Glen Iris Child Care and Kindergarten

GI-007 – Code of Conduct Policy

Policy Number	GI - 007
Quality Area	QA4 – Staffing Arrangements • QA5 – Relationships with Children • QA7 – Governance and Leadership
National Law	s.166 • s.167 • s.168 • s.169
National Regulations	Regs. 155 • 156 • 168 • 169
Related NQS	QA4.2.2 • QA5.1.1 • QA5.2.3 • QA7.1.2
VEYLDF (2026)	Practice Principles – Secure, Respectful and Reciprocal Relationships • Equity, Inclusion and High Expectations • Collaborative Leadership
Victorian Child Safe Standards:	Standards 2 • 3 • 4 • 5 • 8 • 11
Version:	1.0
Approved By:	Centre Director
Approved Date:	July 2026
Review Date:	July 2027

OUR COMMITMENT

Glen Iris Child Care and Kindergarten is committed to fostering a professional, ethical and child-safe culture where every interaction reflects our values of respect, inclusion, integrity and collaboration.

We believe every child has the right to feel safe, respected, valued and heard. Every educator, leader, volunteer, student, contractor, family member and visitor plays an important role in creating an environment where children thrive and where respectful relationships are modelled every day.

Our Code of Conduct establishes the professional and behavioural expectations for everyone who engages with our service. It supports a culture of accountability, positive relationships and continuous improvement, ensuring that all decisions and actions are guided by the best interests of children.

Through reflective practice, collaborative leadership and strong partnerships with families and the community, Glen Iris Child Care and Kindergarten promotes a workplace where professionalism, ethical behaviour and child safety are embedded into everyday practice.

LEGISLATIVE INTENT

This policy supports compliance with the **Education and Care Services National Law**, **Education and Care Services National Regulations**, the **National Quality Standard**, the **Victorian Early Years Learning and Development Framework (VEYLDF 2026)** and the **Victorian Child Safe Standards**.

It establishes clear expectations for professional conduct and ethical behaviour, ensuring that all adults associated with the service understand their responsibilities to safeguard children, uphold children's rights, maintain professional boundaries and contribute to a respectful, inclusive and child-safe environment.

This policy also supports a culture of continuous reflection, accountability and leadership by ensuring that professional conduct is consistently demonstrated across all aspects of the service.

PURPOSE

The purpose of this policy is to:

- Promote a culture of professionalism, integrity and ethical behaviour.
- Ensure children are always treated with dignity, respect and care.
- Protect the rights, safety and wellbeing of every child.
- Establish clear expectations for behaviour across the service.
- Promote respectful relationships between children, families, educators and the wider community.
- Support positive workplace culture and collaborative teamwork.
- Ensure professional boundaries are understood and maintained.
- Guide decision-making that reflects the service philosophy and values.
- Support compliance with legislative and regulatory requirements.
- Provide clear processes for responding to breaches of the Code of Conduct.
- Foster a culture of reflection and continuous improvement.

WHO THIS POLICY APPLIES TO

This policy applies to:

- Approved Providers.
- Centre Director.
- Nominated Supervisor.
- Responsible Persons.
- Educational Leader.
- Educators.
- Administration staff.
- Students.
- Volunteers.
- Contractors.
- Families.
- Visitors.
- Children, through age-appropriate behaviour expectations that promote safety, respect and inclusion.

DEFINITIONS

Code of Conduct
The standards of professional and ethical behaviour expected of all individuals who engage with Kids on Gallaghers Child Care Centre.

Professional Boundaries
The physical, emotional, social and digital boundaries that protect children and ensure relationships remain professional, respectful and appropriate at all times.

Child Safe Culture
A culture where children's rights, safety, participation and wellbeing are embedded in leadership, governance, policies, decision-making and everyday practice.

Professional Judgement
Making informed, ethical and child-focused decisions that align with legislation, service policies and professional responsibilities.

Conflict of Interest
A situation where personal interests, relationships or financial considerations could influence, or appear to influence, a person's professional judgement or decision-making.

Respectful Relationships
Relationships built on trust, empathy, collaboration, inclusion and open communication that value the rights and perspectives of others.

WHY THIS POLICY MATTERS

Children develop a strong sense of safety, belonging and wellbeing when the adults around them consistently demonstrate respectful, ethical and professional behaviour.

