



## Heritage Code Conduct/Ethics

<b>Policy Number</b>	2009/06
<b>Approved by</b>	Heritage Management Committee – April 2009; 12 March 2013; 8 August 2017; 11 June 2024
<b>Last reviewed</b>	July 2017; March 2024
<b>Next review due</b>	2027
<b>National Regulations</b>	National Law Section 165, 167. National Regulation 155, 168, 170, 171, 172, 176
<b>National Quality Standard</b>	Quality Areas 1, 4, 5, 6
<b>EYLF</b>	Learning Outcome 3: Children have a strong sense of wellbeing.

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## Policy Statement

**Note:** This Code should be read in conjunction with the Reportable Conduct Policy that details the legal requirements and professional standards expected of Heritage educators including in relation to child abuse, WHS, medication, supervision, appropriate physical contact, tobacco, drugs and alcohol, communication devices, and outside hours contact and gifts.

Heritage Early Childhood Centre Inc. (Heritage) is committed to supporting the safety, welfare and wellbeing of staff, children, and families at all times. We aim to promote dignity and respect in all interactions and the avoidance of behaviour that is, or may be perceived as, harassing, bullying, or intimidating. The Heritage Code of Conduct/Ethics has been developed to ensure that decision-making and practice at the service is guided by a code of professional conduct and ethical principles that reflect the Early Childhood Australia's Code of Ethics (2016), based UN Convention on the Rights of the Child (1991). In addition, this document has been developed to align with the Australian Human Rights Commission, the National Principles for Child Safe Organisations, and the Education and Care National Laws and Regulations.

Heritage understands early childhood services play an important role in the provision of services to the community and this places all educators and other staff members in a position of trust and responsibility. In addition, early childhood professionals have a significant influence on their relationships with children, families, colleagues and the community, therefore professional accountability is vital.

Ethical behavior is defined as a branch of philosophy that seeks to uphold moral values and:

- Is characterized by honesty, fairness, and equity in interpersonal and professional relationships and in all activities.
- Respects the dignity, diversity and rights of individuals and groups of people.
- Is not biased and acts in ways that are consistent with commonly held moral values.

In the early childhood setting, ethical behaviour refers to acting in the best interests of all children and is based on mutual trust and open communication with families. It involves educators thinking about everyday actions and decision making, both individually and collectively, and responding with respect to all concerned. At Heritage, it requires all educators, other staff and families to support the Heritage philosophy, policies, standards and practices that are based on the principles of fairness and equity.

Heritage understands that a code of ethics is not intended to, and could not possibly provide easy answers, formulae, or prescriptive solutions for the complex problems early childhood professionals face in their work. Rather, the Heritage Code of Conduct/Ethics is designed to be an aspirational document that sets out principles and expected standards of professional behaviour to inform individual and collective decision making by our educators and enrolled families when faced with difficult issues as they arise at Heritage, especially where there are conflicting obligations and responsibilities. It provides a framework for critical reflection about ethical responsibilities in the early childhood setting and reflects current community expectations and morality in Australia.

## Policy Aims

The Heritage Code of Conduct/Ethics aims to utilise relevant frameworks, codes, and conventions as a basis for ensuring:

- Professional and ethical conduct at the service.
- Reflective, ethical, and sustainable decision making.
- Individual and collective decisions within the service are underpinned by respect for the wellbeing of all children, families, educators and staff, and the broader community.
- Respectful behaviour and actions and reactions towards relationships within the service, broader community, and society as a whole.
- Service practises are family and child-centred.
- An ethical reference point to inform pedagogy.
- Critical reflection regularly occurs at the service about our ethical responsibilities.

## Scope

The Heritage Code of Conduct/Ethics applies to the Management Committee, Nominated Supervisor, Responsible Persons, educators, students and volunteers, visitors and all persons who engage in the programs at Heritage.

