

Code of Conduct - Community

Section 1 – Background

Edmund Rice Education Australia Flexible Schools Ltd ('**EREAFLS**') is a Company Limited by Guarantee and is a registered not-for-profit with the Australian Charities and Not-for-Profit Commission ('**ACNC**').

EREAFLS administers a network of Catholic Schools across Australia (see [Schedule 1](#)) in the Edmund Rice Tradition. The charism of Blessed Edmund Rice expressed through the touchstones of Liberating Education, Gospel Spirituality, Inclusive Community, Justice, and Solidarity, underpins our continued commitment to a safe and inclusive environment for all.

Section 2 – Purpose

The purpose of this Code of Conduct ('**the Code**') is to promote positive, supportive and respectful behaviours by parents, carers, and other community members visiting our school campuses, when attending EREAFLS events, activities, and excursions, and when interacting with EREAFLS staff and other members of the EREAFLS community.

EREAFLS and its Schools place great emphasis on working in positive collaboration and partnership with parents and carers to ensure that the learning experiences of our Young People are fully supported and optimised. This Code is intended as the foundation on which these partnerships can be built in trust, with respect, and in mutual understanding. Adhering to and supporting the general expectations set out in this Code will promote positive and productive relationships with our school communities.

The Code does not attempt to provide a rigid, detailed, or exhaustive set of behaviour and conduct standards. Instead, it sets out general expectations of the standards of behaviour and conduct expected.

Nothing in this Code should be taken to limit the circumstances in which EREAFLS or its Schools may take disciplinary action in respect of the conduct of an EREAFLS Community member.

Section 3 – Scope

EREAFLS recognises the role of the parent is fulfilled by a range of individuals within the variety of family structures that exist. This Code applies to all parents, stepparents, grandparents, guardians, carers, and other relevant family members of a Young Person who is enrolled at one of the EREAFLS Schools listed in [Schedule 1](#) of this policy. This policy covers all physical, virtual, and online environments, encompassing on and off-site EREAFLS premises and activities.

By accepting an enrolment for their Young Person within one of our EREAFLS Schools, individuals must be aware of and comply with this Code, and are expected to conduct themselves, in a manner that is consistent with this Code.

The conduct of EREAFLS staff, volunteers, contractors, Board Directors and Board Committee members is outside the scope of this Code. Please refer to the [Code of Conduct – Staff](#) for more information.

The conduct of EREAFLS Young People is outside the scope of this Code. Please refer to the Code of Conduct – Young People for more information.

Section 4 – Definitions and Interpretations

Where the following term(s) and acronym(s) are used within this policy they are intended to have the meaning(s) as outlined below:

4.1 DEFINITIONS

Term	Definition
Board	means the EREAFSL Board.
Board Committee	means a Committee of the Board, which may include persons other than Board Directors.
Board Directors	means Directors of the Board.
Child(ren)	means a person or persons under the age of 18 years of age, including Young People under the age of 18 years of age.
Child Abuse	means the definition under the applicable legislation of the relative jurisdictions in which EREAFSL and each of its Schools operate but is given the general definition here as an act committed against a Child involving a sexual offence or grooming. It includes the infliction, on a child of physical violence, serious emotional or psychological harm, or serious neglect of a child.
Child Safety / Safeguarding	refers to all measures taken by an organisation to protect Children, Young People, and vulnerable adults from harm, abuse, neglect, and exploitation, while actively promoting their physical, mental, and emotional wellbeing. It encompasses creating and maintaining a safe, inclusive, and supportive cultures where everyone feels valued, respected, and empowered to speak up. This includes implementing robust policies and procedures to ensure a safe environment for all students, Staff, Volunteers, and Contractors, while fostering open communication and responding appropriately to any concerns raised with the intention of keeping everyone safe.
Contractor	means someone engaged by EREAFSL to perform specific tasks. Contractors are not employees of the EREAFSL.
Cultural Safety	means an environment and set of practices where individuals can express their cultural identity, knowing it will be respected and validated. It requires recognising cultural differences, challenging power imbalances, and delivering support in ways that preserve dignity, meet needs, and uphold rights.
Discrimination	means the definition under the applicable legislation of the relative jurisdictions in which EREAFSL and each of its Schools operate but is given the general definition here as occurring when a person is treated unfairly or prejudicially because of one or more of the attributes outlined in relevant legislation, such as: <ul style="list-style-type: none"> - race; - colour; - sex; - sexual orientation; - breastfeeding; - gender identity; - intersex status; - age; - physical or mental disability; - marital status; - family or carer’s responsibilities; - pregnancy; - religion; - political opinion; - national extraction; - social origin; and/or - experience family or domestic violence.
Duty of Care	means duties imposed by common law or by statute, to EREAFSL and its Schools.
Effective Date	means the date of publication of the policy.

