

BEACONSFIELD KINDERGARTEN INC.

CODE OF CONDUCT POLICY

Mandatory – Quality Area 4

PURPOSE

This policy provides a clear set of guidelines and procedures for Beaconsfield Kindergarten to:

- establish the expected standards of behaviour for the Approved Provider, Persons with Management or Control, Nominated Supervisor, Persons in Day-to-Day Charge, Early Childhood Teachers, educators, other staff, contractors, volunteers, students on placement, parents/guardians and visitors
 - create and maintain a child safe environment that reflects the philosophy, beliefs, objectives and values of Beaconsfield Kindergarten
 - articulate desirable and appropriate behaviour
 - promote interactions at the service and online which are respectful, honest, courteous, sensitive, tactful and considerate.
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POLICY STATEMENT

Values

Beaconsfield Kindergarten Inc.:

- respects the rights of the child and values diversity
- values the contribution of Aboriginal children, children from a culturally and linguistically diverse background and children with a disability
- has zero tolerance of discrimination
- maintains a duty of care (refer to *Definitions*) towards all children at the service
- is committed to the safety and wellbeing of each child at the service
- is committed to the safety and wellbeing of all staff and the members of our service's community
- is committed to supporting staff to act cohesively and ethically as a team and provide an environment that is conducive to children's learning and development
- provides a safe and secure environment for all at the service
- provides an open, welcoming environment in which everyone's contribution is valued and respected
- is committed to communicating openly and honestly
- is committed to continually learning how to be inclusive and respectful of cultural needs
- encourages relationships that are based on the principles of mutual respect, equity and fairness
- encourages both adults and children to identify and raise concerns through the appropriate channels to maintain a culture of reporting and pro-actively responding to concerns
- encourages volunteers, students, parents/guardians and visitors to support and participate in the program and activities of the service.

Scope

This policy applies to the Approved Provider, Persons with Management or Control, Nominated Supervisors, Persons in day-to-day Charge, educators, staff, students on placement, volunteers, parents/guardians, children and others attending the programs and activities of Beaconsfield Kindergarten Inc.

RESPONSIBILITIES

RESPONSIBILITIES	Approved provider and persons with management or control	Nominated supervisor and persons in day-to-day charge	Early childhood teachers	Educators and all other staff	Parents/guardians	Contractors, volunteers and students
R indicates legislation requirement, and should not be deleted						
Providing a safe environment for everyone attending the programs and activities of Beaconsfield Kindergarten	R	R	√	√		
Providing a workplace that is free from unlawful discrimination, harassment, victimisation and bullying where all persons attending are treated with dignity, courtesy and respect	R	√	√	√		
Ensuring racism within the service is identified, confronted and not tolerated.	R	√	√	√	√	√
Ensuring that the children educated and cared for at Beaconsfield Kindergarten are protected from harm and from any hazard likely to cause injury (<i>National Law: Section 167</i>)	R	R	√	√		√
Providing guidance through leadership and by being a positive role model; putting children first, prioritising training and education and having a culture of continuous improvement	R	√	√			
Developing, updating and reviewing the Code of Conduct for Beaconsfield Kindergarten in collaboration with all stakeholders within the service (<i>refer to Attachments 1 and 3</i>)	R	√	√	√	√	
Ensuring that early childhood teachers, educators, other staff, volunteers and students are provided with an electronic copy of this policy on employment, engagement or enrolment at the service and that the current codes of conduct are available and promoted to everyone including contractors and visitors	R	√				
Ensuring that all parents/guardians and visitors have access to a printed or electronic copy of this policy	√	√				
Ensuring that parents/guardians are provided with a copy of the Parent, Guardian and Volunteer Code of Conduct	√	√				
Ensuring that all staff read the <i>Code of Conduct Policy</i> and sign the Code of Conduct Acknowledgement (<i>refer to Attachment 2</i>) and that these are filed with individual staff records	√	√	√	√		
Ensuring that the codes of conduct are regularly discussed at staff meetings to reinforce expectations	R	√				
Developing a culture of accountability within the service for complying with the Code of Conduct and responding when behavioural expectations are not adhered to	R	√	√	√	√	√
Ensuring that children know who to speak to about any concerns and that their concerns are followed-up		√	√	√		

