

# PROFESSIONAL BOUNDARIES OF STAFF



Adventist Education  
*Tasmania*

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This Policy applies to all Staff, including the Principal and the Leadership Team, Board of Directors members, teaching and non-teaching Staff, Volunteers, Contractors and External Education Providers (together, known as “Staff” for the purposes of this Policy only).

Staff hold a unique position of influence, authority, trust and power in relation to students at the School. As such, it is their duty, at all times, to maintain professional boundaries with students.

A breach of staff-student professional boundaries may constitute sexual abuse, and a pattern of unprofessional conduct may indicate grooming behaviour.

The following Policy and guidelines are designed to raise awareness of situations where professional boundary violations may occur and some strategies to minimise the risk of boundary violations. The practice of protective behaviours at all times will also reduce the possibility of vexatious claims being brought against Staff.

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## Seventh-day Adventist Schools (TAS) Policy

Seventh-day Adventist Schools (TAS) is committed to providing a safe physical and emotional environment, where all of our students are respected and treated with dignity in an appropriate professional and caring manner, the risk of child abuse is minimised, and a safe and supportive child safe environment is maintained. It is our policy that:

Staff exercise their responsibilities in a way that recognises professional boundaries with regard to their relationships with students at all times

Staff identify, discourage and reject any advances of a sexual nature initiated by a student

Staff interactions with students are professional at all times, including inside and outside of school hours

conflict of interest issues must be reported to the Principal, or the CEO/Executive Director of Education for Adventist Schools Tasmania, as soon as practicable

equal learning opportunities are given to each student without discrimination

appropriate consequences will be applied to Staff who breach professional boundaries.

It is the School's policy that any breach of Staff and Student Professional Boundaries is a child safety incident that must be reported internally. Any breach that meets the threshold for external reporting must also be reported to the relevant external authority. For more information, refer to another public facing document called Responding to and Reporting Child Safety Incidents or Concerns.



### What are Professional Boundaries?

Professional boundaries are parameters that describe the limits of a relationship in circumstances where one person (a student) entrusts their welfare and safety to another person (a staff member), in circumstances where a power imbalance exists.

**The fact that Staff are in a unique position of trust, care, authority and influence with students means that there is always an inherent power imbalance that exists between them. It also means that professional boundaries must be established, maintained and respected at all times.**

In most cases this power imbalance is clear, however sometimes it may be more difficult to recognise, especially for younger staff members who may only be a few years older than

their students. The following guidelines are not exhaustive, and given that sometimes 'grey areas' may occur, it is expected that all Staff (no matter their age or experience) use their own good judgment, think very carefully about the implications and potential consequences of engaging in certain behaviours with students, and always err on the side of caution.

When unsure about whether professional boundaries are being, or have been, or will be breached, ask yourself:

Would I modify my behaviour if a colleague was present?

Should I discuss this matter with another colleague?

How would I feel about explaining my actions at a staff meeting, to the Principal, or to parents/carers?

Am I sharing information for the student's benefit, or for my benefit?

Am I dealing with this student differently from others in similar circumstances?

Is my language or demeanour different from normal when dealing with this particular student?

## Intimate Relationships

**Staff must not initiate or develop a relationship with any student that has, or can be interpreted as having, a romantic or sexual, rather than professional, basis. It is not relevant that the relationship is consensual, non-consensual, or condoned by parents/carers.**

Such relationships have a negative impact on the teaching and learning of students and colleagues and may carry a serious reputational risk for the staff member and, in turn, the School.



The professional relationship of Staff and students may be breached by:



flirtatious behaviour or dating



development of an intimate personal relationship



sexual relations



the use of sexual innuendo, inappropriate language and/or material with students



unwarranted and inappropriate touching



unwarranted and inappropriate filming or photography



deliberate exposure to sexual behaviour of others (e.g. pornography)



having intimate contact without a valid context via written or electronic means (e.g. email, letters, telephone, text messages, social media sites or chatrooms)



going out, whether alone or in company, to social events such as the movies or dinner



exchanging gifts of a personal nature that encourages the formation of an intimate relationship

**Staff should also be aware that developing or encouraging romantic or sexual relationships with recent former students (over 18 years of age) may violate professional boundaries and are therefore strongly discouraged from doing so.**



The imbalance of power and authority that exists

in the Staff/student relationship does not suddenly disappear after the student finishes their schooling. Staff should not assume that they will be protected from disciplinary action by claiming that a relationship began only after the student left the School as there may be a reasonable belief that the emotional intimacy of the relationship developed while the Staff/student relationship existed.

