



THE HUTCHINS SCHOOL

# Practice and Behaviour Standards

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Created by: Policy and Compliance Manager

Document version: 3.0

Online location: <http://www.hutchins.tas.edu.au/policies>

Next review date: 01 August 2027

Printed copies are uncontrolled. For the latest version please refer to SharePoint Online.

CRICOS 00478F

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# Introduction

The Hutchins School (the School) is committed to the promotion and protection of children's safety, health, development, education and wellbeing. The School expects the highest possible standards from its staff and volunteers in respect to safeguarding children from abuse and neglect. The purpose of these Practice and Behaviour Standards (the Standards) is to support staff to identify and prevent behaviour that may be harmful to children and young people, and to provide a standard of expectations that will support positive outcomes.

These standards have been formally approved and endorsed by the School Board.

## Commitment Statement

The Practice and Behaviour Standards should be read and understood in conjunction with the:

- [Code of Conduct](#);
- [Safeguarding Children and Young People Policy](#);
- [Safeguarding Children Reporting Policy](#);
- [Commitment to Kindness](#);
- specific requirements of each staff member's Position Description (PD); and
- all other relevant policy and procedure documents.

Every person engaged in child-related work at The Hutchins School (whether on a paid or voluntary basis) is required to agree to a formal statement of commitment to these policies and procedures prior to commencement.

The Standards have also been designed to draw upon and complement the following external and best-practice documentation:

- the [Code of Professional Ethics for the Teaching Profession in Tasmania](#);
- the Teachers Registration Board (TRB) Tasmania [Professional Boundaries](#);
- all applicable laws; and
- general community expectations in relation to appropriate behaviour between adults and children.

The Standards reflect the philosophy and principles of the [National Principles for Child Safe Organisations](#), the [Child and Youth Safe Organisations Framework](#), and the [Universal Principle for Aboriginal Cultural Safety](#). They support the School's commitment to human rights by reflecting the *Child and Youth Safe Organisations Act 2023*, the *Tasmanian Anti-Discrimination Act 1998*, and the *Work Health and Safety Act 2012*, and inform the active implementation and promotion of human rights within the School.

The School considers the failure to observe these standards as misconduct and will take appropriate disciplinary action. Such disciplinary action may (depending on the seriousness of the misconduct) include suspension while matters are investigated and/or dismissal. In addition to any internal disciplinary proceedings, the School will report



to the police instances if an offence has or may have occurred. The School also acknowledges its responsibilities to report misconduct by teachers to the Teachers Registration Board.

## Scope

All staff, contractors and volunteers engaged with the School are required to observe and adhere to these Practice and Behaviour Standards.

Exceptional situations may exist in which certain elements of these standards do not apply, such as where a child's immediate safety takes priority over the requirements of this document (for example, a student may not be collected by a parent or carer after an excursion/school event and it is therefore safer to transport that student in a private vehicle to the School's boarding house or directly to their residence). Likewise certain programs (such as Outdoor Education, Power of 9 and Performing Arts) may require a tailored set of strategies given the nature of their activities.

Where it becomes necessary to act outside of the standards outlined in this document, transparency is essential. Wherever possible, seek management authorisation prior to taking action that may potentially contravene these standards.

If you, a staff member, contractor or volunteer have questions or concerns about your responsibilities toward safeguarding children, please seek clarification from your Head of School, the Policy and Compliance Manager or the Safeguarding Children Coordinator.

Staff, contractors and volunteers must always act in accordance with the law.

## Responsibilities

<b>Senior Leadership Team</b>	<p>Implement policies and procedures across the School.</p> <p>Ensure staff have access to this policy and related procedures.</p> <p>Ensure all Directors, Heads of School, Heads of Faculty, managers/supervisors have access to support and advice to understand and implement procedures.</p>
<b>Policy and Compliance Manager</b>	<p>Review and update this document and supporting resources in consultation with relevant stakeholders; support the co-ordination of the Safeguarding Children and Young People framework and implementation. The Policy and Compliance Manager also currently acts as the School's Safeguarding Children Co-ordinator.</p> <p>Provide training and advice in the application of procedures.</p>



<b>Directors, Heads of School, Heads of Faculty, managers/supervisors</b>	Ensure that all staff and volunteers under their control are aware of and adhere to the requirements of these Practice and Behaviour Standards.
<b>All staff</b>	Comply with these standards.

