



Staff Code of Conduct

Policy Statement

- Country Kids Club is committed to a code of professional conduct, upholding ethical principles and professional standards that guide decision making and practice at the service
- 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
- Country Kids Club will uphold the highest standards in ethical conduct in accordance with the ECA Code of Ethics, The United Nations Rights on the Convention of the Child, The OSHC Code of Professional Standards and the service philosophy and policy
- Country Kids Club acknowledges the importance of ethical behaviour across all areas of the service

Goals

- Country Kids Club uses this code 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 service and is underpinned by respect for, and the valuing of children, families, educators and staff and the extended service community

Strategies

- The professional conduct of our team in relation to one another, the children and their families, the community, and the Education and Care Services sector is based on the following set of expected standards of professional conduct
 - Administer an approved Education and Care Service in compliance with the National Quality Framework
 - Operate within a family and child context
 - Engage in reflective, ethical and sustainable decision making

Key Principles

- Integrity
- Leadership
- Selflessness
- Objectivity
- Accountability
- Openness
- Honesty
- Respect

Policy Created
February 2016

Policy Last Updated
August 2021

Policy Review Date
February 2023



Early Childhood Australia (ECA) Code of Ethics

- ECA's Code of Ethics is integral to our service as it guides the ethical principles and professional standards of conduct towards children, families, colleagues, communities, students, employers, educators and the conduct of research
- ECA's Code of Ethics provides our service with:
 - A basis for critical reflection about our ethical responsibilities
 - A guide for professional behaviour
 - Principles to inform individual and collective behaviour
- These standards of professional conduct are supported by, and should be read in conjunction with:
 - National Quality Framework
 - CKC's Statement of Philosophy
 - OSHC Code of Professional Standards
 - Operational policies and procedures

Roles and Responsibilities

Approved Provider/Nominated Supervisor

- Ensure the service operates in line with the Education and Care Services National Law and Regulations at all times
- Ensure all Educators and staff are made aware of their obligations through personal discussions, staff meetings activities and opportunities to critically reflect upon ethical practice
- Provide regular training and resources for staff
- Ensure decision making processes are clear and transparent
- Ensure there is a copy of the ECA Code of Ethics available for educators to access at the service
- Ensure that there are times when all educators participate in staff meetings and discussions and reflect on the practices within the service in relation to continuing improvement
- Ensure communication between all stakeholders is respectful, professional and guided by the service's Code of Conduct
- Ensure constructive relationships are built between all stakeholders to help prevent conflict and misunderstanding

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Educators

- Be familiar with the legislation and statutory documents that apply to their role with children, families, and other staff
- Educators and staff will be familiar with the ECA Code of Ethics, OSHC Code of Professional Standards and the service philosophy
- Maintain their knowledge of the broad legislation and conventions that apply to their role with children, families, and their team
- Demonstrate an ongoing engagement with the principles outlined in My Time Our Place Learning Framework and the ethical requirements of the National Quality Standards
- Use staff meetings to critically reflect on practices in relation to continuing improvement
- Strive to build a safe, harmonious, equitable and non-discriminatory workplace, that engages respectfully and collaboratively within the team
- Ensure a professional relationship is maintained with all educators, staff, children, families, and the wider community, while demonstrating integrity, honesty, consideration, and mutual respect
- Recognise and value diversity and knowledge amongst team members
- Accept Duty of Care for the welfare, safety, health and happiness of the children in care
- Respect each child's right to privacy
- Maintain the confidentiality of any information which is provided about children or their families
- Maintain a family centred approach
- Discuss confidential information or issues of the service with appropriate people within the service
- Observe the correct lines of responsibility, and raise all concerns, issues, problems with the appropriate team member as soon as possible
- Resolve any conflicts with other staff using the policies and procedures developed within the Service
- Respect cultural differences
- Provide a welcoming, inclusive and safe environment for all people associated with the service
- Be impartial in reaching decisions and be prepared to accept the responsibility associated with that decision
- Recognise, respect and understand the value and intrinsic worth of each child and family

LINKS TO:

- Education & Care Services National Law
- Education & Care Services National Regulations: 168(2)(i)(i)
- National Quality Standards/Elements: 4.1.1, 4.1.2, 4.2.2



Families

- Respect and confidentiality at all times
- Give feedback in relation to educator's professional conduct to the Approved Provider as necessary
- Act in a professional manner whenever they are involved in the programs provided by the service
- Communicate to Responsible Person or staff any individual requests regarding staff/educator's code of conduct

Continual Monitoring and Improvement

Continual improvement and monitoring will occur in the following ways:

- Incidental and planned consultation with families
- Approved Provider and Co-ordination Unit Staff accessing current relevant information
- Approved Provider, Co-ordination Unit Staff and Educators accessing current and relevant training
- Internal evaluation of incidences and the improvement of systems

SOURCES

Education and Care Services National Regulations, October 2020
Education and Care Services National Law, February 2018
Guide to the Education and Care Services National Law and the Education and Care Services National Regulations, October 2017
Guide to the National Quality Standard, January 2020
ACECQA – www.acecqa.com.au
Early Childhood Australia Code of Ethics – www.earlychildhoodaustralia.com.au
Australian Government Department of Education, Skills and Employment – www.dese.gov.au
UN Convention on the Rights of the Child
Network of Community Activities – OSHC Code of Professional Standards – www.networkofcommunityactivities.org.au
Privacy Act 1988
Antidiscrimination Act 1977

LINKS TO OTHER POLICIES:

- Complaints Handling
- Child Protection
- Child Safe Environment
- Governance & Management
- Inclusion & Diversity
- Interactions with Children
- Parent Involvement
- Philosophy
- Privacy & Confidentiality