# Training on your Code of Conduct: Generic sample core content for public sector agencies



| **Topic** | **Description and content tips** | **Generic sample core content** |
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| **Leader introduction** | **Message from agency leader**  Explains why this training is relevant beyond just compliance. What it means for individuals and why integrity is important. Helps communicate the ‘tone from the top’ about expectations (agency values, code and related integrity policies and procedures).  Delivered in person, via video or read out by facilitator. | **Agency leader’s content**  As public officers, our community expects us to carry out our roles with integrity. Their trust in us and our own reputation as well as the reputation of the agency depend on us acting with integrity.  This training puts us on the same page when it comes to integrity by building our knowledge about the standards of conduct expected of us. These standards come from our code of conduct and the broader accountability framework we work within.  Today’s training is an opportunity to learn about our ethical obligations and explore how integrity matters we may encounter should be responded to. We all do this training, including me.  With the support of this training, we can continue to build an agency that prioritises integrity in everything we do**.** |
| **Introduction** | **Learning objectives and outcomes**  Ensures learners understand the agency’s objectives for the training and what they should know or be able to do to meet the objectives.  Helps learners understand what they can expect and what is expected of them; and helps learners provide feedback on the training. | **Facilitator’s content**  The aim of this training is to:   * educate you about the expectations of public officers to act in the public interest * raise your awareness of our code of conduct and broader requirements that apply to us * familiarise you with integrity risks covered by our code * build your knowledge and skills to: * act in accordance with these requirements * make decisions that take account of our requirements * navigate integrity matters and ethical dilemmas.   By the end of the session, you will be able to:   * explain what acting in the public interest means * describe why it is important to act with integrity * recall integrity risk areas covered by our code * identify ways these risks can be managed by you * describe what you need to take into account when making decisions * know who to seek advice from * know how to report suspected breaches of our code. |
| **Acting in the public interest** | **Uniqueness of working in the public sector**  The first part of the training provides context about what it means to work in the public sector by describing what the public interest is and what acting in the public interest looks like in practice.  It is especially important to set the frame of reference for staff/board members who have not worked in the sector before. The accountability framework and ethical obligations are different to the for profit and not for profit sectors. | **Facilitator’s content**  As public officers working in the public sector, we serve the Western Australian community through the government of the day. The government of the day refers to the political party or coalition of parties with majority representation in the legislative assembly.  Our decisions have the potential to affect the lives of community members and there are risks associated with the unique powers, confidences and resources that we have. Because of this we are expected to and must act in the public interest. Acting in the public interest is what makes us different from those in other sectors.  Put simply acting in the public interest means we conduct ourselves professionally and make decisions and take actions that:   * use our position and authority for the purpose intended * are unbiased and impartial regardless of our personal views * are in accordance with the public sector’s accountability framework * are fair and reasonable, abiding by the principles of procedural fairness and natural justice * are accountable and honest, and based on all relevant and available information * are transparent, can be justified and accurately explained.   When we fail to act in the public interest, for example by not declaring and managing conflicts of interest, the community loses trust and confidence in the public sector. That trust takes a long time to build but can be lost quickly. |
