

Student Safety; Code of Conduct for Staff

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1. Statement of Commitment to Child Safety

Dilworth School provides educational and residential boarding services to approximately 550 tamariki/children and rangatahi/youth aged between 10-18 years during any given year.

Dilworth School is committed to providing a safe, caring and nurturing boarding environment and school climate to ensure the wellbeing and prevent the harm of tamariki, rangatahi, their whānau/family and staff. This is our single greatest priority and responsibility.

The key principles that form the foundation of our practices and policies are collaboration, safety, choice, empowerment, cultural competency and trustworthiness.

We provide opportunities for students to participate in decisions that affect their lives and actively involve tamariki, rangatahi and their whānau in building an open, aware and safe community.

Dilworth is open, aware and alert to potential risks to tamariki/rangatahi and takes immediate action when issues are identified. There is zero tolerance for abuse of any kind. We expect all stakeholders to report any allegations, disclosures or concerns for the safety and wellbeing of tamariki/rangatahi. All staff across all levels and irrelevant of working hours (e.g. volunteers, casual, part or full-time and contractors) are required to adhere to and abide by the Student Safety Code of Conduct.

We seek, value and respect diverse representation, views and experiences in tamariki/rangatahi and encourage individuality and choice.

Tamariki/Rangatahi are empowered and encouraged to speak up and speak out against abuse, knowing that the adults are listening, will act and that the tamariki/rangatahi will not be penalized in any way for doing so.

All services provided by Dilworth for the safety and wellbeing of tamariki/rangatahi adhere to the principles of partnership, protection and participation; and the rights and responsibilities accorded by Te Tiriti o Waitangi. A safe school environment ensures that tamariki/rangatahi and staff are culturally safe.

We are committed to regular and ongoing education and training on child safety and wellbeing for the Trust Board, staff and volunteers.

2. Purpose

A guideline for these expectations is the will of James Dilworth, which requires that the students are brought up in the Christian tradition according to the tenets of the Anglican Church. All staff and volunteers are expected to be

fully supportive of that ideal. The purpose of this Dilworth Student Safety Code of Conduct for Staff is to set out expectations regarding conduct and boundaries for all staff. Dilworth Staff will:

- Promote the human rights, safety, and wellbeing of all students at Dilworth School
- Demonstrate appropriate personal and professional boundaries
- Consider and respect the diverse backgrounds and needs of our students
- Create an environment that promotes and enables students' participation and is welcoming, culturally respectful and inclusive for all students and their families
- Provide positive guidance, using praise and encouragement, and avoiding blame, harsh language, and belittling or degrading responses

3. Scope



A CHILD/YOUNG PERSON

As per the Children Act 2014 we recognise a child or young person as someone aged from 10-18 years. We mostly use, 'young person' for those aged 14 years or over.

Where applicable we include those 18 years or older when meeting additional Children Act 2014 definitions.

Dilworth Students reflect an age range of 10 – 18 years.



STAFF

We define "Staff" as any person serving, working at or representing Dilworth School or Dilworth Trust Board. Inclusive of whether that person is in a paid, voluntary or contracted position; a permanent or temporary role (including co-located from other organisations) and a teaching or non-teaching position.

Due to the nature of being a school, it is also irrelevant whether that person is in a direct or non-direct student facing position.

All staff are responsible for the safety and wellbeing of all Dilworth students. All staff are expected to act in accordance with this Student Safety Code of Conduct in their physical and online interactions with all Dilworth students.

4. Principles

The key principles that form the foundation of our practices and policies are collaboration, safety, choice, empowerment, cultural competency and trustworthiness. This policy supports staff to:

- Promote the human rights, safety, and wellbeing of all students at Dilworth School
- Demonstrate appropriate personal and professional boundaries
- Consider and respect the diverse backgrounds and needs of our students
- Create an environment that promotes and enables students' participation and is welcoming, culturally respectful and inclusive for all students and their families
- Provide positive guidance, using praise and encouragement, and avoiding blame, harsh language, and belittling or degrading responses

5. Empowerment and Engagement of Children and Young People

Dilworth is committed to upholding child rights. They form the foundations of our policy framework.

The United Nations Convention on the Rights of the Child (UNCROC) sets out the rights that all children have around the world. Centrally these align to rights to provisions, protection and participation. The four guiding principles of UNCROC are:

- **Non-discrimination:** All actions concerning the child shall take full account of their interests. The State shall provide the child with adequate care when parents, or others charged with parental responsibility, fail to do so.
- **Best interests of the child:** Laws and actions affecting children should put their interests first and benefit them in the best possible way.

