



Staff and Student Professional Boundaries Policy and Procedures

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1 Organisational Statement

- 1.1 Mastery Schools Australia (MSA or the school) is committed to ensuring a child safe culture where the physical, emotional, and online safety of all students is prioritised. All staff, contractors, and volunteers are expected to maintain clear professional boundaries with students to protect their welfare and uphold the trust placed in the school community.
- 1.2 In accordance with the Child and Youth Safe Organisations Act 2023 (Tas), Criminal Code Act 1924 (Tas), and the Professional Boundaries – Guidelines for Tasmanian Teachers, the School recognises that all staff hold a position of authority, care, and influence over students and must uphold high standards of ethical conduct in all interactions.
- 1.3 This policy supports our broader child safety framework and reinforces the School's commitment to building a safe, inclusive, and respectful learning environment.

2 Scope

This policy applies to all staff, contractors, and volunteers in relation to the Tasmanian operations, and it is the responsibility of all working for or at the School to understand and comply with this policy.

3 Purpose

- 3.1 The purpose of this Policy is to provide clear guidance regarding the professional boundaries required between staff and students, and to support the prevention of misconduct, harm or inappropriate relationships within MSA schools operating in Tasmania (TAS).
- 3.2 This Policy aims to protect students from harm, uphold the trust placed in staff, and ensure that all interactions are appropriate, ethical, and consistent with the School's child safety obligations.

4 References

- (a) Education Regulations 2017 (Tas)
- (b) Non-Government Schools Registration Board Guidelines: Guidelines for re-registration of a non-government school, Standard Five – Student Welfare
- (c) National Principles for Child Safe Organisations, Principle 1
- (d) Tasmanian Child and Youth Safe Standards, Standard 1

5 Related Documents

- (a) Child Safety and Wellbeing Policy
- (b) Child Safety Code of Conduct

- (c) Staff Code of Conduct
- (d) Parent Code of Conduct
- (e) Student Code of Conduct
- (f) Mandatory Reporting Policy and Procedure
- (g) Complaints Handling Policy and Procedure
- (h) Staff and Student Conflict of Interest Declaration Register
- (i) Staff and Student Conflict of Interest Declaration Form

6 Definitions

Terms	Definitions
Adult	Any person aged 18 years or over, including staff, contractors, volunteers and visitors.
Reportable Conduct Scheme	The Reportable Conduct Scheme is administered by the Office of the Independent Regulator in Tasmania. It requires non-government schools to notify the Regulator of allegations or findings of certain types of conduct involving staff, contractors or volunteers. Reportable conduct includes sexual misconduct (including grooming), physical or emotional harm, neglect and significant breaches of professional boundaries.
Office of the Independent Regulator	The Office of the Independent Regulator is the statutory authority responsible for overseeing child safety in organisations covered by the Child and Youth Safe Organisations Act 2023 (Tas), including administering the Reportable Conduct Scheme for non-government schools.
Boundary Violation	An act or pattern of behaviour by an adult that breaches the expectations outlined in this policy, whether intentional or unintentional. This includes any conduct that blurs or erodes professional boundaries with students.
Child or Student	Any person enrolled at the School who is under the age of 18, or who is otherwise considered a child or young person under relevant legislation.
Child Abuse	Includes physical abuse, emotional abuse, sexual abuse, neglect, and exposure to family violence. In Tasmania, child abuse is defined under the Children, Young Persons and Their Families Act 1997 (Tas).

Disclosure	When a child or another person tells someone about abuse, harm or inappropriate behaviour that has occurred or is occurring.
Grooming	The deliberate act of building a relationship with a child or young person for the purpose of engaging in sexual conduct. Grooming may involve manipulating the child's support network to enable future abuse.
Mandatory Reporter	A person legally required to report suspected child abuse or neglect. In Tasmania, mandatory reporters include teachers, principals, psychologists, nurses, police officers and others as defined in the Children, Young Persons and Their Families Act 1997 (Tas).
Personal Relationship	Standards of behaviour that define appropriate interactions and relationships between staff and students, ensuring the relationship remains focused on the student's learning, safety and wellbeing.
Professional Boundaries	Standards of behaviour that define appropriate interactions and relationships between staff and students, ensuring the relationship remains focused on the student's learning, safety, and wellbeing.
Staff	All employees of the School, including full-time, part-time, temporary and casual employees.
Volunteer	A person who offers their time and services to the School without payment and who may interact with students during school-related activities.

