



Younique ELC Staff Code of Conduct

Younique ELC acknowledges the traditional custodians of the Casey region, The Mayone Bulluk Bunurong/Boonwurrung people. We acknowledge and respect their continuing culture and contribution they make to the life of this city and its surrounding region.

Younique ELC is committing to create a child safe organisation that inclusive and transparent. We aim to actively support the active participation of children in our service. Younique Early learning has zero tolerance for child abuse. We aim to take all practical steps to protect children from all types of abuse, harm and neglect, especially to Aboriginal children, children from culturally and or linguistically diverse background (CALD), those who are unable to live at home, children with disability and or children from sexuality and gender diverse groups (LGBTQIA+).

We commit to:

- take a preventative, proactive and participatory approach to child safety in our planning, decision-making and operation (Child safe standard 2, 5)
- empower children to participate in decisions which affect their lives, while fosters a culture of openness that supports all persons to safely disclose risks of harm to children (Child safe standard 1.4, 3.6)
- ensure children know who to talk with if they are worried or are feeling unsafe, and that they are comfortable and encouraged to raise such issues (Child safe standard 3)
- respect diversity in cultures and child rearing practices while keeping child safety paramount.
- Recruit staff through a rigorous and consistent screening and selection process to ensure they display the right personal qualities and experiences to provide high quality supervision and care to children. All staff are required to provide a current Working With Children Check before beginning employment and maintain/hold a current WWCC as a condition of their employment.
- provide induction, training, and supervision to ensure staff understand their obligations to protect children, identify child abuse risks and prevent, detect and report any inappropriate behaviour, misconduct or suspected child abuse (Duty of care and Reportable Scheme) (Child safe standard 6, 7 and 8)
- ensure All staff, students and volunteers carry out their responsibilities as **mandatory reporters** as required by law under the Children and Young Persons (Care and Protection Act 1998) and maintain up to date with knowledge of child protection law and the Child Safe Standards.
- to manage both physical and online environments to keep children and young people safe through governance, systems and processes (Child safe standard 9).
- Regularly review and improve our centre child safe standard (Child safe standard 10).

Share information appropriately and lawfully with other organisations where the safety and wellbeing of children is at risk and value the input of and communicate regularly with families and carers (Child safe standard 4, 11).

Definitions

- **Child** means a person under the age of 18 years.
- **Child abuse** means any act committed against a child involving a sexual offence or an offence under section 49B(2) of the Crimes Act 1958, and the infliction on a child of physical violence, serious emotional or psychological harm, and the serious neglect of a child.
- **Duty of care** is a legal obligation to exercise reasonable care to avoid acts or omissions that could expose a person to a reasonably foreseeable risk of injury.
- **Employee** includes any employee, consultant, contractor or volunteer engaged by the department.
- **LGBTIQA+** is used as the collective term for people who are lesbian, gay, bi+, trans, gender diverse, non-binary, intersex, queer, asexual and aromantic (ace and aro).
- **Natural supports** are people in a child's life who are not paid workers, such as family members and carers, elders, friends and trusted others.
- **Reportable Conduct Scheme** is how organisations in Victoria with a high level of responsibility for children, including the department, respond to allegations of child abuse and child-related misconduct.
- **Employees** means any person employed by the DHHS and includes consultants, contractors or volunteers engaged by the department.

Types of child abuse and harm

Sexual abuse

Child sexual abuse is when a person uses power or authority over a child to involve them in sexual activity. It includes a broad range of behaviours involving a sexual element that are committed against, with or in the presence of a child. Child sexual abuse does not always involve force. In some circumstances, a child may be manipulated into believing that they have brought the abuse on themselves, or that the abuse is an expression of love. Sexual offences may involve contact, like touching or penetration. They also include acts that do not involve physical contact like 'flashing', possessing child abuse material or grooming. A full list of relevant child sexual offences is included in clause 1 of schedule 1 to the *Sentencing Act 1991* (Vic). While a child sexual offence will generally include any sexual encounter by an adult that involves a child, in some circumstances conduct by children aged ten years or over can also constitute a sexual offence.

Grooming

Grooming behaviour can involve the use of a variety of manipulative and controlling techniques used to build trust or normalise sexually harmful behaviour. Grooming is often described as the 'preparation' phase of child sexual abuse, undertaken by the perpetrator to gain the trust of a child, and to establish secrecy and silence. Perpetrators may groom to gain access to a child, initiate and maintain sexual abuse of that child, and to conceal the sexual abuse from others who may identify it.