## Rationale and Legislative Background

Heritage recognises it has a duty of care to take all reasonably practicable steps to provide the Heritage community with a safe and healthy physical and psychological environment that supports the emotional and physical wellbeing of all employees and children (*Work Health and Safety Act, 2011*). In addition, this policy has been developed to comply with:

- [Early Childhood Australia's Code of Ethics \(2016\)](#)
- [The United Nations Convention on the Rights of the Child \(1989\)](#).
- [The Australian Human Rights Commission](#).
- [National Principles for Child Safe Organisations](#).
- [Education and Care Services National Law Act 2010 \(ACT\)](#) (amended 2023).
- [Education and Care Services National Regulations 2011 \(ACT\)](#) (amended 2023).
- [National Quality Standard for Early Childhood Education and Care](#)
- [Early Years Learning Framework for Australia \(Version 2, 2022\)](#).
- [The Heritage Philosophy Statement](#)

### Early Childhood Australia (ECA) Code of Ethics (2016)

- The Heritage Code of Conduct/Ethics reflects the latest version of Early Childhood Australia's (ECA) Code of Ethics, published in 2016.
- Early childhood professionals have a strong history of advocating on behalf of children and their families and ECA's Code of Ethics 2016 builds on this tradition by making explicit the ethical and professional responsibility to take action in the face of injustice and when unethical practice occurs.
- The Code also acknowledges that Aboriginal and Torres Strait Islander people have been nurturing and teaching children on this land for thousands of years and acknowledges Aboriginal and Torres Strait Islander traditional ways of being and caring for children.
- A significant change in the revised Code is the inclusion of a set of core principles that are viewed as the fundamental values underpinning the work of early childhood professionals given the specialist nature of their work.

### The Education and Care National Law and Regulations

Relevant Education and Care National Law	
<a href="#">S 165</a>	<b>Offence to inadequately supervise children</b>
<a href="#">S 167</a>	<b>Offence relating to protection of children from harm and hazards</b>
Relevant Education and Care National Regulations	
<a href="#">R 155</a>	<b>Interactions with Children</b>
<a href="#">R 168</a>	<b>Education and care service must have policies and procedures including:</b> (2) Policies and procedures are required in relation to the following: (i) staffing, including: (i) a code of conduct for staff members.
<a href="#">R 170</a>	<b>Policies and procedures to be followed</b>
<a href="#">R 171</a>	<b>Policies and procedures to be kept available</b>
<a href="#">R 172</a>	<b>Notification of change to policies or procedures</b>
<a href="#">R 176</a>	<b>Time to notify Regulatory Authority</b>
Relevant National Quality Standards	
<a href="#">QA 1</a>	<b>Quality Area 1: Educational Program and Practice</b> Element 1.1.2. Child-centred. Each child's current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program.

	Element 1.2.3. Child directed learning. Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world.
<a href="#">QA 4</a>	<p><b>Quality Area 4: Staffing arrangements</b></p> <p>Standard 4.2. Professionalism. Management, educators and staff are collaborative, respectful and ethical.</p> <p>Element 4.2.1. Professional collaboration. Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other's strengths and skills.</p> <p>Element 4.2.2. Professional standards. Professional standards guide practice, interactions and relationships.</p>
<a href="#">QA 5</a>	<p><b>Quality Area 5: Relationships with children</b></p> <p>Standard 5.1. Relationships between educators and children. Respectful and equitable relationships are maintained with each child.</p> <p>Element 5.1.1. Positive educator to child interactions. Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.</p> <p>Element 5.1.2 Dignity and rights of the child. The dignity and rights of every child are maintained.</p>
<a href="#">QA 6</a>	<p><b>Quality Area 6: Collaborative partnerships with families and communities</b></p> <p>Standard 6.1. Supportive relationships with families. Respectful relationships with families are developed and maintained and families are supported in their parenting role.</p> <p>Element 6.1.2. Parent views are respected. The expertise, culture, values and beliefs of families are respected, and families share in decision-making about their child's learning and wellbeing.</p> <p>Standard 6.2. Collaborative partnerships. Collaborative partnerships enhance children's inclusion, learning and wellbeing.</p> <p>Element 6.2.2. Access and participation. Effective partnerships support children's access, inclusion and participation in the program.</p> <p>Element 6.2.3. Community engagement. The service builds relationships and engages with its community.</p>
<b>Relevant Outcomes in Early Years Learning Framework for Australia (EYLF)</b>	
<a href="#">Outcome 3</a>	<b>Children have a strong sense of wellbeing.</b>