7 Roles and Responsibilities

All members of the school community have a role in upholding professional boundaries between staff and students. Specific responsibilities include:

7.1 Principal

- (a) Leads a culture of child safety and professional conduct.
- (b) Oversee the implementation and communication of this policy.
- (c) Reviews staff/student interaction declarations and verifies parent/carer consent where appropriate.
- (d) Responds to and investigates breaches of professional boundaries.
- (e) Reports notifiable conduct and serious concerns to external agencies (e.g. TRB, Child Safety Services, Tasmania Police).
- (f) Supports staff to understand and comply with professional standards.

7.2 All Staff, Contractors, and Volunteers

- (a) Maintain professional boundaries in all interactions with students, both during and outside of school hours.
- (b) Declare any personal interactions with students outside of school activities using the declaration process.
- (c) Participate in child safety training, including modules on professional boundaries.
- (d) Report any observed or suspected breaches of boundaries to the Child Safety Officer or Principal.
- (e) Uphold the Staff Code of Conduct and this Policy at all times.

8 Policy Statement

8.1 All Staff must:

- (a) follow the guidelines for professional boundaries set out in the Procedures below;
- (b) exercise their responsibilities in a manner that maintains appropriate professional boundaries with students at all times;
- (c) identify, discourage and reject any advances of a sexual nature initiated by a student;
- (d) interact with students in a professional manner at all times, including both during and outside school hours;
- (e) immediately report any conflicts of interest to the Principal as soon as practicable;
- (f) remove themselves from decision-making where a conflict has been identified; and
- (g) give equal learning opportunities to each student without discrimination.

8.2 The School considers any breach of professional boundaries to be a child safety incident. As a result, all staff members and Direct Contact and Regular Volunteers/Contractors must report any breach of this Policy or its Procedures internally to the School in accordance with the Procedures below. Any breach that meets the threshold for external reporting must also be reported to the relevant external authority, as set out in the Responding to and Reporting Child Safety Incidents or Concerns Policies and Procedures section of the Child Safety Program.

8.3 This policy is supported by the Child Safety Code of Conduct, which outlines clear behavioural expectations for all staff, volunteers, and other adults engaging with students. The Code must be read in conjunction with this policy to ensure staff understand both the required standards and the broader principles that guide safe and professional conduct.

- 8.4 The School will take appropriate action where Staff breach professional boundaries.
- 8.5 The School will protect Staff who, in good faith, make an internal report alleging a breach of professional boundaries from victimisation or other adverse consequences.

9 Declarations of Staff/Student Interactions

- 9.1 To help the School monitor appropriate and inappropriate interactions between Staff and students, and to assist in responding to allegations of inappropriate behaviour, Staff are encouraged to formally declare any interactions or personal relationships with students that occur outside school hours, in accordance with the Procedures below. These interactions may include situations where the staff member is:
- (a) related to the student;
 - (b) friends with the student's parents or family; or
 - (c) given parental consent to interact with the student for academic purposes outside school hours, and the parent/carer has notified the School.
- 9.2 The student's parent/carer must verify declarations by Staff about relationships with students and their families outside of the School context or about interactions that occur with the consent of the parent/carer.

10 Professional Boundaries – Guidelines for Tasmanian Teachers

- 10.1 This Policy and its Procedures reflect the [Professional Boundaries – Guidelines for Tasmanian Teachers 2021](#) (the Guidelines), developed by the Teachers Registration Board of Tasmania.
- 10.2 The Guidelines provide information about professional boundaries in teacher-student relationships but do not provide an exhaustive list of unacceptable, unwise or “at-risk” behaviours that may breach those boundaries. They should be read and understood in conjunction with the School's Child Protection Code of Conduct and this Policy and its Procedures.

11 What are Professional Boundaries?

- 11.1 Professional boundaries are parameters that describe the limits of a relationship where one person (a student) entrusts their welfare and safety to another person (a staff member), and where a power imbalance exists.
- 11.2 Staff occupy a unique position of trust, care, authority and influence in relation to students. As a result, there is always an inherent power imbalance between staff and students, and professional boundaries must therefore be established, maintained and respected at all times.