At Kids on Gallaghers Child Care Centre, our Code of Conduct is more than a set of workplace expectations. It reflects the culture we strive to create every day. Positive relationships, child-safe practices, collaboration and professionalism underpin every interaction between children, families, educators and the wider community.

A clearly defined Code of Conduct supports consistency across the service, strengthens trust with families, protects children's rights and wellbeing, and provides educators with a shared understanding of professional expectations.

By embedding these expectations into everyday practice, we create an environment where children feel secure, educators feel supported and families have confidence in the quality and integrity of our service.

GUIDING PRINCIPLES

- Child safety comes first.
- Respectful relationships.
- Professional integrity.
- Ethical behaviour.
- Professional boundaries.
- Inclusion and equity.
- Positive role modelling.
- Accountability.
- Confidentiality.
- Continuous improvement.

OUR POLICY

Glen Iris Child Care and Kindergarten is committed to maintaining the highest standards of professional conduct, ethical behaviour and integrity. Every interaction within our service contributes to the safety, wellbeing, learning and development of children and reflects our commitment to providing a child-safe, respectful and inclusive environment.

We believe that children learn through positive relationships and by observing the behaviour of the adults around them. All educators, leaders, students, volunteers, contractors, families and visitors are expected to demonstrate behaviours that promote trust, respect, inclusion and professionalism while supporting the rights, dignity and wellbeing of every child.

The service is committed to fostering a culture where:

- Children's safety, wellbeing and best interests are the primary consideration in every decision and interaction.
- All children are treated with dignity, respect, kindness and fairness.
- Professional relationships are built on trust, honesty, collaboration and mutual respect.
- Diversity, equity and inclusion are embraced and celebrated.
- Children's voices, opinions and participation are valued and respected.
- Positive guidance, co-regulation and respectful communication are used to support children's learning, behaviour and emotional wellbeing.
- Professional boundaries are maintained at all times to safeguard children and uphold community confidence.
- Confidential information is managed respectfully and in accordance with legislative requirements.
- Ethical decision-making guides professional practice and service operations.
- Open communication and collaborative partnerships with families strengthen outcomes for children.
- Concerns, complaints or breaches of this Code of Conduct are responded to promptly, fairly and confidentially.
- Reflective practice and continuous professional learning support ongoing improvement and accountability.

Glen Iris Child Care and Kindergarten recognises that maintaining a strong Code of Conduct is a shared responsibility. Every person who attends, works at or represents the service contributes to creating a positive culture where children feel safe, respected, included and empowered to learn.

The service will ensure that all educators, students and volunteers are informed of this Code of Conduct during induction and regularly reminded of their professional responsibilities through ongoing supervision, professional learning, reflective discussions and performance

development processes. Families and visitors will also be supported to understand the behavioural expectations that contribute to a respectful and child-safe service environment. Any behaviour that is inconsistent with this Code of Conduct, places children at risk, compromises professional standards or negatively impacts the wellbeing of others will be managed in accordance with the service's policies, employment obligations and legislative requirements. Where required, concerns will be reported to the relevant authorities to ensure children's safety and wellbeing remain the highest priority.

HOW WE PUT THIS POLICY INTO PRACTICE

Glen Iris Child Care and Kindergarten embeds the principles of this Code of Conduct into everyday practice through strong leadership, professional learning, reflective practice and a shared commitment to creating a safe, respectful and inclusive environment for children, families and educators.

Recruitment and Induction

The service will:

- Recruit educators, staff, students and volunteers who demonstrate professional integrity and a commitment to child safety.
- Undertake appropriate recruitment screening, including Working with Children Checks, reference checks and other legislative requirements.
- Provide all new educators, students and volunteers with an induction that includes the Code of Conduct, Child Safe Standards and service expectations.
- Ensure every educator acknowledges their understanding of the Code of Conduct before commencing their role.

Professional Learning

The service promotes a culture of continuous learning by:

- Providing regular professional learning relating to child safety, ethical practice and professional conduct.
- Embedding discussions about respectful relationships, professional boundaries and positive role modelling into staff meetings and professional conversations.
- Encouraging educators to critically reflect on their own practice and identify opportunities for improvement.
- Supporting educators to remain informed about current legislation, best practice and sector expectations.