Grooming can include communicating or attempting to befriend or purposely establishing a relationship or other emotional connection with a child, their family or organisations they are

engaged with. At first people may be tricked into thinking the relationship with the perpetrator is safe and normal. Children may not understand that what is happening is grooming or may feel they have no choice but to be abused. Grooming behaviours and tactics are often complex and gradual. They can involve a range of subtle, drawn out, calculated, controlling and premeditated behaviours. Grooming can involve behaviour in person and activities on social media, email or phone. Some perpetrators may use their power and authority in an organisation to create the impression that they are trustworthy and to pressure children to prevent disclosure. Perpetrators often isolate the child or alienate them from others, creating a barrier between the child and adults they might otherwise talk to about the abuse or who might see that something is wrong. Perpetrators often blame the child for the abuse or create a shared sense of responsibility with the child. Some types of grooming are captured by the criminal offence of grooming. This offence targets predatory conduct by an adult designed to facilitate later sexual activity with a child under 16 years of age. Other grooming behaviours, while not a criminal offence, may still come within the definition of child abuse.

Sexual misconduct

Sexual misconduct includes a variety of sexualised behaviours against, with or in the presence of a child. These behaviours may not meet the threshold for a sexual offence but can still pose a significant risk to children. Behaviours could include inappropriate conversations of a sexual nature, comments that express a desire to act in a sexual manner, or in some cases, behaviour that crosses a professional boundary, such as having or seeking to establish an inappropriate or overly personal or intimate relationship with a child.

Physical violence

Physical violence can occur when a person intentionally or recklessly uses physical force against, with or in the presence of a child without their consent, which causes, or could cause, the child harm. Physical violence can also occur when someone intentionally or recklessly causes a child to believe that physical force is about to be used against them without their consent. Physical violence can include hitting, punching, kicking, pushing or throwing something that strikes a child. It also includes the use of words or gestures that cause a child to believe that they are about to suffer physical violence.

In some cases, physical contact with a child may be necessary, such as to physically restrain them from hurting another child or themselves, but the use of physical contact must be reasonable and no more force should be used than is absolutely necessary.

Emotional or psychological harm

Emotional and psychological harm can arise as a result of experiencing a sexual offence, sexual misconduct, physical violence or neglect. Emotional and psychological harm may also arise in circumstances that involve persistent verbal abuse, coercive or manipulative behaviour, hostility towards a child, humiliation, belittling or scapegoating, conveying to a child that they are worthless, unloved, inadequate or rejected, or causing a child to frequently feel frightened or in danger. Serious emotional or psychological harm often decreases a child's sense of identity, dignity and self-worth, and the impact can be chronic and debilitating.

'Emotional harm' is expressed in a tangible or visible way. For example, a child may show signs of distress, withdrawal, fear, anxiety, anger or despair. Emotional harm may have an impact on emotional health and development, the ability to show emotions and the ability to sustain and develop healthy relationships.

'Psychological harm' has a longer-term cognitive impact which may affect a child's conscious and unconscious mind. Psychological harm may not become clear for days, weeks or years after an event. Psychological harm may negatively affect and delay a child's cognitive development. Psychological harm often takes the form of a diagnosable psychological disorder.

Cultural abuse can cause emotional and psychological harm. Cultural abuse occurs when the culture of a people is ignored, denigrated or intentionally attacked. It can be overt or covert, for example, a lack of cultural sensitivity or absence of positive images about another culture. Cultural abuse is especially harmful for children 'because it strikes their sense of identity, self-esteem and connectedness to family and community'

Discrimination can have negative impacts on children. It can cause emotional or psychological harm or constitute neglect of a child. Being treated unfairly because of who you are or what you like can have a negative effect on mental health. Experiencing discrimination can also increase a child's vulnerability to abuse and harm and can mean that children are less likely to ask for help or speak up if they have a concern.

For emotional or psychological harm to be *serious*, it must involve an act (or the cumulative effect of many acts) resulting in harm that is more than significant, being either substantial and protracted, or that endangers life.

Neglect

Neglect is a failure to meet the basic needs of a child (such as their wellbeing and safety). Neglect can arise as a result of a single event or a combination of different events.

Some neglectful behaviours that can occur in organisations include:

- supervisory neglect (failure to appropriately exercise adequate supervision or control of a child)
- physical neglect (failure to meet a child's physical needs including the provision of adequate and appropriate food, clothing, shelter or physical hygiene)
- educational neglect (failure to ensure that a child's formal educational needs are being met)
- emotional neglect (failure to provide adequate nurturing, encouragement and support to a child).