Harm	means the definition under the applicable legislation of the relative jurisdictions in which EREAFSL and each of its Schools operate but is given the general definition here as any detrimental effect of a significant nature on a Child or Young Person’s physical, psychological, or emotional wellbeing. It is immaterial how the harm is caused.
Harassment	means the definition under the applicable legislation of the relative jurisdictions in which EREAFSL and each of its Schools operate but is given the general definition here as any form of behaviour that is unwanted, offensive, humiliating, intimidating and/or creates a hostile environment. Harassment may be an ongoing pattern of behaviour, or it may be a single act.
Head of Campus / Principal	means the appointed authority of an EREAFSL School.
Illegal Drugs / Substances	means any mind altering or legally controlled substance, including any drugs listed in the relevant Misuse of Dugs / Controlled Substances legislation within the relevant jurisdiction. Includes designer drugs such as synthetic cannabinoids, opioids, hallucinogens, piperazines, stimulants, herbal highs, and sedatives.
Natural Justice	means the process of ensuring fairness is provided to all parties. Principles of natural justice include the requirement to: <ul style="list-style-type: none"> - promptly investigate all allegations, when appropriate; - put allegations to the person they are made against; - treat persons who allegations have been made against as innocent, unless allegations are proven to be true; - provide all parties the opportunity of responding, explaining their version of events and providing all necessary information to ensure their responses are complete; and - ensure any disciplinary action is commensurate with the seriousness of the offence.
Procedural Fairness	means following a process that requires decision-makers to be objective, unbiased, and have no personal interest in the matter being decided. An individual should be informed of the allegation(s) against them and have the opportunity to respond to the allegations before a decision is made.
Parents / Carers	means a parent, stepparent, grandparent, guardian, carer, or other relevant family member or person who is the legal guardian or carer of a Young Person.
Purpose	means the purpose section of this policy.
Regional Director	means the appointed authority of EREAFSL Schools within the Region.
Reporting Obligations	also known as reportable conduct, mandatory reporting, and means the definition under the applicable legislation of the relative jurisdictions in which EREAFSL and each of its Schools operate. These include a sexual offence, sexual misconduct, ill-treatment of a child, neglect of a child, an assault against a child, failure to protect, failure to report under the respective legislative instruments applicable in each jurisdiction; and behaviour that causes significant emotional or psychological harm to a child.
School(s)	means the registered non-government schools (including Registered Training Organisations (‘RTO’) and other educational facilities) located in and operating within Australia that are listed in Schedule 1 , and such other schools, RTO or educational facilities as EREAFSL may establish in Australia or acquire, govern, and operate from time-to-time. This definition also applies to campuses of Schools and to a School operating across various sites.
Staff	also known as employee(s), means current EREAFSL employees.
Teacher	means a person employed in a School who is qualified in that jurisdiction to practice as a teacher of Children and Young People of school age.
Technology	without limiting its ordinary meaning, includes but is not limited to: information and communication technologies, smart phones, storage devices or applications, encompassing: radio, television, mobile phones, computers (laptops, desktops and tablets), data storage, printers, faxes network hardware and software, and all other digital communications, as well as the various associated services and applications (apps), such as web-based and mobile technologies (text, photo and video messages, email, social media platforms, file sharing, on line data storage and video conferencing).
Volunteer	means a person associated with a School who does unpaid work for that School by agreement with the School.

Young Person / Young People	also known as students, means those who are currently enrolled at one of the EREAFSL Schools listed in Schedule 1 .
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4.2 ACRONYMS

ACRONYM	FULL REFERENCE
ACNC	means the Australian Charities and Not-for-Profit Commission.
CEO	means the EREAFSL Chief Executive Officer.
EREAFLS	means Edmund Rice Education Australia Flexible Schools Ltd.
RTO	means Registered Training Organisation/s.
SAC	means School Advisory Council/s.

Section 5 – Policy Statement and Principles

5.1 EFFECT

This version of the policy replaces all previous versions, which are rescinded from the effective date of this policy.