## Summary of Key Roles and Responsibilities

Role	Responsible for ensuring:
Management Committee	<ul style="list-style-type: none"> <li>A Code of Conduct/Ethics document is in place, up to date, and easily accessible to families and educators at all times.</li> <li>All members of the Committee sign the Code of Conduct/Ethics Acknowledgement Form promptly after the AGM (<b>Refer to:</b> Forms in Committee Members Area of website).</li> <li>There is a process to ensure service policies and procedures are regularly updated to reflect current legislative requirements, <u>government guidelines</u> and best practice recommendations from recognised authorities.<sup>1</sup></li> <li>This policy clearly defines the roles and responsibilities of the Nominated Supervisor, educators, families, and others in the Heritage community.</li> <li>Reasonable steps are taken to ensure this policy and procedures are followed.</li> </ul>
Director/ Nominated Supervisor	<ul style="list-style-type: none"> <li>There is a copy of the ECA Code of Ethics and the National Child Safe Principles displayed in a prominent place within the service.</li> <li>All educators, Director, regular visitors, and students sign the Code of Conduct/Ethics Acknowledgement Form in the Educator/Relief Educator Handbook on induction.</li> <li>All members of the Committee sign the Code of Conduct/Ethics Acknowledgement Form promptly after the AGM.</li> <li>Families sign the Code of Conduct/Ethics Acknowledgement Form on election/enrolment.</li> <li>A collaborative and inclusive workplace is promoted where all employees can contribute to continuous improvement of the service.</li> <li>Educators/other staff are aware of their roles/obligations under the Code of Conduct/Ethics through personal discussions, staff meetings, professional development and training, and opportunities to reflect on ethical practice.</li> <li>Appropriate action is taken if a breach of the code of conduct occurs, and the appropriate authorities contacted as required.</li> </ul>
Educators and Responsible Persons	<p>Responsible for:</p> <ul style="list-style-type: none"> <li>Reading the Educator Handbook.</li> <li>Being familiar with the ECA Code of Ethics and other codes/conventions that apply to their role as early childhood educators.</li> <li>Demonstrating an ongoing engagement with the principles outlined in The EYLF and National Quality Standards.</li> <li>Utilising staff meetings to critically reflect on practices in relation to ethical practice and continuing improvement.</li> <li>Signing the Code of Conduct acknowledgement in the Educator Handbook that supports their role in the provision of a child safe environment.</li> </ul>
Families	<p>Families are asked to:</p> <ul style="list-style-type: none"> <li>Read the Family Handbook available on the service website.</li> <li>Become familiar with the service policies and related procedures available in the Members Area of the Heritage website.</li> <li>Sign on Enrolment that they will abide by the Heritage Code of Conduct/Ethics.</li> <li>Follow the Heritage complaints procedure and provide respectful feedback in relation to educators' professional conduct to the Director as necessary.</li> </ul>
Students and Regular Volunteers	<p>Responsible for:</p> <ul style="list-style-type: none"> <li>Reading the Relief Educator Handbook and becoming familiar with the service policies and procedures.</li> <li>Signing the Code of Conduct Form that supports their role in the provision of a child safe environment (found in the Relief Educator Handbook)</li> <li>Ensuring any instructions given by educators in relation to this Code are followed.</li> </ul>

<sup>1</sup> Refer to: Policy Development and Review Policy and Procedures

## Core Principles

The following core principles guide decision making at Heritage in relation to ethical responsibilities, ensuring the protection and wellbeing of children is paramount. They require a commitment to respect and maintain the rights and dignity of children, families, colleagues and communities.

### Heritage Code of Conduct/Ethics Core Principles

- Each child has unique interests and strengths and the capacity to contribute to their communities.
- Children are citizens from birth with civil, cultural, linguistic, social and economic rights.
- Effective learning and teaching is characterised by professional decisions that draw on specialised knowledge and multiple perspectives.
- Partnerships with families and communities support shared responsibility for children's learning, development and wellbeing.
- Democratic, fair and inclusive practices promote equity and a strong sense of belonging.
- Respectful, responsive and reciprocal relationships are central to children's education and care.
- Play and leisure are essential for children's learning, development and wellbeing.
- Research, inquiry and practice-based evidence inform quality education and care.

