

*Making use  
of  
Integrity in the Service  
of the Church*

**A Resource Document of Principles and Standards for  
Lay Workers in the Catholic Church in Australia**

**Support Materials**

**As at October 2011**





## Church Workers in the Catholic Church in Australia

There is a wide range of groupings of Church Workers in Australia. They vary from quite small or very localised groups to extensive church bodies having sophisticated structures and processes.

During the consultation and trialling phases of the development of *Integrity in the Service of the Church*, it became quite clear that a single document of principles and standards would not be suitable for outright adoption by all groups of Church Workers.

The final document is therefore a Resource Document which may be drawn upon by Church Workers in preparing Procedures and Guidelines which apply to the workers involved and to the types of work or workplace concerned.

A number of church bodies already have Structures, Procedures, Processes or Guidelines in place and have had them for some time. The publication of *Integrity in the Service of the Church* does not mean that those need to be replaced. However, when such groups review their procedures and related documents, it would be good to refer to *Integrity in the Service of the Church*. Feedback on the degree of consonance between the Resource Document and the Documents of particular bodies would be of great value.

These support materials provide some guidance and samples for groups designing procedures and guidelines suitable to their own needs and circumstances. Because groups of workers differ significantly and because there is great variety in work and workplaces, no single approach is recommended. What follows may be of help in getting started and in finding a methodology suited to particular circumstances.

### Procedures and Guidelines

*Integrity in the Service of the Church* refers to **procedures, guidelines, policies and processes**. In these support materials, we will use 'Procedures and Guidelines' to refer generally to all that is put in place by a body of Church Workers to see that appropriate behavioural standards are understood and observed.

The purpose of having documented procedures and guidelines is to establish a common understanding of the procedures to be followed and the standards of behaviour expected of employees and volunteers. Such documents need to be clear about **behaviours which are essential, desirable, acceptable and unacceptable**.

In the pages which follow here you will find some samples of different approaches used by groups to arrive at procedures and guidelines as well as other information which may be helpful

As procedure and guidelines documents cannot cover every possible situation that may arise in the workplace, it is important that they are reviewed regularly in light of learnings from new situations.

**Such documents work best when developed in collaboration with those to whom they apply.**



# Steps in making use of Integrity in the Service of the Church

## 1. Leadership support

Support of Leaders is important in implementing *Integrity in the Service of the Church*. Such Leaders will range from those immediate to the group concerned to the Church Authority responsible for the group (bishop, leader of religious institute, administrative authority of a lay organisation, etc.)

## 2. Who will drive the process?

Identify the responsible person to be accountable for the process and for reporting on progress to the appropriate Church Authority.

## 3. Identify an Advisory Group

Identify an advisory group to develop and implement the process. Take time to understand the strengths of individual members. You may need to develop a Terms of Reference document for endorsement by the Church Authority.

## 4. *Integrity in the Service of the Church* – Content

Familiarise the advisory group with the content and intent of the Resource Document. You may wish to use this “First Steps” flowchart as a process map.

## 5. Document Control Measures

Develop document control measures including nominating a person to be responsible for distribution and maintaining copies.

## 6. What do you need to do?

Develop a **process plan** of what is needed including actions, timelines and responsibilities for the process.

## 7. Planning Checklist

What do you already have in place?

## **8. Review Applicable Legislation**

Review the applicable legislation for compliance with State and Commonwealth responsibilities. Current state and commonwealth legislation is available from the following link [www.austlii.edu.au](http://www.austlii.edu.au) – (see the section “Consolidated Acts”). You may wish to seek assistance from the Office for Employment Relations ([oyer@catholic.org.au](mailto:oyer@catholic.org.au) )

## **9. Fill in the Gaps**

Develop drafts of new documents and process required to fill in the gaps identified by the process to date.

When developing documents and guidelines it is important to avoid the use of ‘promissory’ language, for example ‘we ensure’. It is not always possible for organisations to ‘ensure’ specific outcomes and therefore it is better to use terms such as those found in the Resource Document.

## **10. Consultation**

Consult with workers on the draft documents and processes as each one reaches final draft stage. Amend and finalise.

## **11. Endorsement by the appropriate Church Authority**

Provide final document to the proper Authority.

## **12. Inform and Train on New Documents**

Supply training and information to employers, volunteers, contractors and other workers.

## **13. Include in Your Induction Process**

Include this information in your induction and re-induction processes.