- **Survival, development and protection:** Authorities in each country have the responsibility to protect children and help ensure their full development—physically, spiritually, culturally, and socially.
- **Participation:** Children have a right to have their say in decisions that affect them and to have their opinions taken into account.

6. Roles and Responsibilities

Trust Board	Headmaster Safeguarding Officer Senior Managers House Leaders and Heads of Faculty	All Staff and Volunteers
<ul style="list-style-type: none"> ▪ Ensure that there are systems and structures in place within the organisation to implement and monitor the effectiveness of the Student Safety Code of Conduct. ▪ Ensure due diligence so policies are evaluated regularly for continuous improvement 	<ul style="list-style-type: none"> ▪ Ensure the Student Safety policy is appropriate, relevant, understood and regularly reviewed, in accordance with Dilworth’s policy review process. ▪ Ensure the overall welfare and wellbeing of students (duty of care); ▪ Manage non-adherence to the Student Safety Code of conduct. 	<ul style="list-style-type: none"> ▪ Understand and adhere to the obligations of the Student Safety Code of Conduct. ▪ Report non-adherence to the Student Safety Code of Conduct (see whistle-blower policy) ▪ Listen to and engage with students on topics that are important to them. ▪ Support students to access participation initiatives. ▪ Engage in child safety training. ▪ Engage in training on student participation. ▪ Abide by this Policy.

7. Code of Conduct

Contact With Students

As per the Children Act 2014 - we recognise ‘contact’ with students, as including in-person contact or online contact (e.g. online learning, social media, etc.), or contact via technology resources (e.g. email, phones, imagery, etc.).

We are passionate about making sure all our students enjoy our services safely. Equally, we are as passionate about making certain our staff can support this engagement in a manner that promotes safe practice and minimises any opportunity for their suitability to be questioned. As part of our safeguarding commitment, we have developed practice and conduct requirements for our school, and these are approved and endorsed by our Trust Board.

The below requirements support everyone’s safety and well-being by promoting conduct that is designed to be in the best interests of all and reflect safe practice. All staff are required to observe our code of conduct expectations. A failure to meet these observations can be considered misconduct and may result in appropriate disciplinary action. In addition, to any internal disciplinary proceedings, any breaches of law will be reported to Police and other statutory services as applicable e.g. Oranga Tamariki (Ministry for Children).

Any breach of our Student Safety Code of Conduct for Staff is taken seriously and may be subject to disciplinary action, up to and including dismissal.

Appendix 1 holds our Student Safety Code of Conduct for Staff Summary.

7.1 Position of Trust

When someone is regarded as part of our workforce, particularly when engaging with students, this reflects Dilworth as trusting them and effectively endorsing them as having a certain level of authority. These components reflect what is known as a 'Position of Trust'. **All those representing Dilworth (staff, volunteers, contractors, students and families, etc.) are considered as being in a Position of Trust.**

As well as any natural relationship power dynamics between adults and students (e.g. between peers), when being in a Position of Trust (e.g. staff, young leaders, etc.), the person holding this position, has or is perceived as having power, influence and authority over the other, due to the nature of their role and/or association to Dilworth.

There is potential for this power or position of influence to be misused to persuade and encourage or intimidate a student into certain negative behaviours or activities. Due to the potential for misuse, **it is vital all persons uphold all safeguarding expectations and act as a positive role**

model. As well as safeguarding students, this also helps to safeguard staff and Dilworth as a school.

Any instigated or engaged sexual relationships, conduct or activity between an adult and a student (or other child/young person), misuse of being in **Position of Trust or trusted association to Dilworth** or student peer-to-peer sexual abuse will be regarded as a breach of Dilworth's trust, a criminal offence and will be a matter for disciplinary action and Police involvement. This is inclusive of and irrelevant to whether that young person is of a legal consent age.

All staff are issued with either a copy of, or access to, our **Student Safety Code of Conduct for Staff** and students our Student Code of Conduct to ensure everyone has the awareness needed to promote and implement the necessary and required professional boundaries and safe conduct.

Conduct breaching this Position of Trust and/or our conduct requirements may be subject to disciplinary action up to and including dismissal.

