



Code of Conduct

Driver, Teachers and Students (under age of 18)

The following information will help driver's appropriate professional practice in their conduct with Teachers and Students. The material below is not exhaustive but is provided as a guide to common situations.

Good or acceptable practice

School Grounds, Vehicles or Excursion

- Adopt routines or structures that have clear boundaries of acceptable and professional driver to Teacher and Student interaction.
- Ensure Company Guidelines such as Terms of Carriage, Safety Procedures and Risk Management that help prepare and plan for such educational activities as excursions are communicated and understood.
 - Professional behaviour and supervision levels need to respond to the age of teachers and students
 - Know the school's student welfare and discipline policies and use behaviour reinforcement strategies that follow these policies. If unaware ask the Supervisor or Teacher in Charge.
 - Develop a non-confrontational behaviour management style.
 - Respond to provocative behaviour by Teachers, Students, Parents or members of the school community in a non-confrontational, calm manner, to help defuse any difficult situations. Do not raise your voice or change tone of voice or make gestures or threats.
 - Seek support from other staff or supervisors where needed. In extreme situations the Operations Manager can call police to protect staff, other teachers or students. In extreme circumstances strategies including the use of obtaining Apprehended Violence Protection Orders can also be used.

2. Care and discipline of Teachers / Children

- Report and document critical incidents involving physical restraint of teachers or students or violence involving students or teachers. This provides important information if an allegation is made about the related conduct of a staff member.
- Ensure teachers actively supervise students in proximity of or within the vehicle.
- Clearly instruct and carefully supervise students and teachers operating equipment.
- Provide correctional feedback to teachers on student and teacher behaviour in a constructive way.
- When confiscating personal items, such as sharp objects, drinks or food, ask students or teachers to hand them to you. Only take items directly from teachers or students in circumstances where concern exists for the safety of the student or others and your own safety is not jeopardised by this action.

- When playing, participating or taking part in activities with teachers or children, consider the physiques of teachers and students, along with the relative ages and stages of development of all participants.

Driver to Teacher-student relationships

- Participate in social contact with a teacher or student only after obtaining informed consent of the teacher, student and/or the parent or carer (and principal where appropriate); such contact includes Rendering Emergency assistance such as First Aid, joining in or taking part in activities, obtaining property, phone calls or electronic communications, e.g., emails and text messages
- When participating or taking part in activities, develop a relationship with clear professional boundaries that cannot be misinterpreted as a personal, rather than a professional, interest in the teacher or student
- If a teacher or student develops a 'crush' on you, inform a supervisor, so independent, sensitive advice and support are available.
- Recognise and Praise all teachers and students when appropriate, so they all feel fairly treated.
- Physically contact teachers or students in a way that makes them comfortable, e.g., shaking hands, a congratulatory pat on the back, or with very young students by gently guiding them or holding their hand for reassurance or encouragement is acceptable
- When students, particularly very young children, are hurt and seek comfort, it is appropriate to provide reassurance by putting an arm around them.
- Be alert to cues from teachers or students about how comfortable they are in your proximity and respect individual needs for personal space. If you need to physically contact teachers or students, explain the activity involved and what you will do before you do it.
- Be aware of cultural norms that may influence interpretation of your behaviour towards teachers or students.

4. Interaction with students with identified needs

- Be especially sensitive interacting with teachers or students who may have poor 'boundaries' for appropriate behaviour after being traumatised by physical, emotional or sexual abuse, because they may misinterpret your actions.
- Schools for Specific Purposes and those in Juvenile Justice Centres have particular requirements for child protection, due to the needs of students. Therefore, careful training, planning, programming, documenting and reporting will help protect students from neglect or abuse, and staff from complaints or allegations. Awareness by all staff, including non-teaching staff, and where appropriate parents or caregivers, of appropriate strategies and their purpose with individual students is desirable and this will usually be gained in the development of individual management programs.

Poor or unacceptable practice

- Ejecting teachers or students from the vehicle, activity or leaving them unsupervised in the vehicle, general area luggage areas or toilets
- Leaving a group unattended or dismissing students so that they are unsupervised.
- Not reporting concerns about risk of harm to a child or misconduct of a teacher towards a student
- Attempting to physically prevent a teacher or student from entering or leaving the vehicle, unless there is a concern for the safety of the student, other students or staff
- Closing doors, toilets or Luggage areas without checking teachers or students are safely out of the way

- Pursuing a teacher or student who is attempting to run away unless that student is in immediate danger or is likely to harm another person
- Shouting angrily at teachers or students to intimidate them.
- Commenting to or about teacher or students on the basis of disability, gender, sexuality, cultural or racial stereotypes.

2. Care and discipline of children

- Public disciplining or humiliating a teacher or student as punishment or as an example to other teachers or students
- Throwing an object or item, such as a pen, ball or book, at a teacher or student to get their attention
- Threatening teachers or students with physical punishment.
- Corporal punishment, such as hitting, or smacking, of students is prohibited
- Providing inadequate supervision for teachers or students while on duty during excursions.
- Not appropriately responding to or referring clear requests from teachers or students for medical or first aid attention
- Arranging activities or meetings alone with a teacher or student that are not within school guidelines or that are without the informed approval of a the Principal, Group Leader, Supervisor and, if appropriate, the parent or caregiver
- Targeting teachers or students unfairly for criticism or prejudging complaints from other staff or students about their behaviour based on past conduct.

3. Driver to Teacher-Student relationships

- Teasing teachers or students or unfairly withholding praise from them
- Putting your arms around teachers or students while instructing them.
- Developing a practice of cheek kissing as a greeting or for congratulating teachers or students
- Repeatedly and unnecessarily touching teachers or students on the back, shoulders, arms or legs
- Allowing a teacher or student to sit on your lap
- Undressing in front of a teacher or student, e.g., Toilet or change rooms
- Giving gifts or money to teachers or students as a reward or incentive for good behaviour or as a gesture of friendship
- Conversing about sexual matters
- Telling jokes of a sexual nature
- Making sexually suggestive remarks or actions, obscene gestures or showing inappropriate videos
- Deliberately exposing a teacher or student to the sexual behaviour of others, including access to pornography.

Practices in the following three bullet points are prohibited (and may also be criminal acts):

- Drivers must not have sexual relationships with teachers or students. It is irrelevant whether the relationship is homosexual or heterosexual, consensual or non-consensual

or condoned by parents or caregivers (the ages of the students or staff members involved are also irrelevant)

- Drivers must not give teachers or students alcohol or other drugs (except prescribed medication in accordance with department and school policy), or encourage or condone the use of alcohol or other drugs by students
- Possessing, computer downloading or distribution of child pornography.

4. Interaction with teachers or students with identified needs

- Using unnecessary force to make physical contact with a teacher or student as a prompt for a verbal instruction or to force compliance
- Failing to implement strategies negotiated and outlined in individual teacher or student management programs
- Using physical contact to contain confrontational behaviour of teachers or students of all ages (particularly those with identified behaviour or conduct disorders) unless there is a concern for the safety of the student, other students or staff.

Designated Manager
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