## **14. Constant Reinforcement**

Develop and implement a process for constant reflection, awareness and reinforcement. For example, include a specific section for reflection at every staff or volunteer meeting. It is a good idea to add this as an agenda item for each meeting.

**1. An approach which may suit some bodies of Church Workers.  
(There are other models)**

**Some Definitions in the Australian Workplace:**

**Policies**

Policy documents may be required by legislation. Organisations also sometimes devise policies in response to Church or other requirements.

**Guidelines**

Guidelines state the organisation's general intent and treatment of specific issues. However, they are more flexible and can be adapted to meet the needs of particular situations.

**Procedures**

A procedure is a document which clearly states the steps to be taken and methods to be used in completing specific tasks.

**Some Elements of Procedure/Guidelines documents:**

**Values and Principles**

- List your organisation's values, principles and objectives
- Refer to its Statement of Commitment or Mission Statement

**To whom do these Documents apply?**

Identify clearly those who are covered by the procedures and guidelines.

**Related documents**

- List Policies linked to your procedures and guidelines.

**Definitions**

- Define terms used in your Procedures and Guidelines which might not be universally understood or which might have particular or specific meaning in their application in your workplace or workgroup.

### Standards expected

- List under headings, the procedures to be followed by, and the standards of conduct expected of, those to whom your documents apply.
- You can use the 5 Principles in *Integrity in the Service of the Church* and add other Principles/Headings which apply to your particular work/ministry
- You need to make **specific reference to working with children, young people or vulnerable adults**. (*If your work/ministry involves considerable contact with children, young people or the vulnerable, this section will need to be more extensive or may be a separate, specific document referred to in your 'base document'*).

Note: *When developing procedures and guidelines it is important to avoid the use of 'promissory' language, for example 'we ensure'. It is not always possible for organisations to 'ensure' specific outcomes and therefore it is better to use terms like those you will find in the development of the five principles of **Integrity in the Service of the Church in the Resource Document**. ("People observing this principle will:")*

### Breaches of the Procedures/ Guidelines

- Be specific about the "Responsible Authority" for your organisation to whom breaches of the procedures or guidelines are to be reported. Provide contact details.
- Be clear that those who report breaches are acting responsibly and not at risk as a result.
- Clarify any obligations applying to those covered by your documents concerning the reporting of abuse of children, young persons and the vulnerable, arising from the law of the State or jurisdiction concerned, or Church Protocols such as Towards Healing.

### Specify to whom members can go with questions or difficulties concerning your Procedures and Guidelines.

Provide contact details.

### Make provision for training/understanding your Procedures and Guidelines and provision for reviewing them.

Specify how 'members' will recognise/assent to your Procedures and Guidelines.

Date your documents and date any revisions made and set dates for next planned revision.



**Example of a SMART Chart used to develop a 'process plan' (Step No. 6)**

FOCUS AREA (Refer to Integrity in the Service of the Church Principles)	ACTIONS (what are the actions required to achieve the focus area)	CURRENTLY EXISTS (Identify resources currently available and if they need review)	AREAS TO BE DEVELOPED	TIMELINE	RESPONSIBLE PERSON
1.2 Church workers promote proper working conditions and justice and fairness	<ul style="list-style-type: none"> <li>Provide clear, detailed and manageable role descriptions for staff</li> </ul>	Some positions descriptions exist but are out of date.	Develop/revise positions descriptions for all Church workers.	30/12/2011	Manager
1.2 Church workers promote proper working conditions and justice and fairness	<ul style="list-style-type: none"> <li>Provide training and professional development</li> </ul>	No professional development or training currently exists.	Identify and develop a training plan including a plan for volunteers.		
1.2 Church workers promote proper working conditions and justice and fairness	<ul style="list-style-type: none"> <li>Provide professional supervision where appropriate.</li> </ul>	Professional supervision is in place.	Review professional supervision process.		

