



Telethon Speech & Hearing

# CODE OF CONDUCT

# PART 1 - OUR VALUES AND OUR CODE OF CONDUCT

## TSH'S CODE OF CONDUCT

Telethon Speech & Hearing (TSH) is committed to providing a safe environment and is committed to promoting practices which provide for the safety, wellbeing and welfare of our children, clients and families.

All of our staff are in a unique position of responsibility and authority and must make every effort to make sure that our organisation provides a safe environment. Teachers, in particular, are of primary importance when it comes to detecting abuse and preventing abuse from occurring. All TSH staff must comply with this code. All board members, volunteers, visitors and contractors are expected to comply with this Code.

## OUR VALUES AND OUR CODE OF CONDUCT

At Telethon Speech & Hearing our Values drive everything we do. They underpin our Code of Conduct and the behaviours we adopt every day. Examples of how we exhibit these values include:

### Excellence:

We are experts in our field using research, experience and knowledge to deliver the highest level of services and conduct in all we do.

#### WE DEMONSTRATE THIS BY:

- » Embracing change and continually seeking to improve everything we do and how we do it
- » Constantly seeking to enhance the body of knowledge that improves outcomes for the people we serve and work with everyday
- » Advocating for system change based on the experience of those we serve and our team
- » Recognising excellent performance and the achievements we make together, while recognising each other's successes
- » Sharing knowledge to enable a better understanding, provide guidance and support people's development
- » Committing to the success of the people we serve, our organisation, our teams and each other
- » Constantly providing constructive feedback and input with the view to creating better outcomes
- » Ensuring that we continue to educate ourselves in the areas that are relevant to our practice and the people we work with

### Nurturing:

We create a caring, supportive environment that fosters positive outcomes, bringing empathy and wisdom to our relationships.

#### WE DEMONSTRATE THIS BY:

- » Delivering services that place our clients, families and children at the centre of all decisions and actions
- » Creating an environment where everyone's contribution is recognised as important and encouraged
- » Supporting the people we serve and our colleagues in their own development
- » Providing an environment where people from all backgrounds, beliefs, genders and abilities are embraced
- » Fostering an environment where the willingness to try new things is celebrated and encouraged
- » Showing empathy and genuine care for our clients, families and children, our organisation and our colleagues
- » Being open, friendly and welcoming to everyone we are in contact with
- » Constantly considering the needs of the client in the context of family and culture

### Trust:

We engender trust by listening, connecting, and delivering on our promises.

#### WE DEMONSTRATE THIS BY:

- » Conducting ourselves honestly, reliably and without favour
- » Delivering on our commitments and promises
- » Ensuring transparency in all the decisions we make
- » Using organisational information only for the purpose it is intended, never gaining advantage for ourselves or to the detriment to others
- » Disclosing and mitigating potential, perceived or actual conflicts of interest
- » Ensuring we uphold the highest level of governance and adherence to laws, codes, registrations, policies and regulatory requirements and other matters
- » Adhering to best practice standards in the protection of clients and children
- » Maintaining an effective set of core values and beliefs that underpin our desire to maintain high levels of professionalism and presentation in the best light of the organisation





### **Inclusivity:**

We work with people to ensure success by sharing our expertise.

#### **WE DEMONSTRATE THIS BY:**

- » Ensuring our families and clients are involved in and at the centre of our planning, decision making and evaluation of all elements of what we do
- » Seeking, creating and maintaining positive effective relationships with all internal and external stakeholders
- » Embracing and valuing all individuals for their diverse backgrounds, knowledge, experience, approaches and ideas
- » Sourcing input and feedback from a wide array of people to support decision making and system improvement
- » Working collaboratively as a multi-disciplinary team to service the families we work with holistically
- » Actively and positively engaging with teams, contributing to their success
- » Providing considered and constructive input into what we do and how we do it
- » Contributing to maintaining a positive working environment in which any form of harassment is unacceptable

### **Respect:**

We recognise every person's unique abilities, operating in a spirit of cooperation and valuing dignity.

