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## Foreword

Dear colleagues,

**As the Executive Director of Melbourne Archdiocese Catholic Schools (MACS), I am committed to fostering a safe, respectful and nurturing environment entirely reflective of our Catholic mission and identity.**

Catholic education is grounded in the belief that each person is made in the image and likeness of God. This enlivens our purpose, 'forming lives of faith, hope and love in the light of Jesus Christ', a task undertaken every day by over 15,000 MACS colleagues across the Archdiocese of Melbourne.

At the heart of this is our commitment to achieving our vision that every student in our schools is inspired and enabled to flourish and enrich the world. This means that we always seek to provide our young people with the best kind of education possible, one that fosters a formation of the whole person that is deeply and enduringly humanising.

Our MACS Code of Conduct recognises the significant responsibility we all have as adults for the education and wellbeing of the children and young people in our care, and makes clear our expectations for a safe, respectful and nurturing environment for everyone. The Code should be read in conjunction with our individual contracts of employment.

Whether in a MACS school or office location, being a part of our distinctly Catholic educational community enables us to fan the flames of faith in our students and to enable them to flourish fully.

Together, these elements represent our shared commitment to mission in Catholic education. As we read, understand and model the behaviours expected of us all in this document, I also ask that you speak up if you witness any behaviour that is not aligned to our MACS Code of Conduct.

I commend your efforts as we seek to uphold all the requirements set out within the Code, as we collectively contribute to the success of MACS by **forming lives to enrich the world**.



**Dr Edward Simons**  
Executive Director

Work is fundamental to the dignity of a person. Work, to use a metaphor, 'anoints' us with dignity, fills us with dignity, makes us similar to God, who has worked and still works, who always acts.

Pope Francis

# 1. Introduction and Purpose

This Code of Conduct (the Code) embodies our collective commitment to fostering a positive and supportive environment that prioritises the health, safety and wellbeing of everyone, inspired by our Catholic faith.

The Code establishes clear expectations for behaviour and guides our actions, including each person's responsibility to uphold the teachings of the Catholic Church, ensuring responsible and ethical conduct while also modelling these optimal actions for students and all members of the MACS community.

The Code operates in conjunction with individual employment contracts and all MACS policies and procedures. Together, these create a comprehensive structure that guides our actions and fosters a positive Catholic work environment.

By accepting employment with MACS, we each acknowledge and accept that in the performance of our duties and responsibilities we act consistently with the [statement of mission](#), and we will comply with directions on matters relating to the doctrines and teachings of the Church.

## 2. Scope

The Code applies to all people who carry out work in any capacity for MACS, and applies to MACS board directors, board committee members, employees, volunteers, consultants, contractors and School Advisory Council members ('staff').

This includes, but is not limited to, the following circumstances:

- while we are supervising students
- when we are communicating or interacting with students, staff, the school community or the public, including communications via social media or other technologies
- when we are attending activities away from the workplace, or out of ordinary hours, and which are supported, sufficiently connected or approved by MACS, including professional learning, training courses, social functions, pilgrimages and other events
- when we are representing MACS or attending an event on behalf of MACS.

The Code may apply to our conduct away from the workplace and outside work hours. It may apply to conduct that occurs in Australia, overseas and during any form of communication in person, online, via telephone or any other means.

## 3. What does the Code mean for me as an individual?

- 3.1. You are responsible for reading and understanding the Code.
- 3.2. You are responsible for your own actions and behaviours.
- 3.3. You are responsible for acting if you see behaviours that you don't think align with the Code and raising concerns with your relevant leader, the regional office, a member of the People and Culture team or by using the appropriate whistleblower policy.

## 4. What additional responsibilities do I have as a leader or manager?

- 4.1. You are responsible for role-modelling appropriate behaviour.
- 4.2. You are responsible for ensuring that at all times your staff act and behave in line with the expectations of MACS.
- 4.3. You are responsible for proactively dealing with any breaches of the Code which are raised with you as per the relevant procedures outlined in sections 17 and 18 of this policy.