5.2 POLICY STATEMENT

EREAFLS highly values the important role played by parents and carers in the education of their Young Person and recognises the responsibility and privilege our Schools have in educating our Young People.

EREAFLS is committed to creating safe school environments and a culture where all persons, including Children and Young People, are treated equitably and with respect, fairness, and encouragement. EREAFSL implements this Code to ensure the best interests of Children and Young People, and their safety and wellbeing are paramount in our workplaces and within each of our Schools.

EREAFLS commits to fostering dignity, self-esteem, and integrity of every person within EREAFSL and its Schools, including our Young People.

5.3 GOVERNING PRINCIPLES

The EREAFSL Community Code of Conduct is underpinned by the following guiding principles:

- zero tolerance for any form of child abuse and a commitment to creating an environment in which the safety and wellbeing of all Children and Young People are paramount;
- commitment to equal opportunity within our Schools and workplaces that foster respectful interactions and are free from discrimination, harassment, and bullying;
- support of the ethos and values of EREAFSL and its Schools, including being a role model for our Young People for safe behaviours and respectful interactions with others in the EREAFSL community;
- commitment to fostering the dignity, self-esteem, and integrity of every person. The provision of a safe, supportive, and enriching environment is an essential element in achieving this objective; and
- a requirement of enrolment to uphold and comply with the Code. The signing of the enrolment agreement is an acceptance of responsibility to understand the Code and comply with it;

Section 6 – Roles and Responsibilities

All members of the EREAFSL community play a part in implementing and upholding the principles of this policy. The details of those key responsibilities are outlined below:

Role	Responsibilities
Board	<ul style="list-style-type: none"> • Approving this policy. • Ensuring this policy is implemented, reviewed, and updated, as required.
Chief Executive Officer ('CEO')	<ul style="list-style-type: none"> • Overseeing the development of supporting documents to this policy. • Ensuring this policy is implemented nationwide. • Reporting to the Board on compliance with this policy.



	<ul style="list-style-type: none"> Where relevant manage breaches of the Code.
Regional Director	<ul style="list-style-type: none"> Overseeing the implementation this policy and associated supporting documents within their assigned regions. Manages breaches of the Code that are delegated to them.
Area Principals / Principals	<ul style="list-style-type: none"> Ensuring the implementation this policy and associated supporting documents within their assigned Schools. Manages breaches of the Code that are delegated to them
Heads of Campus / Principals	<ul style="list-style-type: none"> Ensuring the implementation this policy and supporting documents within their School. Manages breaches of the Code that are associated with their School. Reporting to the CEO in relation to compliance with this policy, and breaches of the Code.
Staff	<ul style="list-style-type: none"> Endorsement of this policy amongst the EREAFSL Community members.
Parents / Carers	<p>Being aware of this policy and how it applies to them, in particular:</p> <ul style="list-style-type: none"> Supporting the ethos and values of our Schools; Behaving respectfully towards other members of our community; Being a responsible and respectful visitor and participant at our Schools; and Raising grievances appropriately and productively.

Section 7 – Conduct Expectations

EREAFLSL expects all parents, carers, and other community members visiting our school campuses, attending EREAFSL events, activities, and excursions, and when interacting with EREAFSL staff and other members of the EREAFSL community to conduct themselves in line with the following behaviour and conduct standards which support EREAFSL’s commitment to child safety.

This section does not attempt to provide a rigid, detailed, or exhaustive set of behaviour and conduct standards. Instead, it sets out general expectations of the standards of behaviour and conduct expected.

Nothing in this Code should be taken to limit the circumstances in which EREAFSL or its Schools may take disciplinary action in respect of an EREAFSL Community member.

7.1 INTERACTION WITH CHILDREN AND YOUNG PEOPLE

The EREAFSL Community holds a unique position of influence, authority, trust, and power in relation to Children and Young People. By their very nature, interactions with Children and Young People are open to scrutiny. All members of the EREAFSL Community must:

- treat all Children and Young People with respect;
- avoid placing themselves or a Child or Young Person in a compromising position;
- have a firm understanding, and act in accordance with the EREAFSL Safeguarding Framework and related Guidelines and Procedures;
- report any concerns related to child safety and wellbeing in accordance with the Safeguarding Framework and related reporting requirements; and
- be vigilant and proactive in taking all reasonable steps to protect Children and Young People from Harm.