#### **WE DEMONSTRATE THIS BY:**

- » Showing empathy and compassion through respectful relationships that give competent care
- » Being honest, respectful and ethical in all dealings with others
- » Treating everyone with respect through integrity, fairness, and courtesy free of judgement and discrimination
- » Being one team in which we represent many ideas, skills, roles, experiences and backgrounds, valuing each other's contributions, creating an opportunity for everyone to succeed
- » Respecting our staff and valuing each unique contribution towards achieving the vision and mission of the organisation
- » Focusing on finding solutions and achieving results, without making excuses or placing blame
- » Respecting the confidentiality rights of clients and families, advocates and colleagues and handling their personal information with care
- » Refraining from all practices of unlawful behaviour including and not limited to discrimination, harassment, bullying and victimisation

### **Empowerment:**

We build people's capacity, knowledge and skills in an enriching and inclusive environment.

#### **WE DEMONSTRATE THIS BY:**

- » Creating an environment in which everyone is encouraged to grow their skills and develop
- » Sharing appropriate information in good faith to support the families, children and clients we assist
- » Encouraging decision making at all levels within the organisation, with effective structures in place to guide that decision making
- » Supporting and coaching those we work with to self-advocate wherever possible, making them an agent of positive change
- » Creating safe places for people to learn, play, grow, work and belong
- » Developing systems promoting "positive accountability" that also support the taking of calculated risks to improve set outcomes
- » Creating learning opportunities that transcend the immediate situation and create a life-long impact
- » Providing opportunities for people to engage with a variety of people, views, and opinions in ways that help them distil the knowledge they seek to achieve success

## PART 2 – OUR GENERAL EXPECTATIONS

### GENERAL EXPECTATIONS OF OUR PEOPLE

Our people are expected to behave in a manner which promotes the safeguarding role of the organisation, and is in accord with our expectations, professional expectations and best practice of each profession, as well as the expected norms of our community.



As part of the TSH team you should be familiar with TSH's policies and procedures, know where you can access them for checking purposes and be able and willing to comply with the policies and procedures. All TSH policies and procedures are available on the TSH intranet. If you are uncertain about the scope or content of a policy with which you must comply, or any legal obligations to which you are subject, you should seek clarification from your direct supervisor, line manager or the CEO.

You should also be familiar with the legislation under which you are employed as this may specify requirements with which you need to comply.

Our general expectations build on our Values and help guide behaviour and actions across every situation we may face.

#### WE DEMONSTRATE THIS BY:

- » Performing our duties to the best of our ability and being accountable for our performance
- » Following reasonable instructions given by our supervisors or their delegates
- » Complying with lawful directions
- » Carrying out our duties in a professional, competent and a conscientious manner, while seeking suitable opportunities to improve our knowledge and skills
- » Acting honestly and in good faith in fulfilling our duties. We acknowledge that if faced with a situation in which conflict of interests may be present, we will report any potential or real conflict to our supervisor or the CEO
- » Being respectful, courteous and responsive in dealing with our colleagues, clients, children, parents and members of the public
- » Working collaboratively with our colleagues
- » Ensuring that our conduct, whether during or outside working hours, is consistent with TSH's ethos and does not damage TSH's reputation
- » Dressing in a professional manner that is appropriate for our role
- » Working within the policies and procedures of any host school or organisation
- » Ensuring we do not engage in unlawful discrimination against, harassment of, or bullying towards a fellow employee, contractor, volunteer, child or parent/guardian
- » Protecting TSH's intellectual property, ensuring we do not give it away or assign it without expressed permission
- » Refraining from using any of TSH's physical or intellectual property for our own private purposes
- » Managing our conflicts of interest, including informing our supervisor of any bribe
- » Declaring any gift given to you that may have a worth of \$50 or more by notifying your manager or the CEO



## Excellence in Our Service Delivery

Delivering excellence in all of our services provides the best possible outcomes for the children and families we support.

### WE DEMONSTRATE THIS BY:

- » Putting the needs of the clients, children and their families at the forefront of our decisions
- » Responding to specific needs of each individual in our service delivery
- » Continually seeking to engage in our own development while seeking out best practice across the world
- » Embracing change in practice as a tool to drive better outcomes
- » Working collaboratively, internally and externally, in order to maximise the outcomes we can achieve

For our **Education staff** we engage good teaching practices such as:

- » Differentiating our lessons to cater for all learners
- » Showing no favoritism, bias or prejudice in our dealing with children
- » Facilitating the provision of ancillary support to a child, as is determined by their needs, to enable their equitable access to educational programmes
- » Maintaining a safe classroom environment
- » Actively engaging in the betterment of our own practice, seeking learning opportunities to drive better outcomes
- » Listening to parents/guardians about their aspirations and goals for their children
- » Seeking to empower our families in ways that meet the needs of the family unit and their child
- » Treating all children with respect, understanding the strengths and skills of each child, with planning to help support their development
- » Assessing and recording marks for children's work accurately, fairly and in a manner that is consistent with relevant TSH policy and requirements
- » Establishing and maintaining regular, appropriate and confidential communication with our children's parents/guardians

For our **Therapy, Audiology and Ear Health staff** we also demonstrate this by:

- » Maintaining our professional standards and registrations
- » Listening to clients and parents/guardians about their aspirations and goals for themselves and/or their children
- » Identifying goals for each client, child and family and incorporating these goals into our activities
- » Showing no favoritism, bias or prejudice in our dealing with children and clients
- » Treating all children with respect, understanding the strengths and skills of each child or client, with planning to help support their development
- » Empowering client and families to build on the work we do for them and/or their children
- » Constructively using our networks to develop effective referral pathways for our current and prospective children and families
- » Sharing information, as appropriate, within the team to ensure a collaborative approach to our service delivery
- » Establishing and maintaining regular, appropriate and confidential communication with our children's parents/guardians

For our **Administrative staff** we also demonstrate this by:

- » Creating an understanding about the services we deliver to clients, children and families
- » Ensuring we seek to create efficiencies in ways that maximise the resources available to our programs
- » Continually seeking to obtain feedback from our colleagues about improvements we can make to facilitate their work
- » Engaging with external bodies to improve our outcomes or deliver on our strategies



## PART 2 – OUR GENERAL EXPECTATIONS



### Ensuring the Safety of Children

The physical and emotional safety and wellbeing of the children we support is of critical importance. At TSH we engage effective child-safe strategies and processes to ensure the safety of all children. We do this through:

- » preventing grooming and abuse of children;
- » the provision of adequate supervision;
- » ensuring grounds, premises and equipment are safe for children's use;
- » implementing strategies to prevent bullying from occurring in the organisation; and
- » supporting children who become ill or injured appropriately.

#### WE DEMONSTRATE THIS BY:

- » Ensuring we take actions that do not expose children or anyone else to any risks or hazards
- » Adhering to TSH's Mandatory Reporting and Child Welfare Policy and any host school's or organisation's policy
- » Maintaining an up to date Police Clearance and Working with Children Check
- » Informing the CEO if anything changes our ability to obtain a Police Clearance and Working with Children Check, including but not limited to:
  - if you are charged with or convicted of a serious offence
  - if you become the subject of a Violence Restraining Order
- » Reporting of any serious crime by another staff member to the CEO, who may be required to inform the Police and/or the Department of Child Protection, and/or the Teacher Registration Board WA or APHRA
- » Reading and understanding our evacuation and/or lock down procedures
- » Attending to ill or injured children, seeking assistance if necessary
- » Reporting any concerns that we may have about the safety, welfare and wellbeing of a child or young person, including any concerns we may have about the inappropriate actions of any other employee, contractor or volunteer that involves children or young people
- » Ensuring children are supervised at all times
- » Ensuring punctuality to all classes/sessions with children
- » Preventing bullying or any other form of discriminatory behaviour, and reporting incidents to the appropriate staff member as per our Behaviour Management Policy or host school's policy
- » Storing and administering medication to children only in accordance with TSH's Child Health Policy or host school's policy
- » Reporting any concerns we have about any other employee, contractor or volunteer engaging in objectively observed 'reportable conduct'; and
  - a) if anyone becomes aware that an employee, contractor or volunteer has been charged with or convicted of an offence (including a finding of guilt without the court proceeding to a conviction involving 'reportable conduct'; and
  - b) if anyone becomes the subject of allegations of 'reportable conduct' whether or not they relate to their employment at TSH

Staff must make themselves familiar with the procedure for handling allegations against staff and children. It is expected that staff who form a belief that the boundaries or code of conduct has been breached will inform their line manager, Principal or CEO through the Mandatory Reporting and Child Welfare Policy or host school's policy.

From January 2009, teachers are required by law to make a mandatory report of child sexual abuse when a belief, based on reasonable grounds, is formed that sexual abuse is occurring or has occurred. This applies if you are working in a paid or unpaid capacity as a teacher. Staff who are not teachers must report all forms of abuse to the Principal. Reports of abuse involving the Principal must be reported to the CEO or Chair of the Board.