### Code of Conduct/Ethics for the Heritage Management Committee

As a member of the Heritage Committee, in relation to other members of the Heritage community, including educators and families, I will:

- Treat colleagues, parents/guardians, children, suppliers, visitors and other stakeholders respectfully and professionally at all times.
- Deal courteously with those who hold differing opinions and follow the principles of natural justice when managing internal disputes.
- Respect cultural differences and diversity within the service and make every effort to encourage and include all children and families in the community.
- Have an open and transparent relationship with The Australian National University.
- Operate with honesty and integrity in all work.
- Be open and transparent in making decisions and undertaking activities, and if that is not possible, explain why.
- Work to the standards set under the National Quality Framework and all applicable legislation as a minimum and strive to continually improve the quality of the services delivered to the community.
- Disclose conflicts of interest as soon as they arise and effectively managing them.
- Recognise the support and operational contributions of others in an appropriate manner.
- Assess and minimise the adverse impacts of decisions and activities on the natural environment.

## Code of Conduct/Ethics for Heritage Educators

On joining the Heritage community, the Director and educators agree to act according to the Heritage Code of Conduct/Ethics set out below:

### In relation to children, I will:

- Act in the best interests of all children.
- Create and maintain safe, healthy, inclusive environments that support children's agency and enhance their learning.
- Provide a meaningful curriculum to enrich children's learning, balancing child and educator-initiated experiences.
- Understand and be able to explain to others how play and leisure enhance children's learning, development and wellbeing.
- Ensure childhood is a time for being in the here and now and not solely about preparation for the future.
- Collaborate with children as global citizens in learning about our shared responsibilities to the environment and humanity.
- Value the relationship between children and their families and enhance these relationships through my practice.
- Ensure that children are not discriminated against on the basis of gender, sexuality, age, ability, economic status, family structure, lifestyle, ethnicity, religion, language, culture, or national origin.
- Negotiate children's participation in research, by taking into account their safety, privacy, levels of fatigue and interest.
- Respect children as capable learners by including their perspectives in teaching, learning and assessment.
- Safeguard the security of information and documentation about children, particularly when shared on digital platforms.

### In relation to families, I will:

- Support families as children's first and most important teacher and respect their right to make decisions about their children.
- Listen to and learn with families and engage in shared decision making, planning and assessment practices in relation to children's learning, development and wellbeing.
- Develop respectful relationships based on open communication with the aim of encouraging families' engagement and to build a strong sense of belonging.
- Learn about, respect and respond to the uniqueness of each family, their circumstances, culture, family structure, customs, language, beliefs and kinship systems.
- Respect families' right to privacy and maintain confidentiality.

### In relation to colleagues, I will:

- Encourage others to adopt and act in accordance with this Code and take action in the presence of unethical behaviours.
- Build a spirit of collegiality and professionalism through collaborative relationships based on trust, respect and honesty.
- Acknowledge and support the diverse strengths and experiences of colleagues in order to build shared professional knowledge, understanding and skills.
- Use constructive processes to address differences of opinion in order to negotiate shared perspectives and actions.
- Participate in a 'lively culture of professional inquiry' to support continuous improvement.
- Implement strategies that support and mentor colleagues to make positive contributions to the profession.
- Maintain ethical relationships in my online interactions.

### In relation to communities, community and society I will:

- Learn about local community contexts and aspirations in order to create responsive programs to enhance children's learning, development and wellbeing.

- Collaborate with people, services and agencies to develop shared understandings and actions that support children and families.
- Use research and practice-based evidence to advocate for a society where all children have access to quality education and care.
- Promote the value of children's contribution as citizens to the development of strong communities.
- Work to promote increased appreciation of the importance of childhood including how children learn and develop, in order to inform programs and systems of assessment that benefit children.
- Advocate for the development and implementation of laws and policies that promote the rights and best interests of children and families.

In relation to the profession, I will:

- Base my work on research, theories, content knowledge, practice evidence and my understanding of the children and families with whom I work.
- Take responsibility for articulating my professional values, knowledge and practice and the positive contribution our profession makes to society.
- Engage in critical reflection, ongoing professional learning and support research that builds my knowledge and that of the profession.
- Work within the scope of my professional role and avoid misrepresentation of my professional competence and qualifications.
- Encourage qualities and practices of ethical leadership within the profession.
- Model quality practice and provide constructive feedback and assessment for students as aspiring professional.
- Mentor new graduates by supporting their induction into the profession.
- Advocate for my profession and the provision of quality education and care.