| **Accountability framework** | **Explaining the accountability framework**  This part of the training improves learners’ awareness of the obligations that apply across the sector and to them as individuals. It is important to customise this content, being precise about what applies in the context of the work undertaken by the agency. Looking back to an [accountability map](https://www.wa.gov.au/government/multi-step-guides/integrity-framework-guide/plan-and-act-improve-integrity/22-legislation-and-regulations) developed when preparing the agency’s integrity framework is a good place to start. | **Facilitator’s content**Image of accountability framework  A diagram of the accountability framework we work within is displayed on the screen. Each element of this framework serves an important part to ensure an accountable and transparent public sector. **Note:** This diagram is for illustrative purposes only and is not intended to be exhaustive.  The framework is underpinned by the principles in Part 2 of the *Public Sector Management Act 1994* and the WA Public Sector Code of Ethics established by the Public Sector Commissioner under the PSM Act.  The public sector principles set out how the public sector is to operate, in summary:   * Section 7 sets out that the public sector is to be administered in a way that emphasises the importance of service to the community, and the need to maintain appropriate standards of accounting and record keeping. * Section 8 sets out the need to direct selection processes toward a proper assessment of merit and equity, and to not exercise human resource management powers on the basis of nepotism and patronage. * Section 9 sets out the requirement to comply with codes that apply to us (code of ethics and our code of conduct), the PSM Act, other legislation governing our conduct and Commissioner’s Instructions. It also includes the need for us to act with integrity in the performance of official duties, be scrupulous with information, equipment and facilities, and exercise proper courtesy and respect.   The Code of Ethics:   * comprises 4 minimum standards of conduct and integrity that apply across the public sector - integrity, impartiality, respect for others, and trust and accountability [learners should have a copy of the Code of Ethics].   Legislation places further obligations on how we operate. Some of this legislation you may already be familiar with e.g. *State Records Act 2000*.  Compliance instruments are obligations we also follow, which may arise from legislation or central agency policy requirements. They may require us to do particular things like develop policies and procedures to support compliance. For example, the *Public Interest Disclosure Act 2003* requires us to publish internal procedures, and the *Equal Opportunity Act 1984* requires us to prepare and implement an Equal Employment Opportunity Management Plan.  Legislation also establishes and gives powers to integrity and oversight bodies. These bodies usually have a whole of sector focus and may have monitoring, reviewing, reporting and/or advisory roles. They are an important “check and balance” for the sector.  [Parliamentary committees](https://www.parliament.wa.gov.au/WebCMS/webcms.nsf/content/about-committees) from both Houses assist the Parliament in its scrutiny and law making functions by holding inquiries into matters. They can examine selected activities by calling for written submissions and seeking evidence from experts, then report back to Parliament.  As you can see, the way we are expected to behave is guided and shaped by many things. Central to this are our agency values, code of conduct, and policies and procedures. |
| **Introducing the Code of Conduct** | **Expected behaviours**  This is where the code of conduct is introduced to learners.  Supplement this content with integrity risks specific to the agency. For example, agencies whose functions relate to providing human services might include content on the ethical and legal obligations of working with vulnerable people.  **Content tips**  Explain to learners:   * where to find the vision, mission and values * where to find the code of conduct (or provide a copy as a learning resource) * any requirement to read and acknowledge the code * who to go to for advice about the code (e.g. manager, human resources, governance area). | **Facilitator’s content**  Our decisions and actions are guided by our legal and ethical obligations under the accountability framework. So it is important for you to familiarise yourself with these obligations.  If you are ever unsure when making a decision or taking action, refer back to our code and policies and seek advice where required.  We will be working through our code. It has behaviours that support us to act in the public interest, manage integrity risks associated with our work, and promote a professional and productive workplace. It is consistent with and builds on the minimum standards of conduct and integrity set out in the WA Public Sector Code of Ethics. [Outline what aspects of the agency’s code of conduct are being covered in this training]. When we know what is expected of us, it is easier to make good decisions and do the right thing.  It is important to consider that there are potential consequences when expected standards of behaviour are not in accordance with our requirements – where that behaviour may breach our code of conduct. |
