

# PROTECT

Child Safe Standard 1:

## COMMITMENT TO CHILD SAFETY



Education  
and Training



Everton Primary School (EPS) is committed to child safety.

We want our students to be safe, happy and empowered. We support and respect all children, as well as our staff and volunteers.

We are committed to the safety, participation and empowerment of all children.

We have zero tolerance of child abuse, and all allegations and safety concerns will be treated very seriously and consistently with our robust policies and procedures.

We have legal and moral obligations to contact authorities when we are worried about a child's safety, which we follow rigorously.

EPS is committed to preventing child abuse and identifying risks early, and removing and reducing these risks.

EPS has robust human resources and recruitment practices for all staff and volunteers.

EPS is committed to regularly training and educating our staff and volunteers on child abuse risks.

We support and respect all children, as well as our staff and volunteers. We are committed to the cultural safety of Aboriginal and Torres Strait Islander children, the cultural safety of children from a culturally and/or linguistically diverse backgrounds, and to providing a safe environment for children with a disability.

We have specific policies, procedures and training in place that support our leadership team, staff and volunteers to achieve these commitments.

This also applies to our Out of School Hours and Vacation Care program.

### PRINCIPAL Role as a Child Safety Officer

#### Provide authoritative Advice

- act as a source of support, advice and expertise to staff on matters of child safety
- maintain the visibility of child safety
- lead the development of the school's child safety culture, including being a child safety champion and providing coordination in communicating, implementing, monitoring, enhancing and reporting on strategies to embed a culture of child safety

#### Raise awareness

- ensure the school's policies are known and used appropriately
- ensure the school's child safety policy is reviewed in the context of school self-evaluation undertaken as part of the school accountability framework
- ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this
- be alert to the specific needs of children who are vulnerable (including young carers), children with disability, Aboriginal and Torres Strait Islander children, and children from culturally and linguistically diverse backgrounds
- encourage among all staff a culture of listening to children and taking account of their wishes and feelings in any measures to protect them.

#### Train

- keeping self and staff skills up to date with appropriate training carried out every two years
- having a working knowledge of how the Department of Health and Human Services (DHHS) and Community Service Organisations conduct a child protection case conference to be able to attend and contribute to these effectively when required to do so
- be able to keep detailed, accurate, secure written records of concerns and referral
- ensure each member of staff has access to and understands the school's child safety policy and procedures, especially new and part time staff
- make sure staff are aware of training opportunities and the latest DHHS and DET policies and guidance.





# Everton Primary School

## Child Safe Policy

### Short description

Child Safe Policy and Procedures for Everton Primary School (EPS).  
Guidelines for staff and other persons associated with EPS on the prevention of child abuse, the actions to be taken in cases of suspected child abuse and the creation of an environment where all students are able to learn in a safe environment.

### Relevant to

All EPS staff, volunteers, contractors and the School Council

### Authority

School Council

### Responsible Officer

Principal

### Date introduced

February 2020

### Date(s) modified

### Next scheduled review date

February 2022

### Related School documents

Attached – see below.

### Related legislation

Education and Training Reform Act 2006 (ETR Act)  
Working with Children Act 2005 (Vic)  
Children, Youth and Families Act 2005 (Vic) (CYF Act)  
Child Wellbeing and Safety Amendment (Child Safety Standards) Act 2015  
Crimes Act 1958 (Vic)  
Family Violence Protection Act 2008  
Children's Services Act 1996 (Vic)  
Ministerial Order No. 870 – Child Safe Standards

## POLICY

Everton Primary School Wangaratta is totally opposed to all forms of child abuse. The school is concerned with the holistic growth of each young person. All allegations of child abuse should be reported to the Principal as well as the relevant agency (Department of Health & Human Services, *Child FIRST* and Child Protection) as required under Victoria's Mandatory Reporting requirements.

The Principal will ensure that all legal processes are followed, including those necessitated by Mandatory Reporting, Failure to Protect and other relevant legislation. Care for the child is to be of paramount importance.

This policy is intended to empower and protect all students in all our school environments including our Outside School Hours Care program (physical and online). We involve them when making decisions, especially about matters that directly affect them. We listen to their views and respect what they have to say.

We promote diversity and tolerance in our organisation, and people from all walks of life and cultural backgrounds are welcome. In particular we:

- promote the cultural safety, participation and empowerment of Aboriginal and Torres Strait Islander children
- promote the cultural safety, participation and empowerment of children from culturally and/or linguistically diverse backgrounds
- ensure that children with a disability are safe and can participate equally

## IMPLEMENTATION

### Definitions

**Child Abuse.** The relevant legislation defines *Child Abuse* as any act committed against a child involving:

- physical violence
- sexual violence
- serious emotional or psychological abuse
- serious neglect an offence under section 49B(2) of the Crimes Act 1958 (grooming)

Under the ETR Act 2006 a child means a child enrolled as a student at the school.

**Children with a disability:** A disability can be any physical, sensory, neurological disability, acquired brain injury or intellectually disability or developmental delay that affects a child's ability to undertake everyday activities.

**Child FIRST:** is the name of the Child and Family Information, Referral and Support Teams of the Department of Health & Human Services (DHHS), Victoria.

**Cultural safety for Aboriginal children:** The positive recognition and celebration of Aboriginal culture.

**Cultural safety for children from culturally and/or linguistically diverse backgrounds:** An environment which is spiritually, socially and emotionally safe, as well as physically safe for children; where there is no assault, challenge or denial of their cultural or linguistic identity, of who they are and what they need.

**Failure to disclose:** under amendments to the *Crimes Act 1958* all adults are required to report to Victoria Police if they know or reasonably believe that a sexual offence has been committed by an adult against a child under the age of 16. It is a criminal offence not to comply with this obligation.

**Failure to protect:** it is an offence for a person in authority within a relevant organisation to fail to reduce or remove the risk of sexual abuse of a child under their care when they knew that such a risk existed.

**Mandated Notifier:** Section 182 of the *Children, Youth and Families Act 2005* states that professionals who are legally required to report child *physical and sexual* abuse include:

- i. registered principals and teachers (including pre-service and visiting teachers)
- ii. registered nurses including school nurses.

