



Staff Code of Conduct

Review Date: 20/05/2028

Statement

The Code of Conduct underpins our commitment as Early Childhood Professionals to work in partnership for the wellbeing of children, families, educators and all stakeholders.

The code is a tool to define behaviours that support us to carry out our roles and responsibilities in ways that reflect the values of our organisation. The code also assists us to identify behaviour that contradicts the spirit of our partnerships and would result in consequences set out in associated policies and procedures.

OUR CODE OF CONDUCT IS BASED ON OUR CORE VALUES, AS IDENTIFIED BY OUR FAMILIES:

Kindness:

You have the *right* to be treated with warmth and empathy.
You have the *responsibility* to be friendly and thoughtful towards others.

Integrity:

You have the *right* to be treated with honesty and trust.
You have the *responsibility* to behave with integrity and make ethical decisions.

Community:

You have the *right* to feel a sense of belonging in our community.
You have the *responsibility* to show leadership and contribute to our community.

Respect:

You have the *right* to be treated with courtesy and dignity.
You have the *responsibility* to support the worth and dignity of others.

Inclusion:

You have the *right* to feel valued for who you are.
You have the *responsibility* to *value* each person as unique.

Education:

You have the *right* to be part of a team that provides high quality, play based learning.
You have a *responsibility* to show leadership, both personally and within the team.

Professionalism / High Expectations:

You have the *right* to feel valued for your professionalism, knowledge and skills.

You are *responsible* for conducting yourself with a high standard of professionalism.

With Rights come Responsibilities:

Each overarching statement includes examples of behaviours that enhance or undermine our core values.

These are not exhaustive lists but encourage reflection on the impact of our actions upon relationships within the preschool.

All staff must ensure that every interaction and decision prioritises children's safety, dignity and wellbeing at all times, regardless of personal beliefs, workload pressures or relationships with families. In line with NSW child safety reforms, the safety, rights and best interests of children are the paramount consideration in all decisions and actions, and staff, volunteers, nominated supervisors and the approved provider must ensure that no child is subjected to any conduct that a reasonable person would consider inappropriate in an education and care service.

Examples of behaviour that support our core values and those which would contradict our core values:

Kindness:	
<p>Examples of behaviours that <u>affirm</u> our value of <i>kindness</i>:</p> <ul style="list-style-type: none">• Being warm, approachable and encouraging.• Showing curiosity and empathy for each other.• Modelling compassion as you guide behaviour and learning.• Being generous of spirit:<ul style="list-style-type: none">· Looking for the good in others.· Giving others the benefit of the doubt.· Being altruistic or flexible where you can to help colleagues out.· Considering the impact of your words and actions.	<p>Examples of behaviours that <u>contradict</u> our value of <i>kindness</i>:</p> <ul style="list-style-type: none">• Using words or body language that is intimidating, critical, judgmental or dismissive.<ul style="list-style-type: none">• Making assumptions about the motivation, lives, thoughts or actions of others.• Disciplining or judging others or undermining their confidence or dignity.

Integrity:

Examples of behaviours that reinforce our value of *integrity*:

- When faced with an ethical dilemma, asking “what is best for the child”.
- Knowing and following policies and procedures unsupervised.
- Being transparent and accountable in financial transactions and relationships.
- Considering how your actions or omissions may be perceived by others.

Examples of behaviours that conflict with our value of *integrity*:

- Gossiping, talking about team members, families or children or breaching confidentiality.
- Taking short cuts to make your job easier at the expense of children’s needs/ learning, colleagues or the service.
 - Shouting, belittling, dismissing, insulting, judging others.
- Showing favour (or giving the perception of favour) to personal friends or their children.

Community:

Examples of behaviours that strengthen our value of *community*:

- Sharing positive messages about the preschool in the wider community.
- Working consistently to develop and strengthen relationships with children, families, colleagues and the wider community.
- Raising concerns or grievances through the correct channels, respectfully and confidentially.
- Being actively involved in the preschool:
 - Collaborating with families and the wider community and contributing to decision making;
 - Showing initiative in contributing to the program and learning;
 - Showing leadership in caring for the preschool animals and environment on a day to day basis;
 - Being encouraging, supportive and empathetic;
 - Engage in reciprocity.

Examples of behaviours that weaken our sense of *community*:

- Airing grievances outside the correct channels or in a disrespectful or insensitive manner.
- Failing to communicate warmly and informatively with families at arrival and departure times.
- Being inflexible or unsupportive of team members;
- Neglecting relationships or disregarding the needs of others.
- Failing to give back to colleagues, the community and the service (e.g. fundraising, working bees, upkeep of the learning environment).

Respect:

Examples of behaviours that reflect our value of respect:

- Valuing the expertise and knowledge of colleagues and families.
- Treating all colleagues, children and families with courtesy, dignity and sensitivity.
- Being understanding of inadvertent mistakes.
- Respecting the boundaries and choices of others.
- Communicating in a way that fosters trust and encourages others to speak openly.
- Maintaining effective measures to prevent inappropriate conduct.