**Part sample of work sheet suitable for a smaller workplace or workgroup**

**1. Church Workers are committed to Justice and Equity**

Principle	People observing this principle will	In this workplace/work grouping this means
<p>1.1 Church Workers exhibit justice and fairness in relationships and service.</p>	<p>1.1.1 Familiarise themselves with the social justice teachings of the Church as they apply to paid workers and volunteers;</p> <p>1.1.2 Encourage just action among all those in whose interests they work.</p> <p>1.1.3 Extend courtesy and respect to all in the workplace.</p> <p>1.1.4 Refrain from attributing motives and blame to those seeking help.</p> <p>1.1.5 Behave in ways that are not discriminatory and use language that is appropriate and not sarcastic or belittling of others.</p>	

### Sample: Small portion of a Procedures/Guidelines Chart used by a group for some points under Principle 3

#### 3. Church Workers are committed to safe and supportive relationships

Principle	We will:	Procedures to be Followed	Guidelines
<p>3.1 Church Workers know, understand and respect the physical and emotional boundaries of adults, children and young people</p>	<p>3.1.2 Be conscious of and respect the physical and emotional space and privacy required by others.</p> <p>...</p> <p>3.1.5 Recognise that physical contact can be necessary and helpful in giving care, comfort or affirmation, and follow the appropriate standards for such contact.</p>	<ul style="list-style-type: none"> <li>• Always have at least two leaders, no matter how small the group. Small groups with single leaders may meet in adjoining rooms with an open door between. If a child or young person is being interviewed alone, have another adult nearby</li> <li>• Try to ensure the leaders' genders reflect the group, i.e. endeavour to have at least one male leader if there are males present, and at least one female leader if there are females present</li> <li>• No person under the age of 18 years should be left in charge of a group of children of any age or vulnerable adults</li> <li>• Young people aged 16 and 17 years may help with groups but should be supervised by an adult leader, who is responsible for ensuring that good practice and the safeguarding children procedures are followed</li> <li>• Parents or carers who are not regular leaders in the church can assist with occasional activities such as holiday workshops, but should always work in the company of two nominated and known leaders, and be responsible to an appointed leader</li> <li>• Give regular leaders a copy of the relevant sections of the child protection policy and procedures, and offer them support and training in their role.</li> </ul>	<p><b>Physical contact</b> We can all find physical contact potentially difficult, and we each have different boundaries of personal space, which may depend on our background, personality and cultural or ethnic norms.</p> <p>Sympathetic attention, humour, encouragement and appropriate physical contact are needed by children, young people and adults who may be vulnerable as part of their expression and understanding of human relationships. Because child and adult protection issues have become highly emotive, this has led to some people avoiding all occasions of touching children and adults who may be vulnerable. The following points regarding touch are offered as suggestions to follow:</p> <ul style="list-style-type: none"> <li>• Be sensitive and sympathetic to the needs and wishes of the individual, and try to respond in a way which is neither patronising nor rejecting</li> <li>• Keep everything public. A hug in the context of a group is very different from a hug behind closed doors</li> <li>• Touch should be related to the child's or adult's needs, not the leader's or carer's Touch should be age appropriate and generally initiated by the child or adult Avoid all physical activity that is, or may be thought to be, sexually stimulating to</li> <li>• the child or the adult Children and adults have the right to decide how much physical contact they have with others, where they may need medical attention.</li> </ul>

## Sample excerpt from a DO and DON'T approach for developing Procedures and Guidelines

### 3. Church Workers are committed to safe and supportive relationships

Principle	We will:	DO	DON'T
<p>3.1 Church Workers know, understand and respect the physical and emotional boundaries of adults, children and young people</p>	<p>3.1.2 Be conscious of and respect the physical and emotional space and privacy required by others. .....</p> <p>3.1.5 Recognise that physical contact can be necessary and helpful in giving care, comfort or affirmation, and follow the appropriate standards for such contact.</p>	<p>Wherever possible work with or within sight of another adult</p> <p>For activities such as gymnastics, which may require specific physical contact, make sure the person and their parents/carer are aware of this and its nature</p> <p>Only use restraint to prevent a child or adult from harming him/herself or others, or doing significant damage to property</p> <p>Administer first aid with others around</p> <p>If young children need comforting, ensure they are responded to warmly but with other adults around, whilst respecting the need for privacy</p> <p>When taking young children or adults to the toilet, make sure another adult is informed, or organise a toilet break for the whole group ..... ..... .....</p>	<p>Inflict physical punishment of any kind, nor any sanction which may ridicule or humiliate a child or adult</p> <p>Engage in rough physical games including horse-play, or in sexually provocative games</p> <p>Make sexually suggestive comments about or to a child or adult, even in fun</p> <p>Allow children or adults to use inappropriate language unchallenged</p> <p>Let complaints or allegations made by a child or adult be ignored or go unrecorded</p> <p>Do things of a personal nature for children or adults that they can do themselves ..... .....</p>