For neglect to be *serious*, it must involve a failure to meet the basic needs of a child that is more than significant, being either substantial and protracted, or that endangers life. 'Serious' refers to the quality of the failure to meet the basic needs of a child, not to the outcome of the neglect. It is not necessary that a child suffered any harm as a result of the neglect.

The Approved Provider, Nominated Supervisor, Educators, Staff Members and Volunteers will:

- have a solid understanding of the Service's policies and procedures, Child Safe Standards and the ECA Code of Ethics. If uncertain about the content of any policy or procedure with which they must comply, employees should seek clarification from the Nominated Supervisor or Approved Provider
- act in a professional and respectful manner at all times whilst at work, giving their full attention to their responsibilities and adhering to all Service policies, procedures, Child Safe Standards, Education and Care Services National Law and National Regulations, and the National Quality Standard
- ensure their work is carried out proficiently, harmoniously, and effectively
- engage in critical reflection to inform individual and collective decision making and ensure continual improvement, including review of Child Safe policies and procedures.
- Taking all reasonable steps to protect children from abuse (such as completing all induction and compulsory training, and working in an open transparent manner).
- Dressing in clean, appropriate clothing and following any dress code standards or guidelines (including avoiding clothing that is revealing or that includes offensive language or pictures).
- Working within a team, despite any differences, to ensure that the needs of the child (and their family) remain the paramount focus
- provide adequate supervision of children at all times
- be mindful of their duty of care towards themselves and others
- ensure compliance with a zero tolerance of racism within the Service
- take all reasonable steps to protect children through the early identification, management and mitigation of risk of harm or abuse
- take all reasonable steps to protect children from abuse by proactively identifying and managing risks and being vigilant about signs of abuse
- if an allegation of child abuse is made, ensure the child's safety as quickly as possible
- uphold the rights of children and always prioritise their needs
- treat all children and young people with respect
- promote the safety of children and take all reasonable steps to protect children from abuse
- promote the cultural safety, inclusion, participation and empowerment of all children including: Aboriginal children; children from culturally and/or linguistically diverse backgrounds; children with a disability; and children who identify as LGBTIQ
- promote the cultural safety of Aboriginal children by supporting their connection to culture, kin, community, cultural practices and Aboriginal identity
- where appropriate, clarify cultural expectations relating to support provision with families, carers or advocates
- consider cultural needs in the planning and delivery of support and services.
- follow and comply with the Dealing with Complaints Policy when matters are raised regarding Child Safety and Wellbeing
- understand their legislative responsibility as mandatory reporters to report any allegation of child abuse, neglect or possible risk of harm to management or Child Protection authority
- Treating all children and young people with respect, regardless of race, colour, sex, gender identity, sexual orientation, language, religion, political or other opinion, health status, national, ethnic or social origin, culture, property, ability or other status.
- Listening to and valuing children and young people's ideas and opinions. Welcoming all children and their families and carers by being inclusive. Actively promoting cultural safety and inclusion.
- Working with children in an open and transparent way (so that other adults always know what work you are doing with children).

- treat all children with respect and value their opinion
- be positive role models for children at all times
- provide a welcoming, inclusive and safe environment for children
- communicate in a way that enables children to understand the information provided, ask questions and make their preferences known
- encourage children to 'have a say' and participate in relevant organisational activities where possible, especially on issues that are important to them or about decisions that affect their lives
- listen and respond to the views and concerns of children, particularly in relation to their safety or the safety of another child
- tell the children you work with about this code and ensure they know who they can go to if they have concerns, feel unsafe or wish to make a complaint.
- be courteous and responsive when dealing with colleagues, students, visitors, children and families
- Treat all workers, families and children with respect by listening to their needs, remaining calm and using positive, non-offensive language
- understand their legislative responsibility as mandatory reporters to report any allegation of child abuse, neglect or possible risk of harm to management or Child Protection authority
- understand their legislative responsibility to report any inappropriate action of any other employee that involves children or young people to management as part of the Reportable Conduct Scheme
- Reporting any conflicts of interest (such as an outside relationship with a child, babysitting arrangements or any other formal or informal relationships with a child that exist outside your organisational setting).
- report any allegations of child abuse or suspected abuse in accordance with Reportable Conduct Scheme requirements
- escalate your report if you think your manager has not acted on your report. You can escalate your report to any manager, director or deputy secretary of the department or make your report as a protected disclosure complaint in accordance with the department's Making and Handling Protected Disclosure Procedures policy.
- Report any instances of suspected corrupt conduct, mismanagement of government funds or other serious allegation to the appropriate agency (tipoffline@dese.gov.au)