Professional Practice

Professional conduct is demonstrated through everyday practice by:

- Modelling respectful, inclusive and professional behaviour.
- Communicating openly, honestly and respectfully with children, families, colleagues and the broader community.
- Maintaining children's dignity, privacy and confidentiality.
- Demonstrating ethical decision-making and accountability.
- Respecting diversity and promoting equitable and inclusive practices.
- Using positive guidance, co-regulation and responsive interactions to support children's learning and wellbeing.

Professional Boundaries

Professional boundaries are maintained by:

- Ensuring all relationships with children remain safe, appropriate and professional.
- Using technology, social media and electronic communication responsibly.
- Managing confidential information respectfully and securely.
- Avoiding conflicts of interest or behaviours that may compromise professional judgement.

- Demonstrating integrity both within and outside the workplace where actions may impact the reputation of the service.

Child Safe Practice

The service actively promotes child-safe behaviours by:

- Embedding the Victorian Child Safe Standards into everyday practice.
- Creating environments where children feel safe, respected and empowered to express their views.
- Listening to and acting upon children's voices and concerns.
- Supporting children to understand respectful relationships, personal safety and appropriate behaviours.
- Promptly responding to any concerns relating to child safety or wellbeing.

Reporting and Responding to Concerns

Glen Iris Child Care and Kindergarten encourages a culture where concerns are raised without fear of reprisal.

The service will:

- Respond promptly, respectfully and fairly to concerns regarding professional conduct.
- Maintain confidentiality throughout any investigation where appropriate.
- Document concerns and actions taken in accordance with service procedures.
- Provide appropriate support to those involved.
- Report matters to relevant authorities where required by legislation.

Managing Breaches of the Code of Conduct

Where a breach of this Code of Conduct is identified, the service will respond in a manner that is proportionate to the nature and seriousness of the behaviour.

Responses may include:

- Reflective discussions and professional coaching.
- Additional professional learning or mentoring.
- Informal or formal performance management processes.
- Disciplinary action in accordance with employment obligations.
- Mandatory reporting to relevant regulatory or statutory authorities where required.
- Review of service practices to identify opportunities for continuous improvement.

Glen Iris Child Care and Kindergarten recognises that maintaining a positive, respectful and child-safe culture requires ongoing commitment from every member of the service community. Through collaboration, reflection and shared accountability, we strive to ensure our Code of Conduct is embedded into every aspect of daily practice.

ROLES & RESPONSIBILITIES

Approved Providers Will:

- Lead the service with honesty, integrity and professionalism.
- Ensure the service operates in accordance with the Education and Care Services National Law and National Regulations.
- Promote and maintain a child-safe culture where the rights, safety and wellbeing of children are prioritised.
- Ensure this Code of Conduct is implemented, reviewed and communicated to all members of the service community.
- Provide appropriate resources, systems and support to enable educators to meet their professional responsibilities.
- Respond appropriately to concerns or breaches of this Code of Conduct.
- Support continuous improvement through reflective practice, quality improvement planning and professional learning

Centre Director / Nominated Supervisor / Responsible Person Will:

- Lead by example and model the behaviours outlined in this Code of Conduct.
- Ensure all educators, students and volunteers understand and comply with the Code of Conduct.
- Provide induction, supervision and ongoing professional support.
- Foster a respectful, inclusive and collaborative workplace culture.
- Promote open communication and encourage concerns to be raised in a safe and respectful manner.
- Respond promptly, fairly and confidentially to concerns, complaints or alleged breaches.
- Ensure appropriate documentation is completed and maintained.
- Support educators to reflect on their practice and continually improve professional conduct.
- Ensure children remain safe, respected and protected in all aspects of service delivery.

Educational Leader Will:

- Promote ethical, reflective and professional practice across the service.
- Support educators to embed respectful relationships and positive interactions into everyday practice.
- Facilitate professional discussions regarding child-safe practices, professional boundaries and ethical decision-making.
- Mentor educators through coaching, reflective conversations and professional learning.
- Encourage continuous improvement through critical reflection and collaboration.
- Promote practices that uphold the service philosophy and Code of Conduct.