## Personal Relationships

Staff must not initiate or develop a relationship with any student that is or can be perceived or misinterpreted as having a personal rather than professional basis. This is regardless of whether the relationship is consensual, non-consensual, or condoned by parents/carers.

**IT IS THE STUDENT'S PERCEPTION OF STAFF BEHAVIOUR AND NOT THE INTENTION OF THE STAFF MEMBER THAT IS IMPORTANT.**

An established and expected professional relationship between Staff and students may be compromised by Staff:

attending parties or socialising with students outside of organised School events (without parental/ carer permission)

sharing personal details about their private lives with students

meeting with students outside of school hours without permission from the School

Staff must recognise at all times that their role is not to be a "friend" or "parent" to a student.

## Fair Learning Opportunities

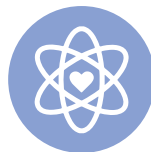
The focus of teaching is effective student learning and as such, teachers are expected to support their students with their professional expertise so as to offer them the best education in their individual circumstances. The quality of teaching and learning between teachers and students characterises their relationship. Teachers should demonstrate their commitment to student learning by:



maintaining a safe and challenging learning environment that promotes mutual respect



recognising and developing each student's abilities, skills, and talents by catering to their individual abilities and respecting their individual differences



encouraging students to develop and reflect on their own values



interacting with students without bias



not engaging in preferential treatment



not discriminating against any student on the basis of race, sex, sexuality, disability or religious or political conviction



always making decisions in students' best interests'

## Electronic Communications between Staff and Students

It is expected that all Staff at the School will adhere to the following guidelines:



- 1 all use of technology should be for educational purposes or for the organisation of co-curricular activities
- 2 all email communication between Staff and students should be via the School email system and reflect a professional Staff/student relationship
- 3 Staff should not communicate with students via text message where it is not in a professional context
- 4 Staff should not give out their personal telephone numbers or social media contact details
- 5 Staff are not to accept or request students as "friends" on social media or otherwise use social media to communicate in any way that is not condoned or approved by the School
- 6 Staff should not exchange personal pictures with a student
- 7 teachers are not expected or encouraged to respond to concerns of parents/carers or students on holidays, weekends or in the evening
- 8 Any student personal contact numbers or other personal contact details made available to the School should only be used for School communications.

## Physical Contact with Students

All Staff should be aware that situations may arise that can be perceived in a manner that was not intended. For this reason, all Staff at the School should adhere to the following guidelines for contact with students both in and outside of School grounds:

- Staff should avoid unnecessary physical contact with students
- minimal, non-lingering, non-gratuitous physical contact in the context of the situation is acceptable (e.g. congratulatory pat on the back or handshake)
- contact for sport, drama and dance instruction is acceptable in a class situation but not in a 1:1 situation. If physical contact is required for specific technical instructions, it must be brief and only with the consent of the student. Note that a student may withdraw consent for this contact either verbally or gesturally and Staff must remain vigilant whilst engaging in necessary contact situations. Once consent has been withdrawn no further contact can be or should be made.



## Off-Campus Excursions and Camps

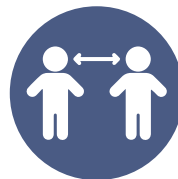
During off-campus excursions or camps, the same physical contact guidelines apply as well as the following:



checking of sleeping arrangements, or supervising of students changing should be done, where possible, with another staff member present and always in a manner that respects students' privacy and personal space



always knock and advise of presence prior to entering a bedroom or dormitory



ensure that while in a bedroom or dormitory a strict Staff/ student relationship is upheld and that Staff do not engage in inappropriate behaviour, such as sitting on a student's bed



## Managing Conflicts of Interest

**Where personal relationships with students such as family relationships and close friendship networks exist, questions of conflicts of interest may arise.**

This may be more prevalent in close or rural communities where professional boundaries may be tested due to the nature and size of the community. In these circumstances, Staff need to be far more diligent in developing and maintaining these boundaries.