In cases where an allegation that a former student/client (under the age of 18), has been subject to child sexual abuse at the school occurring before 2009, the Department of Communities – Child Protection Service is to be informed immediately. A matter involving a former student/client who is 18 or over is reportable to the Police.



## Maintaining Professional Boundaries

As professionals, and particularly as educators and allied health staff, our professional boundaries form part of how we operate and how ensure safety for the children we support. Each of us need to ensure that we adhere to our professional guidelines around professional boundaries (e.g. Teacher-Student Professional Boundaries for teachers).

### WE DEMONSTRATE THIS BY:

#### Supervision of Children

- » Trying not to be alone in an enclosed space with a child. If we are left with the responsibility of a single student we ensure there is in an open space in view of others
- » Seeking permission from the Principal or CEO, along with written consent from parents, for the transport of a child(ren)/client in our private or work vehicles
- » Ensuring that appropriate consideration has been given to the time and location of private conversations with children, noting the need for there to be visibility from outside a room and access for the child to leave the room
- » Ensuring any confiscation of personal items is in compliance with a host school's policy and only taking items to fulfil our duty of care for the safety of a child

#### Physical Contact with Children

- » Ensuring we work within our Behaviour Management Policy and not engaging in any corporal or degrading punishment on a child in the course of our duties
- » Limit physical contact with a child, ensuring when contact is made it is appropriate and acceptable respecting the needs of that child and communicating with them where possible around that contact
- » If toileting a child we do so in accordance with our Infection Control Policy and Toileting Procedure and, where appropriate in accordance with that child's individual plan, as discussed with the parents
- » Ensuring that physical contact does not include any form of kissing
- » Seeking consent in any physical contact, wherever appropriate
- » Recognising that in ensuring duty of care we operate within TSH's Behaviour Management policy in regards to physically protecting children

#### Relationships with children and clients

- » Upholding the highest standards of child safety, ensuring protection of children from grooming and abuse
- » Ensuring we never have any romantic or sexual relationship with a child, understanding:
  - a) the law prohibiting sexual relations with a person under the age of consent (16 years); and
  - b) the law prohibiting sexual relations between a teacher or person of authority and his or her student under the age of 18 years
- » Creating relationships with students or clients that can only be interpreted as having a professional interest in the child, recognising the potential impact on them, their families and TSH
- » Discussing with the Principal or CEO any instances where your think that a student or client is being overly familiar, seeking to establish a personal relationship or has developed a 'crush' on you
- » Using appropriate language with children, families and clients, showing them the respect in accordance with our values
- » Refraining from having conversations about intimately personal issues where it involves such disclosures about our own orientations or experiences
- » Never inviting children or clients to our home, visiting children at the home unless part of a service approved by our manager, or attending parties or socialise with children unless approved by the Principal or CEO
- » Only provide extra support outside normal activities, such as tutoring, with the written permission of the Principal
- » Creating understanding of each person's cultural and linguistic backgrounds and how that may influence their behaviour and their interpretation of our behaviour
- » Refrain from giving children gifts, recognising how this may be perceived to create a relationship that extends past a professional one

## PART 2 – OUR GENERAL EXPECTATIONS

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### Alcohol and Other Drugs in the Workplace

At TSH we recognise that we must provide the best possible environment for children to succeed. Part of the environment is one in which our team is free from any impairment due to use or supply of alcohol or drugs.

#### WE DEMONSTRATE THIS BY:

- » Always attending work free from the effects of alcohol, illegal drugs, non-prescribed and/or restricted substances, or any substance that can impact on our judgement and capacity to perform our duties
- » Refraining from consuming alcohol while any children are present
- » Refraining from bringing any illegal drugs or non-prescribed and/or restricted substances to work and from consuming them while at work (noting that TSH is duty-bound to report any possession of illegal drugs to the police and the relevant registration authority)
- » Refraining from smoking on any TSH or host school property (including vehicles or while representing TSH)
- » Informing your manager if you are aware that your performance may be affected by prescription or other drugs
- » Never providing children or clients with access to alcohol, tobacco or drugs or condoning their use, particularly while during any education, therapy or other TSH activity
- » Ensuring the provision of medications approved by the parents is in accordance with TSH's Child Health Policy
- » Ensuring we are competent to administer prescription or non-prescription drugs to children





## Appropriate Use of Electronic Communication and Social Networking Sites

We recognise the power that social media and electronic communication can have in our community. We also acknowledge the risks they can provide to the safety of children and the impact on our colleagues if used incorrectly. We seek to harness the effective use of electronic communication and social media where it supports the organisation and the families we support. We also know this will ensure that we use electronic communication and social media in ways to protect children.