Examples of behaviours that conflict with our value of respect:

- Devaluing the role, or efforts of colleagues and families in educating and caring for children.
- Dismissing the boundaries, efforts, ideas, suggestions or beliefs of others.
- Being unwilling to communicate constructively or positively.
- Engaging in bullying or being discourteous, aggressive, insensitive, or judgmental when interacting with others.
- Dismissing behaviours which would be considered inappropriate in an education and care setting.

Inclusion:

Examples of behaviours that strengthen our value of inclusion:

- Celebrating difference as adding value to our community.
- Recognising that every person has diverse needs and issues – physical, emotional, psychological and spiritual.
- Advocating for those who need additional support and providing this so they can fully participate and reach their potential.
- Documenting and raising concerns professionally, sensitively and confidentially.
- Being open to feedback and engaging in critical reflection to identify unconscious bias, taking action to update skills and knowledge.
- Being mindful to use language that is encouraging, respectful and inclusive.

Examples of behaviours that weaken our value of inclusion:

- Displaying bias for, or discriminating against, people on the grounds of age, race, gender, ability, religion, lifestyle choices or sexuality.
- Behaving towards, or speaking about, people in ways that would cause offense, hurt or embarrassment.
- Employing discipline, or interacting in a way that disregards the rights, cultural values, or needs of others.

Education:

Examples of behaviours that promote the value we place in *education*:

- Working in genuine partnership with families to educate and care for children.
- Communicating consciously and openly with children, colleagues and parents.
- Advocating for early childhood education with parents and the wider community.
- Being open to different opinions, new understandings, ideas, theories and research.
- Modelling positive learning dispositions for children and colleagues:
 - Modelling awe, wonder and curiosity;
 - Employing STEAM principles;
 - “Having a go” and “giving things your best shot”;
 - Perseverance;
 - Resilience and teaching about risk/benefit;
 - Viewing mistakes as part of learning;
 - Having fun;
 - Lifelong learning.

Examples of behaviours that undermine the value of *education*:

- Going through the motions of routines, and caring for children without enthusiasm, empathy, curiosity and deep intent.
 - Devaluing the knowledge, work and qualifications of colleagues and our profession.
- Failing to advocate for children and early education with parents and the wider community.
- Failing to develop relationships and have deep conversations with parents about their child’s development, wellbeing and learning.

Professionalism /High Expectations:

Examples of behaviours that reinforce our expectations for professionalism:

- Engaging in professional development on current research, theories, practice and knowledge (including, but not limited to, professional documents such as the ECA Code of Ethics, the United Nations Convention on the Rights of the Child, the National Quality Standards, the Early Years Learning Framework, service policies and procedures, and Child Safe Standards).

Examples of behaviours that devalue our expectations for professionalism:

- Being unprepared for or not contributing during meetings or the program.
- Failing to seek knowledge or engage with professional documents which inform processes, pedagogy and practice.
- Lowering the standard of interactions, programming and practice when managers or ECTs are not present.
- Lacking initiative or needing constant follow up by supervisors to ensure

<ul style="list-style-type: none"> ● Advocating for your profession, colleagues, service, local community, children and families. ● Being your own leader. Display intrinsic motivation to perform ALL facets of your job description to the best of your ability. ● Maintaining strict confidentiality. ● Participating in a culture of lively debate and critical reflection (including taking on feedback to inform practice). ● Completing documentation to a high standard and using it to inform curriculum. 	<p>documentation is completed on time and to a high standard.</p> <ul style="list-style-type: none"> ● Using devices for personal use, other than during breaks or with the permission of the Responsible Person that day. <ul style="list-style-type: none"> ● Disregarding directives given by management regarding work/documentation/professional development being completed during stand-down time.
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Statutory Legislation & Considerations

Children (Education and Care Services National Law Application) Act 2010

Education and Care Services National Regulations 2011

Children and Young Persons (Care and Protection) Act 1998 (NSW)

Sources

ECA Code of Ethics (2016)

United Nations Convention on the Rights of the Child (1991)

Child Safe Standards

Work Health and Safety Act 2011

Early Childhood Australia – www.eca.com.au

Related Policies

- Service Philosophy
- Privacy Policy
- Providing a Child Safe Environment
- Guiding Children’s Behaviour
- Inclusion
- Interactions with Children
- Child Protection
- Employee Orientation

POLICY ADOPTED:

Approved Provider Representative:
Name:Ashleigh Mitchell.....
Role:President.....
Signature:
Date Adopted:20 / 05 / 20256.....

REVIEW DATE:20 / 05 / 2028.....

POLICY REVISIONS		
Policy Adopted	Approved Provider Representative	Review Date
28/11/2023	Narissa Cuskelly	28/11/2025
01/12/2025	Ashleigh Mitchell	01/12/2027
20/05/2026	Ashleigh Mitchell	20/05/2028