Ensuring that all children being educated and cared for at Beaconsfield Kindergarten are protected from harm and any hazard likely to cause injury (<i>National Law: Section 167</i>)	R	R	√	√		√
Providing an environment that encourages positive interactions, supports constructive feedback and holds one another to the Codes of Conduct	√	√	√	√	√	√
Ensuring that parents/guardians of a child attending the service can enter the service premises at any time that the child is being educated and cared for (<i>Regulation 157</i>), except where this may pose a risk to the safety of children or staff, or conflict with any duty of care of the Approved Provider, Nominated Supervisor or Early Childhood Teachers and educators under the <i>National Law: Section 167 & 171</i>	R	R	√			
Ensuring that contractors, volunteers, parent/guardians, students or visitors at the service are not placed in a situation where they are left alone with a child	R	R	√	√		
Ensuring all staff and volunteers receive relevant cultural training so they have an understanding of Aboriginal culture, and an appreciation for culturally sensitive issues	R	R				
Respecting individual abilities, needs, cultural practices and beliefs in all interactions, both verbal and non-verbal. Paying particular attention to the needs of Aboriginal and Torres Strait Islander children, children with disability and children from CALD backgrounds	√	√	√	√	√	√
Engaging in open, two-way communication with families and communities about the service's child safety approach and providing relevant and accessible information	√	√	√	√		
Ensuring all staff, contractors, volunteers and students do not consume alcohol and are not under the influence of alcohol or affected by drugs (<i>refer to Tobacco, Alcohol and other Drugs Policy</i>)	R	R				
Not consuming or being under the influence of alcohol or affected by drugs (<i>refer to Tobacco, Alcohol and other Drugs Policy</i>)	R	R	R	R	√	R
Notifying DE within 24 hours of a serious incident (<i>refer to Definitions</i>) or of a notifiable complaint being made (<i>refer to Definitions</i>) at the service (<i>National Law: Sections 174(2)(b) and 174(4), National Regulations: Regulations 175(2)(c) and 176(2)(b)</i>) via the NQAITS	R	√	√			
Referring notifiable complaints (<i>refer to Definitions</i>) or complaints that are unable to be resolved appropriately and in a timely manner to the Complaints Subcommittee/investigator (<i>refer to Compliments and Complaints Policy</i>)	R	√				
Notifying Work Safe of any reportable incidents (<i>refer to Definitions</i>) that have occurred in the workplace	R	√				
Activating the <i>Compliments and Complaints Policy, Staff Grievance Policy</i> or the <i>Staff Counselling and Discipline Policy</i> on notification of a breach of the <i>Code of Conduct Policy</i>	R	√				
Taking appropriate disciplinary or legal action, or reviewing the terms of employment in the event of misconduct or a serious breach of the <i>Code of Conduct Policy</i>	R					

Contacting police in an emergency situation where it is believed that there is an immediate risk, such as when violence has been threatened or perpetrated or where sexual abuse or grooming is suspected as outlined in the <i>Child Safe Environment Policy</i> .	R	R	R	R	√	R
Adhering to the Code of Conduct at all times	R	R	R	R	R	R
Informing the approved provider in the event of a serious incident (<i>refer to Definitions</i>), a notifiable complaint (<i>refer to Definitions</i>) or a breach of the <i>Code of Conduct Policy</i>		R	√	√		
Providing an environment that encourages positive interactions, supports constructive feedback and holds one another to the codes of conduct	√	√	√	√		
Ensuring children can access abuse prevention programs and information	R	√	√	√		
Understanding and accepting that serious breaches of this code will be deemed misconduct and may lead to disciplinary or legal action, or a review of their employment		√	√	√	√	√
Being attentive to signs of harm and facilitating child-friendly ways for children to communicate and raise their concerns	R	R	R	R		R
Reporting and acting on any concerns or observed breaches of this <i>Code of Conduct Policy</i>		R	R	R	R	R
Ensuring duties are performed in a professional, safe and satisfactory manner at all times.	√	√	√	√		√

BACKGROUND AND LEGISLATION

Background

Codes of conduct establish standards of behaviour to be followed and define how individuals are expected to behave towards each other, towards the children in their care, and towards other organisations and individuals in the community.

The Approved Provider, Nominated Supervisor, Early Childhood Teachers, educators and all staff have a duty of care to the children attending the service and must ensure “that every reasonable precaution is taken to protect children being educated and cared for by the service from harm and from any hazard likely to cause injury” (National Law: Section 167).

The *National Quality Standard* requires that all staff be respectful and ethical and that ‘professional standards guide practice, interactions and relationships’ (*National Quality Standard 4.2 and 4.2.2*).

Employers also have a legal responsibility to provide, as far as is practicable, a safe workplace that is free from discrimination, bullying and harassment.

