

Training on your Code of Conduct: Generic sample core content for government boards and committees

Topic	Description and content tips	Generic sample core content
<p>Prerequisite</p>	<p>Optional</p> <p>Board and committee members complete the Governance e-Learning for WA Government Boards and Committees before undertaking this training.</p>	<p>Facilitator’s content</p> <p>Your invitation to this session included a link to the Governance e-Learning for WA Government Boards and Committees.</p> <p>If you have not yet undertaken this online training, please take the opportunity to do so as soon as possible.</p>
<p>Leader introduction</p>	<p>Message from board chair</p> <p>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 (board values, code and related integrity policies and procedures).</p> <p>Delivered in person, via video or read out by facilitator.</p>	<p>Board chair’s content</p> <p>We play an important role in the WA government sector landscape, making decisions and providing advice that may affect the WA community. The community considers us to hold positions of trust. Their trust in us and our own reputation as well as the reputation of the board depend on us acting with integrity.</p> <p>We are each a public officer. As most of us have other jobs, we sometimes see ourselves at arm’s length from the broader sector. It is important that we remember we are part of it through our accountability requirements.</p> <p>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.</p> <p>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.</p>

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		<p>With the support of this training, we can continue to build a board that prioritises integrity in everything we do.</p>
<p>Introduction</p>	<p>Learning objectives and outcomes</p> <p>Ensures learners understand the board’s purpose and objectives for the training and what they should know or be able to do to meet the objectives.</p> <p>Helps learners understand what they can expect and what is expected of them; and helps learners provide feedback on the training.</p>	<p>Facilitator’s content</p> <p>The aim of this training is to:</p> <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> ○ act in accordance with these requirements ○ make decisions that take account of our requirements ○ navigate integrity matters and ethical dilemmas. <p>By the end of the session, you will be able to:</p> <ul style="list-style-type: none"> • 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.
<p>Acting in the public interest</p>	<p>Uniqueness of working in the public sector</p> <p>The first part of the training provides context about what it means to serve on a government board or committee by describing what the public interest is and what acting in the public interest looks like in practice.</p> <p>It is especially important to set the frame of reference for board members who have not worked in the sector</p>	<p>Facilitator’s content</p> <p>As public officers on a government board, 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.</p> <p>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</p>

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	<p>before. The accountability framework and ethical obligations are different to the for profit and not for profit sectors.</p> <p>Where the content refers to a 'board', this is given to mean the relevant board, committee, council or advisory group.</p>	<p>interest. Acting in the public interest is what makes us different from those in other sectors.</p> <p>The decisions we make and the actions we take must always put the public interest first. Put simply this means doing our jobs professionally with proper regard for who we serve.</p> <p>As board members, we have a personal and collective responsibility to act with integrity. We must exercise our powers carefully, fulfil our statutory purpose and discharge our duties in the best interests of the board. We must make decisions and take actions that:</p> <ul style="list-style-type: none"> • 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, based on all relevant and available information • make the best use of public money • are transparent, can be justified and accurately explained. <p>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. It can also have significant consequences for us individually and as a board. That trust takes a long time to build but can be lost quickly.</p>