### WE DEMONSTRATE THIS BY:

- » Always adhering to TSH's Email and Internet Policy and TSH's Social Media Policy
- » Exercising good judgment when using electronic mail, following the principles of ethical behaviour
- » Using appropriate and professional language in electronic mail messages, never sending any messages that are harassing, discriminatory, defamatory, threatening, abusive or obscene
- » Being aware that if an issue addressed in an email becomes the subject of a legal dispute, then those emails would be discoverable: that is, the court and all parties to the dispute would be entitled to see them
- » Only using TSH's systems for their intended purpose
- » Storing all electronic records appropriately
- » Refraining from contacting children or clients through social media/networking sites
- » Refraining from inviting children or clients into our personal social networking sites or accepting any invitation to theirs;
- » Not accessing inappropriate websites or storing inappropriate images from websites
- » Only using TSH's networks to view, upload, download or circulate appropriate information, which never includes:
  - a) sexually related or pornographic messages or material;
  - b) violent or hate-related messages or material;
  - c) racist or other offensive messages aimed at a particular group or individual; malicious, libellous or slanderous messages or material; or
  - d) subversive or other messages or material related to illegal activities

## PART 2 – OUR GENERAL EXPECTATIONS



### Maintaining Confidentiality and Privacy

Maintaining the confidentiality and privacy of information relating to TSH, clients, children, families and colleagues is paramount to how we show people respect, is consistent with the law, and helps ensure the safety of the children we support.

#### WE DEMONSTRATE THIS BY:

- » Adhering to TSH's Privacy Policy
- » Using confidential information as it is intended and in accordance with our professional registration
- » Ensuring all records are appropriately kept and archived
- » Maintaining the confidentiality of all official information and documents which are not publicly available or which have not been published
- » Storing confidential information accordingly
- » Destroying or removing records only with the appropriate authority
- » Not disclosing personal information about another staff member to clients, children or parents or discuss their work performance, except if authorised by the Principal or CEO in the context of grievance resolution
- » Respecting that all matters discussed in staff meetings and staff memos are to be treated confidentially and not discussed with children, clients, members of the school community, or the public
- » Ensuring we receive consent from parents and obtaining approval from the CEO in allowing media access to students
- » Refraining from making comments to the media about TSH, our children, our clients, our staff or our plans unless authorised by the CEO
- » Reporting on any unintentional or intentional disclosure of confidential information

From February 22 February 2018 TSH is legally required to report the loss, unauthorised access to, or disclosure, of personal information resulting in serious harm, to any individuals to whom the information relates and the Office of the Australian Information Commissioner. In accordance with this requirement all staff must notify their line manager and/or the CEO in relation to any such loss, access or disclosure, including organisational information that may be contained on school or personal devices (for more information please refer to TSH's Privacy Policy).

# APPENDIX TO THIS CODE OF CONDUCT

## Understanding Grooming Behaviour

Grooming in a child protection context refers to deliberate actions undertaken to engage in sexual activity with a child. It differs from sexual abuse in that it is primarily a preparatory activity occurring before abuse occurs, but is continued during and after the abuse to ensure the safety of the groomer.

Grooming is a subtle, gradual, and escalating process of building trust with a child and those around the child, both children and adults, with the express purpose of the sexual gratification of the perpetrator, this generally involves engaging in sexual activity with the child. It is deliberate and purposeful and occurs both before and after the abuse. Abusers may groom children and supporting adults for weeks, months, or even years before any sexual abuse actually takes place. The grooming may occur in person, via cyber media and/or other forms of communication.

A committed offender will employ grooming behaviour from an early stage and because it is so subtle and gradual the child may not even be aware that the actual abuse when it occurs, is wrong or harmful. The grooming occurs with the child but also with those supporting networks around the child which might normally act as a deterrent or protective element. The perpetrator will invest significant energy and patience to minimise the risk of detection and exposure.

