

CODE OF CONDUCT POLICY

1.0 PURPOSE

We hold one another and ourselves to the highest standard of ethics, honest, integrity and law-abiding behaviour when dealing with our colleagues, children, families and stakeholders. It is our primary aim to ensure the children and our employees are in a safe, respectful and professional working environment.

This Code establishes standards of behaviour and expectations that must be met by all employees. Where these standards are not met, appropriate action will be taken.

This is to be read in conjunction with the related Nido Group Corporate Code of Conduct and Privacy Policies.

2.0 PERSONS IMPACTED BY THIS POLICY

This policy applies to;

- All employees, contractors, families and suppliers.

Most Relevant Policies, Documents and Forms

- Early Childhood Australia Code of Ethics
- Convention on the Rights of the Child
- Workplace Bullying Policy
- Nido Corporate Code of Conduct
- Nido Corporate Privacy
- Substance Abuse Procedure





3.0 DEFINITIONS

TERM	DEFINITION
CONFIDENTIALITY	<p>The state of being secret. This refers to respecting the confidentiality of children, families, fellow employees, personal and work-related information and communication. It may relate to:</p> <ul style="list-style-type: none"> • family accounts, details and information; • child information, care and circumstances; • employee information, including personal information, but not including payroll information; and • company information, any information acquired while performing your duties.
CHILDREN	People between the ages of birth and eight years old
COMMUNITIES	Groups of people who identify as having shared values and intentions. These groups are recognised as complex, being simultaneously connected by commonality and diversity.
FAMILIES	The people who have a significant care responsibility for and/or guardianship relationship with a child.
STUDENT	People or persons who are undertaking a traineeship or Certificate III and are actively working towards an approved qualification in early childhood teaching.

4.0 EARLY CHILDHOOD AUSTRALIA CODE OF ETHICS

**WE BELIEVE IN OUR EMPLOYEES
UPHOLDING THE EARLY CHILDHOOD
AUSTRALIA CODE OF ETHICS ACROSS
OUR ORGANISATION.**

Our commitment is to:

CHILDREN

- Act in the best interests of all children.
- Respect the rights of children as enshrined in the United Nations Convention on the Rights of the Child (1989) and commit to advocating for these rights.
- Recognise children as active citizens participating in different communities such as family, children's services and schools.
- Work with children to help them understand that they are global citizens with shared responsibilities to the environment and humanity.
- Respect the special relationship between children and their families and incorporate this perspective in all my interactions with children.
- Create and maintain safe, healthy environments, spaces and places, which enhance children's learning, development, engagement, initiative, self-worth, dignity and show respect for their contributions.
- Work to ensure children and families with additional needs can exercise their rights.
- Acknowledge the uniqueness and potential of all children, in recognition that enjoying their childhood without undue pressure is important.
- Acknowledge the holistic nature of children's learning and the significance of children's cultural and linguistic identities.
- Work to ensure children are not discriminated against on the basis of gender, age, ability, disability, economic status, social origin, family structure, lifestyle, gender identity, race, ethnicity, religion, language, culture, or national origin.
- Acknowledge children as competent learners and build active communities of engagement and inquiry.
- Honour children's right to play, as both a process and context for learning.

FAMILIES

- Listen to and learn from families, in order to acknowledge and build upon their strengths and competencies and support them in their role nurturing children.
- Assist each family to develop a sense of belonging and inclusion.
- Develop positive relationships based on mutual trust and open communication.
- Develop partnerships with families and engage in shared decision making where appropriate.
- Acknowledge the rights of families to make decisions about their children.
- Respect the uniqueness of each family and strive to learn about their culture, structure, lifestyle, customs, language, beliefs and kinship systems.
- Develop shared planning, monitoring and assessment practices for children's learning and communicate this in ways that families understand.
- Acknowledge that each family is affected by the community contexts in which they engage.
- Be sensitive to the vulnerabilities of children and families and respond in ways that empower and maintain the dignity of all children and families.
- Maintain confidentiality and respect the right of the family to privacy.

COLLEAGUES

- Encourage my colleagues to adopt and act in accordance with this Code, and take action in the presence of unethical behaviours.
- Build collaborative relationships based on trust, respect and honesty.
- Acknowledge and support the personal strengths, professional experience and diversity which my colleagues bring to their work.
- Share and build knowledge, experiences and resources with my colleagues.
- Make every effort to use constructive methods to manage differences of opinion in the spirit of collegiality.
- Collaborate with my colleagues to generate a culture of continual reflection and renewal of high-quality practices in early childhood.

COMMUNITY

- Learn about the communities that I work within and enact curriculum programs which are responsive to those contexts and community priorities.
- Connect with people, services and agencies within the communities that support children and families.
- Promote shared aspirations amongst communities in order to enhance children health and wellbeing.
- Advocate for the development and implementation of laws and policies that promote child-friendly communities and work to change those that work against child and family wellbeing.
- Utilise knowledge and research to advocate for universal access to a range of high-quality early childhood programs for all children.
- Work to promote community understanding of how children learn, in order that appropriate systems of assessment and reporting are used to benefit children.