## **Appendix 1 - SAMPLE GRIEVANCE PROCEDURE**

1. A grievance is any matter that a Church worker believes to be unjust or unfair, or seeks to bring to the attention of management.
2. Any grievance is to be notified to the immediate manager of the Church worker either verbally or in writing.
3. The manager is to attempt to resolve or to provide an answer to the matter as soon as possible.
4. If the manager is not able to resolve the matter, the Church worker may approach the appointed agency head.
5. If the matter cannot be resolved by the agency head, the Church worker may request that an agreed independent mediator be appointed to assist with the resolution of the matter.
6. If the matter cannot be resolved by an independent mediator, then the Church worker may request that an agreed independent arbitrator be appointed to determine the matter. The decision of the independent arbitrator will be binding on both the employer and the Church worker.

(Note: a mediator is appointed to help resolve matters, but is unable to enforce any decision. An arbitrator is able to determine outcomes that are binding on both parties.

It is good practice when developing this procedure to name the preferred independent mediator and independent arbitrator.)

## **Appendix 2 – POLICE AND WORKING WITH CHILDREN CHECKS**

The following is an excerpt of information provided by the Australian Institute of Family Studies, National Child Protection Clearinghouse  
<http://www.aifs.gov.au/nch/pubs/sheets/rs13/rs13.html>

### **The difference between a Police Check and a Working With Children Check**

Police Checks identify and release relevant criminal history information relating to convictions, findings of guilt or pending court proceedings. However, due to spent conviction/non-disclosure legislation and information release policies, there are limitations on the information a Police Check can provide (e.g., the Spent Convictions Scheme stipulates that prior convictions are not to be disclosed where 10 years have passed from the date of the conviction).

As the object of a Working With Children Check is to make an assessment of the level of risk an individual poses to children's safety, Working With Children Checks are more extensive, but also more targeted than Police Checks. For example, Working With Children Checks draw together information from various sources, but may include a primary focus on certain types of offences (e.g., sexual offences, offences related to the harm or mistreatment of a child). In general, Working With Children Checks give consideration to:

- convictions - whether or not they are considered spent or were committed by a juvenile;
- apprehended violence orders and other orders, prohibitions or reporting obligations;
- charges (i.e., where a conviction has not been recorded because, for example, a proceeding has not been heard or finalised by a court, or where charges have been dismissed or withdrawn);
- any relevant allegations or police investigations involving the individual; and
- relevant employment proceedings and disciplinary information from professional organisations (e.g., organisations associated with teachers, childcare service providers, foster carers, and health practitioners).

The website listed above carries up-to-date information for the five jurisdictions that currently carry out Working With Children Checks (NSW, NT, Qld, Vic. and WA).

## **Appendix 3 – RESOURCES**

**Towards Healing**, National Committee for Professional Standards, January 2010

[http://www.catholic.org.au/index.php?option=com\\_docman&task=cat\\_view&mp;gid=38&itemid=395](http://www.catholic.org.au/index.php?option=com_docman&task=cat_view&mp;gid=38&itemid=395)

**Integrity in Ministry**, National Committee for Professional Standards, June 2004, reprinted 2010

[http://www.catholic.org.au/index.php?option=com\\_docman&task=cat\\_view&mp;gid=38&itemid=395](http://www.catholic.org.au/index.php?option=com_docman&task=cat_view&mp;gid=38&itemid=395)

**Compendium of the Social Doctrine of the Church**, Pontifical Council for Justice and Peace, Libreria Editrice Vaticana, St Pauls Publications, Australia, 2004

**Style Manual for Authors, Editors and Printers** 6<sup>th</sup> ed. John Wiley & Sons Inc. Australia 2002

- this style guide has a chapter providing a guide to non-discriminatory language.

### **Full text state and commonwealth legislation**

[www.austlii.edu.au](http://www.austlii.edu.au)

- a reference resource for all state and commonwealth legislation. Full text versions available online. See link to “Consolidated Acts”.