- 11.3 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 the students under their care.
- 11.4 The following guidelines are not exhaustive. As “grey areas” may arise, all Staff (regardless of their age or experience) are expected to exercise sound professional judgement, carefully consider the implications and potential consequences of their behaviour with students, and always err on the side of caution.
- 11.5 When unsure about whether professional boundaries are being, or have been, breached, ask yourself:
- (a) Would I modify my behaviour if a colleague was present?
 - (b) How would I feel about explaining my actions at a staff meeting?
 - (c) Am I sharing information for the student’s benefit, or for my benefit?
 - (d) Am I dealing with this student differently from others in similar circumstances?
 - (e) Is my language or demeanour different from usual when dealing with this particular student?

12 Intimate Relationships

- 12.1 Staff must not initiate or develop a relationship with any student that could reasonably be interpreted as having a romantic or sexual basis rather than a professional one. This applies regardless of whether the relationship is consensual, non-consensual or condoned by parents/carers.
- 12.2 In addition to the serious negative effects for the student involved, such relationships can negatively impact the teaching and learning environment for other students and colleagues and pose a significant reputational risk to the staff member and the School.
- 12.3 The professional relationship of Staff and students may be breached by:
- (a) flirtatious behaviour or dating;
 - (b) developing an intimate personal relationship;
 - (c) sexual relations;
 - (d) using sexual innuendo, inappropriate language and/or material with students;
 - (e) unwarranted and inappropriate touching;
 - (f) unwarranted and inappropriate filming or photography;
 - (g) deliberate exposure to sexual behaviour of others (e.g. pornography);

- (h) having intimate contact without a valid context via written or electronic means (e.g. email, letters, telephone, text messages, social media sites or chatrooms);
- (i) going out, whether alone or in company, to social events such as the movies or dinner; or
- (j) exchanging gifts of a personal nature that encourages the formation of an intimate relationship.

13 Personal Relationships and Grooming

- 13.1 Staff must not initiate or develop a relationship with any student that is, or could reasonably be perceived as having a personal rather than professional basis. This applies regardless of whether the relationship is consensual, non-consensual or condoned by parents or carers.
- 13.2 It is the student's perception of staff behaviour and not the intention of the staff member that is important.
- 13.3 Staff must also refrain from any conduct that could reasonably be considered grooming behaviour.
- 13.4 An established and expected professional relationship between Staff and students may be compromised by a staff member:
 - (a) attending parties or socialising with students outside of organised School events (without parental/carer permission);
 - (b) sharing personal details about their private lives with students;
 - (c) meeting with a student alone outside of school hours without a valid context and without permission from the School and/or the parents/carers (for more information, refer to the Declaration of Staff/Student Interactions section below);
 - (d) focusing inappropriate or excessive attention on a student who is vulnerable - such as a student having problems with their parents, or who is new to the School and hasn't yet established a circle of friends;
 - (e) involving themselves in a student's home life, for example, by gaining the trust of the student's family and becoming involved in family activities; or
 - (f) attempting to bribe a student into silence about that staff member's inappropriate conduct.
- 13.5 Staff must recognise at all times that their role is not to be a "friend" or "parent" to a student.
- 13.6 Staff must be alert to behaviours that may constitute grooming. Examples of grooming behaviour include, but are not limited to:
 - (a) Favoritism or special treatment of a student;

- (b) Gift-giving or excessive praise;
 - (c) Private communication with a student outside of school platforms; or
 - (d) Attempts to isolate a student or build secrecy
- 13.7 These behaviours may appear harmless in isolation but can be indicators of grooming and must be reported in line with the School's child safety policies and mandatory reporting obligations.

14 Relationships with Former Students

- 14.1 Staff must not add former students to their personal social media accounts, or accept social media requests from former students, for at least two years after the student has graduated from Year 12 or equivalent.
- 14.2 Staff should be aware that developing or encouraging romantic or sexual relationships with recent former students (aged 18 years or over) may violate professional boundaries and is strongly discouraged. The imbalance of power and authority that exists in the staff–student relationship does not automatically disappear when the student finishes their schooling.
- 14.3 If a staff member engages in a romantic or sexual relationship with a recent former student of the School, this may generate concerns that the staff member previously crossed professional boundaries while the former student was under the care of that staff member. In particular, concerns may arise that the staff member engaged in grooming behaviour while the person was still a student.
- 14.4 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 that relationship developed while the person was still an MSA student and under the care of the staff member.
- 14.5 The Guidelines state that, if such a romantic or sexual relationship develops between a teacher and a former student within two years of the former student completing compulsory education or turning 18 (whichever is later), this is likely to lead to an investigation or inquiry by the Teachers Registration Board and may result in disciplinary action.
- 14.6 The School will investigate any complaint that a staff member has abused their position and acted unprofessionally by engaging in a relationship with a former student, regardless of when that relationship commenced. In considering whether there has been a breach of professional boundaries, the School may take the following factors into account:
- (a) the nature of the student-staff relationship, including its closeness, dependence, significance and length of the relationship while the student was at the School;