Educators Will:

- Treat every child with dignity, respect, kindness and fairness.
- Build secure, respectful and responsive relationships with children and families.
- Maintain professional boundaries at all times.
- Model respectful communication and positive behaviour.
- Use positive guidance, co-regulation and emotional coaching to support children's behaviour and wellbeing.
- Protect children's privacy, dignity and confidentiality.
- Respect the diversity, culture, identity and beliefs of all children and families.
- Communicate professionally with colleagues, families and visitors.
- Report any concerns relating to child safety, wellbeing or professional conduct immediately.
- Comply with all service policies, procedures and legislative requirements.
- Participate in ongoing professional learning and reflective practice.
- Act honestly, ethically and professionally at all times.

Students and Volunteers Will:

- Work under the guidance and supervision of qualified educators.
- Follow all service policies, procedures and expectations.
- Maintain confidentiality at all times.
- Demonstrate respectful and professional behaviour.
- Maintain appropriate professional boundaries.
- Seek guidance whenever unsure of expectations or responsibilities.

- Immediately report concerns regarding child safety or wellbeing.
- Contribute positively to the learning environment while recognising the limits of their role.

Families Will:

- Treat educators, children, families and visitors with courtesy and respect.
- Support the service's philosophy, policies and procedures.
- Communicate respectfully and collaboratively with educators.
- Respect the privacy and confidentiality of all children, families and staff.
- Raise concerns through the service's Complaints and Feedback Policy.
- Support their child's learning, wellbeing and positive behaviour.
- Contribute positively to the service community and promote a respectful environment for everyone.

Visitors and Contractors Will:

- Sign in and out of the service in accordance with service procedures.
- Follow all child-safe, health and safety requirements.
- Respect children's privacy and confidentiality.
- Conduct themselves professionally and respectfully at all times.
- Follow the directions of the Centre Director or nominated staff member.
- Report any hazards, incidents or concerns immediately.
- Maintain appropriate boundaries when interacting with children.

KIDS ON GALLAGHERS IN PRACTICE

At Kids on Gallaghers Child Care Centre, our Code of Conduct is more than a document—it is reflected in the way we interact with children, families, colleagues and our wider community every day. We believe that respectful relationships, positive role modelling and a shared commitment to child safety create an environment where everyone feels welcomed, valued and supported.

We embed our Code of Conduct through everyday practices, including:

- All educators, students and volunteers receiving the Code of Conduct during induction and acknowledging their commitment to upholding its expectations.
- Professional conduct and child-safe practices being regularly discussed during staff meetings, reflective practice sessions, performance reviews and professional learning opportunities.
- Educators modelling respectful communication, empathy, kindness and positive relationships in all interactions with children, families and colleagues.
- Behaviour expectations being explicitly taught through positive guidance, co-regulation and respectful interactions rather than punishment or punitive practices.
- Children working alongside educators to develop shared expectations for respectful behaviour within their learning environments, promoting ownership, responsibility and belonging.
- Visual prompts, social stories and positive behaviour displays being used throughout the service to reinforce respectful choices and support children's understanding of expected behaviours. Our **Green Choices and Red Choices** display provides children with clear, age-appropriate examples of respectful and unsafe behaviours, encouraging positive decision-making through discussion and reflection.
- Families receiving information about the service's expectations for respectful behaviour and professional partnerships during the enrolment and orientation process.

- Leadership maintaining an open-door approach, encouraging educators and families to raise questions, seek guidance and discuss concerns respectfully and collaboratively.
- Reflective discussions following incidents or challenging situations to identify learning opportunities and strengthen professional practice.
- Regular reviews of policies, procedures and practices to ensure they continue to reflect current legislation, best practice and the evolving needs of our children, families and community.

By embedding these practices into everyday operations, Glen Iris Child Care and Kindergarten promotes a culture of professionalism, accountability, inclusion and continuous improvement, where children are safe, respected and empowered to thrive.

CHILDREN'S VOICE IN ACTION

At Kids on Gallaghers Child Care Centre, we believe children are active participants in creating a safe, respectful and inclusive learning environment. Children's ideas, opinions and perspectives help shape the expectations and relationships within our service.
We support children's voice by:

- Co-constructing simple behaviour expectations and room agreements with children.
- Encouraging children to talk about kindness, respect, fairness and inclusion during group discussions and learning experiences.
- Using visual supports, including our **Green Choices and Red Choices** display, to help children recognise positive behaviours and understand how their actions affect others.
- Supporting children to express their feelings, solve problems collaboratively and participate in conflict resolution with educator guidance.
- Providing opportunities for children to contribute ideas about classroom routines, learning environments and play experiences.
- Encouraging children to identify trusted adults they can approach if they feel unsafe, worried or need support.
- Valuing children's feedback during critical reflection and using their ideas to strengthen our practices and learning environments.
- Celebrating children's positive choices, acts of kindness and respectful relationships throughout the day.