Any breaches of the law will be referred to New Zealand Police

7.2 Physical Contact

Staff should remain mindful to not all children liking or feeling comfortable with physical contact, and when any physical contact with a student is required, this is to be in accordance with safe practice. Physical contact should only be used when doing so is necessary to:

- Only be used to:
 - Meet the needs of the student, e.g. to provide first aid, etc.; and/or
 - Meet the needs of any instructional learning, e.g. sport, develop technique/instructional guidance, etc.
- Uphold professional boundaries.
- Be in open environments, and/or in the line of sight of others, e.g. other staff, adults or other children.

Physical contact should not:

- Be or promote unnecessary physical contact, (e.g. sitting a child on laps, cuddling, kissing, rough/boisterous play, etc.).
- Be touch that has been declined, e.g. voiced or otherwise indicated as being unwanted touch (e.g. body language, movement, etc.).
- Be of a personal nature including performing care that a child can perform on their own.
- Reflect unnecessary and/or inappropriate affection towards a child/young person, e.g. sitting a child on laps, unnecessary/unwanted hugs/cuddling, etc.
- Cause any pain, distress, harm.
- Be of a sexual nature or any sexual act (including exhibitionism, touching and fondling) in or outside of clothing.

7.3 Verbal Engagement

All verbal engagement should be positive and age and developmental level appropriate in language, topic, and relevance to the student's engagement with Dilworth.

Instructional communication should seek to encourage the Student's development, participation and belonging within Dilworth. Any correction must be delivered respectfully, with encouragement and free from unrealistic pressure and/or expectations.

At no stage should any verbal or non-verbal engagement with a student be:

- Any form of emotional abuse, e.g. be shameful, derogatory, belittling or degrading, humiliating, favouritism, bias, exclusion, swearing, critical, cruel or exploiting any diversity, known insecurities or other personal factor.
 - This includes any threats or implied risks to things of value to the student, e.g. their Dilworth scholarship, placement or any other Dilworth opportunity, the withdrawal of basic care necessities, etc.
- Any form of communication that ignores, permits or enables physical abuse, e.g. being oppressive, threats of harm, cruel, frightening.
 - This includes placing unrealistic and unethical expectations on a student to continue engaging in sport when there has been a clear disclosure and/or indicator of physical pain and/or injury.
- Any form of communication that is or may be perceived as being non-contact sexually abusive or suggestive behaviour, e.g. flirting, innuendo, sexting, taking imagery or exposing students to inappropriate messages, images or nudity, voyeurism, exploitation or any other engagement open to perceptions of abuse or grooming.

7.4 Online Communication

Digital resources and online platforms can all permit risks of misuse and subsequent safeguarding risks for young people. Our conduct expectations encompass all environments, physical and online environments.

In addition to staff adhering to Dilworth Social Media Policy at all times, staff must make certain all conduct expectations are upheld when using any other online platform or digital resources.

- All communication (e.g. phones, emails, social media, etc.) with students must be via Dilworth resources, e.g. Dilworth social media accounts, Dilworth email, etc. Where possible staff are to avoid using any personal resources.
- Should there be a need for direct communication between a staff member and a student that is outside of our mainstream communication structure, school (Headmaster) and parental consent is required.
- When sharing information with or about a student(s) staff must be mindful of our applicable policies and procedures, as well as New Zealand privacy laws.

Online conduct is held in the same regard as all other conduct requirements. Any breaches will be taken seriously and may be subject to disciplinary action up to and including dismissal, with any breaches of the law being reported to the Police.

7.5 Imagery

Sharing child imagery, particularly when accompanied by identifying and/or personal information, can expose a child to vulnerabilities such as grooming and increased personal risks of online and offline harm. To help minimise any imagery/online risks:

1. No child/young person imagery is to be captured or used under any circumstances (must be destroyed) when that imagery is –
 - a. Is without the appropriate parental/guardian consent.
 - b. From/within a prohibited environment (e.g. changing rooms).