- (b) any misconduct of the staff member during their professional relationship with the student;
 - (c) the age difference between the former student and the staff member;
 - (d) the emotional/social maturity of the former student;
 - (e) the vulnerability of the former student; and
 - (f) the length of time that has passed between when the former student attended the School and the commencement of the relationship.
- 14.7 A staff member who maintains appropriate professional boundaries with students is less likely to be considered to have breached professional standards if they later form a relationship with a former student. However, this generally requires that at least two years have passed since the former student completed compulsory education or turned 18 (whichever is later) before the relationship begins.

15 Fair Learning Opportunities

- 15.1 The primary focus of teaching is effective student learning. Teachers are expected to support their students through their professional expertise to provide the best possible educational outcomes in their individual circumstances. The quality of teaching and learning between teachers and students is fundamental to their professional relationship.
- 15.2 Teachers should demonstrate their commitment to student learning by:
- (a) maintaining a safe and challenging learning environment that promotes mutual respect;
 - (b) recognising and developing each student's abilities, skills and talents by catering to their individual needs and respecting their differences;
 - (c) encouraging students to develop and reflect on their own values;
 - (d) interacting with students without bias;
 - (e) not engaging in preferential treatment;
 - (f) not discriminating against any student on the basis of race, sex, sexuality, disability or religious or political conviction; and
 - (g) always making decisions in students' best interests.

16 Electronic Communications between Staff and Students

- 16.1 Staff must adhere to the following guidelines when communicating with students electronically:
- (a) all use of technology should be for educational purposes or for the organisation of co-curricular activities;

- (b) all email communication between Staff and students should occur via the School email system and must reflect a professional staff–student relationship;
- (c) Staff should not communicate with students via text message where it is not in a professional context;
- (d) Staff should not give out their personal telephone numbers or social media contact details;
- (e) Staff are not to accept or request students as 'friends' on their personal social media accounts or otherwise use their personal social media accounts to communicate in any way that is not condoned or approved by the School;
- (f) Staff should not exchange personal pictures with a student;
- (g) teachers are not expected or encouraged to respond to communications from parents/carers or students during holidays, weekends or outside normal working hours; and
- (h) any student's personal contact numbers or other personal contact details made available to the School should only be used for School communications.

17 Physical Contact with Students

17.1 Staff should be aware that situations involving physical contact may be perceived in ways that were not intended. For this reason, Staff must adhere to the following guidelines when engaging in physical contact with students, both on and off School grounds:

- (a) staff should avoid unnecessary physical contact with students;
- (b) minimal, non-lingering, non-gratuitous physical contact in the context of the situation is acceptable (e.g. congratulatory pat on the back or handshake); and
- (c) physical contact during sport, drama or dance instruction may be acceptable in a class setting but should not occur in a one-to-one situation. Where physical contact is required to provide technical instruction, it must be brief and only occur with the student's consent.

17.2 A student may withdraw consent for physical contact at any time, either verbally or through gestures. Staff must remain vigilant in these situations and must immediately cease contact if consent is withdrawn.

18 Off-Campus Excursions and Camps

18.1 During off-campus excursions or camps, the same physical contact guidelines apply. In addition, Staff must adhere to the following:

- (a) 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;

- (b) always knock and advise of presence prior to entering a bedroom or dormitory; and
- (c) ensure that a strict staff–student professional relationship is maintained while in a bedroom or dormitory and that inappropriate behaviour, such as sitting on a student's bed, does not occur.

19 Managing Conflicts of Interest

- 19.1 Where personal relationships with students exist (such as family relationships or close friendship networks), conflicts of interest may arise.
- 19.2 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 must exercise particular care in establishing and maintaining appropriate professional boundaries.
- 19.3 Where a staff member believes that a conflict of interest may exist, they should notify the Principal, or the HR Manager if the conflict involves the Principal, and take steps to avoid or appropriately manage the conflict where possible. For example, a staff member with a conflict should not be responsible for teaching the student.
- 19.4 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.