Topic

Description and content tips

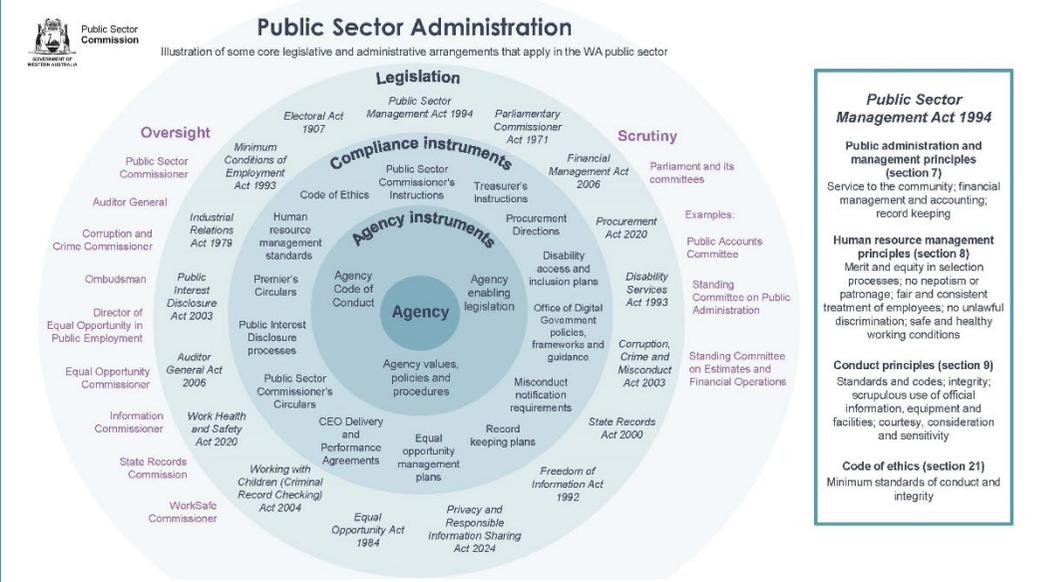
Generic sample core content

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 board. Looking back to an [accountability map](#) developed when preparing the board's integrity framework is a good place to start.

Facilitator's content



Public Sector Management Act 1994
 Public administration and management principles (section 7)
 Service to the community; financial management and accounting; record keeping
 Human resource management principles (section 8)
 Merit and equity in selection processes; no nepotism or patronage; fair and consistent treatment of employees; no unlawful discrimination; safe and healthy working conditions
 Conduct principles (section 9)
 Standards and codes; integrity; scrupulous use of official information, equipment and facilities; courtesy, consideration and sensitivity
 Code of ethics (section 21)
 Minimum standards of conduct and integrity

A diagram of the accountability framework we work within is displayed on the screen. Each element of this framework serves an important part to ensuring an accountable and transparent public sector. **Note:** This diagram is for illustrative purposes only and is not intended to be exhaustive.

We use the term accountability framework to describe the legislative and policy requirements that apply to your board.

The accountability 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.

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		<ul style="list-style-type: none"> • 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 (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. <p>The Code of Ethics:</p> <ul style="list-style-type: none"> • comprises of 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]. <p>Our code of conduct is consistent with and builds on the Code of Ethics. It sets the standards of behaviour expected of us when conducting board duties. This includes treating members of the public, stakeholders and fellow board members with respect and courtesy at all times.</p> <p>Our code, and associated charters and policies, are our roadmap for integrity. These governance documents guide our decision making and help us navigate the risks we might face in performing our public role.</p> <p>Along with legislation that may establish our board, other legislation places further obligations on how we are to operate. Some of this legislation you may be familiar with already e.g. <i>State Records Act 2000</i>.</p> <p>Some legislation may require us to do particular things like develop policies and procedures to support compliance. For example, the <i>Public Interest Disclosure Act 2003</i> sets out that we are to publish internal procedures.</p> <p>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.</p>

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		<p>Parliamentary 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.</p> <p>As you can see, the way we are expected to behave is guided and shaped by many things. Central to this are our board values, code of conduct, policies and procedures.</p>
<p>Introducing the Code of conduct</p>	<p>Expected behaviours</p> <p>This is where the code of conduct is introduced to learners.</p> <p>Supplement this content with integrity risks specific to the board. For example, boards whose functions relate to providing human services might include content on the ethical and legal obligations of working with vulnerable people.</p> <p>Content tips</p> <p>Explain to learners:</p> <ul style="list-style-type: none"> • 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. board chair, secretariat). 	<p>Facilitator’s content</p> <p>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.</p> <p>If you are ever unsure when making a decision or taking action, refer back to our code and policies and seek advice where required.</p> <p>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 board’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.</p> <p>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.</p>
<p>Decision making tools</p>	<p>Introduce decision making tools</p> <p>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.</p>	<p>Facilitator’s content</p> <p>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.</p>

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		<p>One simple tool is First Steps and it is based on 4 principles:</p> <ul style="list-style-type: none"> • 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. <p>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.</p> <p>First Steps Questions</p> <ul style="list-style-type: none"> • Am I doing the right thing? <ul style="list-style-type: none"> ○ 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? <ul style="list-style-type: none"> ○ 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? <ul style="list-style-type: none"> ○ 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?

