



Omega Care Pty Ltd

NDIS Staff Code of Conduct

a code of conduct that applies to all NDIS providers and the people employed or engaged by them, regardless of whether they are registered. The NDIS Code of Conduct supports the rights of people with disability in the NDIS to have access to safe and ethical supports and reflects the core values and principles set out in the National Standards for Disability Services, the National Mental Health Standards and the NDIS Act 2013

The above lays the foundation that Omega Care Pty Ltd bases its values on. The Code of conduct is the way in which all persons working within Omega Care Pty Ltd manage themselves, their service and the overall service. The protection and wellbeing of participants and children is seen as paramount within our service. This Code of Conduct applies to all Omega Care Pty Ltd staff, contractors, coordinators, educators, volunteers and will uphold the following values while carrying out our work:

General

Omega Care Pty Ltd complies with the NDIS Code of Conduct along with its staff. By offering support or facilities to persons with disabilities, Omega Care Pty Ltd and its employees will:

- behave in accordance with relevant legislation and agreements in regard of individual rights to liberty of speech, self-determination and decision-making;
- respect the privacy of persons with disabilities;
- provide support and facilities in a safe and competent fashion, with care and competence;
- act with integrity, honesty and transparency;
- promptly take steps to raise and act on concerns about matters that may impact the quality and safety of supports and services provided to people with disability;
- take all reasonable steps to prevent and respond to all forms of violence against, and exploitation, neglect and abuse of, people with disability; and
- take all reasonable steps to prevent and respond to sexual misconduct.

Confidentiality

- ◆ Maintain and respect each individual's right to privacy and confidentiality
- ◆ Information regarding the participants and their needs will remain confidential in the best interest of the participants.
- ◆ Information regarding family's needs, will be shared with community agencies only with the family's permission, except in child protection matters.

Conflict of interest:

Individuals must maintain their professional integrity by recognising and reporting potential conflicts of interest, for example:

- Financial gain
- Personal knowledge that may compromise the integrity of either party
- Relationship gain

Fair and respectful behaviour:

- ◆ Communicate honestly and openly
- ◆ Have access to a grievance procedure
- ◆ Value each person's point of view
- ◆ Welcome diversity and engage in inclusive practice

Acting with Honesty and Integrity:

We act in a manner that promotes open communication, and encourages taking responsibility for our actions. We act in a manner that is fair and honest with participants, parents, children and other staff members, and model this behaviour for the participants.

In relation to children, we will:

- ◆ Acknowledge the uniqueness and potential of all children, in recognition that enjoying their childhood without undue pressure is important.
- ◆ Acknowledge the holistic nature of children's learning and the significance of children's cultural and linguistic identities.
- ◆ Work to ensure children are not discriminated against on the basis of gender, age, ability, economic status, family structure, lifestyle, ethnicity, religion, language, culture, or national origin.
- ◆ Promote the health and wellbeing of children
- ◆ Act in the best interests of all children.
- ◆ Ensure that children are safe from any form of harm or abuse through physical, sexual emotional, neglect
- ◆ Create and maintain safe, healthy environment, spaces and places which enhance children's learning and development.

In relation to Families, we will:

- ◆ Listen to and learn from families, in order to acknowledge and build upon their strengths and competencies, and support them in their role of nurturing children.
- ◆ Assist each family to develop a sense of belonging and inclusion.
- ◆ Develop positive relationships based on mutual trust and open communication.
- ◆ Develop partnerships with families and engage in shared decision making where appropriate
- ◆ Acknowledge the rights of families to make decisions about their children.
- ◆ Respect the uniqueness of each family and strive to learn about their culture, structure, lifestyle, customs, language, beliefs and kinship systems.
- ◆ Develop shared planning, monitoring and assessment practices for children's learning and communicate this in ways that families understand.
- ◆ Acknowledge that each family is affected by the community contexts in which they engage.
- ◆ Be sensitive to the vulnerabilities of children and families and respond in ways that empower and maintain the dignity of all children and families.
- ◆ Maintain confidentiality and respect the right of the family to privacy.

In relation to colleagues, we will:

- ◆ Encourage my colleagues to adopt and act in accordance with this Code, and take action in the presence of unethical behaviours.
- ◆ Build collaborative relationships based on trust, respect and honesty.
- ◆ Acknowledge and support the personal strengths, professional experience and diversity which my colleagues bring to their work.
- ◆ Make every effort to use constructive methods to manage differences of opinion in the spirit of collegiality.
- ◆ Share and build knowledge, experiences and resources with my colleagues.

- ◆ Collaborate with my colleagues to generate a culture of continual reflection and renewal of high-quality practices in early childhood.

In relation to myself as a professional, I will:

- ◆ Base my work on contemporary perspectives on research, theory, content knowledge, high-quality NDIS and early childhood practices and my understandings of the participants, children and families with whom I work.
- ◆ Regard myself as a learner who undertakes reflection, critical self-study, continuing professional development and engages with contemporary theory and practice.
- ◆ Seek and build collaborative professional relationships.
- ◆ Acknowledge the power dimensions within professional relationships.
- ◆ Act in ways that advance the interests and standing of my profession.
- ◆ Work within the limits of my professional role and avoid misrepresentation of my professional competence and qualifications.
- ◆ Mentor other early childhood professionals and students.
- ◆ Advocate in relation to issues that impact on my profession and on young children and their families.
- ◆ Encourage qualities and practices of leadership within the early childhood profession.

In relation to communities, we will:

- ◆ Learn about the communities that I work within and enact curriculum programs which are responsive to those contexts and community priorities.
- ◆ Connect with people, services and agencies within the communities that support children and families.
- ◆ Promote shared aspirations amongst communities in order to enhance children's health and wellbeing.
- ◆ Advocate for the development and implementation of laws and policies that promote child-friendly communities and work to change those that work against child and family wellbeing.
- ◆ Utilise knowledge and research to advocate for universal access to a range of high-quality early childhood programs for all children.
- ◆ Work to promote community understanding of how children learn, in order that appropriate systems of assessment and reporting are used to benefit children.

In relation to my employer, I will:

- ◆ Staff and educators are required to be aware of and commit to work within the scheme's vision, values, policies, procedures, standards and practices that are fair, non-discriminatory and are in the best interests of children and families.
- ◆ Staff and educators will ensure organisational resources and materials are used ethically, effectively, efficiently and carefully for the use they are intended
- ◆ Promote and support ongoing professional development within my work team.

- ◆ Adhere to lawful policies and procedures and, when there is conflict, attempt to effect change through constructive action within the organisation or seek change through appropriate procedures.

Physical contact with participants / children:

- ◆ Children love to be held , cuddled and nurtured in a physical way, All staff are to understand the boundaries of physical contact with all children, Participants are to be respected at all time and boundaries involving physical touch or contact should be professionally minded.
- ◆ Staff and contractors will understand participant and children's physical cues and understand when they want to be touched and when they don't
- ◆ Staff will understand that other participants / children may not need or want any type of physical contact and educator will respect the children's wishes in regards to that.

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| Staff Name: | Signature: | Date: |
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