The groomer will employ manipulation, guilt, shame, bribery, coercion or exploit low self-esteem to psychologically manipulate the child. As a result the child becomes increasingly dependent on the groomer and increasingly alienated from protective elements including possible sources to disclose to. This is a deliberate strategy employed to maintain the secrecy of the abuse and to ensure the silence of the child.

The groomer will exploit any vulnerabilities of the protective elements around the child, including

parent and family circumstances and school systemic weaknesses. Groomers are very adept at identifying anomalies, boundary ambiguities and any lack of systemic awareness, and then using them to deflect attention from their own actions and intentions.

While distinguishing between appropriate intent and inappropriate intent is often difficult, particularly for a child, it is essential that schools have very clear expectations and boundaries around employee behaviours so that there can be rigorous accountability when dealing with staff.

Schools must work to improve their knowledge and understanding in this area so they are able to challenge existing practice, recognise unprofessional behaviour and build a shared understanding of what a safe school is. For TSH we apply this across all of our activities.

### Grooming behaviour with children may include, but is not limited to:

- » Selecting and befriending a child and gaining his or her trust and then exploiting the child's vulnerabilities
- » Testing a child's boundaries through telling inappropriate jokes, roughhousing, backrubs, tickling, or sexual games
- » Moving from non-sexual touching to "accidental" sexual touching. This typically happens during play so the child may not even identify it as purposeful, inappropriate touching. It is often done slowly so the child is gradually desensitised to the touch
- » Manipulating the child to not tell anyone about what is happening. The abuser may use a child's fear, embarrassment, or guilt about what has happened. Sometimes, the abuser uses bribery, threats, or coercion
- » Causing the child to feel responsible for the abuse. Children may not notice or may become confused as the contact becomes increasingly intimate and sexual

### Grooming behaviour with adolescents may include additional strategies, such as:

- » Identifying with the adolescent. The abuser may appear to be the only one who understands him/her

- » Displaying common interests in sports, music, movies, video games, television shows, etc
- » Recognising and filling the adolescent's need for affection and attention
- » Giving gifts or special privileges to the adolescent
- » Allowing or encouraging the adolescent to break rules (e.g., smoking, drinking, using drugs, viewing pornography)
- » Communicating with the adolescent outside of the person's role (e.g., teacher, or coach). This could include, for example, texting or emailing the teen without the parents' knowledge

**In addition to grooming the child, the groomer will use deflection strategies to remain unchallenged. Some of these strategies may include where the perpetrator:**

- » Promoting self and creates a reputation as caring, child-loving, competent, available, trustworthy, truthful
- » Raising doubts about the motives, mental health, reliability of the child or anyone else who might approach support services with allegations
- » Fostering dependency as someone the family can rely on
- » Positively representing child to others so as to be perceived as someone who would never harm the child

### PREVENTING OR INTERRUPTING THE GROOMING PROCESS:

Schools and early intervention providers unfortunately provide a vast array of opportunities for groomers to enact the grooming process. Some abusers have a particular preference for children within particular age bands and some studies have shown that groomers will take child focussed employment primarily to get access to a particular cohort of children.

Within a school context, holding all staff members accountable to our Code of Conduct and challenging boundary crossings and violations is one of the most effective strategies to combating grooming behaviour.



# BREACHES OF THE CODE OF CONDUCT

Our Code of Conduct and our Values are critical to our success. Breaches of the Code of Conduct policy may lead to disciplinary action up to and including termination of your employment as per TSH's Performance Management Disciplinary Action Policy. Depending on the nature of the breach it may also impact on any professional registration.

## Acknowledgement of this Code of Conduct

I \_\_\_\_\_  
*Name in Full*

Position: \_\_\_\_\_

Department: \_\_\_\_\_

Acknowledge that I received the Code of Conduct on: \_\_\_\_\_ Date.

Our Code is a great resource, however doesn't cover every possible situation you may face on the job, so it's important to use good judgment in everything you do and to ask for help if you're ever unsure about the right course of action.

By making this acknowledgement I am confirming the obligation I have to apply this Code of Conduct to the work you do within TSH. As a staff member or volunteer of TSH, I agree with the Code.

I understand that the list of examples given is not an exhaustive list.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

*If you have any difficulties or questions regarding this Code of Conduct, you should discuss this with your Manager or People & Culture Business Partner.*

*Please forward this acknowledgement to the People & Culture Manager for inclusion into your personal file.*



Telethon Speech & Hearing

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