- 4.4. If you are a principal, you have additional responsibilities to ensure that your school community has access to the Code and understands it as it applies to them, and that appropriate action is taken if there is a suspected breach of the Code.

## 5. Forming lives of faith, hope and love in the light of Jesus Christ

### MACS 2030: Forming Lives to Enrich the World

- 5.1. This is our purpose as outlined in the strategic plan, MACS 2030: Forming Lives to Enrich the World. What we mean by this:
- (a) **Forming lives** – Catholic education seeks to provide the young with the best kind of education possible, one that fosters a formation of the whole person that is deeply and enduringly humanising.
  - (b) **Faith, hope and love** – Catholic education forms individuals with more than just skills, but with the virtues to live life as transformative agents in our communities. By cultivating a maturing of faith and the intellectual life through the modelling of good relationships, Catholic students are prepared for living.
  - (c) **In the light of Jesus Christ** – Christ is our inspiration, the very life of our purpose as Catholic educators. Everything we do is illuminated by this.

## 6. Child safety

- 6.1. The care, safety and wellbeing of children and young people is central and fundamental to all that we do. This commitment is inherent in the teaching and mission of Jesus Christ, with love, justice and the sanctity of each human person at the heart of the gospel.

### Child Safe Standards

- 6.2. We comply with the Child Safe Standards and the Child Safety and Wellbeing Policy, and all related policies, procedures and guidelines.

### Duty of care

- 6.3. We comply with our duty of care obligations to students. This includes:
- (a) providing adequate supervision for students
  - (b) providing adequate instructions
  - (c) ensuring that the grounds, premises and equipment are safe
  - (d) identifying, assessing and managing risks or hazards
  - (e) identifying and addressing the individual needs of all students by following all relevant policies and procedures
  - (f) acting in accordance with the student's individual education plan, safety plan, health support plan or related plan (e.g. Individual Anaphylaxis Management Plan), medication authority form and/or behaviour support plan
  - (g) providing first aid assistance commensurate with your level of training and experience or seeking medical assistance to aid a student who is sick or injured
  - (h) complying with mandatory reporting and other reporting obligations
  - (i) reporting, recording, assessing and learning from any injury, incident, hazard or near miss involving a student
  - (j) monitoring student absences.

### Positive professional relationships

- 6.4. We establish, build and maintain positive professional relationships with students.

- 6.5. We maintain professional boundaries and relationships with students. We recognise that these boundaries may be compromised if we engage in the following conduct:
- (a) We treat a student with favouritism or perceived favouritism – for example, by giving gifts or providing special treatment for individual students.
  - (b) We exchange personal contact details such as telephone numbers or email addresses with students.
  - (c) We engage in communication with a student in person, online or via any other means that does not have a professional or educational context.
  - (d) We hold conversations with students of a personal or intimate nature.
  - (e) We photograph or video a student using a personal camera or mobile phone, unless:
    - (i) it is for a professional or educational purpose; and
    - (ii) it is with the prior written consent of the principal of the school; and
    - (iii) it is with the prior written consent of the parents or carers of the child.
  - (f) We attend parties or socialise with students.
  - (g) We invite students to our home.
  - (h) We attend a student's home without an appropriate professional reason.
  - (i) We transport students in our car without a valid reason and without prior approval from our manager and/or the parent or carer of the student.

### **Sexual abuse**

- 6.6. We do not engage in sexual misconduct.
- 6.7. We do not engage in conduct that may be reasonably perceived as grooming-type conduct.
- 6.8. We do not have a sexual relationship with students.

### **Physical harm**

- 6.9. We do not knowingly engage in conduct that may cause physical harm to a student.
- 6.10. We do not use physical force to punish or correct a student. This means that we do not hit, kick, shake, push, pull, shove, grab, pinch or poke students, or similar behaviours.
- 6.11. We do not use objects such as a ruler, book or eraser to gain a student's attention in a hostile or threatening manner.
- 6.12. We do not make threats to engage in physical contact or physical force.
- 6.13. We do not disregard or refuse a student's reasonable request to access food and drink or use a toilet.
- 6.14. We do not expose a student to protracted physical management techniques such as standing still for an unreasonable length of time.

