



TEACHERS
REGISTRATION
BOARD TASMANIA

Professional Boundaries: Guidelines for Tasmanian Teachers



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Professional Boundaries: Guidelines for Tasmanian Teachers

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1. Introduction

The Teachers Registration Board (TRB) of Tasmania is an independent statutory authority and incorporated body established under the *Teachers Registration Act 2000* (the Act) to regulate the teaching profession in Tasmania and to promote, maintain and apply the Australian Professional Standards for Teachers. Section 7A of the Act requires the TRB Tasmania to regard the best interests of students as the paramount consideration in the performance of its functions.

The key to quality teaching is having positive professional relationships with students. There is national and international evidence that teachers can have a powerful impact on students. Effective regulation of teachers contributes to the protection of students by ensuring that only fit and proper persons are registered as teachers in Tasmania. The role of the TRB Tasmania in this regard is essentially twofold. The first is to make an assessment, at initial registration or renewal of registration, as to whether a person is a person of good character and fit to be registered. The second is to monitor and investigate notifications and complaints that are made about teachers.

The TRB Tasmania is required by the legislation to undertake a preliminary assessment of complaints pursuant to section 19A. Complaints may have arisen due to many varied factors, however the most serious matters that the TRB Tasmania deal with relate to allegations involving the grooming of children and child sexual abuse. Cases of this nature are often the most difficult to prevent or detect.

The Royal Commission into Institutional Responses to Child Sexual Abuse has highlighted the fact that members of certain professions such as teachers are placed in a position of trust and must not abuse that trust. In research done for the Royal Commission into Institutional Responses to Child Sexual Abuse, Professor Munro and Dr Fish state:

[T]he challenges posed by the problem of child sexual abuse are (1) that perpetrators seek to conceal their activities; (2) children and young people who are abused can be unable or slow to ask for help; and (3) many of the behavioural indicators of abuse and 'grooming' are ambiguous, requiring judgement or interpretation to decide if they are cause for concern. 'Grooming' involves actions by the perpetrator to increase their chances of abusing a child undetected¹.

Educating teachers about professional boundaries between teachers and students is one way for assisting teachers to take action to reduce or prevent child grooming from occurring in educational settings, with a view to preventing child sexual abuse which may otherwise have occurred.

2. Purpose

These Guidelines are intended to provide information about professional boundaries in teacher-student relationships.

The Guidelines are designed to raise awareness of issues and situations that may arise, prompt reflective behaviour and provide some guidance. They cannot, however, possibly address all possible circumstances that teachers might find themselves in. They are not intended to provide an exhaustive list of unacceptable, unwise or 'at-risk' behaviours which may breach the boundaries associated with teacher-student relationships.

Teachers are encouraged to seek advice from a trusted supervisor or their Principal if they are in any doubt about the appropriateness of their proposed conduct or another teacher's conduct.

The Guidelines are intended to be a living document and will be reviewed and updated periodically to ensure it remains current (e.g. with regard to legislation, case outcomes and examples of behaviours).

3. Scope

The Guidelines provide guidance not only to all Tasmanian approved teachers (i.e. registered teachers and those with a limited authority to teach in a Tasmanian educational setting) but also to pre-service teachers undertaking the professional experience component of their initial teacher education program. The Guidelines can also be used by the public, including parents, carers, school students and non-teacher professionals, to inform and guide them about appropriate teacher-student relationships.

4. Status

The Guidelines are not a statutory code and, as noted above, are not intended as an exhaustive list of proscribed behaviours or activities.

Teachers must exercise their own judgement and common sense in applying the material contained in the Guidelines to the situations in which they may find themselves.

The Guidelines should be read and considered in conjunction with their employer's Code of Conduct (or similar document) and other resources made available by their employer. In this context, it is designed to assist employers in fulfilling their responsibilities of providing guidance and mentoring to teachers.

That said, if a certain behaviour or activity is not specifically prohibited by an employer, it does not follow that it is ethical or will not lead to a disciplinary action by the TRB Tasmania or, indeed, to criminal prosecution.

Importantly, these Guidelines are intended to complement rather than diminish the important role that teachers play in providing a duty of care to their students.

5. What are your obligations as a professional?

It is a requirement that teachers must meet the *Australian Professional Standards for Teachers*.

