#### **GREEEK ORTHODOX ARCHDIOCESE OF AUSTRALIA**

## **PROFESSIONAL CONDUCT FOR SCRIPTURE TEACHERS**

#### Introduction

As a Scripture Teacher we are regarded in some ways as a Department of Education employee. We are expected to always behave in ways that promote the safety, welfare and well-being of children and young people.

We must actively seek to prevent harm to children and young people, and to support those who have been harmed.

## Punishment

We must not impose physical punishment on a student in the course of our professional duties

## Relationship

We must <u>not</u> develop a relationship with any student that is, or that can be misinterpreted as having a personal rather than a professional interest in a student.

## **Compromising your relationship**

Our professional relationship may be compromised if we:

- invite students to join our personal electronic social networking site or accept students' invitations to join theirs
- > attend parties or socialise with students privately
- invite a student or students back to our home or attend theirs without an appropriate professional reason and without the consent of their parent or carer.
- transport a school student in our car without prior approval from a supervisor and a parent or carer

# **Boundaries**

The boundaries of the professional relationship will be breached if we:

- hold conversations of an intimately personal nature, where we disclose private information about our self
- have contact with a student via written or electronic means including email, letters, telephone, text messages or chat lines, without a valid context
- give students gifts of a personal nature that encourages them to think they have an individual and special relationship with us.

#### Summary

- > Conduct ourselves in a caring but professional manner at all times.
- If anything is disclosed of a private and concerning matter, it must be reported to the school Principal or Deputy Principal. It is not our role to solve the issue and it must remain confidential.