## Definitions

<b>Professional Boundaries</b>	The limits of a relationship in circumstances where a student entrusts their health, safety and wellbeing to a staff member (in a situation where a power imbalance exists).
<b>Students</b>	Refers to a child or young person that participates in educational, co-curricular or recreational programs under the auspices of the School.
<b>Staff</b>	The term 'staff' is used broadly in this document to include a wide range of people who engage with students at the School. It includes but is not limited to employees, contractors, volunteers and Board members. At times this document may refer to contractors or volunteers specifically to emphasise their responsibilities.
<b>Safeguarding Children Program Coordinator</b>	The Safeguarding Children Program Coordinator's role is to develop, maintain and review all Safeguarding policies and processes, and to provide advice based on best practice principles of Safeguarding Children to all involved staff of the School. The Safeguarding Children Program Coordinator must consistently act in the best interests of the student.
<b>Sexual Behaviour</b>	<p>For the purposes of these standards, 'Sexual behaviour' is interpreted widely to encompass the entire range of actions that would reasonably be considered sexual in nature, including but not limited to:</p> <ul style="list-style-type: none"><li>• 'contact behaviour', such as sexual intercourse, kissing, fondling, sexual penetration or exploiting a child through prostitution; and</li><li>• 'non-contact behaviour', such as flirting, sexual innuendo, inappropriate text messaging, inappropriate photography or exposure to pornography or nudity.</li></ul> <p>For expanded definitions regarding sexual behaviour, please refer to the <a href="#">Safeguarding Children Reporting Policy</a>.</p>
<b>TRB</b>	Teachers Registration Board (Tasmania – unless otherwise specified).



## About these standards

These Practice and Behaviour Standards address the major areas of interaction with the children and young people who take part in the School's programs and services. The School has developed these standards to help safeguard children and young people from abuse or neglect, and to help create a culture in which children and young people are valued, respected and supported.

The School communicates its Practice and Behaviour Standards to staff by:

- requiring all staff to sign their assent to these documents during the induction process (no one is permitted to work or engage with children or young people until this process is complete);
- reminding staff of the content of the [Practice and Behaviour Standards](#) regularly; and
- inviting staff to contribute to reviews of this document.

The School will clearly communicate alterations to its practice and behaviour requirements and resources whenever they are made.



# Interpersonal conduct

All staff at the School are expected to conduct themselves within the limits of their professional expertise and/or specified roles while undertaking professional or voluntary duties within the School. They are also expected to model the School's values of humility, kindness, courage and respect.

All people engaged in paid or voluntary child-related work at the School must not:

- engage in activities with children or young people who are students at the School outside authorised curricular or co-curricular programs (for example, arranging to meet a student at the movies, at a sporting event, for a coffee etc.);
- seek contact with children or young people outside authorised curricular or co-curricular programs;
- attend private social functions where students are present unless prior confirmation has verified that other parents or carers of students will be in attendance. Staff should be mindful that even when attending a social function in which they are not officially representing the School, others may assume that they are. For this reason, staff should ensure that their conduct at such functions aligns with the School's [Code of Conduct](#); and/or
- provide transportation of students unless specifically authorised for a purpose directly linked to a school program (refer to section titled Student Transport).

These standards do not seek to restrict interactions where a staff member has a dual role (e.g., a staff member's child attends the School, a staff member's relative attends, or the student is a child of a family friend). In such cases, staff are asked to be mindful of their professional reputation and the reputation of the School.

If a staff member or volunteer becomes aware of a situation in which a child or young person requires assistance that is beyond the scope of their role (or beyond the scope of the School's usual service), they should seek advice from their supervisor, Head of School, Deputy Principal or Principal. This may lead to further action such as:

- referring the matter to an appropriate support agency;
- referring the child or young person to an appropriate support agency; or
- contacting the child or young person's parent or carer.