### **Physical boundaries**

- 6.15. We do not touch a student or engage in physical contact with a student without a valid reason.
- 6.16. We do not permit students to sit on our lap.
- 6.17. We do not assist students to go to the toilet, shower or change clothes when they are capable of doing these activities on their own.

- 6.18. We recognise that there may be situations where physical contact with a student may be necessary and appropriate. This includes:
- (a) supporting a student with additional needs in accordance with strategies that have been recommended and documented in a Personalised Learning Plan, Behaviour Support Plan or equivalent plan
  - (b) assessing and assisting a student who is injured or ill
  - (c) teaching sport, music and other activities where the physical handling and contact with a student is reasonably necessary to demonstrate a particular action or skill, provided that:
    - (i) we explain the reason for the physical contact to the student; and
    - (ii) we ask and obtain the student's permission before engaging in the physical contact
  - (d) restraining a student where they pose an imminent threat of physical harm or danger to themselves or others and in circumstances that comply with the Student Behaviour Policy.

### **Emotional or psychological harm**

- 6.19. We do not engage knowingly in conduct that may cause emotional or psychological harm to a student.
- 6.20. We do not shame, embarrass or humiliate students.
- 6.21. We do not tease or belittle students.
- 6.22. We do not make derogatory or offensive comments to students.
- 6.23. We do not provide unprofessional criticism. This means that our comments will always be about the student's behaviour, not the student.
- 6.24. We do not make overly familiar, unprofessional or personal comments about students or to students, including about their personal appearance.
- 6.25. We do not engage in intimidating behaviour towards students, such as shouting at students, using threats or engaging in other conduct that makes a student fearful.
- 6.26. We do not impose disproportionate, unreasonable or unsuitable discipline.
- 6.27. We do not expose students to material that contains adult content, or themes that are offensive or inappropriate for the age and/or maturity of the student.
- 6.28. We do not commence, encourage, maintain or participate in a personal and intimate relationship with a student or with a former learner within two years of the learner completing their senior secondary schooling or equivalent.

### **Managing complaints and concerns**

- 6.29. We listen to concerns or complaints raised by students or their families, particularly if they are raising complaints or concerns that they have been abused, or another child has been abused, or they are worried about the safety and wellbeing of a child.

### **Mandatory reporting and other reporting**

- 6.30. We report any concerns about the safety and wellbeing of students and comply with our reporting obligations set out below.
- 6.31. We report the following allegations, concerns and incidents to our manager, principal, director or child safety officer (if one is appointed):
- (a) any suspicions or concerns that a student may be at risk of violence, abuse or neglect
  - (b) any incident or act of violence, abuse or neglect of a student
  - (c) any concerns or suspicions that an employee, contractor or volunteer may have engaged in reportable conduct
  - (d) any concerns or suspicions that an employee, contractor or volunteer may have breached this Code of Conduct.

- 6.32. We comply with our mandatory reporting obligations. This includes:
- (a) reporting any concerns that an adult may have committed a sexual offence against a child under 16 years of age to Victoria Police
  - (b) reporting a child who may be in need of protection from physical abuse or sexual abuse to the Department of Families, Fairness and Housing (Child Protection).
- 6.33. We comply with our other reporting obligations. This includes:
- (a) reporting suspected criminal offences to Victoria Police
  - (b) reporting a child who may be in need of protection to the Department of Families, Fairness and Housing (Child Protection)
  - (c) reporting concerns for the safety and wellbeing of a child to The Orange Door.
- 6.34. We comply with relevant policies, including the PROTECT: Identifying and Responding to Abuse – Reporting Obligations Policy and the Reportable Conduct Policy.

### **Support**

- 6.35. We take reasonable steps to ensure that students who have been harmed are safe and supported.