| **Decision making tools** | **Introduce decision making tools**  Introduce learners to the concept of ethical decision making tools and First Steps. Use these tools when working through case studies and scenarios. Several topics include decision making tools. | **Facilitator’s content**  It is likely at some stage in our career we will be faced with an ethical dilemma. Ethical decision making tools help us work through such dilemmas by getting us to ask ourselves some critical questions before we decide or act.  One simple tool is First Steps and it is based on 4 principles:   * Honesty: Being honest in your dealings with people and not being loose with the truth. * Transparency: Being able to justify what you have done in an open way. * Diligence: Making sure you follow the rules and do so with care and attention. * Consistency: Applying the same rationale and rules to what you do, no matter who you are dealing with.   Keep First Steps in mind as we work through our case studies today. Other decision making tools specific to particular risk areas will also be referred to.  **First Steps Questions**   * Am I doing the right thing?   + Am I breaking a rule?   + Is this consistent with legislation, our code, and policies and procedures that apply?   + Does it feel OK?   + Am I acting in the public interest? * How would others judge my actions?   + How would my colleagues and others whose opinions I respect view my actions?   + How would I feel if this became public knowledge? (Would it pass “the pub test” or media questions?)   + Would my actions stand up to scrutiny? * How could my actions impact others?   + What impact could this have on my authority, the project, my position, the public?   + Could this impact my colleagues, family and friends? * Should I discuss this with someone else?   + Should I talk with a colleague or peer, my manager, human resources, our integrity and governance area, or our legal advisor? |
| **Code of conduct** | **Interpersonal behaviour**  **Content tips**  Explain to learners:   * where to find policies relevant to interpersonal behaviour (e.g. customer service charter, bullying and harassment policy, use of social media policy) * the code’s expectations for interpersonal behaviour * any requirements to undertake Aboriginal cultural awareness training * who to go to for advice if they are still unsure. | **Facilitator’s content**  You set the tone by living our values and behaving in ways that are consistent with our code. Your behaviour when at work, and outside it, can have a significant impact on the reputation of our agency and the trust our community places in us. You represent this agency and have an obligation to meet the community’s high expectations of us. Integrity is a non-negotiable and everyone’s responsibility.  Our code includes behaviours not only for how you conduct yourself but also how you interact with others. When we communicate and treat people with respect and do so consistently, we get a workplace that is free from bullying, harassment and discrimination [add specific details about the agency’s values, code and any related policies]. |
| **Code of conduct** | **Use of position and authority**  **Content tips**  Explain to learners:   * where to find information about their role, the functions of their team/division and agency * where to find the agency’s delegations schedule and if they have any delegated authority * if the role or job group can exercise discretion and what policies and procedures guide that decision making * how some decisions might be affected by conflicts of interest * where to find information about contact with registrants and lobbyists * to be alert to any people who may seek to influence their decisions and any red flags they should be aware of (e.g. suppliers using gifts, benefits and hospitality to influence decisions) * who to go to for advice if they are still unsure.   For more information about corruption and fraud go to the [Corruption and Crime Commission](https://www.ccc.wa.gov.au/reporting-corruption/what-corruption) and [WA Police](https://www.police.wa.gov.au/crime/fraud). | **Facilitator’s content**  Legislation, regulations and other instruments give us powers to make important decisions such as how public money is spent, how services get delivered to the community, who gets grants and who we employ [customise this section to reflect the types of decisions made by the agency]. Many of us will need to exercise discretion – or judgement – when we make decisions.  When we use our position and authority responsibly and for the intended purpose, we put the public interest first. This means we understand our role, the basis and limitations of our authority and the policies and procedures that apply to our decisions.  Breaches of integrity can sometimes involve officers misusing their position and authority to deceive, benefit themselves, their family and friends, or disadvantage someone else.  Fraud is broadly defined as any person who, with intent to defraud, uses deceit or fraudulent means to gain a benefit for themselves or another person, or causes detriment to another person or organisation.  When someone acts corruptly they tend to show a deliberate intent, an improper purpose or motivation. This may involve conduct such as:   * deliberately failing to perform the functions of office properly * exercising power or duty for an improper purpose * dishonesty.   The Criminal Code also makes it illegal for us to disclose official secrets, seek or receive bribes, act corruptly to gain benefits, falsify records or bargain for public office. These activities have the potential to damage your reputation, the agency’s reputation and that of the public sector.  You must have a clear understanding of your role and your authority to make decisions. |