The Child Safe Standards require services to ensure the Code of Conduct provides guidelines for staff and volunteers on expected behavioural standards and responsibilities, and breaches to the Code of Conduct are acted upon and reported.

A Code of Conduct should be informed by the service’s philosophy, beliefs and values, and based on ethical principles of mutual respect, equity and fairness. Consideration should be given to the Victorian Teaching Profession *Code of Conduct* and the *Code of Ethics* and to the Early Childhood Australia’s *Code of Ethics* in developing the Code of Conduct.

The Approved Provider must ensure that the Nominated Supervisor, Early Childhood Teachers, all educators, staff, contractors, students on placement, parents/guardians, volunteers, children and

others attending the programs and activities at Beaconsfield Kindergarten adhere to the expectations outlined in the Code of Conduct when communicating to and interacting with:

- children at the service and their parents and family members
- each other
- others in the community.

Legislation and standards

Relevant legislation and standards include but are not limited to:

- *Charter of Human Rights and Responsibilities Act 2006* (Vic)
- Child Safe Standards (Vic)
- *Children, Youth and Families Act 2005* (Vic)
- *Child Wellbeing and Safety Act 2005* (Vic)
- *Disability Discrimination Act 1992* (Cth)
- Early Childhood Australia's *Code of Ethics* (2016)
- *Education and Care Services National Law Act 2010*: Sections 166, 167, 173, 174
- *Education and Care Services National Regulations 2011*: Regulations 83, 155, 156, 157, 168, 170, 171, 174, 175, 176
- *Equal Opportunity Act 2010* (Vic)
- *Fair Work Act 2009* (Cth)
- Fair Work Regulations 2009 (Cth)
- *National Quality Standard*, including Quality Area 4: Staffing arrangements
- *Occupational Health and Safety Act 2004*
- *Occupational Health and Safety Regulations 2017*
- *Racial Discrimination Act 1975*
- *Racial and Religious Tolerance Act 2001* (Vic)
- *Sex Discrimination Act 1984* (Cth)
- Victorian Institute of Teaching *The Victorian Teaching Profession Code of Conduct*
- Victorian Institute of Teaching *The Victorian Teaching Profession Code of Ethics*

The most current amendments to listed legislation can be found at:

- Victorian Legislation – Victorian Law Today: <http://www.legislation.vic.gov.au>
- Commonwealth Legislation – Federal Register of Legislation: <https://www.legislation.gov.au/>

DEFINITIONS

The terms defined in this section relate specifically to this policy. For commonly used terms e.g. Approved Provider, Nominated Supervisor, Regulatory Authority etc. refer to the *General Definitions* section of this manual.

Assault: An incident where a person causes injury, pain, discomfort or damage to another person. It also includes insult or deprivation of liberty. Assault can be physical or verbal.

Behaviour: the way in which one acts or conducts oneself, especially towards others.

Bullying: Repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons. Bullying occurs when one or more people deliberately and repeatedly upset or hurt another person, damage their property, reputation or social acceptance. Examples of bullying in the workplace could include:

- behaving aggressively
- teasing or practical jokes
- pressuring someone to behave inappropriately

- excluding someone from work-related events
- unreasonable work demands
- the making of vexatious allegations against a worker
- spreading rude and/or inaccurate rumours about an individual
- conducting an investigation in a grossly unfair manner.

Ethical conduct: Behaviour which reflects values or a code of conduct.

Harassment: When someone is demeaning, derogatory, or intimidating towards another person.

Harassment includes:

- racial taunts
- taunts about sexual orientation or gender identity
- sexual harassment: unwelcome physical, verbal or written behaviour of a sexual nature
- repeated insulting remarks.

Investigator: A person/staff member assigned or organisation engaged with the responsibility of investigating suspected breaches of the Code of Conduct by the Approved Provider.

Physical attack: the direct or indirect application of force by a person to the body of, or to clothing or equipment worn by, another person, where that application creates a risk to health and safety.

Respect: Demonstrating regard for the rights of individuals, for different values and points of views.

Sexual harassment: includes offensive gestures, leering, staring or suggestive comments about a person's physical appearance, inappropriate physical contact, unwanted invitations of a sexual manner, sexually orientated jokes, sending of obscene letters, notes, telephone texts or emails.

Support: Work in a cooperative and positive manner.

Threat: a statement or behaviour that causes a person to believe they are in danger of being physically attacked.