For more information, please refer to the [Safeguarding Policy](#).

7.2 SUPPORTING OUR ETHOS AND VALUES

EREAFLSL expects all parents, carers, and other community members to support the educational ethos and values of EREAFSL Schools, to model appropriate behaviours for their children to learn from, and work with EREAFSL and its Schools as it educates and provides pastoral support to all our Young People.

Parents, carers, and other community members can support EREAFSL and be positive role models by doing the following:

- complying with this Code of Conduct, as well as other School directions, policies, procedures, rules, and regulations as they apply to them, and encourage their children to do the same;

- respect (and show to their children that they respect) that EREAFSL and its Schools are inclusive and welcome Young People from a variety of backgrounds, and with different needs;
- respond to school communications (e.g. by completing forms and providing permissions in a timely manner) when requested to do so;
- support the school's approach to student behavioural concerns, which can include a range of outcomes (including those which are educational, pastoral or disciplinary in nature);
- encourage their children to actively participate in the life of their school, including in the classroom and the many extracurricular events and activities available;
- participate respectfully in the life of the school through school-events and activities, and as a general school visitor;
- support the school's commitment to developing initiative, independence and a sense of responsibility in our Young People for their own lives and actions;
- be responsive to concerns raised by the school about their own child, including by being cooperative, providing information, and attending meetings when required;
- raise grievances directly with the school, in a timely manner, and in accordance with the relevant school policies;
- keep the school informed about their child's needs (including but not limited to their behavioural, educational, personal, and physical or mental health needs). This includes providing updated medical information, family developments and other like information as it becomes available. However, parents/carers need to also appreciate that while the school will take into account any new information, and comply with its legal obligations, the school cannot necessarily accommodate every need.
- keep the school informed about their child's parenting arrangements, including any court orders that may be in place. However, parents/carers should not involve the school in parenting disputes, or expect the school to act as the go-between for estranged parents;
- recognise the damage that gossip can do within a school community, and avoid unconstructive commentary (including criticism, uninformed rumors or speculation) with other parents, carers, or Young People, including on social media; and
- understand the expectation that they will be a role model for responsible and safe behaviours. This includes ensuring the health and safety of all members of our school community (including staff, Young People, parents and carers) and the wider community. Parents and carers are expected to ensure that other individuals involved in their child's life, such as other relatives and cares, also comply with this Code when visiting and/or participating at our schools.

7.2.1 *Management of Young Person behaviour concerns*

Parents and carers are required to support the school in its management of Young Person behavioural concerns and not undermine the school or its staff.

It is important to note that the school will not always be able to comment on specific details relating to other Young People for privacy reasons.

7.3 RESPECTFUL AND RESPONSIBLE BEHAVIOUR

Parent, carers and other community members are expected to always deal with school staff and all members of the school community respectfully. "Respect" is intentionally a broad concept. This applies not only to words used, but also to tone and body language, and similar expectations are embedded in the EREAFSL Codes of conduct for staff and Young People.

The following is a non-exhaustive list of behaviours that are not respectful:

- rude or insulting behaviour, including passive-aggressive, intimidating or derogatory language;
- bullying, intimidation, discrimination, sexual harassment, victimisation and child abuse. Noting that in addition to being a breach of this Code, such behaviours may also be unlawful and may be reporting to Police or other relevant authorities;
- actual or threatened aggression (verbal or non-verbal) or violence;
- behaviour that causes a risk to a person's health and wellbeing;
- defamatory or disrespectful comments that impact on the cultural safety of our schools;
- gossip, rumour, and innuendo;
- raising one's voice, or using offensive language or actions, while communicating;
- age-inappropriate language when communicating with or about children; and

- vexatious complaints.

It is important that parents, carers, and other community members show respect for staff and not publicly criticize them or seek to undermine their authority.

The school has a duty of care to protect its staff, Young People, and other members of the school community, and for this reason any disrespectful, aggressive, or abusive behaviour or communication will not be tolerated.

7.3.1 Visiting and participating at our schools

Parents, carers and other community members must respect the school's risk management procedures when visiting the school. Parents, carers and other community members should immediately proceed to Reception upon arrival to sign in and should only enter a classroom or other Young Person or staff environment when invited to do so by a staff member. Sign in is not required when attending an activity or event to which all members of the school community have been invited or when dropping off or collecting their child from school.