The Approved Provider, Nominated Supervisor, Educators, Staff Members and Volunteers will NOT:

- use abusive, derogatory or offensive language
- engage in conduct that is detrimental to the professional standing of our Service, is improper or unethical, is an abuse of power, or harasses, discriminates against, victimises, humiliates, intimidates, or threatens other educators, staff members, volunteers, or visitors at the Service, either directly or indirectly via information technology such as email, text or social media. Additionally, they will not support those who do this
- condone or participate in illegal, unsafe or abusive behaviour towards children, including physical, sexual or psychological abuse, ill-treatment, neglect or grooming
- exaggerate or trivialise child abuse issues
- fail to report information to the approved provider if they know a child has been abused
- engage in unwarranted and inappropriate touching involving a child
- persistently criticise and/or denigrate a child
- verbally assault a child or create a climate of fear
- encourage a child to communicate with me in a private setting

- share details of sexual experiences with a child
- use sexual language or gestures in the presence of children
- discriminate against any child, because of culture, race, ethnicity or disability
- put children at risk of abuse- refusing food/play, making threats, exposing children to inappropriate language or material (movies, internet, photos)
- drink alcohol or use illicit substances on the Service's premises, or come to the Service under their influence
- smoke on the Service's premises including in the car park
- show preferential behaviour towards any child
- accept an offer of money, regardless of the amount
- seek or accept a bribe
- acquire personal profit or advantage because of their position (e.g., through the use of Service information)
- exchange any property of the Service for own use unless properly authorised
- approach other employees, managers or visitors directly on individual matters that are irrelevant to them
- engage in any action in breach of our Privacy and Confidentiality Policy, including but not limited to disclosure of confidential Service or customer information, or the improper or illegal use of that confidential information. Authorised persons will only access confidential information for the purpose intended.
- engage in or support any action in breach of Service policies and/or procedure
- engage in any form of sexual contact with a child
- engage in open discussions of a mature or adult nature in the presence of children or via online platforms
- initiate unnecessary physical contact with a child, or do things of a personal nature for them that they can do themselves
- develop inappropriate or 'special' relationships with children (for example, preferential treatment or the giving of inappropriate gifts, or through inappropriate social media communication)
- photograph or video a child without the consent of their parent or guardian
- distribute photographs or videos of a child in any media format without the consent of the parent or guardian.
- discriminate against or denigrate any child because of their age, gender, race, culture, ethnicity, religion, sexuality or disability
- question a child's self-identification or self-expression related to their gender, race, culture, ethnicity, religion, sexuality or disability
- withhold access to communication tools for children with complex communication support needs.
- ignore or disregard any concerns, suspicions, allegations or disclosures of child abuse
- wait until there is definite proof before you act on an allegation or suspicion of abuse.
- shame, humiliate, oppress, belittle or degrade children
- use inappropriate or discriminatory language when speaking with, or in the presence of a child
- disregard or fail to consider the views of children, especially in relation to their safety or on issues or decisions that are important to them.
- Force any unwarranted or unwanted touching with hands, other body parts or objects
- Give corporal punishment, such as smacking or other forms of physical discipline