## Code of Conduct/Ethics for Heritage Families

As a parent/guardian, in relation to other members of the Heritage community, including educators and other families,

**I will:**

- Respect the rights, dignity and worth of every staff member, management committee member, child and family.
- Be polite, respectful and positive in all interactions and conversations with members of the Heritage community.
- Be mindful and respectful of the diversity in the Heritage community in relation to, but not limited to, family structure, gender, cultural and religious backgrounds and levels of ability. **Refer to:** Creating Inclusion and Equity Policy.
- Be familiar with and comply with all Heritage policies and procedures that are available at all times in the Front Foyer and in the Members Area of the Heritage website.
- Be responsible for my child's health and wellbeing as well as protecting the health of others in the Heritage community by keeping my child at home when they are unwell, and their illness has an exclusion period, or they are not well enough to join in activities. **Refer to:** Illness and Infectious Diseases Policy.
- Advise the service of areas of potential conflict, such as parenting and family court orders in accordance with relevant laws.
- Ensure that I am on time to pick up my child/ren so that educators can attend to their own families. **Refer to:** Late and Non-Collection of Children Policy.



**I will not:**

- Discuss any grievance issues with educators or other families and follow the service complaints procedures. **Refer to:** Complaints and Grievance Management Policy and Procedures (non-Staff).
- Take or post photographs of Heritage children other than my own on social media without permission from the child's parent/guardian. **Refer to:** Social Media Policy.
- Discipline any child who is not my own under any circumstances.
- Attend the service affected by illegal drugs or alcohol or consume them while at the service.
- Smoke at the service or surrounding areas.
- Use abusive language or expletives, raise my voice, insult or engage in violent behaviour to anyone on the service grounds or at any service-related events.
- Intimidate, undermine, threaten, bully, or harass other families or staff.
- Disclose the personal details of a child or parent to another person without consent.

**Breaches to the Code of Conduct/Ethics**

- In order to provide a safe physical and psychological environment for staff, children, families and visitors at the service, Heritage management reserves the right to take appropriate action if this Code of Conduct is breached in any way.

Breaches of the Code of Conduct/Ethics for Educators and other staff

- Breaches of the Code of Conduct/Ethics for Educators and other staff will be handled according to the Non-Compliance Policy and Procedures.
- The relevant Complaints and Grievance Management Policy and Procedures (Staff or non-staff) or the Staff Underperformance and Misconduct Policy will be activated on notification of a breach of professional standards.
- Any allegation or conviction of Reportable Conduct against an employee is investigated, and appropriate action taken that is procedurally fair.

Breaches of the Code of Conduct/Ethics for the Management Committee or Families

- Breaches of the Code of Conduct/Ethics for the Management Committee or Families will be handled according to the Non-Compliance Policy and Procedures including possible verbal/written warnings and termination of membership of the Heritage Association.
- In addition, Heritage management reserves the right to use their discretion and take other appropriate action as deemed necessary to provide a safe environment including:
  - Exclusion of the member from the service for a period of time as set down by the Committee. **Note:** The child will be able to attend the service, however, arrangements must be made for an authorised person to drop/collect them during this time.
  - Exclusion from service-related events.
  - Communication only through a nominated representative.
  - Involvement by other authorities.

**Monitoring, Evaluation and Review**

- The Heritage Code of Conduct/Ethics will be monitored to ensure compliance with legislative requirements and the service will review this Policy in accordance with the regular policy review schedule or if deemed necessary through the identification of practice gaps or following an incident.
- Families and staff are essential stakeholders in the policy review process and will be given opportunity and encouragement to be actively involved in any review.
- 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 (Regulation 172).



## References and Further Reading

**ACECQA. (2023).** [Guide to the National Quality Framework \(updated Oct 2023\)](#)

**CELA. (2023).** Sample Family Code of Conduct

**CELA. (2023).** Sample Policy - Professional Standards and Ethical Conduct

**Early Childhood Australia (2016).** [Code of Ethics 2016.](#)

**United Nations. (1989).** [The United Nations Convention on the Rights of the Child - child friendly version.](#)

## Related Policies and Material

Name of Document	Location
Committee Handbook	
Communication and Family Involvement Policy and Procedures	Heritage website
	(Members Section).
Complaints and Grievance Management Policy (non-Staff) Policy and Procedures	Policy and Procedures
Curriculum and Program Planning Policy and Procedures	Manuals in Main
Creating Inclusion and Equity Policy and Procedures	Office, Staff
Employment & Recruitment Policy and Procedures	Programming
Family Handbook	Room/Library and
Heritage Philosophy Statement	Main Entrance
Heritage Constitution	Educator/Relief
Non-Compliance Policy and Procedures	Educator Handbooks.
Reportable Conduct Policy and Procedures	
Students and Volunteers Policy and Procedures	
Staff Complaints and Grievance Management Policy and Procedures	
Staff Underperformance and Misconduct Policy and Procedures	