## Supporting a positive culture

The School strives to ensure that the children and young people engaged with its programs and services are aware of the acceptable limits of their behaviour so that a positive experience can be enjoyed by all. However, there may be times when staff or volunteers may be required to use behaviour guidance strategies to ensure a safe and positive environment and the safety and/or wellbeing of children or young people. In such instances, the School employs strategies that are fair, respectful and developmentally appropriate. These are outlined in the School's [Student Behaviour Guidance and Support Policy](#). This policy states that staff and volunteers must not – under any circumstances – instigate disciplinary action involving physical punishment or any form of treatment that could



reasonably be considered as degrading, cruel, frightening or humiliating. Language and tone of voice should likewise be used to provide clear direction, boosting students' confidence, encouraging and affirming them, and not – under any circumstances, be harmful to children, nor:

- discriminatory, racist or sexist;
- derogatory, belittling or negative;
- intended to threaten or frighten; or
- profane or sexual.

## Supervision

The School recognises the right of all children and young people to feel safe and confident while at school, or while engaged with any of the School's excursions, tours or services. Staff must take all reasonable steps to ensure that the behaviour of students remains aligned with the School Rules and that students are protected from harm.

Staff, contractors and volunteers who are responsible for supervising students at the School are required to:

- conduct themselves in a manner consistent with the School's [Code of Conduct](#);
- demonstrate the School's values of humility, kindness, courage and respect;
- encourage students to engage positively with our educational programs;
- encourage students to reflect the School's values and behave appropriately toward one another;
- ensure (so far as is reasonably practicable) that students are in a safe environment and are protected from external threats;
- take all reasonable steps to ensure that no student is exposed to any unnecessary risk of injury;
- be familiar and comply with the School's Work Health and Safety procedures, including but not limited to:
  - excursion and tour procedures;
  - risk assessment requirements;
  - evacuation and lockdown procedures, and
  - injury and hazard reporting procedures;
- be punctual to classes and/or allocated supervision; and
- remain with students at after school activities until all children and young people have been collected.

In the event that a child or young person is not collected from school, or from an event, function, or service, staff, contractors and volunteers are expected, wherever possible, to:

- ask another adult to remain behind so that two adults are present;
- contact the student's parent/carer to ascertain their whereabouts and estimated pick up time; and/or
- notify a manager or supervisor.

Where contact cannot be made with the student's parent/carer, staff must:

- escort the child or young person to the School's boarding house so that they may safely wait for collection (this is deemed most appropriate when the student is at or near the School);





- contact a manager or supervisor for support; or, if the student is not at or near the School, and it is considered a reasonable and appropriate safety measure, arrange transport for the student to their home address.

## Working alone with students

As far as is reasonably possible, staff should avoid one-on-one situations with students, and (where possible) conduct all activities and/or discussions with students in view of other staff.

There may be situations where staff are required to work in a one-on-one situation with a student (e.g., counselling, confidential matters, tutoring). In these situations, staff are required to follow the School's policies and procedures, as listed in the Commitment Statement of this document. Where a program or service requires ongoing one-to-one sessions, staff should notify their manager or supervisor and consider appropriate strategies to support child safety.

Strategies that may be adopted to avoid one-on-one situations include:

- conducting interactions in a public place;
- having other staff members or adults present; and/or – where possible,
- conducting activities within school hours.

Where staff are required to have private one-on-one meetings with students, they are encouraged (wherever possible) to use rooms with windows (for improved visibility) or open doors. The more public and visible, the better.

Where the strategies listed above are not possible or reasonably practicable, staff must:

- consider alternate arrangements,
- discuss arrangements with their manager or supervisor;
- communicate through the School's authorised systems, avoiding personal email or phones to make arrangements;
- ensure parent/carer consent prior to the activity taking place (as far as reasonably practicable)<sup>1</sup>; and/or
- seek advice from the Safeguarding Children Coordinator.

## Use, possession or supply of alcohol or drugs

The School's [Drug and Alcohol Policy](#) clearly states its position on drugs and the consumption and service of alcohol. These policies require that staff do not:

- attend any school-related function, event, program or service while under the influence of illegal drugs;

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<sup>1</sup> This requirement does not apply to School Counsellors in fulfilling their counselling role



- attend any school-related function, event, program or service while under the influence of alcohol, except where the event is sanctioned by the School and alcohol is provided (e.g. beginning/end of year events, staff gatherings);
- consume alcohol to excess at work-related functions, events, programs or services;
- possess or consume illegal drugs or alcohol during the course of their regular work;
- possess or consume tobacco or vapes on School property, during the course of their regular work, or at school-related events, functions or services;
- be incapacitated by any other legal drug such as prescription or over-the-counter drugs; or
- supply alcohol or drugs (including tobacco or vapes) to children or young people.