**Person in authority:** a person in authority is someone who by reason of their position within the organization, has the power to reduce or remove a substantial risk that a child under the age of 16, who is under their care, may become the victim of sexual abuse committed by an adult associated with the organisation e.g. Principal of a school would be considered the person in authority.

The legislation defines **Reasonable Belief** in this way: 'reasonable belief' is not the same as having proof. A 'reasonable belief' is formed if a reasonable person in the same position would have formed the belief on the same grounds. For example, a reasonable belief might be formed when:

- i. a child states that they have been or know someone who has been physically or sexually abused,
- ii. someone who knows a child states that the child has been physically or sexually abused,
- iii. professional observations of the child's behaviour or development leads a professional to form a belief that the child has been physically or sexually abused or is likely to be abused,
- iv. signs of physical or sexual abuse leads to a belief that the child has been sexually abused.

The legislation defines **Reportable Conduct** and it may include:

- i. any sexual offence, or sexual misconduct, committed against, with or in the presence of a child (including a child pornography offence), or
- ii. any assault, ill-treatment or neglect of a child, or
- iii. any behaviour that causes psychological harm to a child whether or not, in any case, with the consent of a child.

The legislation also defines **Sexual Offences** as including:

- i. sexual intercourse
- ii. acts of indecency (an act that is contrary to community standards of decency); and
- iii. indecent assault (touching without consent together with circumstances of indecency).

The definition of **Sexual Misconduct** includes a range or pattern of behaviour aimed at the involvement of children in sexual acts, including:

- i. inappropriate conversations of a sexual nature
- ii. comments that express a desire to act in a sexual manner
- iii. unwarranted or inappropriate touching
- iv. sexual exhibitionism
- v. personal correspondence (any form) with a child in respect to adult feelings and/or emotions
- vi. exposing the child to sexual behaviour of other, including pornography; and
- vii. possession of child pornography.

The definition of **Grooming** includes:

- i. patterns of behaviour aimed at engaging or 'grooming' a child as a precursor to sexual abuse
- ii. the sexual abuse need not have happened for grooming to have occurred
- iii. persuading the child that a 'special relationship' exists (spending inappropriate special time with the child, inappropriate giving of gifts, showing special favour, allowing the child to overstep the files)
- iv. testing the boundaries (undressing in front of the child, allowing the child to sit on the lap, talking about sex, accidental touching)
- v. a person of or over the age of 18 communicating by words or conduct, with a child under the age of 16.

The definition of **Physical Assault** under common law principles must include three of the following elements:

- i. it is an act committed on or towards a child; and

- ii. it involves either the application of force to a child or an act that causes a child to think that immediate force will be used on them; and
- iii. it is either hostile or reckless (a reckless act is one where a person would reasonably foresee the consequences of or likelihood of inflicting injury or fear, and ignores the risk).

The definition of **Psychological Harm** includes:

- i. persistent and targeted behaviour (scape-goating, humiliation or verbal abuse) although in rare cases the alleged behaviour may be a single incident which is extreme and harmful to the child
- ii. signs of harm being identified (displaying patterns of out of character behaviour such as refusal to attend school, sleep disturbance, anxiety, physical symptoms or self-harm)
- iii. an alleged causal link between the behaviour and the harm
- iv. exposure to domestic violence.

**Relevant Child:** a relevant child is a child under the age of sixteen who is, or may come, under the care, supervision or authority of a relevant organisation.

**Relevant Organisation:** includes schools and care services (outside school care services)

## POLICY GUIDELINES

### 1.0 FAILURE TO DISCLOSE

#### 1.1 ANY ADULT

As a result of recent amendments to the *Crimes Act 1958*, all adults are required to report to police if they know or reasonably believe that a sexual offence has been committed by an adult against a child under the age of 16. It is a criminal offence to fail to comply with this obligation.

#### 1.2 Reasonable excuses not to make a report

- 1.2.1** The possible reasonable excuses for not reporting child sexual abuse to the Victoria Police and/or relevant child protection authorities include:

Fear for safety (of self or of another person, other than the perpetrator).

Where the information has already been disclosed and there is no new information to be provided.

When it is known that a report has already been made to the Department of Health & Human Services, as DHHS automatically passes on all allegations of child sexual abuse to the police. This ensures that people are not required to make multiple reports to different agencies.

Where the victim requests confidentiality. The victim must be aged 16 or over and must not have an intellectual disability or lack capacity to make an informed decision about a disclosure.

- 1.2.2** A person does not have a reasonable excuse for failing to disclose sexual abuse if they are only concerned for the perceived interests of the perpetrator or any organisation.

'Perceived interests' includes reputation, legal liability or financial status. For example, a Principal's concern for the reputation of a school, or a clergyman's concern for the reputation of a church where the abuse happened will not be regarded as a reasonable excuse.

### 1.3 Mandatory Reporting

Under sections 28 and 31 of the *Children, Youth and Families Act 2005 (Vic)*, any person may make a report to the DHHS or to family services such as *Child FIRST* and Child Protection. However, section 182 of the Act lists those professionals who are obliged to notify protective services if they form a belief, based on reasonable grounds, that a child has suffered, or is likely to suffer significant harm as a result of physical injury or sexual abuse, or if the child's parents or guardians have not protected or are unlikely to protect the child from harm of that type.

Professionals who are legally required to report child physical and sexual abuse include:

- Registered principals and teachers (including pre-service and visiting teachers); and
- Registered nurses including school nurses

**1.3.1** A key feature of the CYF Act is that mandated notifiers are able to share information about a vulnerable child, without legal or professional consequences, provided they do so in good faith, with family services such as *Child FIRST* and Child Protection to help protect vulnerable children.

Principals and teachers can share information and make a referral to *Child FIRST* when they have significant concern for a child's wellbeing, but do not believe that the child needs protection.

If a reasonable belief is formed that a child is in need of protection, then the teacher or Principal who formed the belief must make a report to Child Protection.

It is mandatory for registered teachers in Victoria to notify Child Protection if they form the belief that a child has been physically or sexually abused.