## Version Control and Change History

Version Number	Approval Date	Approved by	Author and Amendments
1	April 2009	Management Committee	
2	April 2013	Management Committee	Minor changes to Introduction; added References, Related Material & Version Control sections.
3	8 August 2017	Management Committee	Author: Julia Charters. Updated to reflect the latest Early Childhood Australia's Code of Ethics, published in 2016. The new Code reflects the National Quality Framework and the National Quality Standard, promoting inclusive practice.
4	6 July 2018	Director	Changed name to Code of Conduct/Ethics. Minor update to Appendix to reflect update to National Quality Standards wording, 2018.
5	11 June 2024	Management Committee	Added Contents Page. Updated references and hyperlinks. Added Table of National Regulations and Quality Standards. Added references to Child Safe Organisations. Expanded Family Code of Conduct. Included section on Breaches of the Conduct. Created form for Families to read and sign on enrolment and attached as Appendix. Added to enrolment form. Created a Code of Conduct/Ethics Acknowledgement Form for Committee members to sign on election.

**Attachment 1****Code of Conduct/Ethics for Heritage Families Form**

As a member of the Heritage community:

- I understand the following core principles guide decision making at Heritage in relation to ethical responsibilities, ensuring the protection and wellbeing of children is paramount.
- I understand they require a commitment to respect and maintain the rights and dignity of children, families, colleagues and communities.

**Heritage Code of Conduct/Ethics Core Principles**

- Each child has unique interests and strengths and the capacity to contribute to their communities.
- Children are citizens from birth with civil, cultural, linguistic, social and economic rights.
- Effective learning and teaching is characterised by professional decisions that draw on specialised knowledge and multiple perspectives.
- Partnerships with families and communities support shared responsibility for children's learning, development and wellbeing.
- Democratic, fair and inclusive practices promote equity and a strong sense of belonging.
- Respectful, responsive and reciprocal relationships are central to children's education and care.
- Play and leisure are essential for children's learning, development and wellbeing.
- Research, inquiry and practice-based evidence inform quality education and care.

As a parent/guardian, in relation to other members of the Heritage community, including educators and other families,

**I will:**

- Respect the rights, dignity and worth of every staff member, management committee member, child and family.
- Be polite, respectful and positive in all interactions and conversations with members of the Heritage community.
- Be mindful and respectful of the diversity in the Heritage community in relation to, but not limited to, family structure, gender, cultural and religious backgrounds and levels of ability. **Refer to:** Creating Inclusion and Equity Policy.
- Be familiar with and comply with all Heritage policies and procedures that are available at all times in the Front Foyer and in the Members Area of the Heritage website.
- Be responsible for my child's health and wellbeing as well as protecting the health of others in the Heritage community by keeping my child at home when they are unwell, and their illness has an exclusion period, or they are not well enough to join in activities. **Refer to:** Illness and Infectious Diseases Policy.
- Advise the service of areas of potential conflict, such as parenting and family court orders in accordance with relevant laws.
- Ensure that I am on time to pick up my child/ren so that educators can attend to their own families. **Refer to:** Late and Non-Collection of Children Policy.

**I will not:**

- Discuss any grievance issues with educators or other families and follow the service complaints procedures. **Refer to:** Complaints and Grievance Management Policy and Procedures (non-Staff).
- Take or post photographs of Heritage children other my own on social media without permission from the child's parent/guardian. **Refer to:** Social Media Policy.
- Discipline any child who is not my own under any circumstances.

- Attend the service affected by illegal drugs or alcohol or consume them while at the service.
- Smoke at the service or surrounding areas.
- Use abusive language or expletives, raise my voice, insult or engage in violent behaviour to anyone on the service grounds or at any service-related events.
- Intimidate, undermine, threaten, bully, or harass other families or staff.
- Disclose the personal details of a child or parent to another person without consent.