2. Taking imagery (photos or videos) of students is only permitted when:
 - a. There is a clear organisational purpose; and
 - b. When written parental/guardian consent has been received.
3. No imagery is to be captured outside of organisational purposes or official environments.
4. Written parental consent must reflect Parents/Guardians being aware of –
 - a. Permission being sought to take imagery of their child/young person.
 - b. The purpose of use or potential use for that imagery (e.g. marketing/publications/social media material, etc.).
 - c. Whether any identifying information is also needed (e.g. for media use, etc.) and if so, what information and how this will be used.
5. Unless required for a specific purpose and reflected within the written consent, no information that could identify the child should be associated with any imagery used.
6. If age-appropriate, it is also good practice to reflect consent from the young person.
7. Staff will seek to use images that reflect best practice. For example:
 - a. As much as possible reflect the presence of staff and/or other adults.
 - b. Ensure students/children are in suitable attire applicable to the activity, with any imagery containing limited clothing or the positioning of clothing causing exposure or having a higher potential for possible misuse not being used.
8. Where applicable, images are to mostly focus on the activity as opposed to the child.
9. Any images taken but not deemed suitable will be destroyed.
10. All image storage is to abide by information and privacy data processes, e.g. secure storage on organisational resources only, etc.

7.5.1 Professional Photographers/Videographers

We will ensure any appointed professional photographers or videographers are –

- Appointed via the necessary child safe safer recruitment processes.
- Made aware of our imagery safeguarding requirements.
- Wearing ID at all times.
- Are not permitted unsupervised access students unless managed in accordance with all safer recruitment and safeguarding training requirements.
- Abide by all contracted and confirmed imagery copyright and ownership agreements.
- Confirm all non-suitable images have been destroyed.

7.6 Overnight Stays

While accompanying students on overnight stays (e.g. camping) staff will adhere to the Student Safety Code of Conduct for Staff.

- Dilworth child safety risk assessment and mitigation processes are to be applied to any events requiring overnight stays. All identified safeguards are to be in accordance with the logistics of that event.
- Standard elements reviewed as part of this process include but are not exclusive to:
 - Obtaining parental consent for a student to attend an off-site, overnight trip of any description.
 - Establishing all event information and communicating this with all applicable stakeholders.
- Ensuring all logistics align with other school safeguarding requirements, e.g. transport, supervision, etc.
- Verifying all necessary information for students is held by the school (e.g. medical, emergency contact information, etc.).
- Establishing emergency management plans.
- Verification of accommodation suitability.
- Staff sleeping arrangements are to be separate to the student's accommodation.
- Should a Student be in distress, they have the right to contact parents/caregivers.

7.7 Changing Rooms

- Where possible, Dilworth's changing room facilities for exclusive use by Students must be used.
- Where this is not possible (e.g. being offsite, due to maintenance, etc.) staff should seek to see if exclusive student only access can be provided (even if for time limited windows) or if additional safeguards need to be identified e.g. depending on the age the students, who else may be able to access the changing rooms at the same time, etc.
- The use of any resource that can capture imagery (photos or videos) is strictly prohibited from changing rooms or any other personal environment.
- Child-friendly signage will be displayed confirming our reporting processes, should anyone feel worried or unsafe.
- Access during programmes may reflect younger students being in pairs. If so, alternative pairing will be encouraged to help mitigate any peer-to-peer risk factors.
- Should a student express or show distress at the need to change or shower, to help, staff may offer any possible solutions available (e.g. access after the other students have finished), but no pressure will be placed on the student.
- If a student has any additional needs and requires assistance, this will be managed as per the wishes and consent of the child's parent(s)/guardian(s) and the child (where applicable).

7.8 Transport

When Dilworth is responsible for providing transport for a student or students, we will make certain:

- Our transport provisions are compliant with:
 - Legislative transport requirements.
 - Vehicle suitability requirements, e.g. WOF, etc.
 - Appropriate insurance and endorsements, e.g. business cover, passenger endorsement, etc.
 - Passenger Safety, e.g. capacity, seatbelts, car seats, etc.
 - Driving laws, e.g. speed limits, drug/alcohol-free, etc.
- Reflective of all those holding official roles (e.g. driving, supervising, etc.) as having completed all applicable safer recruitment processes.
- Includes only those students for whom written parent/guardian consent has been obtained.
- We hold contact information for all applicable personnel.

- Adult supervisors are seated together throughout the vehicle.
 - Where possible, adults are to avoid sitting next to a student. Where this cannot be avoided, seating arrangements are to be at the front of the vehicle or aligned next to other seated supervisors.
 - It is recommended that staff use a school vehicle with a dash cam when transporting students.
 - If there are two students or more, or two staff members or more, transporting students is permitted.
- As an overall rule, Staff are not to travel alone with, or transport a student, in their own vehicles. However, exceptions may apply when:
 - An exceptional circumstance (e.g. an emergency); and/or
 - Permission has been granted from the Headmaster

8. Understanding and Acceptance

Dilworth is committed to providing effective student safety induction and training for all new and existing staff as it always strives to deliver a student-safe environment.