**1.3.2** Additionally, *Child FIRST* and Child Protection can now consult Victorian teachers and Principals when they are deciding how best to respond to a referral or a report they have received.

**1.3.3** As a mandated notifier:

You believe in good faith that a child is in need of protection, then you must make a report to Child Protection without delay. Seeking assistance or advice should not hold-up the reporting process. Furthermore, you should attempt to file the report on the same day as the belief is formed. However, teachers should inform the Principal of the details of their concern as soon as practicable.

You have some general concerns for the wellbeing of the child but have assessed that the child is not at immediate risk of harm, you can make a referral to *Child FIRST*.

You are required to notify the Department of Health & Human Services each time you become aware of any further reasonable grounds for your belief.

You do not have to be able to prove that the child has been abused to notify the Department of Health & Human Services.

School staff do not require the permission of parents, carers or guardians to make a report to Child Protection, nor are they required to tell parents, carers or guardians that they have done so. However, often it is going to be good practice and/or necessary to discuss any concerns prior to making a report or referral, and it would be normal to raise

the possibility of making a report or referral during such discussions. Consent should not be sought if you believe that it will put you or the child at risk.

It is the responsibility of individual staff members to report their belief – it is not the responsibility of your supervisor, Principal, senior, or line manager. However, to ensure a consistent approach within EPS to discharging staff member's mandatory reporting obligations staff are requested to follow the reporting procedure as detailed below.

If the Principal does not share your belief that a child or young person is in need of protection, you must still notify the Department of Health & Human Services of your belief. However, you must still inform the Principal that you have made a report.

If you are one of a group of mandated professionals who share the belief, based on reasonable grounds, that a child or young person is in need of protection from physical or sexual abuse, then only one mandated person needs to make the report. However, you must be satisfied that the report is made promptly and that all of the reasonable grounds are included in the notification.

You are not legally required to notify *Child FIRST* or Child Protection if you form a reasonable belief that a child is in need of protection in your private life or when you are working in a capacity that is not directly related to the professional affiliation under which you are mandated, however such reports can be made voluntarily.

Under the CYA Act 2005 your identity as a notifier remains confidential unless you choose to inform the child and /or their family of the notification yourself; you consent in writing to your identity as the notifier being disclosed by family services or a Court considers it necessary for your identity to be disclosed.

A disclosure to a relevant agency that is made in good faith does not constitute unprofessional conduct or a breach of professional ethics and the person making the notification will not be liable in any way for doing so.

Details of a mandatory report should remain confidential and only discussed with those managing the situation.

If the alleged perpetrator is a staff member, volunteer or any other person employed by the school, this should be reported directly to the Principal, or if this is not appropriate, then with the Chair of School Council.

Children can only be reported under the age of 17.

Under no circumstance should staff investigate an allegation of child abuse, that is the role of Child Protection Agencies and the Victoria Police.



#### 1.3.4 Reporting Procedure:

Staff to document incident using Child Safe Incident Report (available in the appendix of this document) and make notes around nature of incident, child's patterns of behaviour, and grounds for belief of suspected child abuse.



Refer to *Appendix 1* for sample incident form and *Appendix 2* for advice on what to do if an allegation of abuse is made. *Appendix 3* has descriptions of the various types of child abuse and possible indicators of harm. Observations of concerning indicators should be documented on the student's records and diarised by the observing staff member.



Staff member to consult directly with the Principal to discuss the Child Safe Incident Report and to provide further details/concerns regarding the incident. If it is inappropriate to consult with the Principal the staff member should consult with the Chair of the School Council.



The Principal will make a report to applicable agency as per the attached *Step by Step guide (Appendix 4)* to making a report to Child Protection or Child First. The Principal is to inform the reporting staff member when they have submitted the report.



**If the Principal does not wish to make a mandatory report this does not discharge the reporting staff member's legal obligation to do so if they continue to hold a reasonable belief that abuse may have or may still occur and that the child's parents/guardians have not or are unlikely to protect them. In this case the staff member should follow the reporting guide as per *Appendix 4*.**



If deemed appropriate the Principal will contact the relevant family.



The Principal will act as the School's liaison person with the relevant authorities.



All documentation related to incidents will be kept in a confidential file by the Principal and will be held indefinitely.

## 2.0 FAILURE TO PROTECT

Under amendments to the Crimes Act 1958 an offence will apply where there is a substantial risk that a child under the age of 16 under the care, supervision or authority of a relevant organisation will become a victim of a sexual offence committed by an adult associated with that organisation. A person in a position of authority in the organisation will commit the offence if they know of the risk of abuse and have the power or responsibility to reduce or remove the risk, but negligently fail to do so.

**2.1** A **person associated** with the school will include: All staff members

School Council members

Volunteers such as parents.

All contractors engaged by the school such as canteen operators and camp operators

Persons not associated with the school will include:

Persons who solely receive services from the school e.g. parents who are not volunteers and students who are 18 years of age.

While Failure to Protect offences will not be committed in the case of persons not associated with the school, reporting requirements under Obligation to Report and Mandatory Reporting legislation will still apply. Furthermore, all school staff are required to report their concerns to the Principal where such persons are known to present a substantial risk of committing a sexual offence against any student of the school.

## 2.2 Substantial Risk

There is a requirement of a person in authority to reduce or remove a known substantial risk that an adult associated with the School may commit a sexual offence against a relevant child.

There are a number of factors that may assist in determining whether a risk is a substantial risk. These include:

- the likelihood or probability that a child will become the victim of a sexual offence
- the nature of the relationship between a child and the adult who may pose a risk to the child
- the background of the adult who may pose a risk to a child, including any past or alleged misconduct
- any vulnerabilities particular to a child which may increase the likelihood that they may become the victim of a sexual offence
- any other relevant fact which may indicate a substantial risk of a sexual offence being committed against a child.

The test of whether the risk is substantial is that of reasonableness, i.e. would a reasonable person have judged the risk of a sexual offence being committed as substantial. It is not necessary to prove that a sexual offence was committed.

