



## CHILD SAFETY CODE OF CONDUCT

The Australian Band and Orchestra Directors Association (ABODA) Victorian branch is committed to creating a welcoming and safe environment for all members of our community including ABODA members, clinicians and guests. Through our events and activities, engaging with young people occurs regularly and this document further demonstrates our commitment to safeguarding their wellbeing. It also assists in understanding how to avoid or better manage risky behaviours and situations. It is intended to complement child protection legislation, government policy, school policies and procedures and professional standards, codes or ethics as these apply to staff and other personnel.

All members, contractors, volunteers and any other member of the learning community involved in child-related work are required to comply with the Code of Conduct by observing expectations for appropriate behaviour below. The Code of Conduct applies in all situations and in the use of digital technology and social media.

### Acceptable behaviours

All members of the ABODA Victoria community are responsible for supporting and promoting the safety of children by:

- upholding the learning community's statement of commitment to child safety and adhering to the learning community's child safety policy at all times.
- taking reasonable steps to protect students from abuse.
- treating all members of the community with respect both within the learning environment and outside the learning environment as part of normal social and community activities.
- listening and responding to the views and concerns of students, particularly if they are telling you that they or another child has been abused or that they are worried about their safety/the safety of another child.
- promoting the cultural safety, participation and empowerment of Aboriginal and Torres Strait Islander students.
- promoting the cultural safety, participation and empowerment of students with culturally and/or linguistically diverse backgrounds.
- promoting the safety, participation and empowerment of students with a disability.
- understanding and complying with all reporting or disclosure obligations (including mandatory reporting) as they relate to protecting children from harm or abuse.  
(<https://providers.dhhs.vic.gov.au/mandatory-reporting>)
- if child abuse is suspected, ensuring as quickly as possible that the student(s) are safe and protected from harm.

### Unacceptable behaviours

As staff, volunteers, contractors, and any other member of the learning community involved in child-related work we must not:

- ignore or disregard any concerns, suspicions or disclosures of child abuse.
- develop a relationship with any student that could be seen as favouritism or amount to 'grooming' behaviour (for example, offering gifts).
- exhibit behaviours with students which may be construed as unnecessarily physical (for example, inappropriate sitting on laps).
- put students at risk of abuse (for example, by locking doors).
- initiate unnecessary physical contact with students or do things of a personal nature that a child can do for themselves, such as using the toilet or changing their clothes.
- engage in open discussions of a mature or adult nature with or in the presence of students.
- use inappropriate language in the presence of students.
- express personal views on cultures, race or sexuality in the presence of students.

- exhibit behaviours or engage in activities with students which may be interpreted as abusive and not justified by the educational, therapeutic, or service delivery context.
- ignore behaviours by other adults towards students when they appear to be overly familiar or inappropriate.
- discuss content of an intimate nature or use sexual innuendo with students, except where it occurs relevantly in the context of parental guidance, delivering the education curriculum or a therapeutic setting.
- treat a child unfavourably because of their disability, age, gender, race, culture, vulnerability, sexuality or ethnicity.
- communicate directly with a student through personal or private contact channels (including by social media, email, instant messaging, texting etc) except where that communication is reasonable in all the circumstances, related to learning or extra-curricular activities or where there is a safety concern or other urgent matter.
- photograph or video a child in a learning environment except for educational purposes directly relating to the child's education.