



STYLES STREET
Children's Community Long Day Care

Staff Code of Professional Conduct

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1. Policy Statement

The Styles Street Code of Professional Conduct incorporates our core values, our policies and procedures, professional standards of behaviour and sound human resources practice.

Our Code of Professional Conduct encompasses the Early Childhood Australia Code of Ethics (2016), the United Nations Convention on the Rights of the Child (1989), the National Quality Standards for Early Childhood and the National Employment Standards. Implicit in our Code is the recognition of human rights, the principles of natural justice and a fair and just environment for children, families and our staff.

Our Code of Professional Conduct confirms our commitment to our values, to upholding the highest standards of ethical conduct and affirms our belief in a responsible, fair and ethical work culture. The Code applies to all staff and clarifies the behaviour, practice and standards that we expect from all of our employees. It also sets expectations of how adults in our service should behave around children. This is important to help prevent children from being harmed. Child abuse takes many forms and can include physical, sexual and psychological abuse, ill-treatment and neglect. Our Child Protection policy provides more information about these different types of abuse.

This Code of Conduct identifies positive child safe behaviors that we encourage all adults to support. It also identifies behaviours that we consider unacceptable. Engaging in unacceptable behaviour is a breach of this Code of Professional Conduct and may result in disciplinary action.

Our service 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.

2. Strategies for policy implementation

You are required to comply with and work to our Code of Professional Conduct. Your agreement to comply with the Code is integral to your appointment and ongoing employment with Styles Street.

- It is our expectation that you will read and familiarise yourself with our Code of Professional Conduct and our policies and procedures
- A copy of the Code will be provided to you with your letter of appointment
- Your employee induction will include an overview and discussion of the Code
- We will reference the Code in our decision making process and when reviewing professional standards and behaviours
- The Code is readily available to you in hard and soft copy and available on each computer desktop

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 centred context;
- Engage in positive child safe behaviours;

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- Prevent children from being harmed;
- Engage in reflective, ethical, and sustainable decision making.

3. Early Childhood Australia’s (ECA) Code of Ethics (2016)

Early Childhood Australia’s Code of Ethics (2016) 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. Our service accepts professional ownership of ECA’s Code of Ethics (2016) and formally acknowledges that the ECA’s Code of Ethics (2016) provides us with:

- A basis for critical reflection about our ethical responsibilities
- A guide for professional behaviour;
- Principles to inform individual and collective decision-making.

These standards of professional conduct are supported by, and should be read in conjunction with:

- National Quality Framework document suite as made available through the Australian Children’s Education and Care Quality Authority (ACECQA);
- Philosophy, Core Values and Vision;
- Commitment to Child Safety;
- Providing a Child Safe Environment Policy;
- Child Protection Policy;
- Along with other operational policies and procedures, which provide a framework for accountable and responsible professional practice.

4. Responsibilities

The Centre Director and the Committee of Management will assist you in your understanding of the Code.

You are to make yourself fully aware of the requirements of the Code and to communicate the Code to anyone reporting to you and others

In reading and implementing the Code you are expected to comply with both the letter and spirit of its requirement

Role	Authority/Responsible For
Approved Provider	<ul style="list-style-type: none">• Ensure the service operates in line with the Education and Care Services National Law & National Regulations 2011 at all times• Ensure all Educators and staff are made aware of their obligations through personal discussions, staff meeting activities and opportunities to critically reflect upon ethical practice.
Nominated Supervisor	<ul style="list-style-type: none">• Ensure the service operates in line with the Education and Care Services National Law & National Regulations 2011 at all times.• Ensure all educators and staff are made aware of their obligations through personal discussions, staff meeting activities and opportunities to critically reflect upon ethical practice.• Ensure decision making processes are clear and transparent.