## 2.3 Knowledge of a substantial risk

This offence requires a person in authority to act if they *know* that there is a substantial risk that a child may become the victim of a sexual offence. A person is generally taken to have knowledge of a circumstance if he or she is aware that it exists or will exist in the ordinary course of events. This requires a higher level of awareness than merely holding a tentative belief or suspicion.

However, it is expected that a person in authority will take steps to follow up on a suspicion or belief that children in their organisation were at risk of harm.

## 2.4 Negligently fail to reduce or remove a substantial risk

Under the offence, a person is taken to have *negligently failed* to reduce or remove a substantial risk if that failure involves a great falling short of the standard of care that a reasonable person would exercise in the same circumstances. The legislation does not require a person in authority to eliminate all possible risks of child sexual abuse.

## 2.5 Failure to Protect Procedure

As soon as any person associated with the School becomes aware of a substantial risk of sexual abuse of a relevant child by another person associated with the School, they are to report their concerns directly to the Principal, or if not appropriate to report to the Principal, to the Chair of School Council. In doing so, they are to disregard factors such as the authority or position of the person involved and any pre-existing views about good character, or otherwise, of any person involved.



The Principal (or other Person in Authority) will take reasonable steps to reduce or remove the risk. These steps could include:

- o Removing the person who poses the risk from having contact with children and reporting them to appropriate authorities
- o Prohibiting the involvement of persons who may pose a risk from having direct contact with any student at the School

## 2.6 Key Principles

The School:

Prohibits all persons associated with the School from discussing any concerns or allegations with anyone but a person in authority (Principal or Chair of School Council) with such prohibition designed not to reduce their reporting responsibilities, but to uphold the School's commitment to privacy and natural justice.

Prohibits all persons associated with the School from making deliberately false and misleading allegations.

Maintains the confidentiality and privacy of all concerned except if doing so would compromise the welfare of a student. All documentation regarding allegations will be securely stored by the Person in Authority, within a locked physical environment (e.g. filing cabinet) and with electronic documentation in a password protected folder.

With all allegations against staff members the requirements of the ASC policy Allegations of Misconduct by Employees in ASC Schools must be followed.

## 3.0 DUTY OF CARE

Everton Primary School staff and volunteers have a duty of care to protect students against foreseeable risks of personal injury or harm. The standard of care is that of a reasonable prudent parent.

Duty of care applies while the students are under the care of the school. This applies equally to school based activities and out of school activities.

All staff and volunteers are required to adhere to the requirements of Everton Primary Schools Child Safe Code of Conduct when interacting with students of the school.

Everton Primary School also has a duty of care to its employees and has available an Employee Assistance Program that offers counselling services for its employees and immediate family as required.

## 4.0 TRAINING AND SUPERVISION

Training and education is important to ensure that everyone in our organisation understands that child safety is everyone's responsibility.

CPS's organisational culture aims for all staff and volunteers (in addition to parents/carers and children) to feel confident and comfortable in discussing any

allegations of child abuse or child safety concerns. We train our staff annually to identify, assess, and minimise risks of child abuse and to detect potential signs of child abuse.

We also support our staff through ongoing supervision to: develop their skills to protect children from abuse; and promote the cultural safety of Aboriginal children, the cultural safety of children from linguistically and/or diverse backgrounds, and the safety of children with a disability.

New employees and volunteers will be supervised regularly to ensure they understand our organisation's commitment to child safety and that everyone has a role to play in protecting children from abuse, as well as checking that their behaviour towards children is safe and appropriate (please refer to the code of conduct to understand appropriate behaviour further). Any inappropriate behaviour will be reported through appropriate channels, including the Department of Health and Human Services and Victoria Police, depending on the severity and urgency of the matter.

## **5.0 RECRUITMENT**

We take all reasonable steps to employ skilled people to work with children. We develop selection criteria and advertisements which clearly demonstrate our commitment to child safety and an awareness of our social and legislative responsibilities. Everton Primary understands that when recruiting staff and volunteers we have ethical as well as legislative obligations.

We actively encourage applications from Aboriginal peoples, people from culturally and/or linguistically diverse backgrounds and people with a disability.

All people engaged in child-related work, including volunteers, are required to hold a Working with Children Check and to provide evidence of this Check.

We carry out reference checks to ensure that we are recruiting the right people. Refer to related policies ASC Police Clearance and Equal Employment Opportunity, Discrimination and Harassment Policy.

The Child Safe Policy will be included with other induction documents for all new staff and volunteers.

## **6.0 RISK MANAGEMENT**

In Victoria, organisations are required to protect children when a risk is identified (see information about failure to protect above). In addition to general occupational health and safety risks, we proactively manage risks of abuse to our children.

We have risk management strategies in place to identify, assess, and take steps to minimise child abuse risks, which include risks posed by physical environments, and online environments. We maintain a Risk Register which assesses the risks of EPS failing to provide a Child Safe environment and documents the control measures in place.

## **7.0 POLICY COMMUNICATION AND REVIEW**

On request this policy will be available in other languages and in a form accessible for persons with a disability.

This policy and associated procedures will be reviewed every two years and following any child safe incidents. The review of any incident will be conducted by the Principal or if that is not appropriate by the Chair of School Council.



# Everton Primary School

## Child Protection – Child Safe Policy

### **Rationale:**

This policy was written to demonstrate the strong commitment of the whole school community of Everton Primary School, leaders, staff, volunteers, students, their families, to child safety and to provide an outline of the policies and procedures developed to keep everyone safe from harm, including all forms of abuse.

### **Commitment to Child Safety:**

All students enrolled, and any child visiting, have a right to feel safe and be safe. The wellbeing of children in our care will always be our first priority and we have zero tolerance to child abuse. We aim to create a child safe and child friendly environment where children feel safe and are free to enjoy life to the full without any concern for their safety.

### **Children's Rights to Safety and Participation:**

The staff and volunteers of Everton Primary School encourage students to express their views. We listen to their suggestions, especially on matters that directly affect them. We actively encourage all students to openly express their views and feel comfortable about giving voice to the things that are important to them.

We teach students about what they can do if they feel unsafe. We listen to and act on any concerns students, or their parents or carers, raise with us.