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		<ul style="list-style-type: none"> ○ 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: <ul style="list-style-type: none"> • where to find policies relevant to interpersonal behaviour (e.g. board charter, communication and public comment, 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 board and the trust our community places in us. You represent this board 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, [add specific details about the board's values, code and any related policies].
Code of conduct	Use of position and authority Content tips Explain to learners: <ul style="list-style-type: none"> • where to find information about their role, the functions of their team/division and board • 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 board decisions) • who to go to for advice if they are still unsure. 	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 board]. 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

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	<p>For more information about corruption and fraud go to the Corruption and Crime Commission and WA Police.</p>	<p>When someone acts corruptly they tend to show a deliberate intent, an improper purpose or motivation. This may involve conduct such as:</p> <ul style="list-style-type: none"> • deliberately failing to perform the functions of office properly • exercising power or duty for an improper purpose • or dishonesty. <p>The <i>Criminal Code</i> 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 board's reputation and that of the public sector.</p> <p>You must have a clear understanding of your role and your authority to make decisions.</p>
<p>Code of conduct</p>	<p>Conflicts of interest</p> <p>Content tips</p> <p>Explain to learners:</p> <ul style="list-style-type: none"> • where to find the board's conflicts of interest policy and procedures • what a conflict of interest looks like in the context of the learner's role and board'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. 	<p>Facilitator's content</p> <p>Conflicts of interest arise where our personal interests could conflict, or be seen to conflict, with our public duties.</p> <p>A conflict exists when a reasonable person might perceive that our personal interests could be favoured over our public duties.</p> <p>Conflicts can be further categorised as:</p> <ul style="list-style-type: none"> • 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.

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	<p>It is important to refer to the board’s conflicts of interest policy and procedures when preparing content for this part.</p> <p>See conflict of interest resources when developing content for this section.</p>	<p>It is inevitable that most if not all of us will be faced with a conflict of interest at some point as we were appointed to represent stakeholders or for our expertise and relationships.</p> <p>Situations that may give rise to a conflict of interest between our personal interests and public duty include, but are not limited to:</p> <ul style="list-style-type: none"> • 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. <p>We must also consider the perception of a conflict of interest, regardless of whether it actually exists. The information we come across in our board role could be seen as advantageous to ourselves, our family and friends or our interest group. An undeclared or unmanaged perceived conflict can be just as damaging to our reputation and the operations of our board as a poorly managed actual conflict.</p> <p>While not a conflict of interest, we are also susceptible to competing interests – where we hold multiple public roles, board memberships or a combination of both. Sometimes which “hat” we are wearing can get complicated so we may need to get a second opinion from a trusted colleague or [insert name of board chair]. In some cases, we may need to get external advice to ensure we are appropriately managing a conflict.</p> <p>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.</p> <p>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.</p>

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		<p>When conflicts are undeclared and unmanaged, they pose a risk to you and our board including damaging your reputation and that of the board. 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 board.</p>
<p>Code of conduct</p>	<p>Gifts, benefits and hospitality</p> <p>Content tips</p> <p>Explain to learners:</p> <ul style="list-style-type: none"> • where to find the board’s gifts, benefits and hospitality policy and procedures • the board’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. <p>See 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 and HOST test) are useful to include in this section and as learner resources.</p>	<p>Facilitator’s content</p> <p>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 [insert specific examples from the board policy OR a box of chocolates, bottle of wine or ticket to a concert].</p> <p>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 board policy.]</p> <p>Hospitality is the friendly reception and treatment of stakeholders such as [insert specific examples from the board’s policy or offering refreshments at a business meeting, providing meals to conference delegates and sponsored travel and accommodation].</p> <p>We may be required to attend events on behalf of the board or travel for board business. These are legitimate business purposes but how we decide who attends or travels and why are decisions guided by our [insert gifts, benefits and hospitality details].</p> <p>Accepting gifts, benefits and hospitality (especially those offered by clients, suppliers and stakeholders the board does business with or makes decisions about) could create a conflict of interest. Whether intentional or not, it could be seen that those individuals are trying to influence the decisions we make or the actions we take.</p>