| **Code of conduct** | **Conflicts of interest**  **Content tips**  Explain to learners:   * where to find the agency’s conflicts of interest policy and procedures * what a conflict of interest looks like in the context of the learner’s role and agency’s work e.g. definitions * any specific policy or legislative obligations that apply to when or how conflicts of interests are to be declared and managed * how to complete the management plan (if required) and who approves it * how and who to notify if a conflict of interest changes (e.g. moves from potential conflict to actual conflict) * who to go to for advice if they are still unsure.   See the [conflict of interest resources](https://www.wa.gov.au/government/multi-step-guides/conflicts-of-interest-guide/understanding-conflicts-of-interest) when developing content for this section. | **Facilitator’s content**  Conflicts of interest arise where our personal interests could conflict, or be seen to conflict, with our public duties.  A conflict exists when a reasonable person might perceive that our personal interests could be favoured over our public duties.  Conflicts of interest can be further categorised as:   * actual – where an officer’s personal interests and public duties conflict; it is happening now and needs to be declared and managed * potential – where the conflict between an officer’s personal interest and public duty is likely to occur in the future * perceived – where a reasonable third party could form a view that personal interests could improperly influence the officer’s decisions now or in the future, whether or not this is in fact the case.   Situations that may give rise to a conflict of interest between our personal interests and public duty include, but are not limited to:   * personal relationships (e.g. family and friends) * being a member of a club, group or association * undertaking secondary employment * business interests * accepting or providing gifts, benefits and hospitality.   Conflicts of interest can arise in any work setting, however some of our functions and activities may be more likely to place us at a greater risk of conflicts because of the ability to make decisions that could or could be seen to advantage or disadvantage another.  Examples of some of our functions and activities where conflicts may be more likely to arise include procurement and contracting, recruitment, asset and facilities management, regulation and enforcement, and grants and sponsorships. We have considered the risk of conflicts of interest in relation to these functions and activities and set clear expectations in our code and policies and procedures about how they are to be declared and managed [contextualise this section to the functions of the agency].  It is not wrong or unethical to have conflicts of interest but they need to be identified by you and declared and managed in accordance with our code and policies. The management of any conflict should always put the public interest first.  We may not always be the best judge of whether we have a conflict. This is why you need to seek advice if you are unsure.  When conflicts are undeclared and unmanaged, they pose a risk to you and our agency including damaging your reputation and that of the agency. Deliberately concealing, understating or not managing conflicts of interest could not only breach our code but also be serious misconduct which could have significant consequences for you and our agency. |
| **Code of conduct** | **Gifts, benefits and hospitality**  **Content tips**  Explain to learners:   * where to find the agency’s gifts, benefits and hospitality policy and procedures * the agency’s position on the acceptance of gifts, benefits and hospitality including any prohibitions * if accepted, how the gift or benefit is to be treated * how and where to record accepting (or declining) gifts, benefits and hospitality * the circumstances under which hospitality can be offered to clients, suppliers and stakeholders, and how this is accounted for * who to go to for advice if they are still unsure.   See [Managing the risks of gifts, benefits and hospitality](https://www.wa.gov.au/government/multi-step-guides/managing-the-risks-of-gifts-benefits-and-hospitality) when developing content for this section. Decision making tools for managing the risks of gifts, benefits and hospitality ([GIFT test](https://www.wa.gov.au/government/publications/decision-making-tool-gift-test) and [HOST test](https://www.wa.gov.au/government/publications/decision-making-tool-host-test)) are useful to include in this section and as learner resources. | **Facilitator’s content**  A gift is anything of value offered to you, directly or indirectly, above your normal salary or engagement entitlements. Gifts are usually tangible – something that can be seen or held such as [include specific examples from the agency policy OR a box of chocolates, bottle of wine or ticket to a concert].  Benefits are any preferential treatment, privileged access, favours and other advantages you may be offered above your normal salary and engagement entitlements. Benefits are usually intangible – something that can be experienced such as personal services, job offers and discounts on goods and services. [Include specific examples from the agency policy.]  Hospitality is the friendly reception and treatment of stakeholders such as [insert specific examples from the agency’s policy or offering refreshments at a business meeting, providing meals to conference delegates and sponsored travel and accommodation].  