Dilworth Student Protection Policy and this Student Safety Code of Conduct, including how to identify and report concerns. All new staff participating in their induction program will be guided through all student safety aspects, standards and regulatory criteria specific to their working environment. Within their first week new staff will know the requirements and how to access them.

Requirements include:

- Dilworth defines a student as a child or young person up to and including the age of 18 years.
- Accessing electronic copies of child safety guidance via the Dilworth splash page and hard copies within Reception and staff area(s).
- Dilworth Student Protection Policy is our full policy
- In identifying concerns Dilworth recognises the following as categories of abuse and where

9. Exemptions

We appreciate at times, there may be exceptions or exceptional circumstances where aspects within these conduct guidelines may not be plausible, e.g. during an emergency, etc. Where applicable the Student Safety Code of Conduct aims to recognise those aspects.

However, for circumstances and settings outside of these remits, should staff be in a position where these guidelines may need to be breached or have been breached, staff should:

applicable notes these can be in on and offline environments:

- Physical
- Sexual
- Emotional
- Neglect
- Indicators of abuse may be both physical and/or behavioural.
- Dilworth operates an internal mandatory reporting process and where applicable, abides by the [Teaching Council NZ Mandatory Reporting requirements](#).
- All staff are to sign their commitment to the Student Safety Code of Conduct and participate in a regular review process (for example, to be reviewed and re-signed as part of an annual performance review process). By signing, staff acknowledge they have read and understood their obligations and are committed to upholding our Student Safety Code of Conduct.
- Seek the Headmaster's authorisation at least seven days prior to taking action contravening these guidelines
- If not possible, the Headmaster should be advised as soon as possible, within 24 hours, post any incident breaching these requirements.
- Ensure all policy breach protocols are adhered to, with all incidents reported and recorded as expected.

10. Breaching the Student Safety Code of Conduct

For breaches that are outside of these exceptions and represent a failing to uphold Dilworth’s Student Safety Code of Conduct for Staff, these are taken seriously and may be subject to disciplinary action, up to and including dismissal. In these circumstances, the following procedure will be invoked by the Board:

1. The staff member will be apprised of the allegation and following initial details may be able to explain the situation to the satisfaction of the Board’s representative, without follow-up action. However, if this is not the case a formal, follow-up meeting may take place where the staff member will have exercised their right to representation, and where they will be given a reasonable period to respond to the allegation.
2. Until an investigation can be completed and an appropriate meeting can be held, the staff member(s) concerned may be suspended from duties on full pay.
3. Once the staff member has responded to the allegation (or failed to respond within the agreed time period), the Board’s representative may need to further complete its investigation to the allegation, prior to any decision being made. The employee may then be disciplined which may include warnings or dismissal or be reinstated without any break in service or loss of earnings.
4. In some cases, a single written warning may be given that will stand as a permanent warning. These warnings have no time limit; they do not expire and will last for the length of the employee’s employment. Any repetition of the behaviour for which it was issued shall result in dismissal.
5. The purpose of issuing a warning is to ensure employees are well aware of the concerns with their performance or conduct and what is required to rectify such concerns. Repeated warnings may result in dismissal.

11. Glossary of Terms

For the purpose of this Policy

Abuse	As per the Children Act 2014, is the harming (whether physically, emotionally, sexually), ill-treatment, abuse, neglect, or deprivation of any child or young person.
Physical Abuse	<p>Physical abuse is when a child is injured or has been placed at serious risk of being injured or suffering significant harm as a result of a physically aggressive act(s). Injuries may result from a single incident, or combine with other circumstances and may be deliberately inflicted or the unintentional result of behaviour, e.g. shaking an infant, physical discipline.</p> <p>Physically abusive behaviour includes (but is not limited to) hitting, punching, shaking, throwing, slapping, shoving, kicking, biting, burning or scalding, drowning and suffocating. Faking or deliberately inducing an illness within a child may also be a form of physical abuse and this would include giving children harmful substances such as drugs, alcohol or poisons.</p>
Emotional Abuse	Emotional abuse is where behaviour towards or of a child, has a damaging impact on the child’s psychological, physical, social, intellectual and/or emotional functioning or development. Often the result of the child being exposed to persistent negative experiences and treatment that causes a severe and long-lasting impact on their well-being and development. However, it can also include exposure to a single severe incident (e.g. witnessing a serious assault).