### **Investigation and response**

- 6.36. We investigate any concerns about the safety and wellbeing of students and cooperate with any investigations being conducted by others.
- 6.37. We involve students and their families in the complaint and investigation process so they can contribute to decisions that may impact them.

## **7. Our suitability**

- 7.1. We are suitable to work for MACS, and to perform our respective roles and responsibilities.

### **Criminal history**

- 7.2. We have not been charged or found guilty of criminal offences that could reasonably be seen to significantly affect our ability to perform our work.
- 7.3. We will notify our manager if we are charged or found guilty of any criminal offences.

### **Working with Children clearances**

- 7.4. We all hold current Working with Children Checks (unless we are exempt from doing so because we hold current Victorian Institute of Teaching registration), meaning that we have been assessed as suitable to work with children.
- 7.5. We will notify our manager if there are any changes to our Working with Children Check, including if our clearance has expired or been suspended or revoked. We will immediately notify our manager if we have been issued an interim Working with Children exclusion or a Working with Children exclusion.

### **Professional qualifications and registration**

- 7.6. We hold and maintain appropriate professional qualifications and registrations, including Victorian Institute of Teaching for teachers.
- 7.7. We will notify our manager or principal of any changes to our professional registration, including if our registration has expired or it has been suspended, cancelled or revoked.

### **Reportable conduct**

- 7.8. We will not engage in reportable conduct.
- 7.9. We will notify our manager or principal if we become the subject of any reportable allegations and/or if an investigation finds that we have engaged in reportable conduct in a different setting.

## Other complaints and investigations

- 7.10. We will notify our manager or principal if we are the subject of a complaint, notification, assessment or investigation being conducted by other employers or regulatory bodies, such as the Victorian Institute of Teaching, the Department of Justice and Community Safety and/or the Commission for Children and Young People.

## Misconduct

- 7.11. We will refrain from engaging in misconduct and serious misconduct.
- 7.12. We will notify our manager if an investigation by another entity finds that we have engaged in misconduct or serious misconduct.

## 8. Our fitness

- 8.1. We are committed to ensuring that all staff are treated with dignity, courtesy and respect.
- 8.2. We recognise that staff are not obliged to share information about their disability unless an adjustment is required to enable them to perform the requirements of their job or there is a risk to workplace safety.
- 8.3. In this context:
  - (a) We ensure that we have the physical, mental and emotional capacity to carry out our professional responsibilities.
  - (b) If we have a medical condition or disability that significantly affects our capacity to satisfactorily undertake our duties, or may create a risk to workplace safety, we will provide our manager with sufficient information to enable them to consider whether there are some reasonable adjustments or strategies that can be put in place to assist us in performing our duties and/or provide for a safe workplace.
  - (c) If we use prescription or over-the-counter medication that may significantly affect our work performance, or may create a risk to workplace safety, we will notify our manager to ensure that any necessary precautions or adjustments to work can be put in place.

## 9. Our professionalism

- 9.1. We maintain a high level of professionalism in our work, striving for excellence at all times.
- 9.2. We carry out our roles and responsibilities with reasonable competence, care, skill and judgement.
- 9.3. We comply with any applicable professional standards, codes of conduct and codes of ethics. For example, registered teachers must comply with the Australian Professional Standards for Teachers, and the Victorian Teaching Profession's Code of Conduct and Code of Ethics.
- 9.4. We comply with all MACS policies, procedures, and applicable laws and regulations. We familiarise ourselves with our obligations under these documents and legislation, and ensure our actions align with them.
- 9.5. We regularly engage in learning to update and develop our professional skills.
- 9.6. We act within our areas of expertise. We refer students to other appropriately qualified and experienced professionals if they require support that is outside our skills, qualifications and experience.
- 9.7. We maintain a professional relationship with our colleagues.
- 9.8. We maintain a professional relationship with parents and carers.
- 9.9. We present ourselves free from the effects of illicit drugs and we do not possess or consume illicit drugs while working.
- 9.10. If consuming alcohol during work-related events or functions where alcohol is served, we consume alcohol responsibly and in moderation. We acknowledge that it is important to maintain control and ensure that alcohol consumption does not impair professional judgement, work performance, our safety or the safety of others.