By actively listening to children and responding to their ideas, we foster a strong sense of belonging, agency and responsibility, empowering them to contribute to a respectful and child-safe community.

EXCEEDING PRACTICE

At Kids on Gallaghers Child Care Centre, our Code of Conduct is embedded in our everyday culture rather than existing as a standalone document. Professional expectations are consistently reflected in our relationships, decision-making, leadership practices and interactions with children, families and the broader community.
We demonstrate Exceeding practice by:

- Embedding child-safe principles into every aspect of service operations, ensuring children's safety, rights and wellbeing remain the highest priority.
- Reviewing the Code of Conduct through ongoing critical reflection, legislative updates, quality improvement planning and feedback from educators, families and children.

- Promoting a culture of openness, trust and accountability where concerns are encouraged, respectfully addressed and viewed as opportunities for learning and improvement.
- Supporting educators through mentoring, coaching, professional conversations and ongoing professional learning to strengthen ethical decision-making and professional conduct.
- Encouraging educators to critically reflect on their interactions, communication and professional responsibilities to continuously improve practice.
- Working collaboratively with families to build respectful partnerships based on trust, honesty and shared responsibility for children's wellbeing.
- Empowering children to contribute to the development of behaviour expectations and respectful relationships through everyday conversations and collaborative decision-making.
- Ensuring leadership consistently models the professional behaviours and ethical standards expected throughout the service.
- Using incidents, feedback, complaints, compliments and reflective discussions to inform continuous improvement and strengthen the service culture.
- Regularly reviewing the effectiveness of the Code of Conduct to ensure it remains relevant, responsive and aligned with current legislation, the National Quality Standard, the Victorian Child Safe Standards and the VEYLDF.

Our commitment extends beyond compliance. We strive to create a culture where professionalism, respect, inclusion and child safety are lived values that guide every interaction and decision within our service.

CONTINUOUS IMPROVEMENT

Glen Iris Child Care and Kindergarten is committed to regularly reviewing the implementation and effectiveness of this Code of Conduct to ensure it continues to reflect best practice, legislative requirements and the evolving needs of our children, families, educators and community.

Continuous improvement is supported through:

- Ongoing critical reflection by educators and leadership.
- Feedback from children, families, educators and the Approved Providers.
- Regular review of incidents, complaints, compliments and professional conduct matters.
- Staff meetings, room meetings and leadership meetings.
- Professional learning and updates relating to child safety, ethical practice and professional standards.
- Monitoring compliance with the National Law, National Regulations, Victorian Child Safe Standards and other relevant legislation.
- Review of Quality Improvement Plan (QIP) goals and service priorities.
- Changes to legislation, regulatory requirements and recognised best practice.
- Annual policy review or earlier where required following significant incidents or legislative changes.

The outcomes of these reviews inform service improvements, strengthen professional practice and ensure the Code of Conduct continues to support a safe, respectful and inclusive environment for all members of the Glen Iris Child Care and Kindergarten community.

RELATED LEGISLATION

Education and Care Services National Law Act 2010

- **Section 166** – Offence to use inappropriate discipline.
- **Section 167** – Protection from harm and hazards.
- **Section 168** – Education and Care Services must have policies and procedures.
- **Section 169** – Additional policies and procedures**.**

Education and Care Services National Regulations 2011

- Regulation 155 – Interactions with children.
- Regulation 156 – Relationships in groups.
- Regulation 168 – Education and care service policies and procedures.
- Regulation 170 – Policies and procedures to be followed.
- Regulation 181 – Confidentiality of records kept by an approved provider.

National Quality Standard

Quality Area 4 – Staffing Arrangements

- Standard 4.2 – Professionalism.

Quality Area 5 – Relationships with Children

- Standard 5.1 – Relationships between educators and children.
- Standard 5.2 – Relationships between children.