		<p>Emotional abuse includes persistently withholding affection, failing to give a child the love or attention they need for healthy emotional, psychological and social development. This includes causing a child/young person to live in fear, for example – exposing children to seeing and/or hearing the ill-treatment of another. Emotional abuse can also include conveying to the child they are worthless, unloved, inadequate, valued only if they meet another person’s needs or any other form of degrading, isolating and/or rejecting the child.</p> <p>Overprotection that significantly limits a child’s exploration, learning and participation in normal social interaction, is another form of emotional abuse. As is age or developmentally inappropriate expectations being imposed on and/or expected of a child that is beyond their capability. Emotional abuse also relates to any deliberate or persistent disregard for the child/young person’s cultural identity and well-being.</p> <p>Emotional abuse is associated with all categories of abuse. However, it may also be the only form of abuse suffered by a child.</p>
	<p>Sexual Abuse</p>	<p>Sexual abuse is any action where any person (adult or peer (other children)) uses any perceived or actual power, authority or position they may have over a child for sexual purposes. This includes whether or not the child is aware of what is happening. Effectively forcing or enticing a child or young person to take part in or be exposed to sexual activities.</p> <p>Sexual abuse does not always involve physical contact (e.g. penetrative acts such as rape or oral sex); it can be non-penetrative acts (e.g. masturbation, kissing, rubbing and touching inside or outside of clothing).</p> <p>Non-contact activities such as exposing a child/young person to offensive material, producing or watching sexual images/activities, or encouraging them to behave in sexually inappropriate ways, inappropriate sexual situations or comments, are also all forms of sexual abuse.</p> <p>Sexual abuse often begins with some form of grooming, which is where the person prepares the child for sexual abuse by lowering their resistance, inhibitions and by seeking to gain their trust and compliance. Grooming and forms of sexual abuse can also occur via the internet and social media.</p>
	<p>Neglect</p>	<p>Neglect is the persistent failure or deliberate denial to meet a child or young person’s basic needs when reasonably able to do so. Neglect may involve but is not exclusive to:</p> <ul style="list-style-type: none"> ▪ Physical Neglect – Insufficient housing, food, clothing, etc. ▪ Medical Neglect – Failure to take care of their physical (including dental) and mental health needs. ▪ Supervisory Neglect – Leaving a child home alone or without someone safe looking after them (day or night). ▪ Emotional Neglect – Not giving the attention, emotional engagement and love needed through play, talk and everyday affection. ▪ Educational Neglect – failure to enrol the child in educational services, allowing chronic non-attendance and/or inattention to any special educational needs. ▪ Neglect may also occur during pregnancy, e.g. as a result of lack of prenatal care, maternal substance abuse, etc. <p>Neglect can be a one-off incident but mostly represents persistently failing to act or meet a child’s needs, to the extent the child’s health and development is, or is likely to be, significantly harmed.</p>
	<p>Discipline</p>	<p>Is the practice of training people to obey rules or a code of behaviour using consequences to correct indiscipline.</p>

	Favouritism	Is the practice of giving unfair preferential treatment to one person or group at the expense of another.
	Grooming	<p>Grooming is not the abuse, but more the process used by a perpetrator to manipulate a child for abuse and minimise the risk of others finding out. Perpetrators can groom all those around the child, e.g. parents, professionals, etc., as grooming is “a process by which a person prepares a child, significant adults and the environment for the abuse of a child” (Adapted from Gallagher’s (2000)). For example:</p> <ul style="list-style-type: none"> ▪ Spending special time with a child e.g. in private settings, away from their family or organisation, including online ▪ Isolating the child or young person from family and peers ▪ Giving gifts to a child ▪ Showing favouritism ▪ Allowing the child to step out of boundaries or rules ▪ Touching the child ▪ Testing and breaking professional boundaries. <p>There is no set pattern, and some abusers may groom over a lengthy period of time, others may continue onto abuse relatively quickly. The risks of grooming are significant both on and offline.</p> <p>Source: Adapted from Child Wise Definitions of Child Abuse</p>
	Inappropriate Language	Is speaking to others in a condescending or mocking manner. Using variations of inappropriate words or curse words and phrases, for example, “shat”, “biatch”, etc. Using sensitive words in an insulting or joking manner, like “retarded”, “gay”, etc. Using racial, demeaning, stereotypical, or culturally insensitive words.
	Sexual harassment	Is language, visual material or physical behaviour of a sexual nature which is unwelcome and offensive.