- 9.11. We do not use tobacco, e-cigarettes or vape while we are on duty and/or in the presence of students.
- 9.12. We are punctual, and respect and value other people's time.
- 9.13. We maintain a professional manner and attire in person, online and in virtual meetings.

## 10. Respect and Support

- 10.1. We create a supportive environment for staff, students, parents and carers, and clergy where we act respectfully, fairly and compassionately.
- 10.2. We treat all individuals with respect, dignity, courtesy, sensitivity, compassion and kindness.
- 10.3. We engage in open, honest and respectful communication with colleagues, students, parents and carers, and other stakeholders.
- 10.4. We recognise and respect the skills, qualifications and experience of our colleagues.
- 10.5. We foster a collaborative spirit, promoting teamwork and constructive engagement.
- 10.6. We foster an inclusive culture where ideas and opinions can be shared. We embrace different perspectives, experiences and backgrounds, valuing each person's unique contributions to our community.
- 10.7. We recognise the essential role that parents and carers play in students' lives, as their first educators.
- 10.8. We create an environment that is free from intimidation, threat, humiliation and harassment.
- 10.9. We do not tolerate unlawful bullying, discrimination, harassment, sexual harassment or victimisation.
- 10.10. We comply with related MACS policies and procedures, including the:
  - (a) Workplace Bullying Prevention Policy
  - (b) Bullying Prevention Policy for MACS Schools.

## 11. Health, safety and wellbeing

- 11.1. At MACS, we are deeply committed to fostering a workplace that prioritises health, safety and wellbeing for all. This means that:
  - (a) We complete all required health, safety, wellbeing, emergency and incident response, and security training. This training equips us with the knowledge and skills necessary to maintain a safe working environment for ourselves and others.
  - (b) We comply with all MACS policies, procedures and systems relating to occupational health and safety (OHS).
  - (c) We cooperate with OHS instructions. This includes actively participating in safety initiatives, following safety instructions and reporting any concerns promptly (where it is safe to do so).
  - (d) We take reasonable care for our own health and safety, and the health and safety of others. We consider how our actions and decisions may impact our physical and psychological wellbeing, and the wellbeing of others.
  - (e) We report hazards, incidents and near misses in the workplace, including psychological hazards, through the appropriate channels.
  - (f) We fully participate in incident investigation processes.
- 11.2. Principals, managers and other leaders (including board members) have an additional level of responsibility due to their position of leadership. Managers play an important role in identifying and immediately addressing any harmful behaviours before they can escalate and cause more serious harm. We expect all leaders to intervene when they witness harmful behaviours (where safe to do so) and ensure that people are held accountable for their behaviour.

- 11.3. By modelling and embracing these health, safety and wellbeing expectations, we enable MACS to properly address risks and ensure, so far as reasonably practicable, a workplace that is safe and without risks to our health.

## 12. Integrity, honesty and transparency

- 12.1. We act with integrity, honesty and transparency.

### Conflict of interest

- 12.2. We remain vigilant in identifying, declaring and managing any actual, potential or perceived conflicts of interest that may arise in the course of our work.
- 12.3. We promptly disclose to our principal or manager any outside activities, relationships (including personal relationships) or financial interests, including participating in procurement processes, or purchasing goods and services for MACS, private interests and any other matters that may cause a conflict of interest with our obligations to MACS.
- 12.4. All conflict of interest declarations should follow the conflict of interest process as outlined in the Conflict of Interest Policy.
- 12.5. We never use our employment status to seek personal gain from individuals undertaking or seeking to do business with MACS.
- 12.6. We avoid any business dealings that may cause a conflict (whether actual, potential or perceived) with our obligations to MACS.
- 12.7. Prior to undertaking any recruitment, engaging contractors, participating in a procurement process, or purchasing goods or services for MACS, we promptly disclose personal relationships, private interests and any other matters that cause or may cause a conflict (actual, potential or perceived) with our obligations to MACS.  
For example, we will never be involved in hiring, promoting or directly supervising a relative or someone with whom we have a close personal relationship. We will also not be involved in decisions to procure the services of a relative or someone with whom we have a close personal relationship (including via tender process).