20 Declarations of Staff/Student Interactions

- 20.1 To support transparency and the maintenance of professional boundaries, Staff must formally declare any personal interactions or relationships with students that occur outside school hours and outside ordinary teaching responsibilities.
- 20.2 What Must Be Declared
 - (a) Staff must declare any of the following types of student interactions:
 - (i) Personal relationships with students (e.g. family members, close family friends);
 - (ii) Regular out-of-school interactions (e.g. tutoring, coaching, mentorships);
 - (iii) Social contact with students or their families beyond formal school events;
 - (iv) Any situation where the staff member has been given parental consent to engage with the student outside of school hours; or
 - (v) incidental contact that could reasonably be perceived as crossing professional boundaries.

20.3 How to Declare

- (a) Declarations must be made in writing using the [Staff and Student Conflict of Interest Declaration Form](#), available on the school intranet or from the Child Safety Officer. The form includes:
 - (i) Staff member name and role;
 - (ii) Student's full name;
 - (iii) Nature of the relationship or interaction;
 - (iv) Frequency and context of the interaction; and
 - (v) Confirmation of parental/carer consent (if applicable)

20.4 Who to Declare To

- (a) All declarations must be submitted to the Principal. If the staff member has concerns about confidentiality, or if the conflict of interest involves the Principal, the declaration may be submitted to a member of the Executive Team or their delegate.

20.5 Verification and Follow-up

- (a) The Principal will review the declaration and, where relevant, confirm the interaction with the student's parent or carer.
- (b) A written record of the declaration and outcome will be added to the school's Staff and Student Conflict of Interest Declaration Register.
- (c) The Principal may implement additional supervision, professional boundaries training, or other risk mitigation measures if required.

21 Staff and Student Professional Boundaries and Reportable Conduct

- 21.1 The School's Child Safety Code of Conduct outlines the expected standards of behaviour for all staff, contractors and volunteers. While all breaches of the Code of Conduct are taken seriously, not all breaches will amount to reportable conduct.
- 21.2 For example, a volunteer accepting a social media 'friend' request from a student would be a breach of our Child Safety Codes of Conduct but may not meet the threshold of reportable conduct.
- 21.3 Any allegation, suspicion or finding that a staff member has breached professional boundaries may constitute reportable conduct under the Reportable Conduct Scheme administered by the Office of the Independent Regulator.
- 21.4 The School is required to notify the Independent Regulator of any reportable conduct involving a staff member, including:
 - (a) Sexual misconduct or grooming;
 - (b) Inappropriate physical contact with a child;

- (c) Behaviour causing emotional or psychological harm;
 - (d) Neglect; and
 - (e) Other conduct in breach of this Policy or the Code of Conduct.
- 21.5 The Principal (or their delegate) is responsible for managing these notifications. However, all staff must escalate any concerns or allegations immediately so they can be assessed and actioned without delay.
- 21.6 Breaches of the Code of Conduct that do not amount to reportable conduct will still be managed at the School level in line with internal disciplinary and child safety procedures.
- 21.7 For further information, refer to the School's Mandatory Reporting Policy and Procedures and Child Safety Codes of Conduct.

22 Report Any Concerns

- 22.1 If you are concerned that a child, young person or student aged 18 or over is in immediate danger, call the Police on 000.
- 22.2 Any person, including all School Community members and students, can at any time notify Child Safety Services if they know, believe or reasonably suspect that a child or young person has suffered, is suffering or is likely to suffer abuse or neglect by any person (voluntary risk notification).
- 22.3 You can make a voluntary risk notification by contacting:
- (a) Child Safety Services, via the Strong Families Safe Kids Advice and Referral Line on 1800 000 123; or
 - (b) incidents or concerns that involve online safety can also be reported to the [Office of the eSafety Commissioner](#).
- 22.4 All staff must report concerns about boundary breaches or inappropriate conduct immediately to the Principal or a Child Safety Officer. Where a concern involves a risk of harm to a student, the staff member must also make a direct report to the Advice and Referral Line (ARL) on 1800 000 123.
- 22.5 Reporting to a supervisor does not satisfy mandatory reporting obligations. Each staff member has a personal legal duty to report under the Children, Young Persons and Their Families Act 1997 (Tas).
- 22.6 Failure to report may result in disciplinary action and may also constitute a breach of:
- (a) *The Child and Youth Safe Organisations Act 2023 (Tas)*;
 - (b) *The Children, Young Persons and Their Families Act 1997 (Tas)*;
 - (c) This Policy and the School's Code of Conduct; and
 - (d) The Reportable Conduct Scheme.