BE LEADERS IN THE EARLY LEARNING FRAMEWORK

RESPECT OUR EDUCATORS

Respect our educators as we believe:

- through their professional standing and, their complex roles as educators, carers and learners, they contribute to new understandings
- their work is important and what they do is critical to their own wellbeing, and in return Educators promote a culture of learning and a sense of connectedness and respect
- they can work with optimism and agency to maximise the learning for each child in their care
- they nurture a secure attachment as a trusted caregiver which is a prerequisite for health, and wellbeing and creates a strong platform for learning.

EMPLOYER

- Support workplace policies, standards and practices that are fair, non-discriminatory and are in the best interests of children and families.
- Promote and support ongoing professional development within my work team.
- Adhere to lawful policies and procedures and, when there is conflict, attempt to effect change through constructive action within the organisation or seek change through appropriate procedures.

STUDENTS

- Afford professional opportunities and resources for students to demonstrate their competencies.
- Acknowledge and support the personal strengths, professional knowledge, diversity and experience which students bring to the learning environment.
- Model high-quality professional practices.
- Know the requirements of the students' individual institutions and communicate openly with the representatives of that institution.
- Provide ongoing constructive feedback and assessment that is fair and equitable.
- Implement strategies that will empower students to make positive contributions to the workplace.
- Maintain confidentiality in relation to students.

RECOGNISE AND RESPECT ALL CHILDREN

- Recognise that research includes my routine documentation and investigations of children's learning and development, as well as more formal research projects undertaken with and by external bodies.
- Be responsive to children's participation in research, negotiating their involvement taking account of matters such as safety, fatigue, privacy and their interest.
- Support research to strengthen and expand the knowledge base of early childhood, and where possible, initiate, contribute to, facilitate and disseminate such research.
- Make every effort to understand the purpose and value of proposed research projects and make informed decisions as to the participation.



MYSELF AS A PROFESSIONAL

- Base my work on contemporary perspectives on research, theory, content knowledge, high-quality early childhood practices and my understandings of the children and families with whom I work.
- Regard myself as a learner who undertakes reflection, critical self-study, continuing professional development and engages with contemporary theory and practice.
- Seek and build collaborative professional relationships.
- Acknowledge the power dimensions within professional relationships.
- Act in ways that advance the interests and standing of my profession.
- Work within the limits of my professional role and avoid misrepresentation of my professional competence and qualifications.
- Mentor other early childhood professionals and students.
- Advocate in relation to issues that impact on my profession and on young children and their families.
- Encourage qualities and practices of leadership within the early childhood profession.
- Promptly notify my employer if I become aware of any breach of privacy or confidentiality breach, or any other data breach or unauthorised disclosure, whether by me or anyone else (including unintentional breach). This includes any circumstances involving unauthorised access to or disclosure of personal information, or where information is lost in circumstances where unauthorised access or disclosure is likely to occur.

THE CONDUCT OF RESEARCH

- Recognise that research includes my routine documentation and investigations of children's learning and development, as well as more formal research projects undertaken with and by external bodies.
 - Be responsive to children's participation in research, negotiating their involvement taking account of matters such as safety, fatigue, privacy and their interest.
 - Support research to strengthen and expand the knowledge base of early childhood, and where possible, initiate, contribute to, facilitate and disseminate such research.
 - Make every effort to understand the purpose and value of proposed research projects and make informed decisions as to the participation of myself, colleagues, children, families and communities.
 - Ensure research in which I am involved meets standard ethical procedures including informed consent, opportunity to withdraw and confidentiality.
 - Ensure that images of children and other data are only collected with informed consent and are stored and utilised according to legislative and policy requirements.
 - Represent the findings of all research accurately.
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5.0 CONVENTION OF THE RIGHTS OF THE CHILD

We believe in upholding the Convention on the Rights of the Child, which extends to our Educators, families, and community. This includes these four fundamental principles:

- **Every child, everywhere**
 - > Children should neither benefit nor suffer because of their race, colour, gender, language, religion, national, social or ethnic origin, or because of any political or other opinion; because of their caste, property or birth status; or because they are disabled.
- **The best interest of the child**
 - > Laws and actions affecting children should put their best interests first and benefit them in the best possible way. All adults should do what is best for children. When adults make decisions, they should think about how their decisions will affect children. This particularly applies to budget, policy and law makers.
- **Survival, development and protection**
 - > Children have the right to live. The authorities in each country must protect children and help ensure their full development — physically, spiritually, morally and socially.
- **A Voice**
 - > Children have a right to have their say in decisions that affect them and to have their opinions taken into account. This does not mean that children can now tell their parents what to do. The Convention encourages adults to listen to the opinions of children and involve them in decision-making — not give children authority over adults. This does not interfere with parents' right and responsibility to express their views on matters affecting their children. Moreover, the Convention recognizes that the level of a child's participation in decisions must be appropriate to the child's level of maturity. Children's ability to form and express their opinions develops with age and most adults will naturally give the views of teenagers greater weight than those of a pre-schooler, whether in family, legal or administrative decisions.

6.0 CONSEQUENCES

An employee found to be in breach of this policy, or the related Nido Group Code of Conduct or Privacy Policy, may face disciplinary action including the termination of employment.

Responsibility

All employees are expected to uphold this Code of Conduct and apply our Company expectations and values.