When visiting the school, or attending school activities and events, parents and carers should model appropriate and respectful behaviours. This includes:

- complying with applicable WHS and risk-management procedures;
- complying with any reasonable directions given by the school's staff;
- showing appropriate care and regard for the property of the school and others. Any damage should be promptly reported to the school;
- dressing appropriately for the occasion;
- not being under the influence of drugs or alcohol (and otherwise not engaging in the possession, sale or supply of the same at the school);
- behaving lawfully on school grounds whether at events hosted by or connected to the school, whether conducted on site or otherwise; and
- ensuring that physical contact with Young People is appropriate given the age of, and relationship with, the Young Person.

When dropping off and picking up Young People from the school, parents and carers are expected to ensure the health and safety of all members of our school community, as well as the wider community. Parents and carers must comply with all traffic rules and any school traffic management systems in place. This includes adhering to applicable speed limits, observing all traffic signs, limiting the use of car horns (unless indicating imminent danger), and parking appropriately and safely.

7.4 USE OF TECHNOLOGY AND SOCIAL MEDIA

The expectations set out in this Code can also apply to the way a parent or carer uses technology and behaves online. This includes:

- taking photos, videos or other recordings on school grounds of a staff member or other parent or carer without their consent, or of another Child or Young Person without their parent's consent;
- publishing information (including personal details, contact information, images and recordings) concerning a staff member, parent, student or other member of the school community online without express consent;
- publishing information which may bring the school (or any of its staff, Young People, parents / carers and other members of the school community) into disrepute; and
- creating a website, blog, podcast, Facebook page, Instagram, X account or any other social media in the name of the school.

In addition, no suggestion should be made that any such platform or material is operated or sanctioned by the school.

The name or insignia of the school and the names of staff should not be used in the public arena, such as on social media, print or online publications, without the express permission of the Head of Campus.

Parents and carers should not discuss confidential or sensitive school matters, including in relation to grievances about a particular staff member or Young Person, online.

For more information, please refer to the *Acceptable Use of Technology Guidelines for Young People*.

7.5 GRIEVANCES AND COMPLAINTS

EREAFLS and its Schools are committed to the education and wellbeing of our Young People. It is therefore critical that parents and carers are able to raise genuine grievances they may have about such matters in an appropriate, constructive and respectful forum.

The schools [Complaint Handling Policy](#) and supporting [Guidelines and Procedures](#) outline how concerns and grievances may be raised with the school, who they should be raised with, and how the school will deal with these in a respectful and timely manner.

Parents and carers with grievances should consult the [Complaint Handling Policy](#). However, in general parents and carers should:

- take care with volume, tone and vocabulary when communicating with another family's child;
- not communicate with another Young Person about an issue concerning their own child;
- raise their grievances with their child's teacher in the first instance. More serious concerns or grievances, including where a parent or carer is dissatisfied with a teacher's response to a grievance, may be raised with the appropriate member of the school staff as set out in the Complaint Handling Policy;
- arrange a face-to-face meeting to discuss their grievances, rather than relying on email or other written communications;
- appreciate that while the school is committed to dealing with their grievances in a timely manner, it will not always be practicable for staff to provide an immediate acknowledgement or response (particularly where a concern or grievance is sent by email);
- respect that the school employs experienced educators and other professionals who are well-trained in making academic, disciplinary, extracurricular, pastoral and wellbeing decisions every day. Please understand that while the school will always take into account the interests of the individual, the school must from time to time make decisions that take into account the interests of all Young People (and others who may be affected by the school's decisions); and
- recognise that just as the school will seek to respect each Young Person's privacy, the school will also respect the privacy of other members of the school community. This means there are limits to what information the school will share with a parent when issues arise. This does not mean that the school is not taking an issue or situation seriously or hiding information from a parent or carer.

The College respects a parent or carers right to invoke any formal complaint handling processes which may exist. However, parents and carers who refuse to engage in constructive processes that may resolve their grievances or chose to publicly air their grievances about the school (and in particular about staff or Young People) on social media, are in clear breach of the Terms and Conditions of Enrolment.

7.6 INCLUSIVITY

All members of the EREAFLS Community are required to promote the safety, participation, and empowerment of Children and Young People and particularly promote the cultural safety, participation, and empowerment of:

- First Nations Children and Young People;
- Children and Young People with culturally and/or linguistically diverse backgrounds;
- Children and Young People with a disability;
- Children and Young People who identify as LGBTQIA+; and
- Children and Young People who are otherwise vulnerable.