### **Valuing Diversity and Inclusion:**

We value and celebrate diversity, including cultural diversity, and we do not tolerate discriminatory practices. To achieve this we:

- promote the cultural safety, participation and empowerment of Aboriginal students and their families
- promote the cultural safety, participation and empowerment from culturally and/or linguistically diverse backgrounds (CALD) and their families
- promote the personal safety, participation and empowerment of students with a disability and make them feel welcome and part of all aspects of school life

### **Recruiting Staff and Volunteers:**

Everton Primary School will apply the most thorough and rigorous standards in the recruitment and screening of staff and volunteers. We interview and conduct referee checks on all staff and volunteers and require police checks and Working With Children Checks (WWCC) for all staff and volunteers. Our commitment to Child Safety and our screening requirements will be included in all advertisements for staff and volunteer positions.

### **Supporting Staff and Volunteers:**

Everton Primary School provides support and supervision to all staff and volunteers so people feel valued, respected, affirmed in their work and fairly treated.

The Principal has been appointed as the Child Safety Officer with specific responsibility for responding to any complaints made by staff, volunteers, parents or students in relation to Child Safety.

### **Risk Management:**

Risk management is an approach that minimises the potential for child abuse or harm to occur. Our Emergency Management Plan outlines and details all aspects of risk across our whole school environment (on site and off site school activities) with specific activity risk assessments. In addition to our general Occupational Health and Safety (OH&S) risks, we proactively manage risks of abuse and harm to our students.

### **Related Documentation:**

This policy should be read in conjunction with the other policies and procedures of Everton Primary School concerned with Child Safety and Pastoral Wellbeing:

- Everton Primary School WWCC Register Procedures
- Everton Primary School WWCC List
- Everton Primary School Duty of Care Policy
- Everton Primary School Excursions Policy
- Everton Primary School Incursions Policy
- Everton Primary School On Site Supervision Policy
- Everton Primary School Privacy Policy
- Everton Primary School Staff Registers Policy
- Everton Primary School Student Engagement and Well Being Policy
- Everton Primary School Visitors in School Policy
- VIT Legal Obligations of a Teacher
- VIT Teacher Code of Conduct
- Child Protection and Safety Policy
- Child Protection – Mandatory Reporting Policy
- Child Protection – Working With Children Checks Policy
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- Child Protection – Failure to Protect Policy
- Child Protection – Grooming Policy

**References:**

- Crimes Amendment (Protection of Children) Act 2014, online, [http://www.austlii.edu.au/au/legis/vic/num\\_act/caoca201436o2014417](http://www.austlii.edu.au/au/legis/vic/num_act/caoca201436o2014417)
- Children, Youth and Families Act (Vic) 2005
- Victorian Parliamentary Inquiry into the Handling of Child Sexual Abuse by Religious and Other Non-Government Organisations, Final Report, *Betrayal of Trust*, November 2013.

<b>Date Implemented</b>	February 2020
<b>Author</b>	Kevin Hill
<b>Approved By</b>	School Council
<b>Responsible for Review</b>	Principal
<b>Review Date</b>	Feb 2022



# Everton P.S.

## CHILD PROTECTION REPORTING POLICY AND PROCEDURES

### 1. Purpose of this policy

The purpose of this policy is to explain the roles and responsibilities of school staff to protect the safety and wellbeing of children and young people. The full policy with detailed information that all staff in Victorian government schools must follow is found at: <http://www.education.vic.gov.au/school/principals/spag/safety/Pages/childprotection.aspx>

### 2. Mandatory Reporters

All staff who are Victorian Institute of Teaching (VIT) registered teachers (including principals) or who have been granted permission to teach by the VIT are 'mandatory reporters'. This means that in the course of undertaking their professional duties, they must report to the Department of Health and Human Services (DHHS) Child Protection a belief on reasonable grounds that a child is in need of protection from significant harm as a result of sexual abuse or physical injury and the child's parents are unable or unwilling to protect the child. They must report as soon as practicable after forming the belief.

There may be times when two or more mandated staff members, for example a teacher and a principal, have formed a belief about the same child or young person on the same occasion. In this situation it is sufficient for only one of the mandated staff members to report to Child Protection. The other staff member is obliged to ensure that the report has been made and that all of the grounds for their own belief were included in the report made by the other staff member.

If one staff member has a different view from another staff member about making a report and the staff member continues to hold the belief that a child is in need of protection, that person is obliged to make a report to Child Protection.

### 3. Non-mandated staff members

**Any person**, who believes on reasonable grounds that a child is in need of protection, may report their concerns to Child Protection. This means that any person, including non-mandated school staff, is able to make a report to Child Protection or Victoria Police when they believe that a child or young person is at risk of harm and in need of protection, and the child's parents are unable or unwilling to protect the child.

In order to discharge duty of care, staff members, **whether or not mandated**, need to report a belief formed in the course of undertaking their professional duties. A report must be made as soon as practicable after forming the belief, and on each occasion on which they become aware of any further reasonable grounds for the belief.

### 4. Failure to disclose offence

In addition to mandatory reporting and duty of care obligations, **any adult** who forms a reasonable belief that a sexual offence has been committed by an adult against a child under 16 must report that information to police. Failure to disclose the information to police is a criminal offence except in limited circumstances, such as where the information has already been reported to Child Protection or the child is older than 16 when the belief is formed. More information about the offence can be found at

<http://www.justice.vic.gov.au/home/safer+communities/protecting+children+and+families/failure+to+disclose+offence>.

## 5. Duty of care

School staff have a duty of care to take reasonable steps to protect the safety, health and wellbeing of children in their care.

If a staff member has concerns about the safety, health and wellbeing of children in their care it is important to take immediate action.

In the case of a child who may be in need of protection or therapeutic treatment, or where there are significant concerns about the wellbeing of a child, school staff can discharge this duty of care by taking action which includes the following:

- Reporting their concerns to Child Protection, Victoria Police or another appropriate agency
- Notifying the principal or a member of the school leadership team of their concerns and the reasons for those concerns.

Duty of care obligations are separate and additional to mandatory reporting and 'failure to disclose' reporting obligations.