In particular, for current purposes, it is a requirement under Standard 4 that teachers create and maintain supportive and safe learning environments. Relevant focus areas under Standard 4 are:

- 4.4 Maintain student safety; and
- 4.5 Use ICT safely, responsibly and ethically.

Also, it is a requirement under Standard 7 that teachers engage professionally with colleagues, parents/ carers and the community. Relevant focus areas under Standard 7 are:

- 7.1 Meet professional ethics and responsibilities; and
- 7.2 Comply with legislative, administrative and organisational requirements.

Teachers owe a duty of care to their students and must act to ensure that their physical and emotional wellbeing are safeguarded.

As professionals, teachers should:

- maintain an up-to-date knowledge and understanding of, and implement and comply with, student protection policies as they apply in their workplace;
- understand that a student's tolerance or encouragement of a teacher's behaviour is not a reason or a reasonable explanation for a teacher continuing unacceptable behaviour;
- be aware of any teacher who may seem too familiar with students or shows too much attention to one student;
- consult a supervisor about the conduct/behaviour of a colleague if it raises concerns;
- intervene and report boundary violations by a teacher to their principal, the police, their employer and/or the TRB Tasmania, as the case may require; and
- practice self-awareness, identifying times in their own lives when they may experience heightened vulnerability and manage work accordingly.

6. Professional Boundaries

Teachers must act professionally at all times in their relationship with students.

The teacher-student relationship is not equal. Teachers are in a unique position of trust, care, authority and influence with their students, which means that there is **always** an inherent power imbalance between teachers and students.

There is no definitive source on where professional boundaries lie in regard to the teacher-student relationship. Professional boundaries are breached when a teacher misuses the power imbalance in the teacher-student relationship such that the student's welfare is compromised ².

Some conduct will clearly breach those boundaries, as most teachers will recognise.

While there may be some 'grey areas' around professional boundaries, teachers must take responsibility for establishing and maintaining appropriate professional boundaries with their students. When interacting with students, teachers must use good judgement and think very carefully of the implications and potential consequences of engaging in certain behaviours with students.

When teachers become confidants, friends or counsellors of students (where counselling is not a part of the teacher's legitimate role in the educational setting), a dual relationship is created which may create an ambiguity or blurring of the teacher-student relationship where the teacher's role becomes less defined. These interactions may help to foster inappropriate relationships with students.

Teachers may use 'activity, time, place, circumstance' as a guiding principle, by asking themselves:

- Should I be doing this? Is my action appropriate?
- Is this the appropriate time/place for my action?
- Are these appropriate circumstances for me to initiate my action?

The following suggestions may assist teachers in maintaining professional boundaries with students:

- Use only appropriate authority and power in dealings with students.
- Keep dealings with students open and available to scrutiny from appropriate authorities.
- Treat students fairly, without treating any students as 'favourites'.
- Actively avoid situations which could be regarded as private or personal between the teacher and student.
- Use only employer-sanctioned means of communicating with students, including authorised IT systems, not personal email or private messages on websites.
- Where practical, ensure that there is written consent in advance of one-to-one meetings with a student. It may be that some meetings are impromptu or part of the flow of teaching. In that case, give consideration to time, place and circumstance, as described above.

For example, one-to-one meetings with students are preferably held during normal school hours, although it is recognised that there are some occasions when this is not the case. If you are meeting after hours, it is more important that you are in an open and visible location. Sitting down in an open classroom with a student, or in a library, after hours is sometimes the only or best chance to achieve some educational goals with some students. In contrast, meeting up with a student in a coffee shop or other social setting, without a valid context and without appropriate school/parent permissions in advance, would not be acceptable.

- When appropriate, due to the nature of a meeting with a student keep accurate/comprehensive records of the meeting, including the reasons for the meeting and records of which senior staff members authorised the meeting or were made aware of it.
- Keep the content of meetings with students professional.
- If undertaking a professional role such as a sports coach/music coach you may be in more informal surrounds and need to be mindful that you are still in a professional relationship.

Where new teachers are just a few years older than the students they teach, they must be especially vigilant to ensure they don't view or treat students as peers or friends.