### Secondary employment

- 12.8. We seek approval before undertaking secondary employment or business activity while employed or engaged by MACS.

### Use of resources

- 12.9. We use MACS resources for work purposes. We acknowledge that we may use these resources for limited and occasional personal use, provided that it does not adversely affect the performance of our duties.

### Fraud, theft and corruption

- 12.10. We do not engage in fraud, theft or corruption. This includes, but is not limited to, refraining from engaging in the following conduct:
- (a) theft of cash, property or equipment
  - (b) submitting false or misleading timesheets, e.g. claiming payment for work that has not been performed
  - (c) submitting false leave requests or medical certificates
  - (d) submitting false or misleading expense claims, i.e. claims for expenses should only be made in accordance with policy and procedures, and only for costs incurred to carry out MACS' business
  - (e) submitting false invoices for goods and services that have not been provided
  - (f) submitting false enrolment, administrative or assessment data for students
  - (g) using our position for personal or financial gain.

## Victimisation

- 12.11. We do not take detrimental action against a person in reprisal for making a complaint, submitting a report or providing evidence.
- 12.12. We do not discuss the details of a person's complaint, report or evidence during and after the formal investigation or complaints process unless this has been specifically permitted by the investigator or another authorised person or is required by law.

## 13. How we communicate

- 13.1. MACS' reputation and relationship with the wider community is central to our mission. The importance placed on the dignity and worth of every student is the central element of what parents and carers value about a Catholic education, so we model this and give witness to this virtue in all our interactions.
- 13.2. When communicating about MACS, including via social media, whether on behalf of the organisation or in a personal capacity, we must represent MACS in an appropriate professional manner.
- 13.3. We never make public statements about any matter related to MACS without prior approval from either our principal or a MACS media adviser.
- 13.4. We always refer media requests for information or comment directly to our school principal, and subsequently to a MACS media adviser.
- 13.5. We take responsibility for MACS' public image and reputation, and do not engage in conduct that might cause this any harm.
- 13.6. We avoid presenting our personal views as those of MACS or in a way which could be perceived to be the views of MACS.

## 14. Appropriate use of information and communication technology (ICT) and social media

- 14.1. We use the MACS internet, email and other systems appropriately, and in accordance with the ICT Acceptable Usage Policy – Schools .
- 14.2. We do not upload, download, send, circulate, display, respond, access or store any of the following materials:
  - (a) sexually related content, messages, material or images, including those that may constitute sexual harassment
  - (b) pornographic images or messages
  - (c) violent or hate-related messages or material
  - (d) threatening, abusive, obscene or harassing messages or material
  - (e) racist, gender-biased, discriminatory or other offensive messages or material
  - (f) malicious or defamatory messages or material.
- 14.3. We do not invite, accept or interact with students on personal social networking sites, pages or groups.
- 14.4. We do not 'like' or comment on a student's post or image or follow students on social media.
- 14.5. We do not exchange personal contact details such as telephone numbers, social media accounts, email addresses or home addresses with students.
- 14.6. We do not use personal email addresses, personal mobiles or personal social networking accounts to contact students.
- 14.7. We take all reasonable steps to adjust our privacy settings to prevent or block students from engaging with us on personal social media accounts, personal emails, personal mobile phones or home telephone numbers. All staff should immediately report any contact any student of their school or former school/s makes on social media to their principal or regional office leader.