## 6. Making a report

Staff **do not require** the permission of parents, carers or guardians to make a report to Child Protection, nor are they required to tell parents, carers or guardians that they have done so.

Staff are expected to follow the Department policy for making a report set out at:

<http://www.education.vic.gov.au/school/principals/spag/safety/Pages/childprotection.aspx>

Reports to Child Protection and Victoria Police are confidential unless you consent or a court or tribunal decides that it is necessary in the interests of justice for your identity to be disclosed.

## 7. Staff training

As part of their initial induction to the school, staff will be informed of child protection reporting requirements and Department policy

(<http://www.education.vic.gov.au/school/principals/spag/safety/Pages/childprotection.aspx>)

and will be provided with support to complete the Mandatory Reporting Modules on the ELMO portal.

## 8. Policy Review

### Related Documentation:

This policy should be read in conjunction with the other policies and procedures of Everton Primary School concerned with Child Safety and Pastoral Wellbeing:

- Everton Primary School WWCC Register Procedures
- Everton Primary School WWCC List
- Everton Primary School Duty of Care Policy
- Everton Primary School Excursions Policy
- Everton Primary School Incursions Policy
- Everton Primary School On Site Supervision Policy
- Everton Primary School Privacy Policy
- Everton Primary School Staff Registers Policy
- Everton Primary School Student Engagement and Well Being Policy
- Everton Primary School Visitors in School Policy
- VIT Legal Obligations of a Teacher
- VIT Teacher Code of Conduct
- Child Protection and Safety Policy
- Child Protection – Mandatory Reporting Policy
- Child Protection – Working With Children Checks Policy
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- Child Protection – Failure to Protect Policy
- Child Protection – Grooming Policy

**References:**

- Crimes Amendment (Protection of Children) Act 2014, online, [http://www.austlii.edu.au/au/legis/vic/num\\_act/caoca201436o2014417](http://www.austlii.edu.au/au/legis/vic/num_act/caoca201436o2014417)
- Children, Youth and Families Act (Vic) 2005
- Victorian Parliamentary Inquiry into the Handling of Child Sexual Abuse by Religious and Other Non-Government Organisations, Final Report, *Betrayal of Trust*, November 2013.

<b>Date Implemented</b>	February 2020
<b>Author</b>	Kevin Hill
<b>Approved By</b>	School Council
<b>Responsible for Review</b>	Principal
<b>Review Date</b>	February 2022



## EVERTON P.S.

### MANDATORY REPORTING POLICY AND PROCEDURES

#### Statement

A broad range of professional groups are identified in the Children Youth and Families Act 2005 (CYFA) as mandatory reporters. Mandated staff members must make a report to Child Protection as soon as practicable after forming a belief on reasonable grounds that a child or young person is in need of protection from significant harm as a result of physical injury or sexual abuse, and the child's parents are unable or unwilling to protect the child. The following professionals are prescribed as mandatory reporters under section 182 of the CYFA:

- primary and secondary school teachers and principals (including students in training to become teachers)
- registered medical practitioners (including psychiatrists)
- nurses (including school nurses)
- police.

There may be times when two or more mandated staff members, for example a teacher and a principal, have formed a belief about the same child or young person on the same occasion. In this situation it is sufficient for only one of the mandated staff members to make a report. The other staff member is obliged to ensure that the report has been made and that all of the grounds for their own belief were included in the report made by the other staff member.

#### Non-mandated staff members

Section 183 of the CYFA states that any person, who believes on reasonable grounds that a child is in need of protection, may report their concerns to Child Protection. This means that any person, including non-mandated school staff, is able to make a report to Child Protection when they believe that a child or young person is at risk of harm and in need of protection, and the child's parents are unable or unwilling to protect the child.

#### Forming a belief on reasonable grounds

A person may form a belief on reasonable grounds that a child is in need of protection after becoming aware that a child or young person's health, safety or wellbeing is at risk and the child's parents are unwilling or unable to protect the child.

There may be reasonable grounds for forming such a belief if:

- a child or young person states that they have been physically or sexually abused
- a child or young person states that they know someone who has been physically or sexually abused (sometimes the child may be talking about themselves)
- someone who knows the child or young person states that the child or young person has been physically or sexually abused
- a child shows signs of being physically or sexually abused.
- the staff member is aware of persistent family violence or parental substance misuse, psychiatric illness or intellectual disability that is impacting on the child or young person's safety, stability or development
- the staff member observes signs or indicators of abuse, including non-accidental or unexplained injury, persistent neglect, poor care or lack of appropriate supervision
- a child's actions or behaviour may place them at risk of significant harm and the child's parents are unwilling or unable to protect the child.

#### Reporting a belief

Staff members, whether or not mandated, need to report their belief when the belief is formed in the course of undertaking their professional duties. A report must be made as soon as practicable after forming the belief and on each occasion on which they become aware of any further reasonable grounds for the belief.

If one staff member has a different view from another staff member about making a report and the staff member continues to hold the belief that a child is in need of protection, that person is obliged to make a report to Child Protection.

Protecting the identity of the reporter

Confidentiality is provided for reporters under the CYFA. The CYFA prevents disclosure of the name or any information likely to lead to the identification of a person who has made a report in accordance with legislation, except in specific circumstances.

The identity of a reporter must remain confidential unless:

- the reporter chooses to inform the child, young person or family of the report
- the reporter consents in writing to their identity being disclosed
- a court or tribunal decides that it is necessary for the identity of the reporter to be disclosed to ensure the safety and wellbeing of the child
- a court or tribunal decides that, in the interests of justice, the reporter is required to attend court to provide evidence.

Information provided during a protective investigation may be used in a court report if the risks to the child or young person require the case to proceed to court. In these circumstances, the source of the information may be required to provide evidence to the court.

If Child Protection decides that the report is about a significant concern for the wellbeing of a child, they may refer the report to a community-based child and family service and disclose the identity of the reporter to that service. However, the CYFA provides that neither Child Protection nor the community-based child and family service may disclose the reporter's identity to any other person without the reporter's consent.

#### **Professional protection for reporters**

If a report is made in good faith:

- it does not constitute unprofessional conduct or a breach of professional ethics on the part of the reporter
- the reporter cannot be held legally liable in respect of the report.