Unreasonable behaviour: Includes actions of individuals or a group and may involve using a system of work as a means of victimising, humiliating, undermining, or threatening.

Verbal harassment: includes name-calling, offensive language, putting people down.

SOURCES AND RELATED POLICIES

Sources

- Commission for Children and Young People: www.cryp.vic.gov.au
- Early Childhood Australia, *Code of Ethics*: www.earlychildhoodaustralia.org.au
- Fair Work Commission website www.fwc.gov.au
- United Nations, *Convention on The Rights of the Child*: <http://www.unicef.org/crc/>
- United Nations, *The Universal Declaration of Human Rights*: <http://www.un.org/en/universal-declaration-human-rights/>
- Victoria Legal Aid: www.legalaid.vic.gov.au
- Victorian Institute of Teaching – The Victorian Teaching Profession Code of Conduct and Code of Ethics: <http://www.vit.vic.edu.au>

Related policies

- *Child Safe Environment Policy*
- *Compliments and Complaints Policy*
- *Delivery and Collection of Children Policy*
- *Inclusion and Equity Policy*
- *Information and Communication Technology (ICT) Policy*
- *Interactions with Children Policy*

- *Occupational Health and Safety Policy*
 - *Privacy and Confidentiality Policy*
 - *Relaxation and Sleep Policy*
 - *Staff Counselling and Discipline Policy*
 - *Staff Grievance Policy*
 - *Staff Health and Wellbeing Policy*
 - *Staffing Policy*
 - *Tobacco, Alcohol and other Drugs Policy*
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EVALUATION

In order to assess whether the values and purposes of the policy have been achieved, the Approved Provider will:

- regularly seek feedback from everyone affected by the policy regarding its effectiveness
 - monitor the implementation, compliance, complaints and incidents in relation to this policy
 - assess whether a satisfactory resolution has been achieved in relation to issues arising from this policy
 - keep the policy up to date with current legislation, research, policy and best practice
 - revise the policy and procedures as part of the service's policy review cycle, or as required
 - notifying all stakeholders affected by this policy at least 14 days before making any significant changes to this policy or its procedures, unless a lesser period is necessary due to risk (*Regulation 172 (2)*).
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ATTACHMENTS

- Attachment 1: Beaconsfield Kindergarten Code of Conduct
- Attachment 2: Code of Conduct Acknowledgement
- Attachment 3: Beaconsfield Kindergarten Parent, Guardian and Volunteer Code of Conduct
- Attachment 3: Staff Dress Code

AUTHORISATION

This policy was adopted by the Approved Provider of Beaconsfield Kindergarten Inc. on 17th March, 2014.

REVIEW DATE: 22/07/2024

REVIEW FREQUENCY: Annual

NEXT REVIEW DUE: July 2025

ATTACHMENT 1

Beaconsfield Kindergarten Code of Conduct

The Approved Provider, Persons with Management or Control, Nominated Supervisors, early childhood teachers, educators and all staff at Beaconsfield Kindergarten are responsible for promoting the safety and wellbeing of children and their families by:

- welcoming all children and their families and being inclusive
- treating everyone with respect, including listening to and valuing their ideas and opinions
- contributing to a culture of child safety
- adhering to the *Child Safe Environment Policy* and all other policies
- taking all reasonable steps to protect children from abuse
- not using personal devices to take photographs or videos of children at the service or on any excursion
- respecting the privacy of children and their families, and only disclosing information to people who have a need to know as required under the *Privacy and Confidentiality Policy*
- reporting and acting on any breaches of this Code of Conduct, complaints or concerns
- acknowledging the vulnerability of Aboriginal children, children from a culturally and linguistically diverse background and children with a disability and having zero tolerance of discrimination.

Professional responsibilities

The Approved Provider, Persons with Management or Control, Nominated Supervisors, early childhood teachers, educators and all staff demonstrate our commitment to our professional responsibilities by:

- undertaking duties in a competent, timely and responsible way
- ensuring our knowledge and expertise is up to date and relevant to our roles
- accepting professional responsibility for the provision of quality teaching
- being aware of the role of other professionals and agencies, working collaboratively and within the limits of our professional expertise and referring children for assistance when needed
- understanding and complying with legal obligations in relation to:
 - Child Safe Standards
 - discrimination, harassment and vilification
 - negligence
 - grooming
 - disclosure of child sexual abuse
 - protection of a child from child sexual abuse
 - mandatory reporting
 - privacy and confidentiality
 - occupational health and safety
 - maintaining teacher registration and Working with Children Checks as applicable
- raising any complaints or grievances in accordance with the *Compliments and Complaints Policy* and/or the *Staff Grievance Policy*.

