



# CCH Code of Practice

Version 1.2



## **CODE OF PRACTICE**

This code of practice applies to all CCH staff, volunteers and people. It has been put in place to ensure a high standard of child protection, safety, and wellbeing within CCH culture, services and programs.

### **Working Safely with All Participants**

CCH is committed to the safety and wellbeing of all participants, especially children and vulnerable people involved in programs run by us.

When you work within this Code of Practice you will be supporting the rights of the participant, ensuring a safe environment for all.

Team Members should work together to build and maintain a secure environment for all participants in a program.

Leadership is a position of power and influence over others. This can sometimes be abused.

The Code of Practice offers a safeguard against abuse of positional power, providing boundaries for appropriate behaviour.

The Code of Practice provides essential guidelines for behaviour when working with children and vulnerable people in a program.

#### **1. Behaviour**

What we do as Team Members reflects our values. It is vital to behave in a way that upholds what we believe about children and vulnerable people – that they are valued and deserve to be treated with respect and dignity.

##### **Be a Good Role Model**

Children and vulnerable people learn as much from what Team Members do as from what they say.

It is easy to 'love the lovable'. The children and vulnerable people who are not easy to love often to need more love from us.

Avoid behaviour that gives the impression of favouritism or encourages 'special' relationships with individual children.

Where parents, carers or members of the community observe Team Members at work, they need to see a caring style that demonstrates the positive values CCH seeks to uphold.

##### **What to Do**

- Treat all participants with respect and take notice of their reactions to your tone of voice and manner.
- Do not be alone with a child.
- Do not enter the sleeping accommodation of members of the opposite gender, except in emergencies.
- Be aware of situations when children or vulnerable people might be changing, showering or using the toilet.



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### **2. Language**

#### **Words Can Hurt**

It is important to use language that affirms the worth, dignity and significance of the participants.

It is not unusual to use negative or critical language towards people in an attempt at humour. Humour is a wonderful thing; however, we must ensure that jokes are not made at the expense of others as this erodes the sense of safety and care.

#### **Mind Your Language**

- Do not use derogatory language towards Team Members or participants – even when meant as sarcasm or as a joke.
- Do not use ‘in jokes’, negative language, put downs or sexist language with other Team Members or with participants.
- Do not speak down to children or young people in a superior way, but instead speak to them as people of value.
- Where private conversations are necessary, the Team Member and child should remain visible to another adult in the group.
- Be mindful of how you speak about other children behind their backs, this can cause distrust and is not Christ-like.

### **3. Physical Contact**

Many children enjoy physical contact and will seek it as a simple expression of affection and confidence, however others do not appreciate or seek physical contact.

Physical contact between adults and children may be misconstrued. Children and vulnerable people may not be aware of creating such situations. It is your duty to be alert to such circumstances. We must always be SEEN to be doing the right thing as well as knowing that we are.

#### **Expectations**

Physical contact should:

- Always be initiated by the child and never the Team Member.
- Be with the child or vulnerable person’s permission – resistance from the person should be respected.
- Never be in the area normally covered by bathers/ swimwear.
- Never occur in a secretive or private manner, it should only ever occur in public and with other leaders present.
- Be governed by the age and developmental stage of the person.



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### **Let the Participant Choose**

Children and vulnerable people should be allowed to choose the degree of physical contact they have with others, apart from exceptional circumstances or when needing medical attention.

It is inappropriate to initiate close physical contact; this should come from the participant, if at all.

Physical contact between Team Members, and children and vulnerable people is inappropriate if it could be perceived as a threat, if it causes embarrassment to either person, or if it does not allow either person to disengage easily.

As a general rule, open displays of affection initiated by children in the presence of others, are acceptable.

Team Members need to be aware that consistent contact with the same person may give the impression of favouritism. It is unwise and may result in others competing for attention or feeling left out.

Any physical activity that is, or may be construed as, sexually stimulating to the Team Member or participant is inappropriate and must be avoided.

Physical touch has an important role in building healthy relationships. It needs to be done within these very clear guidelines and with a heightened awareness of changing community attitudes around safe and appropriate touch with children and vulnerable people.