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	<ul style="list-style-type: none"> • Ensure there is a copy of the ECA Code of Ethics displayed in a prominent place within the service for educators/staff and families to access. • Ensure that there are times when all educators can participate in staff meetings to discuss and reflect on the practices within the service in relation to continuing improvement.
Early Childhood Educators Responsible Persons	<ul style="list-style-type: none"> • Educators and staff will be familiar with the legislation and statutory documents that apply to their role with children, families, and other staff in the centre, • Educators and staff will be familiar with the ECA Code of Ethics and 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 The Early Years Learning Frameworks and the ethical requirements in the National Quality Standards. • Use staff meetings to critically reflect on practices in relation to continuing improvement. • Engage respectfully and collaboratively within the team. • Ensure a professional relationship is maintained with all educators while demonstrating integrity, honesty and mutual respect. • Recognise and value diversity and knowledge amongst team members.
Families	<ul style="list-style-type: none"> • Respect confidentiality at all times. • Give feedback in relation to educators' 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/educators' code of conduct. • Speak respectfully to staff at all times • Follow the complaints handling policy for communicating complaints and grievances.

5. Supporting child safe behaviours

Positive child safe behaviours support our service in keeping children safe. These types of behaviours give children the confidence to speak up if they are being harmed or have concerns about their or their friends' safety. Educators, teachers and staff will:

- Treat all children with respect;
- Listen to and value children's ideas and opinions;
- Welcome all children and their families and carers by being inclusive;
- Actively promote cultural safety and inclusion;
- Listen to children and respond to them appropriately;

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- Welcome parents and carers to participate in decisions about their child's wellbeing and any other matters about their safety;
- Report any conflicts of interest (such as an outside relationship with a child, babysitting arrangements or any other formal or informal relationships with a child that exist outside the service);
- Adhere to all relevant Australian and NSW legislation and our child safe policies and procedures;
- Work within a team to ensure that the needs of the child (and their family) remain the paramount focus;
- Take all reasonable steps to protect children from abuse (such as completing all induction and compulsory training, and working in an open transparent manner);
- Raise concerns with management if risks to child safety are identified, including cultural, environmental and operational risks;
- Report and act on any concerns or observed breaches of this Code of Professional Conduct;
- Take all reasonable steps to protect children from abuse;
- Respect the privacy of children and their families by keeping all information about child protection concerns confidential;
- Take a child seriously if they disclose harm or abuse;
- Ensure breaches of this Code of Professional Conduct are reported immediately; or
- Uphold the rights of the child and always prioritise their needs.

Conversely, unacceptable and concerning behaviours may indicate a pattern of behaviour that poses a risk to the safety of children. Educators, teachers and staff will not:

- Condone or participate in illegal, unsafe or abusive behaviour towards children, including physical, sexual or psychological abuse, ill-treatment, neglect or grooming;
- Ignore or disregard any concerns, suspicions or disclosures of child abuse;
- Exaggerate or trivialise child abuse issues;
- Use hurtful, discriminatory or offensive behaviour or language with children;
- Fail to report information to police if I know a child has been abused;
- Engage in unwarranted and inappropriate touching involving a child;
- Persistently criticise and/or denigrate a child;
- Deliberately prevent a child from forming friendships;
- Verbally assault a child or create a climate of fear;
- Encourage a child or allow themselves to be in a position where they are alone with a child in a private setting when there is no professional reason for doing so;
- Use sexual language or gestures in the presence of children.

6. Monitoring, evaluation, and review

This policy will be monitored to ensure compliance with legislative requirements and unless deemed necessary through the identification of practice gaps, the service will review this Policy every two years.

Families and staff are essential stakeholders in the policy review process and will be given opportunity and encouragement to be actively involved.

In accordance with R. 172 of the Education and Care Services National Regulations, the service will ensure that families of children enrolled at the service are notified at least 14 days before making any change to a policy or procedure that may have significant impact on the provision of education and care to any child enrolled at the service; a family's ability to utilise the service; the fees charged or the way in which fees are collected.

7. Legislation and considerations

- Education and Care National Law Act 2010
- Education and Care National Regulations:168 (2)(i)(i)

8. Related guidelines, standards, frameworks and other sources

- Australian Children's Education and Care Quality Authority (ACECQA) – www.acecqa.gov.au
- National Quality Standard, Quality Area 4: Staffing Arrangements – Standard 4.2, 4.2.2
- Early Childhood Australia – www.earlychildhoodaustralia.org.au
- Early Childhood Australia Code of Ethics 2016
- Australian Government Department of Education, Skills and Employment – www.dese.gov.au
- Department of Education and Communities – www.dec.nsw.gov.au
- UN Convention on the Rights of the Child
- Community Early Learning Australia (CELA) – www.cela.org.au

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