

Mawson Lakes School - OSHC

Policy Statement on Staff Code of Conduct

The quality of care for children, good relationships among educators, the confidence of parents and the reputation of the Mawson Lakes School OSHC service all depend on the professional attitude and behaviour of the service staff and management. This policy aims to provide clear guidance to educators about the standards the OSHC requires as a condition of employment.

HOW POLICY WILL BE IMPLEMENTED (specific policies and procedures)

STAFF PROFESSIONALISM

- Educators are expected to support the policies and procedures of the OSHC service. Where educators believe any of the policies or procedures need to be changed, they should first discuss it at a staff meeting and then have the Director suggest the change to the OSHC Committee. Meanwhile educators should continue to follow the existing policy and procedures.
- It is particularly important that staff know and follow the Child Protection Policy and Procedures.
- Staff duties are described in their job descriptions. Educators should perform their duties to the best of their ability. If educators have trouble performing these duties to the required standard, they should ask for help from the Director/Nominated Supervisor.
- Educators are expected to comply with their legal and industrial award obligations.
- It is vital that the service be a healthy and safe environment for children, educators, parents and visitors. Educators must act in ways which do not endanger the health or safety of anyone, and should encourage healthy and safe behaviour in the children by setting a good example.
- Good quality childcare relies on effective teamwork and good relationships among staff. Educators are expected to assist good working relationships by treating each other with courtesy, honesty and respect. Conflicts between educators should be aired in private, and not in front of children, parents or other staff. Educators should seek help from the Director/Nominated Supervisor, or use the grievance procedures, if they are unable to resolve their conflict between themselves.
- Similarly, educators should treat parents and children with courtesy, honesty and respect. Children arriving or departing from the service should be welcomed or farewelled by name. Educators should treat children equally and as individuals regardless of gender, race, family background, culture, religion or beliefs. Staff will be sensitive the rights and feelings of the children.

- Educators are expected to maintain and improve their skills through participating in the staff training and development opportunities provided by the service.
- Educators must observe confidentiality in all circumstances involving children, parents, staff and visitors. Educators must not discuss any child or parent with any other parent or visitor, within or outside the Service. In any situation where a staff member is not sure if information is confidential or not, s/he should check with the Director/Nominated Supervisor.
- Educators are expected to attend work and return from breaks on time.
- Educators should dress appropriately for their duties, with particular attention to safety (closed shoes must be worn).
- Educators should use language which will not offend other staff or parents, especially within hearing range of children.
- Educators must attend work free from the influence of alcohol or other nonprescription drugs (usually allow 8 hours between consumption and returning to work). Smoking is strongly discouraged and staff may not smoke in the building or anywhere within sight of the children. Staff should tell the Director/Nominated Supervisor if they are taking any prescription medication which may affect their capacity for work (e.g. causing drowsiness).
- Educators are expected to come to work when they are fit enough to do so without risking injury or infection to themselves or the staff or children at the service. When staff are unwell or injured they should not attend work.
- Educators should help each other to maintain high quality care and high standards of professionalism.

STAFF PERFORMANCE

- Educator Appraisal System - The OSHC service will use Performance Evaluations to appraise all educators. The Performance Evaluations will:
 - provide for two way feedback on work performance and job satisfaction.
 - identify key performance measures for each position.
 - use self evaluation as the central tool for assessing past performance.
 - have a positive focus geared to improving future performance.
 - be based on a process of ongoing constructive feedback and guidance.
 - involve a formal interview between each employee and the Director, at least annually.
 - identify individual staff training needs and career development goals.

- if necessary, include an agreed action plan as a result of the annual interview process, to be written and signed by both parties and implemented over the next year.
- Staff and the management body will jointly review the staff appraisal system at least every two years, to improve it or to move to a better system.
- Work performance counselling -- some employees may experience difficulties in performing their work to the minimum standards required by the Service. In these situations, the Director/Nominated Supervisor may choose to provide work performance counselling. This is additional to the staff appraisal system.
- The purpose of work performance counselling is to give extra support and guidance to staff to help them to meet the minimum required standards, and to assess the staff member's progress towards those standards.
- The counselling should accord with the following principles.
 - Use informal discussion initially, moving to formal counselling if the educator's performance does not adequately improve within a reasonable period of time.
 - Identify the problem areas.
 - Develop and implement an agreed action plan that includes training, guidance and support for the staff member.
 - Review progress - up to 3 periods of review no more than 3 months each, within any 24 months period.
 - Maintain confidentiality.
- A staff member who does not reach and maintain the required standards for her/his position after 3 review periods within a 24 months period may be dismissed for poor work performance. (*See- Policy Statement on Staff Discipline- Procedure for Managing Poor Work Performance or Misconduct*)
- Any decision to dismiss a staff member will be taken by the management body with full information from the Director who conducted the work performance counselling, and any information the staff member wishes to provide.
- An educator who is receiving work performance counselling has the right to a support person present at any counselling sessions.

- An educator may appeal against any decision taken by the Director/Nominated Supervisor or management representative by using the grievance procedures.