As with all people, teachers have their own unique vulnerabilities. Teachers who experience difficulties in their personal lives or are socially or emotionally immature may be particularly susceptible to engaging in 'at risk' conduct/behaviours with students. The attention, admiration and sometimes adoration bestowed by students on a teacher can be overwhelming and may be the catalyst for teachers to engage in inappropriate conduct, particularly when a teacher is emotionally vulnerable. Typical vulnerabilities may include viewing students as peers, experiencing adult relationship issues, immaturity, need for attention, an under-developed personal moral compass and lack of personal crisis management skills.

Teachers must consider their motivation in their interactions with students. Every action a teacher plans with respect to his or her students should be prefaced by teachers asking themselves: "Whose needs are being met by my course of action?" There is only one acceptable answer to this question – the needs of the student. Engaging in conduct with students to satisfy a teacher's own needs is unacceptable³. It is a betrayal of the trust of students, parents, the profession and the community.

7. What are breaches of teacher-student professional boundaries?

Professional boundaries may be categorised into specific types of boundaries, although these categories cannot be considered mutually exclusive.⁴

They include:

- a) **Emotional boundaries** – Emotional self-regulation primarily involves using appropriate levels of emotion in interactions with students, and coping with the emotions of others in teaching settings.
- b) **Relationship boundaries** – Relationships between teachers and students are generally strictly professional relationships, with a recognition that the teacher is not a 'friend' to students, in the way students are friends with other students.
- c) **Power boundaries** – Teachers are in a position of power and authority over students and must ensure they do not abuse their position.
- d) **Communication boundaries** – Teachers' communication with students should focus on student educational needs. Problems in maintaining boundaries often relate to issues of self-disclosure by teachers to students.
- e) **Physical boundaries** – Teachers may touch and be touched by students in certain circumstances only. Teachers must understand appropriate physical contact and ensure they do not engage in inappropriate physical contact.

To further assist with an understanding of professional boundaries see Annexure 1 which lists some different types of breaches of boundaries and gives examples of unacceptable behaviours.⁵

There will be instances where some conduct is undertaken by teachers quite legitimately and for laudable reasons. For example, a teacher may provide breakfast or money for lunch for a student from a highly disadvantaged background or may assist a student who seeks their advice on a personal matter because the student has no other trusted adult to turn to. However, any such activity by the

teacher should be undertaken as transparently as possible, with the knowledge and consent of the teacher's Principal or supervisor, and an accurate record kept.

8. What is grooming?

Child grooming has been described in a paper released by the Australian Institute of Criminology⁷, as follows:

Child grooming, a premeditated behaviour intended to secure the trust and cooperation of children prior to engaging in sexual conduct, is a process that commences with sexual predators choosing a location or target area likely to be attractive to children. A process of grooming then commences during which offenders take a particular interest in their child victim to make them feel special with the intention of gaining their trust. As trust is developed between the child victim and the offender, offenders then seek to desensitise child victims to sexual conduct by introducing a sexual element into the relationship.

Teachers interact with children in educational settings and sometimes in other locations. It is important that teachers maintain professional boundaries and refrain from conduct which may be identified as grooming. It is also important that teachers are able to identify unacceptable conduct in others and feel confident to report it to appropriate authorities if they observe it.

Identifying the warning signs

In addition to the behaviours identified in Annexure 1, often a variety of signals, patterns of behaviour and warning signs are present which may indicate that a teacher has crossed professional boundaries and is grooming a student. Such behaviours include a teacher:

- making a student feel special – for example by spending extra time with the student, arranging to drive the student home, buying the student lunch or other items, asking the student to be a special helper in the class or touching the student unnecessarily, with no clear professional purpose or educational reason.
- focusing on a student who is emotionally vulnerable, for example a student who is having problems with their parents or is new to the school and hasn't established their circle of friends yet.
- attempting to bribe a student into silence about the teacher's inappropriate conduct.
- involving him/herself in a student's home life, for example by gaining the trust of the student's family and becoming involved in the life of the family⁸.
- using social media, without an authorised educational context, to foster an inappropriate relationship with a student.

9. Romantic/sexual relationships

Romantic/sexual relationships with any enrolled school or college student in Tasmania is completely inappropriate and depending on the age of the student may be a crime.

Romantic/sexual relationships with recent former students may breach teacher-student professional boundaries. Where there is a reasonable belief that the emotional intimacy of the relationship developed while the teacher-student relationship existed, a judgement that the teacher abused their position is likely.