### **Sample employment documents and guidelines**

[www.employmentrelations.catholic.org.au](http://www.employmentrelations.catholic.org.au)

- also join the free newsletter service for updates on employment matters

### **Modern awards and agreements**

[www.fairwork.gov.au](http://www.fairwork.gov.au)

- full text versions of all modern awards and registered agreements
- Information sheets on the National Employment Standards

### **Privacy Principles**

[www.privacy.gov.au/law/apply/guidance](http://www.privacy.gov.au/law/apply/guidance)





# APPROPRIATE BEHAVIOUR IN THE WORKPLACE

September 2011

*'A just society can become a reality only when it is based on the respect of the transcendent dignity of the human person'*

*Compendium of the Social Doctrine of the Church c.132 p66*

## Legislative Background

Changes in the Equal Opportunity Act (Victoria) came into effect from 1 August 2011. Key changes include:

- The duty for employers to take positive, reasonable and proportionate action to eliminate discrimination, sexual harassment or victimisation in the workplace
- The duty to make reasonable adjustments for a person offered employment or for an employee with an impairment.
- The removal of the comparator concept: There is no longer a need for a worker to show that he/she has been treated unfavourably compared with someone without that particular attribute; the worker need only to show that he/she has been unfavourably treated because of that attribute.
- There is no longer a requirement to show that a substantially higher proportion of people without a particular attribute can comply with a particular requirement condition or practice.
- The onus of proof has been shifted to the person who is imposing a requirement. The person imposing a requirement must now show that the requirement is reasonable in all circumstances. I.e. the requirement does not, or is not likely to have the effect of disadvantaging persons with a particular attribute.

In addition, the Sex and Age Discrimination Legislation Amendment Act 2011 (Commonwealth) came into effect from 21 June 2011. Schedule 1 of this Act amends the Sex Discrimination Act 1984 to:

- Provide equal protection against sex discrimination and sexual harassment to both men and women
- Establish separate grounds of discrimination for breastfeeding
- Broaden the prohibition on discrimination to both men and women on the grounds of family responsibilities
- Strengthen protections against sexual harassment in workplaces and schools.

Employers also have a duty of care under workplace health and safety legislation to provide their workers with a workplace that is free from the risk of injury, illness or harm. This includes bullying and harassment.

## What is appropriate behaviour?

There is no clear definition of appropriate behaviour. Much of this depends on the circumstances and the context in which the behaviour occurred.

Behaviour can be:

- behaviour which is appropriate at home and at work,
- behaviour that may be appropriate at home but not at work,
- behaviour which is inappropriate at work but not unlawful,
- behaviour that is inappropriate at work and unlawful.

When considering appropriate behaviour we must keep in mind the dignity of each human being and our duty to treat each other fairly and with respect and courtesy.

An example of behaviour that may be appropriate at home but not at work could be tickling someone. It may be inappropriate at work to speak about one's own personal life, or to make ill-mannered or crass comments, or to wear inappropriate attire to work. However, this conduct is not unlawful. Examples of behaviour that is both inappropriate and unlawful are:

- Unwelcome sexual advances
- Unwelcome requests for sexual favours
- Unwelcome conduct of a sexual nature including statements, gestures and contact.

The test for sexual harassment is whether a reasonable person would have anticipated "the possibility" that their conduct would offend, humiliate or intimidate another person.

### **Case Note: Hill v Water Resources Commission**

In the case of *Hill v Water Resources Commission*, the complainant (Hill) complained of 'repeated acts of gender-based harassment at the workplace where she was part of a predominantly male workforce. The NSW Equal Opportunity Tribunal commented that this was 'perhaps better described as "sexist" harassment, than sexual harassment', although it clearly involved both – the receipt of offensive, sex-oriented material over a long period of time as well as unwelcome comments and a range of conduct found to be calculated to make female employees feel uncomfortable and unwelcome.

However, some of the conduct in the Hill case would not, of itself, be expected to give rise to a successful claim of sex discrimination. For example, the complaint included conduct that was described as 'stirring' by male colleagues, such as comments about her being appointed Spokeswoman for the Commission – 'Why isn't it "spokesperson"?' and 'Why isn't there a spokesman?' This conduct nevertheless formed part of a 'hostile work environment' that was 'sufficiently pervasive to affect adversely the terms and conditions of employment'. The respondent was ordered to pay damages of approximately \$35,000.

### **What is the "workplace"?**

In considering appropriate behaviour in the workplace it is necessary to consider the definition of a workplace. Advances in technology mean that employees can be connected to the work place anywhere and at anytime. Flexible work arrangements include working from home or any other location. Whereas these arrangements offer benefits such as increased productivity it is not always clear when employees are acting in their capacity as employees. This raises the issue that employers can be vicariously liable for the conduct of employees after hours.