- 14.8. We use online learning communities provided that:
  - (a) the sites are age and developmentally appropriate for students
  - (b) the sites are authorised by an appropriate manager such as the principal, director or general manager
  - (c) parents and carers have provided written consent before their children can be registered and participate in the online learning communities
  - (d) students are provided with training and information about the appropriate use of the technology.
- 14.9. We use robust cybersecurity hygiene practices to reduce the risk of security threats and unauthorised access.
- 14.10. We report any of the following incidents to our manager:
  - (a) actual or suspected breaches of cybersecurity
  - (b) cyber-related risk to MACS systems and/or information.
- 14.11. We cooperate with cybersecurity incident investigations.
- 14.12. We agree to use MACS-issued artificial intelligence (AI) tools appropriately in line with our training and guidance, particularly in relation to:
- 14.13. **Intellectual property:** We must respect intellectual property rights when using generative AI tools. Content generated by AI tools may be subject to copyright or other protections, and we should ensure that we have appropriate permissions to use and distribute such content.
- 14.14. **Ethical use:** We must adhere to ethical standards. This includes avoiding the generation of offensive, discriminatory or harmful content. We should also be mindful of biases inherent in training data and take steps to mitigate them where possible.
- 14.15. **Confidentiality and privacy:** Generative AI tools may generate sensitive or confidential information. We must not enter personally identifiable information or corporate data into such tools, and we must exercise caution to ensure that such information is not shared inappropriately. We must comply with our privacy obligations at all times. We should refrain from generating content that could compromise confidentiality or violate our privacy obligations.

## 15. Keeping our information safe

- 15.1. At MACS, we recognise the importance of safeguarding our information and systems to protect the privacy, security and reputation of our organisation and the individuals we serve.
- 15.2. We collect, use and disclose personal information about students, parents and carers, and staff in ways that are compliant with the *Privacy Act 1988* (Cth), the *Health Records Act 2001* (Vic), the Privacy Policy, and other relevant legislation, policies and procedures.
- 15.3. We comply with the Child Information Sharing Scheme, the Family Violence Information Sharing Scheme, and other information sharing schemes that provide for the safety and wellbeing of children.
- 15.4. We only access personal and confidential information if we are authorised to do so.
- 15.5. We keep information secure and protect it from unauthorised access.
- 15.6. If we become aware of any unauthorised use or disclosure of personal information, we immediately inform our principal, line manager or general manager.

## 16. Recordkeeping

- 16.1. We create and maintain accurate, up-to-date, factual, objective and legible records about our work, our observations, our actions and any decisions made during the course of our employment or engagement with MACS.

- 16.2. We comply with the Information and Records Management Policy – MACS Office and Child Safety and Wellbeing Recordkeeping Procedures, and related records and information management policies and procedures so that records are secure, complete, up to date and capable of providing organisational accountability.
- 16.3. We make records at the time of events or as soon as possible afterwards.
- 16.4. We do not destroy records without written authority to do so.
- 16.5. We monitor, record, and follow student attendance and absences in accordance with relevant law and MACS policy, including the Attendance Policy for MACS Schools.
- 16.6. We assess students' work accurately, fairly and consistently, and in accordance with relevant law and MACS policy, including the Curriculum, Assessment and Reporting Policy.

## 17. Using our voice and raising a concern

- 17.1. Our decisions impact our colleagues, students, MACS and the community, so we need to make sure our actions demonstrate the values we share and take us in a direction we can be proud of, both individually and as a collective.
- 17.2. If we come across something that does not feel right, or if we are concerned something may be illegal, unethical, unacceptable or improper, we will report it promptly. This allows us to share concerns and take action. Reports should be made as follows:
  - (a) If we work at a MACS school, we should discuss suspected breaches of this Code, the law or other MACS policies and procedures with our principal, regional office leader or a member of the Employee Relations team.
  - (b) If we work at a MACS office, we will raise concerns with our line manager, general manager or a member of the People Experience team
- 17.3. We may choose to make an anonymous report as outlined in the Whistleblower Policy.
- 17.4. Reports that are made will be handled in accordance with the relevant policy, including the Complaints Handling Policy for MACS Schools, Whistleblower Policy and Workplace Bullying Prevention Policy.
- 17.5. By promptly reporting any concerns, we play a vital role in helping to foster a workplace that is ethical, respectful, safe and accountable. Together, by showing concern for others, we can ensure a supportive and positive environment for all, reflective of our vision.