Relationships with children

In their relationships with children, the Approved Provider, Persons with Management or Control, Nominated Supervisors, early childhood teachers, educators and all staff will demonstrate their commitment to high-quality education and care for children by:

- being a positive role model at all times
- encouraging children to express themselves and their opinions
- allowing children to undertake experiences that develop self-reliance and self-esteem
- maintaining a safe environment for children
- respecting the rights of all children
- contributing to a service environment that is free from discrimination, bullying and harassment
- speaking to children in an encouraging and positive manner
- listening actively to children and offering empathy and support
- giving each child positive guidance and encouraging appropriate behaviour
- regarding all children equally, and with respect and dignity
- respecting individual differences including age, physical and intellectual development, and catering for the abilities of each child at the service
- having regard to each child's cultural values and supporting them to express their culture
- providing opportunities for children to interact and develop respectful and positive relationships with each other, and with other staff members and volunteers at the service
- considering the safety, needs and comfort of the child and their peers prior to making physical contact and complying with the *Interactions with Children Policy*.
- working with children in an open and transparent way by informing other staff about the work being done with children
- encouraging and assisting children to undertake activities of a personal nature for themselves e.g. toileting and changing clothes
- respecting the confidential nature of information gained about each child while participating in the program.

Relationships with parents/guardians and families

In their relationships with parents/guardians and families, the Approved Provider, Persons with Management or Control, Nominated Supervisors, early childhood teachers, educators and all staff will demonstrate their commitment to collaboration by:

- being respectful of, and courteous towards, parents/guardians and families at all times
- maintaining professional and ethical relationships with families attending the service and understanding that in some circumstances a relationship with parents/guardians outside the education setting may compromise, or be perceived to compromise, the professional relationship
- respecting the role of parents/guardians as the child's first educator
- working collaboratively with parents/guardians and families
- considering the perspective of parents/guardians and families when making decisions that impact on the education and care of their child
- communicating with parents/guardians and families in a timely and sensitive manner
- responding to concerns expressed by parents/guardians and families in a timely and appropriate manner
- respecting the cultural context of each child and their family
- respecting the privacy of information provided by parents/guardians and families, and keeping this information confidential, as required under the *Privacy and Confidentiality Policy*.

Relationships with employer and colleagues at the service

In their relationships with colleagues, the Approved Provider, Persons with Management or Control, Nominated Supervisors, early childhood teachers, educators and all staff will demonstrate collegiality by:

- developing relationships based on mutual respect, equity and fairness
- working in partnership in a courteous, respectful and encouraging manner
- valuing the input of their colleagues
- sharing expertise and knowledge in appropriate forums, and in a considered manner
- respecting the rights of others as individuals
- giving encouraging and constructive feedback, and respecting the value of different professional approaches
- providing support for each other, particularly those new to the profession and/or workplace
- being prepared to have difficult conversations and use constructive processes to address differences of opinion
- encouraging others to act in accordance with this Code of Conduct and taking action when they observe behaviours which are outside of the Code of Conduct.

Personal conduct

Although there is no definitive boundary between personal and professional conduct, the Approved Provider, Persons with Management or Control, Nominated Supervisors, early childhood teachers, educators and all staff reflect community expectations in their personal conduct by:

- being positive role models in education settings, in the community and online
- not exploiting their position for an inappropriate personal or financial benefit
- ensuring their personal or financial interests do not interfere with the performance of their duties
- not engaging in childcare (e.g. babysitting) for any child or family currently attending the service (exceptions may be granted if a relationship existed prior to the child/family attending the service)
- being aware of the potentially serious impact that any demonstration of intolerance or prejudice could have on the safety and wellbeing of children or the profession as a whole.

ATTACHMENT 3

Beaconsfield Kindergarten Parent, Guardian, Committee and Volunteer Code of Conduct

This Code of Conduct applies to all parents, carers, guardians, family members and guests of children enrolled at Beaconsfield Kindergarten. The Code must be observed in all conduct and interaction with Beaconsfield Kindergarten staff and children, including at the service, during an excursion and at any function or event held by or on behalf of Beaconsfield Kindergarten.

A breach of this Code of Conduct may result in formal disciplinary action by the Committee of Management and may lead to exclusion from the centre.

