for all official College functions such as College Masses, photographs and Parent/Teacher evenings.
 - d) teachers of Physical Education - a College polo shirt and black sports shorts. Teachers who only teach PE/Sport in period 4 should wear trousers/business shirt all day and change into their sports clothing at lunch time.
 - e) College Polo Shirt – is for co-curricular activities only. It is not appropriate that staff wear this on normal school days.
- Female Staff - Dress considered appropriate would include:
 - a) tailored, appropriate length dresses and skirts (no sun dresses/casual dresses);
 - b) tailored slacks
 - c) tailored shirts and tops (no shoe-string strapped or low-cut tops)
 - d) attire which is not acceptable includes shorts, jeans (denim or coloured), tights, short tight skirts, t-shirts and tops considered to be for casual wear.
 - e) shoes – ideally should be covered and have a back or strap. Thongs, or casual style sandals are not appropriate due to workplace health and safety. In the instances of PE, Science Experiments, Manual Arts, or any duties where there is risk, closed-in shoes must be worn.
 - f) College Polo Shirt – is for co-curricular activities only. It is not appropriate that staff wear this on normal school days.
- Other Professional Staff - dress considered appropriate would include:
 - a) Ground Staff - given the nature of work and potential hazards, must wear steel capped boots and a hat at all times.
 - b) Canteen Staff – given the nature of work and food safety standards required, must wear non-slip flat leather shoes, long pants, hair must be tied up or placed in a cap/hat.

When in doubt please err on the side of conservatism, or seek advice from Human Resources.

15.1 GENERAL GUIDELINES

The dress and grooming of Iona College Workers shall be clean, neat, in a manner appropriate for their role, and in accordance with the following standards

15.2 FEMALE STAFF

Female staff should be mindful that they are working among young adolescent males and need to dress appropriately. In general, anything that may cause students to be distracted should not be worn; staff should always err on the more conservative side. Dresses and all outer garments should fit properly and be of an acceptable length. Dress which is not acceptable includes:

- Halters, tank tops, see-through garments, or clothing with revealing/provocative necklines;

- ✓ bare backs, bare midriff, or spaghetti straps;
- ✓ ¾ length pants, shorts, jeans (denim or coloured); tight capri or cargo pants; or in fact any pants considered to be for casual use;
- ✓ also short, tight skirts, i.e. hemlines for skirts and dresses should be long enough not to be distracting , typically this will mean knee length;
- ✓ clothing that reveals undergarments;
- ✓ t/shirts and tops considered to be for casual wear;
- ✓ Footwear akin to thongs or sandals

15.3 MALE STAFF

Male staff are required to wear trousers, business shirt and tie for classroom lessons, preferably all year, but certainly in Terms 2 and 3. Tailored shorts are acceptable in Terms 1 and 4 – these are the only shorts allowed. Dress which is not acceptable includes:

- ✓ Polo shirts;
- ✓ jeans (denim or coloured), or in fact any pants considered to be for casual use;

15.4 EXCEPTIONS TO GUIDELINES

- ✓ Physical education staff may choose to wear appropriate attire during the physical education lesson; this should include a collared shirt and sports shorts.
- ✓ Staff in workshop courses should wear clothing that complies with workplace health and safety requirements. In particular ties should not be worn and shoes should be of an appropriate standard. Collared shirts and other appropriate professional attire is still expected.
- ✓ Workers in maintenance, food service, and the like are exempted from the general guidelines, but shall comply with dress and grooming guidelines specified by their supervisors that are appropriate for the role.
- ✓ Exceptions to these general guidelines are to be made as necessary to accommodate medical needs.