Quality Area 7 – Governance and Leadership

- Standard 7.1 – Governance.
- Standard 7.2 – Leadership.

Early Years Learning Framework (EYLF) V2.0

- **Practice Principle:** Secure, Respectful and Reciprocal Relationships.
- **Practice Principle:** Equity, Inclusion and High Expectations for Every Child.
- **Practice Principle:** Collaborative Leadership and Teamwork.
- **Outcome 1 –** Identity.
- **Outcome 2 –** Community**.**
- **Outcome 3 –** Wellbeing.

Victorian Child Safe Standards

This policy supports:

- **Standard 2** – Child safety and wellbeing is embedded in organisational leadership, governance and culture.
- **Standard 3** – Children and young people are empowered about their rights and participate in decisions affecting them.
- **Standard 4** – Families and communities are informed and involved in promoting child safety and wellbeing.
- **Standard 5** – Equity is upheld and diverse needs respected.
- **Standard 8** – Staff and volunteers are equipped with the knowledge, skills and awareness to keep children safe.
- **Standard 11** – Policies and procedures document how the organisation is safe for children and young people.

RELATED DOCUMENTS

This policy should be read in conjunction with the following Glen Iris Child Care and Kindergarten policies and procedures:

- Child Safe Environment Policy
- Child Protection and Mandatory Reporting Policy
- Interactions with Children Policy
- Complaints and Feedback Policy
- Privacy and Confidentiality Policy
- Governance and Management Policy
- Staffing Arrangements Policy
- Participation of Volunteers and Students Policy
- Work Health and Safety Policy
- Recruitment, Selection and Orientation Procedures
- Staff Induction Handbook
- Performance and Professional Development Procedures

SUPPORTING DOCUMENTS

The following documents support the implementation of this policy:

- Code of Conduct Acknowledgement Form
- Staff Induction Checklist
- Volunteer and Student Induction Records
- Professional Development Records
- Performance Review Documentation
- Child Safe Risk Assessments
- Visitor Register
- Staff Meeting Agendas and Minutes
- Professional Learning Register
- Incident, Complaint and Feedback Records
- Reflective Practice Documentation
- Quality Improvement Plan (QIP)

EVIDENCE OF PRACTICE

Evidence that demonstrates the implementation of this policy may include:

- Signed Code of Conduct acknowledgements completed by educators, students and volunteers.
- Induction records confirming the Code of Conduct has been discussed with new team members.
- Records of mandatory Child Safe Standards and Child Protection training.
- Staff meeting minutes demonstrating ongoing discussions regarding professional conduct and ethical practice.
- Performance and development reviews identifying professional goals and reflective practice.
- Documentation of respectful behaviour expectations displayed throughout the service.
- Children's co-constructed behaviour agreements and classroom expectations.
- Records of family feedback and consultation.
- Incident, complaint and investigation records where relevant.
- Reflective practice documentation informing continuous improvement.
- Quality Improvement Plan goals relating to professional practice, leadership and child safety.

REFLECTION & CONTINUOUS IMPROVEMENT

To ensure this policy remains effective, Glen Iris Child Care and Kindergarten regularly reflects on the following questions:

- How do we model respectful, ethical and professional behaviour every day?
- Do children consistently experience safe, respectful and positive interactions with educators?
- How are children's voices influencing our expectations for respectful behaviour?
- Do educators understand and maintain appropriate professional boundaries?
- How do we support educators to confidently raise concerns or seek guidance?
- How effectively do we communicate our Code of Conduct expectations to families, visitors and volunteers?
- Are our induction and professional learning processes effectively embedding the expectations of this policy?
- What have complaints, compliments, incidents and reflective discussions taught us about our professional culture?
- Are there opportunities to further strengthen child-safe practices and ethical decision-making?
- Does this policy continue to reflect current legislation, best practice and the values of Kids on Gallaghers Child Care Centre?

Reflection outcomes are documented and inform professional learning, policy reviews and the Quality Improvement Plan.

VERSION HISTORY

Version	Date Approved	Approved By	Summary of Changes
1.0	10 July 2026	Centre Director	New policy developed to align with the Education and Care Services National Law, National Regulations, National Quality Standard, VEYLDF (2026) and Victorian Child Safe Standards.