Principles of Standards of Conduct

- Comply with all policies and procedures of the service.
- Always act in the best interests of children, their families, staff and users of the service.
- Contribute to a welcoming, inclusive and safe environment for all children, parents, staff and volunteers.
- Work in a cooperative and positive manner.
- Commit to the safety and wellbeing of all staff and children at the service.
- Use courteous and acceptable language and refrain from the use of profane, insulting, harassing or otherwise offensive language. Aggressive, bullying or intimidating behaviour will not be accepted.
- Value diversity and refrain from actions or behaviour that constitute harassment or discrimination.
- Respect the property of the kindergarten and other people's property.
- Acknowledge the vulnerability of Aboriginal children, children from a culturally and linguistically diverse background and children with a disability and have zero tolerance of discrimination.
- Keep information relating to the children, families and the kindergarten confidential.
- Be respectful of the privacy of other children and families and refrain from posting photos or videos online that include other children.

Behavioural Practices to Follow

In relation to the children

- Be a positive role model at all times.
- Respect the rights of all children and value diversity.
- Always speak in an encouraging and positive manner.
- Listen actively to children and offer empathy, support and guidance where needed.
- Treat all children equally and with respect and dignity.
- Always put the care, welfare and safety needs of a child first.
- Avoid physical contact with children other than your own unless directed by staff or if the safety of a child is compromised (this should be reported immediately to staff).
- Always work in an open environment, avoiding unobserved situations.

In relation to other adults and staff

- Treat everyone with respect, honesty, courtesy, sensitivity and consideration.
- Use non-discriminatory, respectful and non-judgemental language.
- Respect the rights of others as individuals.
- Always maintain the confidentiality and privacy of children and their families.
- Give encouraging and constructive feedback, and respect the value of different approaches.
- Accept staff decisions and follow their directions at all times. Speak with the staff member if you have any concerns about complying with any directions.
- Be aware of routines and guidelines for children's play within the service and abide by them.
- Refrain from public criticism of children and adults at the service.

- Any issues or grievances should be directed to the Centre Manager or Committee of Management as outlined in the *Compliments and Complaints Policy*. Under NO circumstance should a child, parent or member of staff be approached directly in a confrontational manner.

ATTACHMENT 4

Staff Dress Code

A dress code for kindergarten staff, including educators, relievers, students, volunteers and office staff, helps to promote a positive and professional image to families and others in the community. A dress code can also help to minimise health and safety risks to educators and other staff in the delivery of the kindergarten program. In their daily work, educators are involved in a variety of activities including being outside in a range of weather conditions, safeguarding the health and safety of children, responding quickly to children's actions, and attending meetings with families and other professionals. It is important that educators and staff observe the dress code in the delivery of the kindergarten program, and also dress appropriately for other duties that they carry out in their work capacity.

All staff, including educators, relievers, students, volunteers and office staff, will always present themselves in clothing and footwear that is neat, clean, respectful and in good condition.

- Footwear should be appropriate to enable educators to move safely and quickly should the need arise. Footwear such as thongs is not considered to be suitable or safe for educators in their roles. It is recommended that staff wear close-toed shoes that afford their feet some protection. Close-toed shoes must be worn when moving heavy furniture or equipment.
- Skirts, dresses and shorts need to be of reasonable length to allow for bending, moving freely and sitting comfortably on the floor with children.
- Medium to long shorts in good condition are acceptable; however, shorts made of t-shirt or tracksuit fabric are not suitable. Shorts that bare most of the legs are also not acceptable professional attire.
- Jeans and trousers need to be presentable and in good condition. Jeans should not have excessive rips or tears. Tracksuit bottoms and trousers made of tracksuit material are not acceptable professional attire.
- Tights/leggings may be worn under skirts or dresses but are not appropriate as an outer garment alone.
- T-shirts, tops, shirts and blouses need to be neat and appropriate to allow educators to work and move comfortably. It is not appropriate for any staff member to wear low cut, cleavage or midriff baring, or singlet style tops. Shoulders should be covered for sun safety and to model appropriate skin coverage in hot weather to children.
- Inappropriate or suggestive words, pictures or graphic images on clothing may not be worn.
- Educators are required to be positive role models for children and families and wear a hat outdoors between the beginning of September and end of April, or whenever the UV Index level is at 3 or above, according to Beaconsfield Kindergarten's *Sun Protection Policy*.

Educators are exempt from the above dress code on special occasions such as pyjama day, Olympic Games day, etc, and for Bush Kinder sessions.

If educators, relievers, students, volunteers or office staff have any queries related to appropriateness of dress, they may direct questions to the Centre Manager.