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		<p>Extravagant expenditure on gifts or hospitality, and on corporate travel no longer meets community expectations. The community expects public money to be spent wisely.</p> <p>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.</p>
Code of conduct	<p>Use of information and record keeping</p> <p>Content tips</p> <p>Explain to learners:</p> <ul style="list-style-type: none"> • where to find the board’s recordkeeping plan, freedom of information procedures and other relevant information management (e.g. labelling and handling requirements) • where to find the board’s social media policy • where to find media policies that cover who is authorised to speak with the media about the operations of the board • where to find the board’s communications arrangements (for interactions with ministers/boards) • what information the board 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 to go to for advice if they are still unsure. 	<p>Facilitator’s content</p> <p>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.</p> <p>It is important to only access information where you are authorised. Just because information is accessible does not mean you should be accessing it.</p> <p>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.</p> <p>Making and maintaining proper records assists with accountability and transparency by demonstrating the basis for our decisions.</p> <p>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.</p> <p>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.</p> <p>It is safe to assume that anything you might see or hear while carrying out your board role could be confidential and official information. When it comes to information management, we must:</p>

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	<p>Principles to guide boards in managing Cabinet in confidence obligations are in Section 3: Confidentiality and security of the Cabinet Handbook administered by the Department of the Premier and Cabinet. Depending on those attending these may be useful to include in this section.</p>	<ul style="list-style-type: none"> • treat board discussions in the strictest confidence • document all our decisions for transparency, review and scrutiny • treat some information (like Cabinet-in-Confidence documents, sensitive personal or financial information) with extra security and sensitivity • not disclose any official board information we come across • never use official information for personal, commercial or political gain, for ourselves or others, or to disadvantage someone else • securely store official board information and be mindful of any records stored on portable devices like laptops, tablets, smart phones and USB drives • never leave official board information unattended in vehicles, on planes or at home. <p>The only person who can release information about the board is [insert name of the board chair, or any other people].</p> <p>We must be aware of our obligations around communicating with Parliament, ministers, ministerial staff, staff of a public sector body, lobbyists, media and members of the public. This includes what we say in an official capacity as a member of the board and what we share in social and public forums (including on social media) about the board's work. How we communicate with these groups, if at all, is described in policies.</p> <p>The only person who can make public comments on the board's behalf is the board chair [or any other people named in the board governance documents].</p> <p>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.</p> <p>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</p>

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		<p>disseminate Cabinet decisions and background information to ensure effective implementation.</p> <p>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.</p> <p>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.</p> <p>Information management decision making tool</p> <p>Should I be releasing this information?</p> <p>Who?</p> <ul style="list-style-type: none"> • 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? <p>What?</p> <ul style="list-style-type: none"> • What is the nature of the information? • Could it be considered sensitive? • Are there any policies or procedures stopping me from releasing this information? <p>How much?</p> <ul style="list-style-type: none"> • Does the person need, or are they authorised, to receive all of the information? <p>Why?</p> <ul style="list-style-type: none"> • What is the reasoning or motive(s) for releasing this information? • Is it for an official purpose?