- Initiate, permit or request unacceptable physical contact with a child or young person such as massages or kisses
 - Facilitate situations which unnecessarily result in close physical contact with a child or young person, such as wrestling or tickling
 - Undertake a task of personal nature for a child if they can do it for themselves such as changing clothes, feeding, personal grooming or toileting
 - Pressure a child to have unnecessary physical contact
 - Using offensive language – swearing, using racial cultural, homophobic or sexist slurs
 - Be abusive or intimidating – yelling, moving into another person’s personal space, finger pointing, talking over the top of others
 - Passively aggressive, purposely ignoring, isolating or dismissing others
 - Make physical or psychological threats to harm another person
 - Use a computer, mobile phone, camera or other device in a way that is inconsistent with the centre’s Child safe policy or other relevant policies
 - Communicate (including online) with a child about romantic, intimate or sexual feelings
 - Engage in unauthorised contact with a child online for the purpose of developing a sexual relationship
 - Sexual comments, conversations or communications with a child online
 - Use a computer, mobile phone, camera or other device to exploit or harass a child
 - Use a camera to record a child while they are dressing, bathing or using the bathroom
 - Use private text messages to communicate with a child where open communication is possible
 - Provide children with alcohol, drugs, tobacco or pornography
 - Work or attempt to work while intoxicated or under the influence of illegal drugs
 - Drink alcohol, take illicit drugs, possess or distribute pornography while working with children
 - Take explicit photographs of children
 - Show children pictures, animations, images, or websites of an inappropriate or adult nature
 - Discuss with children topics of an adult or sexualised nature, including telling adult jokes
 - Give a child gifts, food, money, attention or affection in exchange for sexual activities or images
 - Offer a child gifts, food, cigarettes, money, attention or affection with the intention of making it easier to access the child for sexual activity
 - Disrespect colleagues, families or children by yelling, swearing or engaging in any sort of abusive or intimidating behaviour and by not making threats of harm or racial, cultural or sexist slurs.
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- I understand these types of behaviours may be of concern and I will not:
 - Have conversations about hurting a child with other adults
 - Be alone with a child when there is no professional reason for doing so
 - Show favour to one child over others
 - Ask children to stay at the home of the adult or visit the child at their home (where there is no professional reason for these activities to occur)
 - An adult asking a child to keep a secret, including a relationship with an adult for example, a staff member encouraging a child to spend time alone with them and instructing the child not to tell others about this time

All staff members are made fully aware that the following breaches of the Code of Conduct and role responsibilities may result in disciplinary action which may lead to termination of employment as per the Code of Conduct Policy.

Making a Report

A report will be made using the following procedure preferably on the same day there is a disclosure or suspicion of significant harm, and no later than 24 hours after the disclosure or suspicion.

Reports will be kept confidential while the matter is investigated. Employees or volunteers must not discuss the Report with anyone who's not involved to ensure the matter can be thoroughly and fairly investigated and the person's reputation preserved in the event the allegation is not substantiated. The following procedure will be followed where there are allegations of harm against the Approved Provider, Nominated Supervisor, employees or volunteers.

The Approved Provider, Nominated Supervisor, employees and volunteers will:

1. Consider whether disclosure or suspicion needs to be reported to Police

- contact the police on 000 if there is an immediate danger to a child and intervene immediately if it is safe to do so
- contact the police on 000 where the child has been or may be the victim of a criminal offence (**including sexual abuse** and where a child is at risk of significant harm outside the family)
- contact the Police immediately on 000 if the Approved Provider, or an employee, volunteer or visitor has abused or is alleged to have abused a child
- get clear guidance from Police about who will tell child's parents about the disclosure and who can give ongoing support

2. Consider whether the disclosure or suspicion must be reported to Children Protection

- make a report by phone to the Child Protection hotline on **131 278** (available 24 hours/7 days a week). You may also contact Regional offices (See page 2)
- make the report with the assistance or support of the Nominated Supervisor. If the Nominated Supervisor does not follow through and make the report, employees and volunteers will make the report
- get clear guidance from the person answering about who will tell child's parents of the disclosure and who can give ongoing support

3. Consider whether referral is needed to Child FIRST/The Orange Door

- connect families with Child FIRST/The Orange Door (available 24 hours/7 days a week) where concerns of abuse or neglect do not require reports to Child Protection or the Police. Get family consent first

4. Consider obligations under Child and Family Violence Information Sharing Schemes

- share information with other Information Sharing Entities under the Child or Family Violence Information Sharing Schemes if considered appropriate, safe and within the legal requirements of the Schemes

5. Consider whether you must notify ECEC Regulatory Authority

- notify the Regulator through the online NQA ITS portal about any incident/allegation, including any suspected or alleged incident of child abuse that has occurred at the service within 24 hours of the incident/allegation. This includes any physical or sexual abuse that has occurred or is occurring while the child is at the service
- notify the Commission for Children and Young People using the online form within 3 business days of becoming aware of reportable allegations/conduct (see next section), providing name of employee/volunteer, date of birth, whether police have been contacted and police report if relevant, service contact details, Approved Provider's name, nature of allegation