## 18. Breaches of the Code of Conduct

- 18.1. We must all comply with this Code and the applicable legislation, policies, procedures and guidelines. In doing so, we acknowledge that this Code cannot describe or anticipate every law, policy and procedure, so it is important to understand its intent as an expression of our responsibilities to support and enhance our shared mission, and to apply common sense.
- 18.2. In all of these matters, MACS will ensure that staff are afforded natural justice and procedural fairness. This includes ensuring that:
  - (a) staff have an opportunity to raise concerns
  - (b) staff are notified of the complaint or allegation made against them
  - (c) staff can be accompanied by a support person during the complaint or investigation process, if they wish
  - (d) all parties involved in the complaint or investigation have the opportunity to be heard
  - (e) staff are provided with information about adverse information that has been gathered, and are provided with an opportunity to respond to this information before a decision is made
  - (f) decisions are based on reliable and relevant evidence.

### **Investigation and appropriate disciplinary action**

- 18.3. If it is alleged we have breached this Code of Conduct, MACS may investigate and take appropriate action to address the concerns raised.

- 18.4. This may include disciplinary action up to and including termination of employment or engagement, and/or legal action. Disciplinary actions will depend on the nature of the conduct, seriousness of the breach and the circumstances leading to the breach.
- 18.5. All staff concerns will be dealt with in accordance with the provisions set out in any applicable terms and conditions of employment, engagement, policy and/or procedure.
- 18.6. The outcome will be determined on a case-by-case basis depending on the circumstances including, but not limited to, the nature of our role or engagement, and the nature and severity of the conduct.
- 18.7. For any directors of the MACS board, board committee members or employees, the potential outcome may include, but is not limited to, one (or a combination) of the following non-exhaustive list of disciplinary actions:
  - (a) informal discussions or counselling
  - (b) coaching, training, development or other appropriate support
  - (c) performance improvement plans
  - (d) formal warning (verbal or written)
  - (e) termination of employment.
- 18.8. For any volunteers, School Advisory Council members, contractors or consultants, the potential outcome may include, but is not limited to, assessing the suitability of the ongoing engagement or arrangement which may include, but is not limited to, the termination of any engagement or arrangement.

### **Criminal proceedings**

- 18.9. Some breaches of this Code could also constitute criminal offences and may result in MACS reporting the information to police. This may result in a criminal investigation and possible prosecution.

### **Reportable allegations**

- 18.10. Some breaches of this Code may also amount to reportable allegations. In these cases, MACS has a legal obligation to report the allegations to the Commission for Children and Young People, and to investigate those allegations.

### **Professional misconduct**

- 18.11. Some breaches of this Code may also amount to professional misconduct or raise concerns about the suitability or fitness of a person to hold professional registration. In these circumstances, MACS may report the concerns to relevant professional regulatory bodies at the appropriate time.

## **Definitions**

[Glossary of defined terms](#)

## **Related policies and documents**

### **Related MACS policies and documents**

Please refer to the MACS office intranet and CEVN for the most recent versions of all [MACS policies](#) and [definitions](#) that relate to this Code of Conduct.

# Policy information

<b>Responsible director</b>	Director, People and Culture
<b>Policy owner</b>	General Manager, Employee Relations
<b>Approving authority</b>	MACS Board
<b>Assigned board committee</b>	People and Culture Board Committee
<b>Approval date</b>	29 October 2025
<b>Risk Rating</b>	Extreme
<b>Date of review</b>	October 2027
<b>Publication</b>	CEVN, Gabriel

<b>POLICY DATABASE INFORMATION</b>	
<b>Assigned framework</b>	Employment
<b>Supporting documents</b>	Grievance Procedure
<b>Superseded documents</b>	Code of Conduct for MACS Staff – v1.0 – 2024