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		<p>When?</p> <ul style="list-style-type: none"> • Do I need to consider the timing? • When would it be best to release this information?
<p>Code of conduct</p>	<p>Use of public resources</p> <p>Content tips</p> <p>Explain to learners:</p> <ul style="list-style-type: none"> • where to find the board’s purchasing 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 • who to go to for advice if they are still unsure. 	<p>Facilitator’s content</p> <p>We have access to a range of public resources to do our jobs. From computers, phones and stationery to [insert examples suited to the board’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 board and the state.</p> <p>We have access to, or come into contact with, a range of public resources in our board role. Our time is also a public resource (particularly if board members are receiving remuneration for their involvement). The community expects taxpayer’s money is used carefully and where it can provide the best public value. As such, the resources you have access to belong to the board and the state, not to you. We must be especially mindful never to use public resources for personal gain or party political work.</p> <p>Where there is authority to reimburse expenses, like travel and accommodation, this is generally arranged by your secretariat. However, any purchasing card activity or use of taxi vouchers must be in line with [insert procurement policy details]. For transparency and proper process we never approve or incur our own travel claims, credit card payments, private telephone use or similar. If you have out of pocket expenses, reimbursement is in line with your board and always supported by receipts.</p> <p>Requirements about how the board procures, uses, maintains and disposes of public resources are set out in [insert relevant policies including “acceptable use” policies].</p> <p>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.</p>

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		<p>Decision making tool for use of public resources</p> <ul style="list-style-type: none"> • 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?
<p>Code of conduct</p>	<p>Consequences for breaching our code</p> <p>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.</p> <p>Content tip</p> <p>Explain to learners:</p> <ul style="list-style-type: none"> • how to avoid not following the code (e.g. informing yourself of your ethical obligations, seeking advice if unsure.). <p>Notifying Misconduct: A Guide for Principal Officers of Notifying Authorities may assist in preparing content for this section.</p>	<p>Facilitator’s content</p> <p>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 board charter – in place to respond to these breaches [add details of policies and procedures].</p> <p>Our board chair is required under the <i>Corruption, Crime and Misconduct Act 2003</i> 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</p>
<p>Code of conduct</p>	<p>Reporting suspected breaches of our code</p> <p>Reiterate to learners that everyone is responsible for maintaining the integrity of the board and how reporting suspected breaches of the code supports this.</p>	<p>Facilitator’s notes</p> <p>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.</p>

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	<p>Content tips</p> <p>Explain to learners:</p> <ul style="list-style-type: none"> • where to find the board’s 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 • 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. <p>Notifying Misconduct: A Guide for Principal Officers of Notifying Authorities may assist in preparing content for this section.</p>	<p>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.</p> <p>Reporting behaviours that do not align with our code when we see or experience them contribute to the integrity of our board and the sector.</p> <p>As well as dealing with the behaviour at hand, and the person involved, reports help identify and correct weaknesses in our systems and processes. People who are prepared to report are one of the most important sources of information for identifying and addressing issues.</p> <p>You should always raise any concerns about decisions or actions you believe may be contrary to our public duty with [insert name of the chair or any other people].</p> <p>We take all reports made seriously. No reprisal action will be taken against you if you report a suspected breach of our code in good faith.</p> <p>Generally, you should use our internal pathways first. Raising your concerns initially with your chair is recommended. Sometimes, this might not be appropriate so you can also speak with [names of advisors/contact officers].</p> <p>You can also report to external integrity bodies.</p> <ul style="list-style-type: none"> • If you suspect 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, 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.

Topic	Description and content tips	Generic sample core content
		<p>For more information about reporting misconduct, visit the Corruption and Crime Commission or Public Sector Commission websites.</p> <p>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 <i>Public Interest Disclosures Act</i> also has certain obligations on those making a disclosure. Our PID procedures help you understand our process.</p> <p>Our PID officer/s are [names and positions]. You are encouraged to seek them out for a confidential discussion before lodging a disclosure.</p> <p>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).</p> <p>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.</p>
Conclusion	<p>Session wrap up</p> <p>Summarise what has been covered and revisit the learning outcomes discussed at the beginning of the training to check if these have been achieved.</p> <p>Leave learners with 3 to 5 meaningful takeaways that reflect the key messages provided throughout the training.</p>	<p>Facilitator's notes</p> <p>By now you should be able to:</p> <ul style="list-style-type: none"> • 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. <p>3 key takeaways</p> <ol style="list-style-type: none"> 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.