Use of legal drugs (other than alcohol) is permitted where their use does not interfere with or impair the ability to care for children involved in the School's programs and services. Where a staff member has concerns that a prescribed medication may affect their work performance or ability to fulfill regular work duties, they must speak with their manager or supervisor.

School staff are expected to model the responsible consumption of alcohol.

## Dress code and identity cards

Providing a consistent 'brand' enables children and young people to identify and recognise school staff, contractors and volunteers, which contributes to their safety and wellbeing. School staff should wear their uniform (where one is provided) and their Hutchins branded identification badge or card while involved in the delivery of programs and services, or as required by the School.

## Giving gifts

Gifts given to children or young people are subject to the School's [Gifts and Benefits Policy](#). Gifts may not be given to students without prior authorisation from the relevant Head of School and a transparent notification to the student's parents/carers (which must include details of the gift(s) being given).

The exception to this standard is that items commonly viewed as reward items within a classroom context (such as stickers or small gifts given to all students in the classroom) are permitted.



# Sexual and physical conduct

## Physical contact with children and young people

Physical contact with students must be appropriate to the delivery of the School's educational programs and services. Examples of appropriate contact include (but are not limited to):

- demonstrating the correct technique in a dance class or sports lesson;
- holding the hand of student in the early years (e.g., when crossing a road); or
- supporting the mobility needs of a student.

Contact initiated by staff must always be based upon the needs of the child or young person rather than on the need or desire of a staff member or volunteer.

Under no circumstances should any of staff have contact with children or young people participating in our educational programs that involves touching of genitals, buttocks, or breasts, except where that contact forms part of the delivery of medical or allied health services.

In all contexts, staff must avoid contact that:

- would appear to a reasonable observer to have a sexual connotation;
- is intended to cause pain or distress to the child or young person (e.g., corporal punishment);
- is overly physical – for example, wrestling, horseplay, tickling or other roughhousing;
- is unnecessary (e.g., assisting with toileting when a child does not require assistance);
- is initiated against the wishes of the child or young person, except where such contact may be necessary to prevent injury to the child or young person, or to others, in which case:
  - physical restraint must be a last resort;
  - the level of force used must be appropriate to the specific circumstances, and aimed solely at restraining the child or young person to prevent harm to themselves or others; and
  - the incident must be reported to management as soon as possible.

Staff are required to report any physical contact initiated by a child or young person that is sexual and/or inappropriate (e.g., acts of physical aggression) as soon as possible, to enable the situation to be managed in the interest of the safety of the child or young person, our staff and any other participants.



# Professional boundaries

School staff must consider the appropriateness of their relationships and interactions with students in the context of professional boundaries. Relationships between students and staff are never equal, regardless of the position that the staff member holds. While staff positions throughout the School may alter the nature of the staff/student relationship, every position contains some degree of trust, care and influence over students, which means that a power imbalance will always exist. Professional boundaries are breached when staff misuse or abuse that power imbalance in such a way that a student's health, safety or wellbeing is compromised.

The Teachers Registration Board breaks down professional boundaries into five distinct categories, which are broadly applicable to all staff here at the School. These categories and their descriptions are adapted from the TRB's [Professional Boundaries](#).

1) **Emotional Boundaries:**

Staff engage in emotional self-regulation to use appropriate levels of emotion in their interactions with students, and to cope with the emotions of others.

2) **Relationship Boundaries:**

Relationships between staff and students are generally strictly professional. Staff must recognise they are not a 'friend' to students in the way that students are friends with one another.

3) **Power Boundaries:**

Staff are in a position of power and (depending on role) authority over students. All staff at the School must ensure that they do not abuse their position for their own gain or sense of wellbeing.

4) **Communication Boundaries:**

Staff communication with students should focus upon their needs and wellbeing. Problems maintaining communication boundaries often relate to issues of self-disclosure by staff to students.

5) **Physical Boundaries:**

Staff must consider appropriate forms of physical contact (see above) and ensure that they do not engage in inappropriate physical contact.