New methods of communication such as email, text messaging, Facebook, Twitter and MySpace further blur the distinction between work and private life. In recent times there have been instances where social media has been used by employees to make disparaging remarks about their employer or about their co-workers which has led to litigation.

Another challenge to employers is to provide their employees with a safe place of work, where ever that might be.

### **What is "vicarious liability"?**

In the context of an employer and an employee, an employer can be responsible for the actions of an employee because the employee is held to be an agent of the employer. If a negligent act is committed by an employee acting within the general scope of her or his employment, the employer will be held liable for damages.

In certain circumstances an employer can be held to be vicariously liable for the conduct of its employees outside of work hours or away from the usual workplace.

Factors taken into account are:

- whether the harassment/discrimination occurred while the employees were carrying out their work tasks;
- whether the harassment/discrimination occurred outside work hours or during a work event;
- where the harassment/discrimination occurred and in particular whether the site was a workplace or the site of a company-sponsored event;
- the relationship between the complainant and the individual respondent in the workplace and whether there is/was any relationship between them outside the workplace; and
- the policies of the employer.

### **Case Note: Leslie v Graham**

In *Leslie v Graham*, two employees were attending a conference for work and staying at accommodation arranged by their employer. During one night at the conference one of the employees sexually harassed the other (the complainant). The employer alleged that this was a personal matter and not work-related as there had been a close personal relationship between the two employees. The Federal Court found that the actions of the employee constituted sexual harassment and that the employer was vicariously liable under s. 106(1) of the Sex Discrimination Act even though the incident did not occur at the workplace. The reason for this was that the accommodation was provided by the employer in the course of employment.

### **What are the consequences?**

Inappropriate behaviour in the workplace can have serious consequences to an organisation in terms of the internal and external resources required to investigate complaints, the potential loss of the employee(s) involved, the impact on other workers, the loss of reputation and legal costs.

An aggrieved employee may make a claim for adverse action or discrimination, unfair dismissal, bullying and harassment or breach of contract.

In the case of inappropriate behaviour the awards of damages can range from \$466,000 (sexually explicit texts/emails) to \$1,500 (stroking hand, rubbing arm, making comments).

### **Onus of proof**

The onus is on an employer to prove that they 'took all reasonable steps' or 'took reasonable precautions and exercised due diligence'.

This means that employer has to be able to show that they:

- took all reasonable steps to prevent the unlawful act from being committed; or
- took reasonable precautions and exercised due diligence to stop the conduct from occurring

### **Lessons for Employers**

The best way forward is to develop a workplace culture that does not tolerate any form of discrimination or harassment. To assist with this employers should:

- Encourage employees to treat each other with respect and courtesy at all times. This could include taking a moment to think about whether their actions could cause a reasonable person to

- feel humiliated, offended or victimised.
- Have an anti-discrimination policy that clearly states the employer's commitment to achieving a workplace that is free from discrimination and harassment based on protected attributes. Communicate and reinforce this policy to all workers at regular intervals.
  - Provide employees with a clear policy and guidelines on the use of their IT systems and their use of social media in relation to discrimination bullying and harassment.
  - Educate employees on what constitutes discrimination, bullying, harassment and inappropriate conduct.
  - Educate employees on the behaviour that is expected of them when they are attending work related events such as training, seminars, work sanctioned social events.
  - Ensure the responsible service of alcohol at work sanctioned social events.
  - Encourage employees to report discrimination, harassment and inappropriate conduct. Educate employees on the reporting and investigation process.
  - Act on complaints received. Implement procedures to report, investigate and address complaints of discrimination, harassment and inappropriate behaviour in a sensitive and timely manner.
  - Review existing procedures and practices to ensure that they do not discriminate against any employee or groups of employees.

### **Further Information**

Australian Human Rights Commission [www.hreoc.gov.au](http://www.hreoc.gov.au)

The Office for Employment Relations can provide you with assistance on this and other employment related matters. Please visit our website: [www.employmentrelations.org.au](http://www.employmentrelations.org.au) or contact Jane Bashiruddin at the Office for Employment Relations on 03 9934 3355

*This document is written as a general guide only. It is not intended to contain definitive legal advice which should be sought as appropriate in relation to a particular matter.*