A significant factor in teacher-student relationships is the difference in power and authority between the two parties and the usually high level of trust the student and their family places in the teacher. These differences do not suddenly disappear at a specific point in time. They linger as an imbalance between the two individuals and as a potential impediment to their capacity to make decisions in their own and others' best interests.

Consequently, a teacher who enters into a romantic/sexual relationship with a former student cannot assume that they will be protected from disciplinary action by claiming a relationship began only after the school term concluded or after final exams finished. Teachers should be wary of entering such a relationship with any young adult who was formerly a student of theirs, particularly in the early years after the cessation of the teacher-student relationship.

The length of time between the conclusion of the teacher-student relationship and the beginning of an intimate relationship is only one of a number of critical factors that regulatory authorities will take into consideration when judging the appropriateness of a teacher's conduct in these circumstances. Other factors that teacher regulatory authorities may take into account include:

- the age difference between the student and the teacher
- the emotional/social maturity of the student
- the vulnerability of the student
- evidence of the nature of the teacher-student relationship, including the closeness, dependence, significance and length of the relationship at school
- any misconduct of the teacher during the professional relationship with the student ⁹.

10. Recognising potential breaches

The following questions may assist teachers in recognising when professional and/or legal boundaries are at risk of being crossed ¹⁰:

- Am I dealing with a particular student differently from the way I deal with other students under the same circumstances?
- Am I behaving in a way that puts my own emotional needs above the student's needs or welfare?
- Am I providing career/professional counselling or personal counselling?
- Am I sharing information with a student because I think it will help the student or because I need to be liked?
- Am I interacting with the student in an 'online environment' consistently with how I would act with that student in class or at school?
- Am I engaging in behaviours and discussions either personally or 'online' that are unsuitable for this particular group of students?
- Is my dress, availability, language or demeanour different from the normal with a particular student?
- Would I modify my behaviour with a student if a colleague were present?
- Would I judge my conduct negatively if I observed it in another teacher?
- Is it possible that the consequences of my actions will have negative outcomes for the

student?

- Is it possible that the consequences of my actions will negatively affect people's confidence in my suitability to teach and work with children?
- Would my actions bring the teaching profession into disrepute?
- How would I feel explaining my actions to the Teachers Registration Board Tasmania?

11. A guide for ethical decision making

The Australian Public Service Commission has developed a decision-making model in the form of the easy-to-remember acronym REFLECT¹¹. Teachers and others may find this helpful in evaluating and dealing appropriately with any teacher conduct that is a concern to them. See Annexure 2.

12. Consequences

Across various teacher jurisdictions there have been disciplinary cases which have involved examples of transgression of professional boundaries between teachers and students which have led to findings against registered teachers of misconduct, serious misconduct, and a lack of suitability/fitness to teach.

For violations on the more extreme end of the spectrum of seriousness, there are instances where criminal charges and sanctions have applied. In addition the teacher's registration has been suspended or cancelled, as a consequence of the teacher's actions or inaction.

13. Q&A Professional Boundaries

From whom should a teacher seek guidance if they think they observe a breach of professional boundaries by another teacher?

A teacher in this situation has a duty of care and must be prepared to intervene if necessary. Subject to the nature of the breach, it may also be appropriate or a requirement to report the matter to one or more of the following: a senior teacher, mentor, line manager, Head of Department or Principal, the teacher's employer, the Department for Children's Services, the Tasmania Police and the TRB Tasmania.

From whom should a teacher seek guidance or clarification in regard to these Guidelines?

A senior teacher, mentor, line manager, Head of Department or Principal.

What should a teacher do when a student comes close to breaching or does breach student-teacher boundaries?

Sometimes students intentionally or unintentionally cross boundaries with teachers, for example, in the way they speak to teachers or by initiating inappropriate contact with teachers. In these circumstances, a teacher needs to respond quickly but respectfully, removing themselves or their student from the inappropriate contact, or ending an inappropriate conversation. The specific way a teacher handles this will depend on the age and intention of the student. Teachers should take the opportunity to report the contact to an appropriate senior teacher whether it is intentional or not.

Challenging situations can arise when teenage students who are becoming aware of their own sexuality flirt with teachers. Teachers need to be alert to such behaviour by students and take steps to ensure they avoid situations that allow students to engage in such behaviour or stop the behaviour if it starts.

How should a teacher manage a private or other professional relationship with a student outside of school, including, for example, where the teacher may also be the student's sports coach or instructor or be involved in other extra-curricular activities with the student outside of the school environment?