## Professional boundaries and intimate relationships: teaching staff

Teaching staff are not permitted to engage in romantic, intimate, sexual or sexualised relationships with students regardless of their age or the nature of their engagement at the School. An intimate relationship with a current student (whether consensual or not) may be considered a crime. It will result in disciplinary action (up to and/or including dismissal).

Intimate relationships may not necessarily be sexual in nature, but may be characterised by:

- the development of intimate, personal relationships;
- sexual activity;



- the use of sexual innuendo, inappropriate language and/or the provision of inappropriate material to students;
- unwarranted and/or inappropriate touching;
- flirtatious behaviour;
- unwarranted and/or inappropriate filming or photography; and/or
- deliberate exposure of sexual behaviour or material to others (e.g., pornography).

Relationships with past students may also breach professional boundaries. Intimate relationships established within two years of the student completing Year 12 or turning 18 (whichever is later) are likely to lead to an investigation or inquiry by the Teachers Registration Board. Such a relationship may lead to disciplinary action from the TRB and will be subject to an investigation and may lead to disciplinary action (up to and/or including dismissal) by the School.

Teaching staff must consider the power imbalance between a student and staff member in respect to student/staff relationships. Teaching staff in particular hold positions of power and authority over students; these factors do not disappear or diminish at a specific point in time. Even where a relationship with a past student may be lawful, it “may still generate concerns that a [staff member] has abused their position or crossed professional boundaries by using their position... to prepare a student for a relationship” (TRB WA, 2019).

Staff are reminded that sexual relations with any person under the age of 17 years is a crime.

## Professional boundaries and intimate relationships: support staff

Staff who do not hold teaching positions at the School may nonetheless hold roles that convey varying degrees of influence or authority over students. While the power imbalance between staff and students may be less pronounced than it is with teachers, it does still exist. Staff are therefore expected to model a duty of care that prioritises students’ health, safety and wellbeing, being mindful of the same professional boundaries that exist for teachers.

It may not always be inappropriate for a support staff member to have a relationship with a past or current student. Circumstances do exist in which such relationships may be both legal and appropriate (e.g., an 18-year-old OSHC employee in a relationship with a current 18-year-old or past student). In such instances, the School requires that staff disclose their relationship to the Principal in writing, stating:

- the participants in the relationship;
- the duration of the relationship up to that point in time; and
- details regarding the age, schooling and employment status of the participants of that relationship.

Relationships outside of such exceptions may still be considered inappropriate or illegal and may (at the discretion of the Principal) result in investigation and/or disciplinary action up to and/or including dismissal where professional boundaries have been exceeded.



## Reporting concerning behaviours

Staff are encouraged to contribute to a culture of child safety throughout their engagement with the School. It is the responsibility of every staff member to safeguard the children and young people using the School's programs and services. Staff who witness or are concerned by the inappropriate behaviour of others should report those concerns through the [Reportable or Inappropriate Conduct Notification Form](#) (which may be used anonymously). The School will respond to any alleged breach in accordance with the [Safeguarding Children Reporting Policy](#) and [Complaints and Grievances Policy](#).

## Investigations and disciplinary action

Where it is suspected that a relationship between a staff member and student contravenes these professional boundaries, the School will conduct an investigation. Any investigation by the School will take into account:

- the role and employment agreement of the staff member;
- the age difference between the staff member and the student (or past student);
- the emotional and social maturity of the student (or past student);
- the vulnerability of the student (or past student);
- evidence regarding the nature of the relationship between the staff member and student (or past student), including the closeness, dependence, significance and length of the relationship in the educational setting; and
- any other conduct that may impact upon the staff member's good character and/or fitness to maintain their role and/or position during the professional relationship with the student (or past student).

The School is responsible for making a determination as to whether a staff member has fallen short of its [Code of Conduct](#), these [Practice and Behaviour Standards](#) and their obligations toward safeguarding children. Where the School suspects that a staff member has contravened the law, the matter will be referred to the appropriate authorities (as outlined in the [Safeguarding Children Reporting Policy](#)) and initiate further investigation.

The School will determine what internal consequences are appropriate. The final decision regarding such matters rests with the Principal.



# Use of digital media

When using digital media to communicate with children and young people, staff and volunteers must:

- restrict that communication to issues directly associated with delivering the School's programs and services (such as advising that a scheduled event is cancelled, or feedback in relation to school work);
- limit the personal or social content in such communications to what is necessary to convey the service-related message in a polite, friendly manner;
- not promote unauthorised social activity or arrange unauthorised contact; and
- not request a child or young person to keep a communication a secret from their parents/carers.