Appendix 1

Student Safety Code of Conduct for Staff Summary

Our Staff DO	Our Staff DO NOT
<ul style="list-style-type: none"> ✓ Only commence active duties once all child safe safer recruitment elements are complete and satisfactory. ✓ Uphold Dilworth’s child safety policies and procedures at all times, in particular our Student Protection Policy. ✓ Complete all required child safety induction and training. ✓ Promote child rights and demonstrate safe practice that upholds students’ rights to safety and wellbeing. ✓ Maintain their Position of Trust by upholding our code and other professional codes of conduct and ethics. ✓ Uphold Dilworth’s child safety physical, verbal and online conduct expectations. Making certain personal and professional boundaries are demonstrated at all times. ✓ Comply with Dilworth’s communication expectations, ensuring all language is child-friendly, consent processes are reflected (where applicable) and relevant policies upheld (e.g. Information Sharing and Record Keeping Policies). ✓ Always aim to avoid lone working and seek to operate within the line of sight and sound of other adults, uphold supervision ratios and avoid being left alone with students. <ul style="list-style-type: none"> ○ Staff are only permitted to be alone with students in their classrooms between 8am to 5pm. ○ Tutorials and/or meetings must have 3 or more students in attendance, and classroom doors must be open. ✓ Create an environment that mitigates child safety risks and enables student participation, is culturally respectful and inclusive for all students and their families. ✓ Take all reasonable steps to protect students from child safety risks, including identifying and reporting any concerns, disclosures, complaints or allegations in accordance with our child safety processes. ✓ Positively encourage and empower students to be involved in making decisions about activities, policies and process that concern them. ✓ Consider and respect the diverse backgrounds and needs of the students. Promoting inclusivity and equity by behaving respectfully, courteously, and ethically towards students and their families and towards staff. ✓ Demonstrate safeguarding as a shared responsibility. ✓ Actively support and contribute to Dilworth’s safeguarding culture. 	<ul style="list-style-type: none"> ✗ Ignore or disregard any suspicions of child harm or abuse, inappropriate conduct towards a student, or any student who raises a child safety concern. ✗ Use any form of physical conduct or discipline that permits physical harm or abuse and/or breaches Dilworth’s Code of Conduct or Discipline policies and procedures. ✗ Use any form of verbal or written engagement that is emotionally harmful or abusive and/or is in breach of Dilworth’s Code of Conduct. ✗ Exploit or use a student’s scholarship or any other Dilworth opportunity against that student as a means of power, control or for any other purpose. ✗ Enable anything that negates Dilworth’s duty of care or withdraws basic care necessities. ✗ Initiate, engage in or permit any discussions or behaviours towards or in the presence of a student that is sexual, has a sexual association or is open to perceptions of grooming. ✗ Enable walls of silence by being secretive or encouraging students to be secretive. ✗ Initiate or encourage contact with students or families outside of their professional duties, hours or environments. ✗ Give students or families personal gifts. ✗ Allow students to babysit for their Dilworth staff families. ✗ Undertake any direct on/offline correspondence (includes social media) with a student or their family, when doing so is: <ul style="list-style-type: none"> ○ Without any required Headmaster and/or Parental consent. ○ Unrelated to any Dilworth matter. ○ Fails to use Dilworth designated resources, e.g. using a personal social media account instead of Dilworth’s account. ○ Breaches Dilworth’s policies and procedures. ✗ Undertake any of the following without Headmaster and/or Parental consent – <ul style="list-style-type: none"> ○ Take any imagery of a student. ○ Travel alone with/or transport a student in a personal vehicle. ○ Take a student off-site or outside of any activity location or Dilworth environment. ○ Provide independent support to a student. ✗ Attend any Dilworth environment under the influence of or in possession of any non-prescribed or illicit drugs or alcohol.

Any exemptions to the scope of this policy will be at the discretion of the Board Chairman, in consultation with the Deputy Chairman of the Board. Any breach of our Student Safety Code of Conduct for Staff is taken seriously and may be subject to disciplinary action, up to and including dismissal.