A teacher's conduct towards a student or students should remain professional, no matter what the setting. Teachers are always in a position of trust and authority with students, whether they are involved with the student in or outside of the school setting. Teachers should maintain appropriate boundaries when they are interacting with a student away from the normal school situation. In these circumstances, teachers are accountable for their personal conduct and relevant professional standards and responsibilities continue to apply.

Situations where teachers have behaved inappropriately towards students away from school settings or arising from another (non-teaching) capacity, have been the subject of teacher disciplinary proceedings in relation to the teacher's character and fitness to be registered.

Is it acceptable for a teacher to have students as 'friends' on social media?

Some teachers view social media as an essential tool that enables them to communicate with their students by providing them with links to educational resources, posting homework assignments, monitoring a discussion forum on topics related to the curriculum or answering specific questions.

There needs to be a clear distinction, however, between professional and private use of social media. Social media, by its very nature, exposes both teachers and students to fairly significant risks when it comes to respecting the boundaries between teachers and students.

The blurring of lines between one's public and private lives has always been a concern for professionals who are entrusted by the public to provide a service. Teachers' responsibilities as professionals extend beyond the end of the day when their teaching or school-based duties are over.

Allowing the boundaries between a teacher's personal and professional life to be blurred can undermine a teacher's authority and create significant risk for both teachers and students. Safe relationships are threatened when the boundaries become blurred, particularly when dual relationships are created. In these cases, teachers may have moved professional relationships into the personal realm.

Social media makes it much easier for dual relationships to exist. Teachers who would never engage in potential boundary violations like taking a student to lunch or offering to drive a student home in normal situations, may feel that it is acceptable to add a student as a 'friend' on social media. It can also seem difficult for a teacher to 'reject' a request to be a student's 'friend' if they are concerned that the student may take the 'rejection' badly.

Teachers should reject requests on social media from students to be a 'friend' on their personal accounts. Teachers should also not have unauthorised social media contact with students.

If an employer allows teachers to communicate with students via social media, and a teacher wants to use social media, an arrangement ought to be made to establish a separate professional account. It is imperative that teachers are familiar with their employers' social media policy.

Ideally teachers should share the use of a 'professional' social media account among several teachers and which is open for senior staff to check at any time, to reduce the risk of perceived or real boundary violations. Students should be aware that the account is moderated by authorised school personnel.

Communications with students must focus solely on educational issues. Teachers should not engage in online discussions with their students that are not the type of discussions they would engage in with students in class settings.

Technology-related boundary violation cases that come before teacher regulatory authorities tend to be those which arise when teachers don't maintain an appropriate professional relationship, either by allowing students to access personal information or photos, even inadvertently, or by communicating with students in a way that does not ensure that the nature of the teacher-student relationship is kept exclusively professional. This is more likely to occur when teachers use their personal social media account to communicate not only with friends and family, but also with students.

If teachers are considering using social media as part of their professional practice, they might ask themselves ¹²:

- How can I use this media appropriately?
- What are the risks?
- What are the benefits?
- What protocols/permissions need to be considered?
- Are there other ways that I can achieve the objectives without using social media?
- Is it appropriate for me to share this account with other teachers?
- Have I provided one or more senior teachers with access so that the interaction is always able to be checked by senior staff?
- Is it clear to students that this account is monitored by several staff members, even if they don't use it to communicate?
- Do all my students have access to this social media forum?

Is it ever acceptable for a teacher to socialise with a student or students?

Teachers involved in social or sporting groups, or working in small towns or rural communities face additional challenges in managing professional boundaries with students and their families. They are more likely to have social relationships with the parents of the students who attend their school and are therefore more likely to see their students out of school hours, in social or sporting settings, or at various community clubs or associations.

This means teachers will have legitimate reasons, on occasions, to attend social or sporting events with the students that they teach. It is also possible that they will visit students' homes or be visited by them, due to the teacher's social or sporting connections with their parents or older, adult siblings. Teachers should generally avoid being in these situations with their students unless they are in the company of other adults.