Staff are expressly forbidden to communicate with children or young people that are engaged with the School using internet chat rooms or forums, social networking sites, game sites or instant messaging. Electronic communication such as email or text messages sent to a child or young person must be copied to their parent or carer. Staff, volunteers, children and young people are all required to follow the School's Computer, Network and Internet Services Acceptable Use Standards (shown at the login screen on every Hutchins device) in relation to use of our organisation's computers. Staff are encouraged to monitor children and young people's use of internet-connected devices to safeguard them against the risk of exposure to inappropriate material online.

## Social media

Only social media networking sites and groups created for and authorised by the School may be used for communication between our staff and volunteers and children and young people.

School staff are not permitted to be 'friends' with, 'follow' or 'like' current students (or their content) on any form of social media, *except* where the child or young person is a relative. Where staff identify a need for communication through social media with current students, a school endorsed social media group or page may be implemented. For more information, please speak with the Marketing and Communications Manager for assistance, or refer to the School's [Social Media Policy](#).

## Photographs of children and young people

The School values the representation of our children and young people in photographs and images but is mindful of the importance of consent and the right to privacy. Students to whom we deliver programs and services may only be photographed while engaged with the School, and even then, only if:

- the context is directly related to participation in the School's programs or services;
- the child is appropriately dressed and posed; and
- the image is taken in the presence of other staff.



Images may not be distributed without the direct consent of a parent or carer, nor to anyone outside the School's organisation (other than the child photographed or their parent/carer). Images to be used on the School's website or social media platforms may likewise not be used without express parental permission, except where the images are presented in a manner that de-identifies the child or young person. Captions or accompanying text will be reviewed to ensure that they do not identify children or young people where that identification may potentially be unsafe.

*Note: The Hutchins School seeks parent/carer permission to publish photos of students on an annual basis. Parent/carer permissions can be viewed on our information management system (Synergetic) and assistance can be obtained from the School's Marketing and Communications Team.*

## Storage of photographs

Images and photographs of students may only be stored on the School's approved service (SharePoint Online). When those images have been transferred, it is the responsibility of the staff member to archive or delete them from the device.

While the School does provide resources for those who take photographs routinely as part of the scope of their work, we also understand that there may be times where personal devices are used to take photographs of students. In such instances, the photographs taken must be uploaded to SharePoint (and deleted from the personal device) as soon as practicably possible.

Staff in the School's Children's Services are not permitted to use personal devices to take photographs of students, in line with the [National Model Code for Early Childhood Education and Care – Taking images or videos of children](#).

If you are unsure how to handle stored images, please seek advice from the School's Marketing and Communications Officer.





# Student transport

## Transporting students

Students are to be transported by school bus, external coach service or agreed rental vehicle, and only in circumstances that are directly related to the delivery of the School's programs and services. The use of private motor vehicles is a last resort. Students should not be given lifts or transported without prior authorisation from a parent or carer, and the School. Where such transport is absolutely necessary, please contact the Marketing and Communications Team, who can provide you with a form for parent/carer permissions.

## Expectations for routine student transport

Students may only be transported with prior authorisation from the relevant Head of School (or Head of Boarding for boarders) and the child's parent/carer. Gaining approval involves providing information about the proposed journey, including:

- the form of transport proposed, such as school bus, taxi, rental vehicle;
- the reason for the journey; and
- details of anyone who will be present during the journey other than our staff who are involved in delivering our programs and services.<sup>2</sup>

Situations may arise where a student is not collected from a program, service or event, which may require transportation using a private vehicle to ensure the safety of the child or young person. This is permissible where transporting the child in a private vehicle is a safer option than leaving them on their own. In these cases, the requirements described under supervision in this document must be followed.

There may also be situations where school staff (e.g. the School Nurse or Head of Boarding) may be required to transport boarders to medical appointments using a private vehicle. This scenario has been risk assessed and strategies to support student safety have been communicated to staff.

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<sup>2</sup> Requirements for the School's Children's Services (Pre-Kindergarten, Kindergarten and OSHC) are more tightly legislated. Please speak with the Director of Children's Services if you require further information, and consult the Children's Services [Transportation Policy](#).