**Breaches of the Code of Conduct/Ethics for the Management Committee or Families**

- Breaches of the Code of Conduct/Ethics for Families will be handled according to the Non-Compliance Policy and Procedures including possible verbal/written warnings and termination of membership of the Heritage Association.
- In addition, Heritage management reserves the right to use their discretion and take other appropriate action as deemed necessary to provide a safe environment including:
  - Exclusion of the member from the service for a period of time as set down by the Committee. **Note:** The child will be able to attend the service, however, arrangements must be made for an authorised person to drop/collect them during this time.
  - Exclusion from service-related events.
  - Communication only through a nominated representative.
  - Involvement by other authorities.

**Parent/Guardian Contract**

I/We have carefully read this Code of Conduct and accept responsibility for complying with it in all respects. I also agree that while attending this service I /We will conduct myself/ourselves in a manner, which allows me/us to ensure the safety, welfare and wellbeing of staff, children and families attending.

I/We in supporting my child/ren ('s) enrolment at Heritage acknowledge that I have read and agree to comply with the above Family Code of Conduct. I accept that breaches of the Code of Conduct will carry consequences as listed in this form.

Parent/Guardian Name \_\_\_\_\_

Parent/Guardian Signature Date \_\_\_\_\_

Date \_\_\_\_\_

Parent/Guardian Name \_\_\_\_\_

Parent/Guardian Signature Date \_\_\_\_\_

Date \_\_\_\_\_

**Attachment 2:****Code of Conduct/Ethics for Committee  
Acknowledgement Form**

As a member of the Heritage Committee:

- I understand the following core principles guide decision making at Heritage in relation to ethical responsibilities, ensuring the protection and wellbeing of children is paramount.
- I understand they require a commitment to respect and maintain the rights and dignity of children, families, colleagues, and communities.

**Core Principles**

- Each child has unique interests and strengths and the capacity to contribute to their communities.
- Children are citizens from birth with civil, cultural, linguistic, social, and economic rights.
- Effective learning and teaching is characterised by professional decisions that draw on specialised knowledge and multiple perspectives.
- Partnerships with families and communities support shared responsibility for children's learning, development and wellbeing.
- Democratic, fair, and inclusive practices promote equity and a strong sense of belonging.
- Respectful, responsive, and reciprocal relationships are central to children's education and care.
- Play and leisure are essential for children's learning, development and wellbeing.
- Research, inquiry and practice-based evidence inform quality education and care.

**In relation to other members of the Heritage community, including educators and families, I will:**

- Treat colleagues, parents/guardians, children, suppliers, visitors and other stakeholders respectfully and professionally at all times.
- Deal courteously with those who hold differing opinions and follow the principles of natural justice when managing internal disputes.
- Respect cultural differences and diversity within the service and make every effort to encourage and include all children and families in the community.
- Have an open and transparent relationship with The Australian National University.
- Operate with honesty and integrity in all work.
- Be open and transparent in making decisions and undertaking activities, and if that is not possible, explain why.
- Work to the standards set under the National Quality Framework and all applicable legislation as a minimum and strive to continually improve the quality of the services delivered to the community.
- Disclose conflicts of interest as soon as they arise and effectively managing them.
- Recognise the support and operational contributions of others in an appropriate manner.
- Assess and minimise the adverse impacts of decisions and activities on the natural environment.

**Breaches of the Code of Conduct/Ethics for the Management Committee**

- Breaches of the Code of Conduct/Ethics for Management Committee will be handled according to the Non-Compliance Policy and Procedures including possible verbal/written warnings and termination of membership of the Heritage Association.
- In addition, Heritage management reserves the right to use their discretion and take other appropriate action as deemed necessary to provide a safe environment including:
  - Exclusion of the member from the service for a period of time as set down by the Committee. **Note:** The child will be able to attend the service, however, arrangements must be made for an authorised person to drop/collect them during this time.
  - Exclusion from service-related events.
  - Communication only through a nominated representative.
  - Involvement by other authorities.

**Committee Member Contract**

I have carefully read this Code of Conduct and accept responsibility for complying with it in all respects.

I also agree that while attending this service I will conduct myself in a manner, which allows me to ensure the safety, welfare and wellbeing of staff, children and families attending.

I accept that breaches of the Code of Conduct will carry consequences as listed in this form.

Committee Member Name \_\_\_\_\_

Committee Member Position \_\_\_\_\_

Signature Date \_\_\_\_\_

Date \_\_\_\_\_