### **What is Appropriate Physical Activity?**

- Touching a child or vulnerable person between the neck and the knees should be avoided, although contact with the bony areas of the body such as the shoulder, elbow or head, is generally acceptable.
- A sideways hug around the shoulder is more acceptable than an arm around the waist.
- There will be occasions where displays of affection are natural. Children must not be shunned if they initiate and demonstrate their need for comfort, bearing in mind the age of the child and the circumstances. Care needs to be exercised that such situations don't occur in private.
- On no account must any form of corporal or physical punishment be administered, even in fun.
- The only form of physical restraint appropriate is to protect children from harm. This includes reasonable restraint to stop a fight, to stop bullying or to avoid an accident.
- What is reasonable and lawful will depend on the circumstances, and appropriate judgement should be used.
- Allow children to determine the degree of physical contact they have with you, without showing favouritism.



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### **4. Program Style**

#### **Why is this important?**

Children and vulnerable people are not always able to sense the risks associated with participating in activities.

Your program and activity choices need to be made keeping the participant group's capability and risk appetite in mind.

The activities you choose will speak loudly about the values you and your organisation hold about people.

#### **What do I need to know?**

Activities or 'wide games' that require participants to operate on their own or in pairs out of sight of the Team Members need to be managed carefully. This includes activities that require participants to engage in public places.

Clear boundaries and rules are needed to ensure that participants can engage in activities safely.

It is not appropriate for participants to be made to feel stupid or embarrassed. Whilst competitive games or activities can be fun, if they exploit gender, intellectual or physical differences, or provide opportunity for bullying or harassment, it should be avoided.

As you identify your program activities, take into account their age appropriateness.

#### **What do I need to do?**

- Be willing to drop an activity if you sense that it is not working safely or is making participants feel angry or isolated.
- Put in extra planning and support measures when an activity has extra challenges.
- Ask your Team Leader to help you plan well.
- Provide a safe space where children feel comfortable to engage or simply watch activities
- Follow up with any child who may have been effected by inappropriate activities or programming.



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### **5. Cultural Awareness**

#### **Sensitivity**

Team Members need to be sensitive to cultures, family traditions, beliefs, values, and systems different from their own. These differences may affect the degree of participation of children and vulnerable people in activities and games.

#### **Respect**

No pressure should be applied to participants from other cultures, traditions or beliefs to encourage participation.

The family has many forms and leaders must respect a participant's support structures.

Team Members need to be sensitive about using words that make assumptions about any participant's background, family status, principal caregivers, sexual orientation, values or beliefs.

Your team should have zero tolerance for language or activities that discriminate on the basis of gender, race, age, ability, sexual orientation, belief, tradition or cultural background.

#### **What do I need to do?**

- Show respect for the authority structures of other cultures and traditions.
- Do not make statements that reflect ignorance, bias or ridicule about other religions, beliefs, personal preferences, or cultures.
- Do not hold, kiss, cuddle or touch children or vulnerable people in an inappropriate and/or culturally insensitive way.

### **6. Special Needs**

#### **Who May Have Special Needs?**

People with special needs may include very small children, and people with particular intellectual, mental or physical disabilities, children with an Autism Spectrum Disorder and the elderly.

#### **Be Inclusive**

Being inclusive of children and vulnerable people with special needs has more to do with a positive attitude and a willingness to learn, than with a list of 'Dos and Don'ts'.

Being inclusive means seeing that each person has both the potential to learn and the need to be loved and included like all other children and vulnerable people, and is provided with equal opportunity to do so.



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### **Be Proactive**

You may need extra adult help. The number of extra Team Members will depend on the particular needs of the child or vulnerable person.

Some children and vulnerable people will require one-on-one assistance.

Privacy and respect are particularly important for participants with special needs who may need help with toileting.

Find out as much as you can about the specific disability, as well as constructive ways to include the participant and provide equal opportunity and access.

Caregivers and schools are often the best sources of information on how to include those with special needs.

When working with people with special needs, activities should be structured, yet flexible.

### **Be Creative**

Make sure your attitudes and behaviour are positive and inclusive towards children and people with special needs, as this will have a significant influence on how others react.

Encourage all children and vulnerable people to participate, play and learn together, and to share responsibilities.

Where appropriate, ask the participant what they think or want.

Rather than avoiding some activities because your group includes children or vulnerable people with special needs, be creative in the ways you include everyone.

Limit the amount of furniture and other obstructions to allow space to move.

Plan to include regular breaks in your program.