Where a staff member feels that a conflict of interest may exist, they should notify the Principal, or the CEO/Executive Director of Education for Adventist Schools Tasmania if the conflict involves the Principal, and arrangements should be implemented to avoid the conflict situation if possible. For example, the teaching of students by a staff member with a conflict should be avoided.

Any significant decisions relating to these students in the School (such as the appointment of classes or selection in sports teams) should be referred to another staff member and endorsed by a supervisor.

## Declarations of Staff/Student Interactions

To enable the School to be aware of appropriate and inappropriate interactions between Staff and students, it is Seventh-day Adventist

Schools (TAS) policy that all Staff are encouraged to declare any interactions with students outside school hours. These interactions may include instances where the staff member is: Declarations by Staff about a relationship with students and their families outside of the



related to the student

friends with the student's parents or family

given parental consent to interact with the student for academic purposes outside of school hours and the parent/carer has notified the School.

School context or about interactions that occur with the consent of the parent/carer must be verified by the parent/carer of the student.

These records are kept in accordance with our Child Safe Record Keeping and Human Resources policies.

## Staff Responsibilities

All Staff must:



follow the guidelines as set out in this Policy



immediately report any conflicts of interest



remove themselves from decision making where a conflict has been identified.

**Seventh-day Adventist Schools (TAS) maintains records of all declarations made by staff members related to their interactions with students, or relationships with students, that exist outside of school hours or School premises. These records are made available to the parents/carers of a student upon request.**



# Consequences for Breaching the Staff and Student Professional Boundaries Policy

Where a staff member breaches this Policy Seventh-day Adventist Schools (TAS) may take disciplinary action that may include (depending on the severity of the breach):



remedial education



counselling



increased supervision



the restriction of duties



suspension



in the case of serious breaches,  
termination of employment,  
contract or engagement

## Implementation

These guidelines are implemented through a combination of:

staff training and development in professional conduct	effective management of conflicts of interest
student and parent/carer education and information	effective communication and incident notification procedures
effective management of teachers engaging in inappropriate relationships with students	effective record keeping procedures
	initiation of corrective actions where necessary

## Report Any Concerns

It is the School's policy that any breach of this Professional Boundaries Policy is a child safety incident. Therefore, all Staff, Direct Contact and Regular Volunteers, and Direct Contact and Regular Contractors who witness, or suspect, any breach of professional boundaries must report their concern internally and, if required, also externally.

Our Child Safe Program includes information for Staff, Volunteers and Contractors as to how to identify key indicators of child abuse or other harm and how to report child safety concerns internally. It also contains detailed procedures with respect to the reporting of child safety incidents or concerns to relevant authorities. For more information, refer to another public facing document called Responding to and Reporting Child Safety Incidents or Concerns.

Students are provided with information about and encouraged to use multiple pathways to raise child safety concerns about or at the School, including breaches of Professional Boundaries of Staff. These include informal and formal ways, an 'anonymous' way, and external child advocacy or child safety organisations. For more information, refer to another public facing document called Child Safe Complaints Management.

Parents/carers, family members or other community members who witness or suspect that there has been a breach of Professional Boundaries, or have concerns that a child or young person associated with the School may be subject to abuse or harm from a member of Staff, a Volunteer or a Contractor, should contact the School's Senior Child Safety Advocate or the Principal, if the concern relates to the Principal or the CEO/Executive Director of Education for Adventist Schools Tasmania.

**You can also raise a concern using the School's Complaints Handling Guidelines. Communications will be treated confidentially on a 'need to know basis'. Whenever there are concerns that a child or young person is in immediate danger, the Police should be contacted on 000.**