This means that a person who makes a report in accordance with the legislation will not be held liable for the eventual outcome of any investigation of the report.

#### **Failure to report**

A failure by mandated professionals and staff members to report a reasonable belief that a child is in need of protection from significant harm as a result of physical or sexual abuse may result in the person being prosecuted and a court imposing a fine under the CYFA.

#### **Making a report to Child Protection**

The CYFA allows for two types of reports to be made in relation to significant concerns for the safety or wellbeing of a child – a report to Child Protection or a referral to Child FIRST. A report to Child Protection should be considered if, after taking into account all of the available information, the staff member forms a view that the child or young person is in need of protection because:

- the harm or risk of harm has a serious impact on the child's immediate safety, stability or development
- the harm or risk of harm is persistent and entrenched and is likely to have a serious impact on the child's safety, stability or development
- the child's parents cannot or will not protect the child or young person from harm.

Where during the course of carrying out their normal duties, a school staff member forms the belief on reasonable grounds that a child is in need of protection, the staff member must make a report to Child Protection regarding this belief and the reasonable grounds for it as soon as practicable.

Staff members may form a professional judgement or belief, in the course of undertaking their professional duties based on:

- warning signs or indicators of harm that have been observed or inferred from information about the child
- legal requirements, such as mandatory reporting

- knowledge of child and adolescent development
- consultation with colleagues and other professionals
- professional obligations and duty-of-care responsibilities
- established protocols
- internal policies and procedures in an individual licensed children's service or school.

Upon receipt of a report, Child Protection may seek further information, usually from professionals who may also be involved with the child or family, to determine whether further action is required.

In most circumstances, Child Protection will inform the reporter of the outcome of the report. When the report is classified by Child Protection as a Wellbeing Report, Child Protection will, in turn, make a referral to Child FIRST.

Any person who is registered as a teacher under the Education and Training Reform Act 2006, or any person who has been granted permission to teach under that Act, including principals, is mandated to make a report to Child Protection. In the course of undertaking their professional duties, mandated staff members are required to report their belief, when the belief is formed on reasonable grounds, that a child is in need of protection from significant harm as a result of sexual abuse or physical injury.

School policy and procedures stipulate how teaching staff fulfil their duty of care towards children and young people in their school.

Teachers are encouraged to discuss any concerns about the safety and wellbeing of students with the principal or a member of the school leadership team. If a principal or member of the leadership team does not wish to make a mandatory report, this does not discharge the teacher's obligation to do so if they have formed a reasonable belief that abuse may have occurred. If the teacher's concerns continue, even after consultation with the principal or member of the leadership team, that teacher is still legally obliged to make a mandatory report of their concerns.

Information about the identity of a person making a report to Child Protection must be kept confidential unless the reporter consents to the disclosure of their identity. If the staff member wishes to remain anonymous, this information should be conveyed at the time that the reporter makes the mandatory report.

#### **The role of school staff**

School staff have a duty of care to protect and preserve the safety, health and wellbeing of children and young people in their care and staff must always act in the best interests of those children and young people. If a staff member has any concerns regarding the health, safety or wellbeing of a child or young person it is important to take immediate action.

Note: The role of investigating an allegation of child abuse rests solely with Child Protection and/or Victoria Police.

The roles and responsibilities of staff in supporting children and young people who are involved with Child Protection may include acting as a support person for students, attending Child Protection case plan meetings, observing and monitoring students' behaviour, and liaising with professionals.

**Confidentiality**

Staff must respect confidentiality when dealing with a case of suspected child abuse and neglect, and may discuss case details and the identity of the child or the young person and their family only with those involved in managing the situation.

When a child or young person has moved to another school, professional judgement should be exercised as to what information needs to be passed on. This will be guided by usual procedures for passing on information about a child's general wellbeing or special needs, and the role of the school in any ongoing care plans.

**Interviews at Victorian schools**

Child Protection may conduct interviews of children and young people at school without parental knowledge or consent. However, a child will be interviewed at a Victorian school only in exceptional circumstances and if it is in the child's best interests to proceed in this manner. Child Protection will notify the school of any intention to interview a child or young person. This may occur regardless of whether the school is the source of the report to Child Protection.

When Child Protection practitioners arrive at the school, the principal or their nominee should ask to see their identification before allowing Child Protection to have access to the child or young person.

**Support persons**

Children and young people should be advised of their right to have a supportive adult present during interviews. If a child is too young to understand the significance of the interview, a staff member should make arrangements for a supportive adult to attend with the child.

A staff member may be identified as a support person for the child or young person during the interview. Prior to the commencement of the interview, the Child Protection practitioner should always authorise the staff member to receive information regarding Child Protection's investigation.

This may occur verbally or in writing using the relevant Child Protection proforma.

Independent persons must refrain from providing their opinions or accounts of events during interviews. A principal or their delegate may act as an independent person when the child or young person is to be interviewed, unless they believe that doing so will create a conflict of interest.

**Advising parents, carers or guardians**

Staff do not require the permission of parents, carers or guardians to make a report to Child Protection, nor are they required to tell parents, carers or guardians that they have done so. It is the responsibility of Child Protection to advise the parents, carers or guardians of the interview at the earliest possible opportunity. This should occur either before, or by the time the child arrives home.

**Ensuring that a Child Protection interview takes place**

The school does not have the power to prevent parents, carers or guardians from removing their children from the school and should not attempt to prevent the parents, carers or guardians from collecting the child. If a parent/carer or guardian removes a child before a planned interview has taken place, the principal and/or their nominee should contact Child Protection or Victoria Police immediately.

**Staff Training**

Staff will be informed of Mandatory Reporting requirements as part of their initial induction to the school.

Updates will take place annually as part of the Performance and Development/Staff meeting rotation.