- get clearance from Police first if allegation is a criminal offence and start investigation using grievance procedure ie gather information to establish facts, decide whether it is more likely than not that reportable conduct occurred and make findings/recommendations
- consider when to tell alleged perpetrator eg could they destroy evidence like emails/texts/documents, what sort of evidence is there, will they have enough time to prepare response
- provide a progress report to the Commission for Children and Young People within 30 calendar days of becoming aware of reportable allegations/conduct, providing name of person investigating allegation, details of allegation and your response including any disciplinary action taken or proposed, any reasons why you no action has been taken, any written response from employee/volunteer
- provide outcomes of investigation to the Commission for Children and Young People (if these not included in progress report) including any disciplinary action taken or proposed and reasons for taking or not taking action
- help any employee/volunteer subject to allegations access appropriate support/counselling. (Also provide this to others involved in reportable incidents if appropriate)
- protect the identity of employees/volunteers where possible in relation to unsubstantiated complaints
- suspend volunteers pending outcome of investigation, and ensure employees subject to allegations are supervised at all times. Seek legal advice if relevant about restricting person's duties or putting them on leave with/without pay.

Reportable Allegations/Conduct involving Employees and Volunteers

The Approved Provider must report allegations of reportable conduct to the Commission for Children and Young People if they involve employees aged 18 and over, or people 18 and over who volunteer at the service with the verbal or written agreement of the Approved Provider or Nominated Supervisor, if they believe that the alleged conduct may have occurred. For example, they may have observed the conduct, or heard about it from a child or other person. Allegations must be reported even if a person does not have direct contact with children, the conduct occurred outside of their work or the person resigns.

Any employee or volunteer who becomes aware of conduct that is potentially reportable must inform the Approved Provider.

Reportable conduct includes sexual offences, sexual misconduct and physical violence all against, with or in the presence of a child, behaviour that causes significant emotional or psychological harm and significant neglect. A more detailed description of each type of conduct is available in the Commission for Children and Young People Information Sheet 'What is reportable conduct?' <https://ccyp.vic.gov.au/>. The Commission has a series of Fact Sheets to assist services understand their responsibilities under the Reportable Conduct Scheme.

5. Procedures for Managing Breaches

All employees and volunteers working with children have a duty of care to support and protect children which is breached if a person:

- does something that a reasonable person wouldn't do in a particular situation

- fails to do something that a reasonable person would do in the circumstances
- acts or fails to act in a way that causes harm to someone owed a duty of care.

In relation to our Child Protection Risk Management Strategy, a breach of that duty of care includes any action or inaction by an employee, volunteer or child that fails to comply with any of the eight components of the Strategy.

Employees, volunteers or families should report the breaches to the Nominated Supervisor or Approved Provider who will manage an investigation into the breach in a fair, unbiased and supportive manner in line with our Grievance Policy and Procedure (see Report Breach template at Appendix D). For example:

- those involved in the breach will be able to provide their version of events
- matters discussed in relation to the breach will be kept confidential
- an appropriate outcome will be decided
- everyone affected will receive a clear written statement (letter, email or SMS) of the outcome
- records will be kept about the details of the breach, including the versions of all parties and the outcome of the breach

Depending on the nature of the breach outcomes may include:

- emphasising the relevant component of the Child Protection Risk Management Strategy, for example, the Code of Conduct
- providing closer supervision
- professional development and training
- mediating between those involved in the incident (where appropriate)
- disciplinary procedures if necessary
- reviewing current policies and procedures and developing new policies and procedures if necessary
- termination of employment. (More information please refer to Child protection policy)

To help deter wrongdoing, and ensure individuals who disclose wrongdoing can do so safely, securely and with confidence that they will be protected and supported.

How to make a disclosure

We recognise the importance of ensuring disclosures can be made anonymously and/or confidentially, securely and outside business hours. Contact details for people who can receive disclosures are:

Phone number: 03 9705 8739

Email: info@yuniqueelc.com.au

Postal address: 36 Heritage Drive Narre Warren South, VIC 3805 Australia

You can also lodge a report with ASIC through their online misconduct reporting form.

Our preference is for employees and external disclosers to make a disclosure to role of preference Nominated supervisors in the first instance so we can address any wrong doing as soon as possible. Please visit <https://asic.gov.au/about-asic/contact-us/how-to-complain/>

Whistleblowers are still protected if they choose to remain anonymous, including during and after an investigation. They may refuse to answer any questions they feel could reveal their identity. It's important, however, that we can contact an anonymous whistle-blower to ensure an investigation can proceed and we can obtain further information if needed or provide feedback. (More information please refer to Whistle-blower policy)

ACKNOWLEDGMENT

<i>I have read and understood the Service's Code of Conduct and agree to abide by its terms and conditions at all times.</i>			
NAME		DATE	
POSITION		SIGNATURE	