# Co-curricular activities

## Overnight stays and sleeping arrangements

Overnight stays may only occur with the authorisation of the relevant Head of School and the parents/carers of the children or young people involved. Practices and behaviour by staff during an overnight stay must be consistent with the practices and behaviour expected during delivery of the School's programs and services at other times.

The following standards of conduct are expected from staff supervising an overnight stay:

- Students must be provided with privacy when bathing and dressing.
- Staff must observe appropriate dress standards when students are present (including, but not limited to ensuring that students are not exposed to adult/staff nudity).
- Staff must not allow children or young people to be exposed to pornographic material; for example, through movies, television, the internet or magazines.
- Staff must not leave children or young people under the supervision or protection of unauthorised persons (such as hotel staff or friends).
- Staff must ensure that sleeping arrangements safeguard children and young people, including making sure that sleeping arrangements are supervised, and that no adult is permitted to sleep in the same bed or bedroom as a child or young person.
- Staff must ensure that children have the right to contact their parents/carers, or others, if they feel unsafe, uncomfortable or distressed during the stay.

Parents/carers also have the right to expect that their children may make contact with them at any time.

## Change room arrangements

Staff and volunteers are required to supervise students in change rooms while balancing that requirement with a child or young person's right to privacy. In addition, staff and volunteers should:

- avoid one-to-one situations with a child or young person in a change room area;
- avoid using the change room area to undress while students are present. Dedicated staff bathrooms and change facilities are provided at the School for such purposes;
- ensure adequate supervision by standing outside public change rooms when they are used;
- provide the level of supervision required for preventing general misbehaviour by students or abuse by members of the public, while also respecting a child's privacy; and
- ensure that female staff do not enter male change rooms and male staff do not enter female change rooms.



# Policy Information

## Supporting/related documents

[Children's Services Transportation Policy](#)

[Reportable or Inappropriate Conduct Notification Form](#)

[Commitment to Kindness](#)

[Safeguarding Children and Young People Policy](#)

[Diversity, Equity & Inclusion Policy](#)

[Social Media Policy](#)

[Gifts and Benefits Policy](#)

[The Hutchins School Code of Conduct](#)

[Mandatory Report Notification Form](#)

## External documents and legislation

### Legislation

Anti-Discrimination Act 1998 (Tas)

Child and Youth Safe Organisations Act 2023 (Tas)

Children, Young Persons and their Families Act 1997 (Tas)

Criminal Code Act 1924 (Tas)

National Quality Standard for Early Childhood Education and Care and School Age Care (Cth)

Registration to Work with Vulnerable People Act 2013 (Tas)

The Child and Youth Safe Organisations Act 2023 (Tas)

Work Health and Safety Act 2012 (Tas)

### External references

Tasmania: Charter of Human Rights

The [Child and Youth Safe Organisations Framework](#)

The [Code of Professional Ethics for the Teaching Profession in Tasmania](#)

The [National Principles for Child Safe Organisations](#)

The Teachers Registration Board (TRB) Tasmania [Professional Boundaries](#)

[Universal Principle for Aboriginal Cultural Safety](#)



## Record keeping

This policy is to be kept for three (3) years until review except where legislative or organisational change demands otherwise. An external audit based on sample data is conducted by the Australian Childhood Foundation at 3 yearly intervals.

The master copy is kept in SharePoint Online in read-only PDF form. All printed copies are uncontrolled.

## Document owner

Principal

## Document History

Version #	Date	Changes Made
1.0	12/7/2018	Practice and Behaviour Standards submitted to ACF.
1.0	18/7/2018	Initial release.
1.1	1/12/2020	Updated; placed in new template, textual review.
2.0	1/2/2021	Updated; placed in new policy template, full textual review. Significant changes made for clarity and simplicity; title changed to "Practice and Behaviour Standards".
2.1	08/2022	Added section 'Professional Boundaries'. Minor textual adjustments made to bring policy into better continuity with recent changes to style guide.
3.0	05/2024	Full and extensive review of language, style and tone. Additions regarding drug and alcohol policy. Changes made to improve consistency with other Safeguarding policies (most notably Reportable Conduct). Changed 'Headmaster' to 'Principal' throughout.