Social engagements are an important part of community life in small towns or rural communities, and contribute positively to the wellbeing of teachers working in these communities. The recommendations below may assist teachers to enjoy these social or sporting engagements without compromising their professional responsibilities or crossing professional boundaries ¹³:

- Social contact should be generated via the relationship the teacher has with the parents/carers or adult siblings of students, or by an event (such as a social or sporting event).
- Teachers should avoid being alone with their students in these situations and, where it is unavoidable, do so with the informed consent of parents.
- Teachers should conduct themselves in a way that will not give others reason to question their fitness/suitability to teach and that will not create discomfort for their students.
- Consuming alcohol in these situations may lessen a teacher's capacity to judge when a professional boundary is at risk, so alcohol consumption should be avoided or limited.
- Teachers should politely avoid discussing matters relating to their workplace and should not discuss students' learning or progress at social or sporting occasions.
- Any concern a teacher has about whether or not a situation may be compromising or may breach professional boundaries should be discussed with a senior/supervising colleague or their Principal in advance, and an approved plan of action followed.

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Annexure 1 Types of Breach of Professional Boundaries and Examples ¹⁴

Type of Breach of Professional Boundaries	Example
Emotional	<ul style="list-style-type: none"> • Showing preferential treatment to particular students without legitimate reasons. • Using subtle forms of control to allow a student to develop an inappropriate emotional dependency on the teacher, which may lead to an inappropriate/ sexual relationship with the student. • Failing to recognise or act appropriately by engaging in a role along the lines of 'friend' or 'personal counsellor' (unless there is a legitimate role designated).
Relationship	<ul style="list-style-type: none"> • Engaging in intimate, romantic or sexual relationships with a student (current or former). • Engaging in flirtatious behaviour with a student. • Touching or gesturing intimately, e.g. hugging one or two particular students after an awards program (This is distinct from the types of touching a teacher of younger children might engage in on a daily or frequent basis, for reassurance or as part of normal classroom management). • Expressing romantic feelings towards a student verbally, in writing or in any other form. • Encouraging particular students to address teachers informally, when it is not the normal convention at that school. • Meeting a student alone outside school without a valid context and without appropriate school/parent permissions in advance. • Taking a student for an unauthorised outing, e.g. coffee, the movies or other social events. • Favouring a particular student, with no educational or valid purpose. This can include spending extra time with the student for inappropriate purposes or in inappropriate circumstances, e.g. driving the student home (without prior authority). • Gaining the trust of a student's family and friends as a way of further integrating themselves in the student's life ⁶, such as inviting the student and their family to attend a teacher's holiday home.

Power

- Giving a student a gift privately, e.g. money, credit for a mobile phone or a meal.
- Using teacher authority to harm or threaten to harm a student.
- Withholding information from a student to manipulate the student, e.g. to be alone with the student.
- Rewarding or punishing a student based on an inappropriate teacher-student relationship, or favouring a student based on what the student does for the teacher.
- Using a student to gain a personal benefit, such as monetary gain, goods, services or useful information from a student with expertise/connections.

Communication

- Talking or joking with a student about personal matters or sexually inappropriate matters that are outside curriculum content.
- Making inappropriate comments about a student's appearance, including excessively flattering comments.
- Vilifying or humiliating students.
- Facilitating or allowing access to pornographic or overtly sexual material.
- Using pet names for a few particular students.
- Engaging in correspondence of a personal nature with students, including letters, phone, SMS texts and/or social media. This does not include appropriate class postcards or bereavement cards.
- Using social media to interact with a student without a valid educational context and appropriate safeguards.
- Offering advice on personal matters to a student, where it is not done in an authorised situation, such as an authorised pastoral care situation.
- Asking a student questions about sexual matters or personal matters that are not associated with their educational needs or without informing other appropriate staff.
- Not immediately stopping, respectfully, discussions of a personal/sexual nature, even if they are initiated by a student.
- Breaching the confidentiality of others with a student.

Physical

- Touching of a student without a valid/authorised reason or context. Examples of valid reasons include removing a student from danger where physical contact is the only viable way of protecting the student from the danger, in particular Physical Education activities, consoling an upset child or providing first aid to a student in need.
- Touching of a student, personally or with an object, such as a pencil or ruler that is unwarranted, unwanted and/or inappropriate.
- Initiating or permitting inappropriate physical contact by or on a student, e.g. massage or tickling games.
- Allowing students to push too close, or otherwise make inappropriate contact with a teacher.
- Being present when students dress or undress, when not in an authorised supervisory role.

Annexure 2 Ethical Decision-Making Model