You might be offered gifts, benefits and/or hospitality in the course of your work. Our clients, suppliers and stakeholders may offer them as a token of appreciation, carrying no expectation. In other cases, they may be offered to influence your decisions.  When gifts, benefits and hospitality are accepted it may give the impression that you will favour a particular person or organisation when making decisions. While this may not be the intention, perceptions matter. We need to act and be seen to act with integrity.  You must have a clear understanding of our position on the offer and acceptance of gifts, benefits and hospitality, when it is appropriate to accept them and when it is not. You also need to have a clear understanding about when gifts, benefits and hospitality may be provided. |
| **Code of conduct** | **Use of information and record keeping**  **Content tips**  Explain to learners:   * where to find the agency’s recordkeeping plan, freedom of information procedures and other relevant information management (e.g. labelling and handling requirements) * where to find the agency’s social media policy * where to find media policies that cover who is authorised to speak with the media about the operations of the agency * where to find the agency’s communications arrangements (for interactions with ministers/boards) * what information the agency considers official, confidential and sensitive and who is authorised to release it, if at all * what actions and decisions must be recorded and where they are recorded * security of information including information in password secured systems and on portable storage devices such as laptops, tablets, mobiles and USBs * who deals with freedom of information requests (FOI Coordinator) and in what circumstances someone can lodge an application * any additional training (e.g. records awareness) * who to go to for advice if they are still unsure.   Principles to guide agencies in managing Cabinet in confidence obligations are in [Section 3: Confidentiality and security](https://www.wa.gov.au/government/publications/cabinet-handbook#confidentiality-and-security) of the [Cabinet Handbook](https://www.wa.gov.au/government/publications/cabinet-handbook#confidentiality-and-security) administered by the Department of the Premier and Cabinet. Depending on those attending these may be useful to include in this section. | **Facilitator’s content**  We have access to official information including sensitive, personal information of customers/clients that is not available to the public. It is safe to assume anything you might see or hear as part of your work could be confidential.  It is important to only access information where you are authorised. Just because information is accessible does not mean you should be accessing it.  Our clients, suppliers and stakeholders expect their information is recorded accurately, managed appropriately and is only used for the purposes for which it was provided.  Making and maintaining proper records assists with accountability and transparency by demonstrating the basis for our decisions.  There are information management requirements to ensure you capture, store, use and release information properly. These requirements are set out in legislation, our code, policies and procedures.  When we conscientiously record and manage information, we demonstrate we are putting the public interest first. Keeping complete and accurate records of our decisions and actions and only releasing information when authorised are examples.  When you inappropriately capture, store, use and release information, it may call your actions into question – especially when this results in a benefit to yourself, your family or friends or causes a detriment to someone. This behaviour is not only likely to breach our code but also could amount to misconduct.  Some information we hold, like commercial and Cabinet in confidence documents, carries a greater risk if inappropriately managed. All Cabinet documents, discussions and decisions should be treated in the strictest of confidence. If you are required in your role or have access to confidential Cabinet documents, you need to know how these are to be handled.  The confidentiality of Cabinet documents, discussions and decisions is a long established principle and has been regarded as essential for the maintenance of Cabinet collective responsibility. This principle, however, needs to be tempered by the requirement for prior advice and consultation, and to disseminate Cabinet decisions and background information to ensure effective implementation.  To fulfill these aims the Cabinet handbook has a number of principles, under section 3 Confidentiality and security, including that access to all Cabinet documents, discussions and decisions should be guided by a “need to know” basis. Access should only be granted if it is required for an officer to perform their duties.  We must have a clear understanding of our obligations around how official and confidential information is properly managed. As a rule, err on the side of caution around information use and release, then seek advice about the situation before making a final decision.  **Information management decision making tool**  Should I be releasing this information?  **Who?**   * Am I authorised to release this information? * Is the person I am giving the information to authorised to receive it? * Does the person I am releasing it to really need to know, even if the information is not sensitive or confidential?   **What?**   * What is the nature of the information? * Could it be considered sensitive? * Are there any policies or procedures stopping me from releasing this information?   **How much?**   * Does the person need, or are they authorised, to receive all of the information?   **Why?**   * What is the reasoning or motive(s) for releasing this information? * Is it for an official purpose?   **When?**   * Do I need to consider the timing? * When would it be best to release this information? |
| **Code of conduct** | **Use of public resources**  **Content tips**  Explain to learners:   * where to find the agency’s financial, purchasing, contracting and “acceptable use” policies and procedures * where to find policies related to travel * what documentation needs to be sought, created and kept to accurately explain and justify expenditure on public resources * how to appropriately account for their work time * how assets are to be appropriately managed, maintained and disposed of * who to go to for advice if they are still unsure. | **Facilitator’s content**  We have access to a range of public resources to do our jobs. From computers, phones and stationery to [insert examples suited to the agency’s context], these resources are funded with public money. The community expects the money we receive to operate is used carefully and where it can provide the best public value. As such, the resources given to you to do your job belong to our agency and the state.  Requirements about how these resources are purchased, used, maintained and disposed of are set out in legislation, sector wide policy, and our code, policies and procedures.  Some of you will buy resources on behalf of the agency. This may be with a corporate purchasing card for low value items and through contracting arrangements for higher value items. Any procurement must be in accordance with our policies and procedures.  You also need to be aware of our policies and procedures when it comes to how you use public resources and dispose of them when they are no longer needed or become outdated.  When we are careful with the way we purchase, use, maintain and dispose of public resources, we demonstrate we are putting the public interest first. Ensuring what we buy represents good value for money and all of us using our time (which is also a public resource) efficiently and effectively are examples. We should not use resources, time or other things for party political work or private financial gain.  When public resources are mismanaged or misused it can pose significant misconduct and corruption risks to you and the agency, in particular where we start to see and treat public resources as our own, using them for personal gain or benefit.  We must clearly understand our obligations around managing public resources, especially what is acceptable and what is not when it comes to purchase and use.  **Decision making tool for use of public resources**   * Should I be using this public resource? * Have I read and understood all relevant policies and procedures related to the use of this resource? * Is this resource for official purposes or within acceptable use guidelines outlined in the policy? * Would my use of this resource stand up to public scrutiny? If I had to explain my decision, could I do so with confidence or concern? |
| **Code of conduct** | **Consequences for breaching our code**  As part of any code training, it is important to raise the awareness of learners about the potential consequences when behaviour does not align with the code and other requirements. This reinforces that they are responsible for their actions and decisions.  **Content tip**  Explain to learners:   * where to find the agency’s discipline policy and procedures * types of disciplinary action that may be taken relevant to your legislation and industrial instruments * how to avoid not following the code (e.g. informing yourself of your ethical obligations, seeking advice if unsure.).   [Notifying Misconduct: A Guide for Principal Officers of Notifying Authorities](https://www.ccc.wa.gov.au/sites/default/files/Notifying%20misconduct%20-%20a%20guide%20for%20Principal%20Officers%20of%20notifying%20authorities.pdf) may assist in preparing content for this section. | **Facilitator’s content**  Most of us come to work to do the right thing and demonstrate this by following our code. Unfortunately, there can be times when behaviour falls short of the expectations set out in our code. When this happens, we have policies and procedures – such as our discipline policy – in place to respond to these breaches [add details of policies and procedures].  Our leader [add which is appropriate e.g. CEO, Director General] is required under the *Corruption, Crime and Misconduct Act 2003* to notify external bodies such as the Corruption and Crime Commission and Public Sector Commission where the behaviour of identified staff is suspected to involve misconduct. |