22.7 Staff

- (a) Staff who witness or suspect a breach of professional boundaries must report their concern internally to a Child Safety Officer or the Principal. Where the concern involves the Principal, the report must instead be made to the HR Manager via hr@msa.tas.edu.au.
- (b) Our Child Safety Program includes information for Staff about how to identify key indicators of child abuse or other harm and detailed procedures about reporting child safety incidents or concerns to relevant external authorities.
- (c) Reporting internally does not replace other legal and policy obligations that you may have. In addition to the above, you must also follow all responding and reporting obligations that apply to you. Depending on the circumstances, these obligations may include:
 - (i) reporting to Child Safety Services;
 - (ii) reporting to the Police;
 - (iii) ensuring any Reportable Conduct is escalated to the Principal (or, where applicable, the HR Manager) so that it can be reported to the Office of the Independent Regulator;
 - (iv) taking steps to protect students from future risks of abuse or other harm that are within your power or responsibilities to take (to meet your duty to protect obligations);
 - (v) reporting teacher misconduct to the Teachers Registration Board; and
 - (vi) providing information to other external agencies.
- (d) For more information, refer to Responding to and Reporting Child Safety Incidents or Concerns Policies and Procedures.

22.8 Students

- (a) students at the School who are the victim of or who witness or suspect a breach of professional boundaries can:
 - (i) disclose the child safety incident or concern to a School Child Safety Officer; and
 - (ii) disclose the child safety incident or concern to any other staff member, Volunteer or Contractor. This might be done:
 - (I) verbally;
 - (II) in writing;
 - (III) through electronic means (such as email); or
 - (IV) indirectly (such as in written assignments, in artworks or in any other way)

- (b) Students may also seek support by contacting external services such as ChildWise, Bravehearts, Kids Helpline or YouthLaw Australia.

22.9 Parents/carers, family members or other School Community members

- (a) Parents/carers, family members and other community members who witness or suspect a breach of professional boundaries can contact:
 - (i) the Principal, who is the School's Senior Child Safety Officer, by phone on (03 6351 6730) or email at (Ashleigh.s@msa.tas.edu.au)
 - (ii) if the concern relates to the Principal, contact the HR Manager by hr@msa.tas.edu.au.
- (b) Communications will be treated confidentially on a 'need to know' basis.

23 Implementation and Training

23.1 This Policy and its Procedures are implemented through a combination of:

- (a) staff training and professional development in relation to professional conduct (for more information, refer to the Child Safety Training, Performance Monitoring and Professional Development Policy and Procedures);
- (b) student and parent/carer education and information;
- (c) effective management of Staff who engage in inappropriate relationships with students or otherwise breach professional boundaries;
- (d) effective management of conflicts of interest;
- (e) effective communication and incident notification procedures;
- (f) effective record keeping procedures; and
- (g) initiation of corrective actions where necessary.

24 Record-Keeping

24.1 All declarations are stored securely in accordance with the Child Safety Record Keeping Policy and Procedures. These records:

- (a) Are accessible only to authorised leadership personnel;
- (b) are securely retained for a minimum of seven (7) years after the staff member leaves the School or the student turns 18, whichever is later; and
- (c) May be reviewed in the event of a complaint, allegation, or audit.

24.2 Mastery Schools Australia maintains records of all declarations made by staff members about interactions or personal relationships with students, or with students' families, that occur outside school hours. These records are



maintained in accordance with the Child Safety Record Keeping Policy and Procedures.

24.3 These records are made available to the parents/carers of a student on request.

25 Breach of Policy

25.1 Breaches of this Policy:

- (a) are not acceptable by any employee;
- (b) will be responded to promptly; and

26 Review

This policy is reviewed periodically as detailed in the policy review schedule. The next review date is May 2027.

27 Communication

This policy is made available to all via the school's website and SharePoint site. This policy is made available to all staff during the onboarding and induction period.