EREAFLS Community members must not express personal views or discriminate against any person, including Children and Young People, based on culture, race, ethnicity, disability, or sexuality.

Section 8 – Compliance and Accountability

8.1 IMPLEMENTATION

It is the responsibility of each School to implement the Code and ensure that it is disseminated and accessible to all relevant parents, carers and other community members, as well as ensuring their Staff, Volunteers and Contractors are familiar with this policy to support its implementation.

This policy will be made available to the EREAFSL Community members through the EREAFSL Policy portals and School websites.

On occasion where this policy undergoes major / key changes and updates, the National Risk and Compliance team will communicate those changes with the relevant School level managers who will then be responsible for disseminating that information to their Staff, parents, carers and other community members.

8.2 BREACH OF THIS POLICY

EREAFL and its Schools are required to monitor breaches of the Code of Conduct. Individuals who become aware of an actual or suspected breach of this policy are obliged to report it.

Perceived or actual breaches of the Code of Conduct have the potential to cause harm to Children, Young People, and others as well as disrespect the dignity and wellbeing of individuals. They also expose EREAFSL to legal action, significant reputational damage as well as education regulator and public scrutiny.

EREAFL and its schools acknowledges and will apply the fundamental principles of procedural fairness and natural justice when considering and investigating breaches of this Code.

In instances where there is a report of a breach or consistent breaches of the Code, the Head of Campus will have discretion regarding how to best respond to the concerns raised. If a parent or carer fails to observe the Code, the school will take appropriate action, which may include:

- a written warning;
- a parent, carer, or another relevant person being excluded from school activities or events and/or the school grounds;
- a parent, carer, or another relevant person having limited access to a school staff member/s;
- a requirement that a parent/carer (or another relevant person) only communicate with a nominated school representative; and/or
- terminating the enrolment of the related Young Person.

Please note, the Head of Campus may in their discretion terminate a Young Person's enrolment if the Head of Campus considers that a mutually beneficial relationship of trust and cooperation between a parent or carer and the school has broken down to the extent that it adversely impacts on that relationship.

Staff are empowered to take steps to protect their own health and wellbeing. If they feel that a parent or carer is being inappropriate, they are encouraged to indicate this and ask that it stop. If it does not, or if a staff member feels that a parent or carer's actions are posing a risk to their health and wellbeing, they are empowered to remove themselves from the situation. This may include immediately concluding a meeting or phone call or demanding that a parent or carer immediately leave the school grounds (or a school activity or event).

8.3 RECORD KEEPING

All records pertaining to this policy will be managed and maintained in accordance with the *Records Management Policy* and the related Retention, Archival, and Disposal schedule.

When handling all Complaints, EREAFSL and its Schools will keep and maintain any records as required in compliance with statutory authority requirements.

The National Risk and Compliance team will keep records, in accordance with the *Records Management Policy*, of all policy review processes related to this policy, including records and notes from policy audits, feedback and consultation processes, and any subsequent changes.

Section 9 – Associated Information

This policy aligns with, and is supported and complimented by, the following Commonwealth and State / Territory legislation, standards, regulations, EREAFSL policies and procedures, and other supporting forms and documentation:

Related Legislation, Policies and Procedures

Relevant Legislation, Legislative Instruments, Standards and Regulations	Commonwealth <ul style="list-style-type: none"> • <i>Age Discrimination Act 2004</i> • <i>Australian Education Act 2012 and Regulation 2013</i> • <i>Australian Human Rights Commission Act 1986</i> • <i>Disability Discrimination Act 1992</i> • <i>Disability Standards for Education</i> • <i>Family Law Act 1975</i> • <i>Privacy Act 1988</i> • <i>Racial Discrimination Act 1975</i> • <i>Sex Discrimination Act 1984</i>
	Queensland <ul style="list-style-type: none"> • <i>Anti-Discrimination Act 1991</i> • <i>Child Protection Act 1999</i> • <i>Child Safe Organisations Act 2024</i> • <i>Civil Liability Act 2003</i> • <i>Criminal Code Act 1899</i> • <i>Domestic and Family Violence Protection Act 2021</i> • <i>Education (Accreditation of Non-State Schools) Act and Regulation 2017</i> • <i>Education (QCT) Act 2005 and Regulation 2016</i> • <i>Education (General Provisions) Act 2006</i> • <i>Liquor Act 1992</i> • <i>Misuse of Drugs Act 1986</i> • <i>Public Health Act 2005</i> • <i>Tobacco and Other Smoking Products Act 1998</i> • <i>Working with Children (Risk Management and Screening) Act 2000 (Qld) and Regulation 2020</i>
	Northern Territory <ul style="list-style-type: none"> • <i>Anti-Discrimination Act 1992</i> • <i>Care and Protection of Children Act 2007</i> • <i>Care and Protection of Children (Screening) Regulations 2010</i> • <i>Criminal Code Act 1983</i> • <i>Education Act and Regulations 2015</i> • <i>Misuse of Drugs Act</i> • <i>Teacher Registration (NT) Act and Regulations 2004</i> • <i>Personal Injuries (Liabilities and Damages) Act 2003</i> • <i>Work Health and Safety Act NUL 2011</i>
	New South Wales <ul style="list-style-type: none"> • <i>Anti-Discrimination Act 1977</i> • <i>Child Protection (Working with Children) Act 2012</i> • <i>Children’s Guardian Act 2019</i> • <i>Children and Young Persons (Care and Protection) Act 1988</i> • <i>Civil Liability Act 2002</i> • <i>Crimes Act 1900</i> • <i>Crimes (Domestic and Personal Violence) Act 2007</i> • <i>Drug Misuse and Trafficking Act 1985</i> • <i>Education Act 1990</i> • <i>Education Standards Authority Act 2013</i> • <i>Teacher Accreditation Act 2004</i> • <i>Work and Health and Safety Act 2011</i>
	Tasmania <ul style="list-style-type: none"> • <i>Anti-Discrimination Act 1998</i> • <i>Child and Youth Safe Organisations Act 2023</i> • <i>Children, Young Persons and Their Families Act 1997</i> • <i>Civil Liability Act 2002</i> • <i>Code of Professional Ethics for the Teaching Profession in Tasmania</i> • <i>Criminal Code Act 1924</i> • <i>Education Act 2016 and Education Regulations 2017</i>

	<ul style="list-style-type: none"> • <i>Family Violence Act 2004</i> • <i>Misuse of Drugs Act 2001</i> • <i>Professional Boundaries: Guidelines for Tasmania Teachers</i> • <i>Registration to Work with Vulnerable People Act 2013 and Regulations 2014</i> • <i>Teachers Registration Act 2013</i> • <i>Work Health and Safety Act 2012</i>
	<p>South Australia</p> <ul style="list-style-type: none"> • <i>Children and Young People (Safety) Act and Regulations 2017</i> • <i>Child Safety (Prohibited Persons) Act 2016 and Regulations 2019</i> • <i>Civil Liability (Institutional Child Abuse Liability) Amendment Act 2021</i> • <i>Controlled Substance Act 1984</i> • <i>Criminal Law Consolidation Act 1935</i> • <i>Education and Children’s Services Act 2019 and Regulations 2020</i> • <i>Education and Early Childhood Services (Registration and Standards) Act 2011</i> • <i>Equal Opportunity Act 1984</i> • <i>Teachers Registration and Standards Act 2004 and Regulations 2021</i> • <i>Work Health and Safety Act 2012</i>
	<p>Western Australia</p> <ul style="list-style-type: none"> • <i>Children and Community Services Act 2004 and Regulations 2006</i> • <i>Children and Community Services Amendment (Reporting Sexual Abuse of Children) Act 2008</i> • <i>Civil Liability Act 2002</i> • <i>Criminal Code Act 1913</i> • <i>Equal Opportunity Act 1984</i> • <i>Misuse of Drugs Act 1982</i> • <i>Registration Standards for Non-Government Schools</i> • <i>School Education Act 1999 and Regulations 2000</i> • <i>Teacher Registration Act 2012</i> • <i>Working with Children (Criminal Record Checking) Act 2004 and Regulations 2005</i> • <i>Work Health and Safety Act 2020</i>
Relevant EREAFSL Policies and Procedures	<ul style="list-style-type: none"> • <u>Code of Conduct – Staff</u> • <u>Code of Conduct (students)</u> • <u>Complaint Handling Policy</u> • <u>Privacy Policy</u> • <u>Records Management Policy</u> • <u>Risk Management Policy</u> • <u>Safeguarding Policy</u> • <u>Whistleblower Policy</u> • <u>Workplace Complaint Management Policy</u>
Other Relevant Reference Documents, Websites and Forms	<ul style="list-style-type: none"> • <u>National Principles for Child Safe Organisations</u>

Section 10 – Review

This Code will be reviewed **biennially**, and amendments and updates made as required. Reviews may occur more regularly where a legislative or regulatory change requires it. Any related procedures, guidelines, or forms are also reviewed at least **biennially**, or more regularly as required by change to legislation.