| **Code of conduct** | **Reporting suspected breaches of our code**  Reiterate to learners that everyone is responsible for maintaining the integrity of the agency and how reporting suspected breaches of the code supports this.  **Content tips**  Explain to learners:   * where to find the agency’s discipline/misconduct policy and procedures * what, when and how to report including information about internal and external pathways, and any anonymous reporting avenues * any confidentiality requirements * where to find information about reporting * staff rights and responsibilities when reporting – particularly important when considering lodging a public interest disclosure * who to go to for advice from if they are still unsure.   [Notifying Misconduct: A Guide for Principal Officers of Notifying Authorities](https://www.ccc.wa.gov.au/sites/default/files/Notifying%20misconduct%20-%20a%20guide%20for%20Principal%20Officers%20of%20notifying%20authorities.pdf) may assist in preparing content for this section. | **Facilitator’s notes**  Now we have a shared understanding of our integrity risks and expected behaviours, it makes it easier for us all to do the right thing. It also makes it easier to spot behaviour that does not align with our code.  Behaviour occurs on a continuum from small, seemingly insignificant, culture corroding behaviours through to serious misconduct and corruption. We should be alert to all of it.  Reporting behaviours that do not align with our code when we see or experience them contribute to the integrity of our agency and the sector.  As well as dealing with the behaviour at hand, and the person involved, reports help identify and correct weaknesses in our systems and processes. Staff who are prepared to report are one of the most important sources of information for identifying and addressing issues.  There are established pathways for you to speak up [add information about relevant pathways to report and any obligations they have or the agency has]. In bringing issues forward it is important to comply with our code, that is you must act with integrity and not knowingly provide false or misleading information.  Generally, you should use our internal pathways first. Raising your concerns initially with your line manager is recommended. Sometimes, this might not be appropriate so you can also speak with [names of advisors/contact officers/human resources].  You can also report to external integrity bodies.   * If you suspect [minor misconduct](https://www.wa.gov.au/organisation/public-sector-commission/minor-misconduct-public-officers#what-is-minor-misconduct), you can report it to the Public Sector Commission (not if it relates to the conduct of members of the WA Police Force and elected members of state or local governments). Minor misconduct is behaviour that is likely to be a breach of our code and constitute or could constitute a disciplinary offence providing reasonable grounds for termination. * If you suspect [serious misconduct](https://www.ccc.wa.gov.au/reporting-corruption/what-corruption), you can report it to the Corruption and Crime Commission. Serious misconduct includes behaviours such as a public officer corruptly acting or corruptly failing to act in the performance of their functions.   For more information about reporting misconduct, visit the Corruption and Crime Commission or Public Sector Commission websites.  Finally, there is the public interest disclosure – or PID – process which can be used to report certain types of wrongdoing. This process has several protections for people who make an appropriate disclosure. The *Public Interest Disclosures Act* also has certain obligations on those making a disclosure. Our PID procedures help you understand our process.  Our PID officer/s are [names and positions]. You are encouraged to seek them out for a confidential discussion before lodging a disclosure.  In some cases, you may be able to make a public interest disclosure to an external integrity body. For more information about this and the public interest disclosure process generally visit [Guide for disclosers: Don't be afraid to speak up (Public Interest Disclosure)](https://www.wa.gov.au/government/document-collections/public-interest-disclosure-resources).  Whatever pathway you choose, you are strongly encouraged to speak up if you see something that is not quite right. It is the right thing to do. |
| **Conclusion** | **Session wrap up**  Summarise what has been covered and revisit the learning outcomes discussed at the beginning of the training to check if these have been achieved.  Leave learners with 3 to 5 meaningful takeaways that reflect the key messages provided throughout the training. | **Facilitator’s notes**  By now you should be able to:   * explain what acting in the public interest means * describe why it is important to act with integrity * recall integrity risk areas covered by our code * identify ways these risks can be managed by you * describe what you need to take into account when making decisions * know who to seek advice from * know how to report suspected breaches of our code.   **3 key takeaways**   1. Integrity is a non-negotiable and everyone’s responsibility. 2. Take responsibility for your actions and decisions. 3. Seek advice when you are unsure of what action to take. |