

# CODE OF CONDUCT POLICY

Quality Areas: NQS 4 - Staffing Arrangements

Policy Owner: Compliance

Why this is  
*important*

## 1.0 Introduction and Purpose:

Guardian is committed to a code of professional conduct, upholding ethical principles and professional standards that guide decision-making and practice at the centre. This includes a system of ethical inquiry to provide a basis for reflection on how to relate to and contribute to the education and care community in which we actively participate.

## 2.0 Who does this policy apply to:

All Team Members

## 3.0 What is our policy:

Our centre will uphold the highest standards of ethical conduct in accordance with:

- The ECA Code of Ethics (2016)
- The United Nations Convention on the Rights of the Child (UNCRC) (1989)
- Education and Care Services National Law and Regulations (2018)
- Centre philosophy
- National Quality Standard (2018)
- Approved Learning Frameworks
- Guardian's Policies and Procedures
- Guardian's vision and values
- Employee Handbook
- Guardian Curriculum
- Walking with Respect in a Space for Children
- Walking with Professionalism
- ECA Ethics in Action – A practical guide to implementing the Code of Ethics.

Guardian uses these professional standards as a basis for evaluating professional conduct, and as a reference tool for the thought processes that inform pedagogy, including actions and reactions towards professional conduct, relationships, views, influence and position within communities and society. Ethical conduct guides the behaviour and decisions within the centre and is underpinned by respect for, and the valuing of, children, families, educators and team members, and the extended centre community.

## 4.0 Responsibilities:

### 4.1 Approved Provider (Guardian) will:

1. Ensure Nominated Supervisors, educators, team members, families, and the community have access to the professional standards

2. Ensure all educators and team members are made aware of their obligations through induction, performance reviews, personal discussions, team members meeting activities and opportunities to critically reflect upon ethical practice
3. Ensure that each centre has displayed the Walking with Respect in a Space for Children poster in the main entrance of the centre
4. Ensure that each centre has displayed the Walking with Professionalism poster in a prime position in the team members and or planning rooms for educators and team members to access. This poster is recognised as an important, valued and professional document that educators use in practice

#### **4.2 Centre Manager/Nominated Supervisors will:**

1. Ensure a copy of all professional standards are accessible in a prominent place within the centre for educators/team members and families to access
2. Ensure all educators and team members are made aware of their obligations through induction, performance reviews, personal discussions, team members meeting activities and opportunities to critically reflect upon ethical practice
3. Ensure that the Walking with Respect in a Space for Children poster is displayed in a prominent place near the main entrance so that educators, students, volunteers, families, and visitors can read the expectations when visiting the centre
4. Ensure the Walking with Professionalism poster is displayed in the team members and/or planning rooms in a prime location, that is thoughtful and respectful in position
5. Use these two posters to guide and supports educators, team members, casuals, families, visitors etc.
6. Ensure the Code of Conduct and professional standards influence the development and review of the centre philosophy
7. Be familiar with the ECA Code of Ethics in Action – A Practical Guide to Implementing the ECA Code of Ethics, and use this resource to plan and guide professional learning to support, address and workshop ethical issues
8. Ensure that there are times when all educators and team members can participate in discussion and reflect on the practices within the centre, in relation to continuous improvement
9. Use the professional standards to inform and reflect on conduct and use these standards to guide decisions

#### **4.3 Team members will:**

1. Be familiar with the legislation and statutory documents that apply to their role with children, families, and other team members in the centre
2. Be familiar with the ECA Code of Ethics, UNCRC, centre philosophy and the professional standards listed above
3. Maintain knowledge of the broad legislation and conventions that apply to the role with children, families, their team, and community
4. Demonstrate an ongoing engagement with the principles and practices outlined in The Approved Learning Frameworks and the ethical requirements of the National Quality Standard
5. Respect all individual's rights to privacy and confidentiality, be it children, educators, team members, students, volunteers, or families
6. Have professional interactions that are respectful and non-discriminatory
7. Ensure all record keeping is up to date, professionally written and follows prescribed guidelines
8. Provide an environment which is safe and healthy for all who enter it
9. Ensure the Code of Conduct and professional standards influence the development and review of the centre philosophy
10. Use team members meetings, planning and performance reviews to critically reflect on practices in relation to continuous improvement
11. Read Walking with Respect in a Space for Children and Walking with Professionalism posters (Guardian's Code of Conduct) and respect the expectations described within these documents



**4.5 Families will:**

1. Respect confidentiality at all times
2. Give feedback in relation to educators’ professional conduct to the Approved Provider and/or Nominated Supervisor, as necessary
3. Act in a respectful manner whenever they are involved in the programs provided by the centre
4. Communicate to the Responsible Person regarding team members/educators’ conduct in a calm manner away from children
5. Adhere to the Code of Conduct for families and visitors by reading and following Walking with Respect in a Space for Children, and respecting the expectations described within this document

**5.0 Tools and Resources**

<b>The most important documents I need are:</b>	<b>Other supporting documents will include:</b>
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**6.0 References**

Education and Care Services National Law Act 2010  
 Education and Care Services National Regulations 2018  
 Guide to the National Quality Framework 2018

**7.0 Links to the National Law and Regulations**

Section 166 Offence to use inappropriate discipline Regulation 155 Interactions with children  
 Regulation 156 Relationships in groups  
 Regulation 168 Education and care services must have policies and procedures

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