EREAFLS reserves the right to vary the Code as necessary, to reflect and respond to current legislative and organisational needs. Changes will become effective when communicated to the EREAFSL Community, and training offered where those changes are substantial.

The National Risk and Compliance team is responsible for ensuring that the **biennial** review of this Code is undertaken, which includes applying any relevant legislative and/or regulatory changes, thorough consultation with relevant stakeholders, and having the Code reviewed and approved by the EREAFSL CEO and Board, or their delegate.

Section 11 – Further Assistance

Policy queries should be directed to the Director of Risk and Compliance.

Section 12 – Document Version Control

Code of Conduct – Community	
Status	DRAFT
Version	Version 1.0
Policy Code	SG.005
Category	Operational
Sub-Category	Safeguarding
Effective Date	
Review Date	
Approval Authority	Chief Executive Officer ('CEO')
Governing Authority	EREAFLS Board
Approval Date	
Expiry Date	
Policy Owner	National Director of School Support
Policy Owner Delegate	National Director of School Support

Schedule 1 – Schools* under the administration of Edmund Rice Education Australia Flexible Schools Ltd.

School	Site Address
Albert Park Flexible School	1 Hale Street, Brisbane QLD 4000
Bowen Education Engagement Program	48 George Street, Bowen QLD 4805
Burdekin Education Program	Ayr Racecourse – Cunningham Street, Ayr QLD 4807
Deception Bay Flexible School	17 Silver Street, Deception Bay QLD 4508
Edmund Rice Flexi School (Davoren Park)	8 Skewes Street, Davoren Park SA 5113
Edmund Rice Flexi School (Elizabeth)	Bldg G21 Elizabeth TAFE – Woodford Road, Elizabeth SA 5112
FAME	13 McKinna Road, Christie Downs SA 5164
Flexi RTO	Unit 18, 56 Lavarack Avenue, Eagle Farm QLD 4009
Geraldton Flexible School	15 Bayly Street, Geraldton WA 6530
Gympie Flexible School	2 Bowen Lane, Gympie QLD 4570
Hemmant Flexible School	56 Hemmant-Tingalpa Road, Hemmant QLD 4174
Inala Flexible School	67 Poinsettia Street, Inala QLD 4077
Ipswich Flexible School	1 Queen Victoria Parade, Ipswich QLD 4305
Mount Isa Flexible School	74 Abel Smith Parade, Sunset Mount Isa QLD 4825
Noosa Flexible School	2 Girraween Court, Sunshine Beach QLD 4567
Pambula Beach Flexible School	149 Pambula Beach Road, Pambula NSW 2549
Rockhampton Flexible School	210 Upper Dawson Road, Rockhampton QLD 4700
St Edmund's College	60 Burns Road, Wahroonga NSW 2076
St Francis Flexible School	22 Ashbourne Grove, West Moonah TAS 7009
St Gabriel's School	190 Old Northern Road, Castle Hill NSW 2154
St Joseph's Catholic Flexible School	5 Bloomfield Street, Alice Springs NT 0870
St Laurence Flexible Learning Centre	137 Broadmeadow Road, Broadmeadow NSW 2292
St Mary's Flexible School	63 Forrester Road, St Marys NSW 2760
Southport Flexible School	2 Nakina Street, Southport QLD 4215
The Centre Education Programme	108 Mudgee Street, Kingston QLD 4114
Townsville Flexible School	22 Ingham Road, West End QLD 4810
Wollongong Flexible School	Corner Princes Highway and Towradgi Road, Towradgi NSW 2518

* 'Schools' means the registered non-government schools (including Registered Training Organisations ('RTO') and other educational facilities) located in and operating within Australia that are listed in the above Schedule, and such other schools, RTO or educational facilities as EREAFSL may establish in Australia or may acquire, govern, and operate from time-to-time. This definition also applies to campuses of Schools and to a School operating across various sites.