**References:**

<http://www.education.vic.gov.au/school/principals/health/Pages/childprotection.aspx>  
<http://www.dhs.vic.gov.au/for-individuals/children,-families-and-young-people/child-protection/protecting-children-together>  
<http://www.dhs.vic.gov.au/for-service-providers/children%2c-youth-and-families/child-protection/specialist-practice-resources-for-child-protection-workers/child-development-and-trauma-specialist-practice-resource>  
[http://www.dhs.vic.gov.au/\\_\\_\\_data/assets/pdf\\_file/0007/586465/information-guide-registered-teachers-principals.pdf](http://www.dhs.vic.gov.au/___data/assets/pdf_file/0007/586465/information-guide-registered-teachers-principals.pdf)  
<http://www.dhs.vic.gov.au/for-individuals/children,-families-and-young-people/child-protection/about-child-abuse>

**Related Documentation:**

This policy should be read in conjunction with the other policies and procedures of Everton Primary School concerned with Child Safety and Pastoral Wellbeing:

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- Everton Primary School WWCC List
- Everton Primary School Duty of Care Policy
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- Everton Primary School Incursions Policy
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- VIT Legal Obligations of a Teacher
- VIT Teacher Code of Conduct
- Child Protection and Safety Policy
- Child Protection – Mandatory Reporting Policy
- Child Protection – Working With Children Checks Policy
- 
- Child Protection – Failure to Protect Policy
- Child Protection – Grooming Policy

**References:**

- Crimes Amendment (Protection of Children) Act 2014, online, [http://www.austlii.edu.au/au/legis/vic/num\\_act/caoca201436o2014417](http://www.austlii.edu.au/au/legis/vic/num_act/caoca201436o2014417)
- Children, Youth and Families Act (Vic) 2005
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<b>Date Implemented</b>	February 2020
<b>Author</b>	Kevin Hill
<b>Approved By</b>	School Council
<b>Responsible for Review</b>	Principal
<b>Review Date</b>	February 2022



## Everton PS

# Incident report

### Child safe standards toolkit: resource seven

The child safe standards require organisations that provide services for children<sup>1</sup> to have processes for responding to and reporting suspected child abuse.<sup>2</sup> You can provide this resource to a child or their family if they disclose an allegation of abuse or safety concern in your organisation. Your staff can also use this resource to record disclosures.

All incident reports must be stored securely.

#### Incident details

Date of incident:	
Time of incident:	
Location of incident:	
Name(s) of child/children involved:	
Name(s) of staff/volunteer involved:	

If you believe a child is at immediate risk of abuse phone 000.

#### Does the child identify as Aboriginal or Torres Strait Islander?

(Mark with an 'X' as applicable)

No ☐ Yes, Aboriginal ☐ Yes, Torres Strait Islander ☐

#### Please categorise the incident

Physical violence	<input type="checkbox"/>
Sexual offence	<input type="checkbox"/>
Serious emotional or psychological abuse	<input type="checkbox"/>
Serious neglect	<input type="checkbox"/>

#### Please describe the incident

When did it take place?	
Who was involved?	

<sup>1</sup> For a [list of the organisations in scope](http://www.dhs.vic.gov.au/about-the-department/documents-and-resources/policies,-guidelines-and-legislation/in-scope-organisations-for-child-safe-standards) for the child safe standards, please see the Department of Health and Human Services website: <[www.dhs.vic.gov.au/about-the-department/documents-and-resources/policies,-guidelines-and-legislation/in-scope-organisations-for-child-safe-standards](http://www.dhs.vic.gov.au/about-the-department/documents-and-resources/policies,-guidelines-and-legislation/in-scope-organisations-for-child-safe-standards)>.

<sup>2</sup> The child safe standards aim to protect children from abuse in organisations, including physical violence, sexual offences, serious emotional or psychological abuse and serious neglect. For further explanation of the different types of child abuse, please see see [An Overview of the Victorian child safe standards](http://www.dhs.vic.gov.au/__data/assets/word_doc/0005/955598/Child-safe-standards_overview.doc): <[www.dhs.vic.gov.au/\\_\\_data/assets/word\\_doc/0005/955598/Child-safe-standards\\_overview.doc](http://www.dhs.vic.gov.au/__data/assets/word_doc/0005/955598/Child-safe-standards_overview.doc)>.

What did you see?	
Other information	

#### Parent/carer/child use

Date of incident:	
Time of incident:	
Location of incident:	
Name(s) of child/children involved:	
Name(s) of staff/volunteer involved:	

#### Office use:

Date incident report received:	
Staff member managing incident:	
Follow-up date:	
Incident ref. number:	

#### Has the incident been reported?

Child protection	
Police	
Another third party (please specify):	

#### Incident reporter wishes to remain anonymous?

(Mark with an 'X' as applicable)

Yes ☐ No ☐



### Child Safe Standard 2:

#### Statement of commitment to child safety

Everton PS is committed to safety and wellbeing of all children and young people. This will be the primary focus of our care and decision-making.

Everton PS has zero tolerance for child abuse.

Everton PS is committed to providing a child safe environment where children and young people are safe and feel safe, and their voices are heard about decisions that affect their lives. Particular attention will be paid to the cultural safety of Aboriginal children and children from culturally and/or linguistically diverse backgrounds, as well as the safety of children with a disability. Every person involved in [Everton PS has a responsibility to understand the important and specific role he/she plays individually and collectively to ensure that the wellbeing and safety of all children and young people is at the forefront of all they do and every decision they make.

"In its planning, decision-making and operations Everton PS will

1. Take a preventative, proactive and participatory approach to child safety;
2. Value and empower children to participate in decisions which affect their lives;
3. Foster a culture of openness that supports all persons to safely disclose risks of harm to children
4. Respect diversity in cultures and child rearing practices while keeping child safety paramount;
5. Provide written guidance on appropriate conduct and behaviour towards children;
6. Engage only the most suitable people to work with children and have high quality staff and volunteer supervision and professional development;
7. Ensure children know who to talk with if they are worried or are feeling unsafe, and that they are comfortable and encouraged to raise such issues;
8. Report suspected abuse, neglect or mistreatment promptly to the appropriate authorities;
9. Share information appropriately and lawfully with other organisations where the safety and wellbeing of children is at risk; and
10. Value the input of and communicate regularly with families and carers."



**Everton Primary School**  
**Child Protection – Child Safe Policy**  
**See Above**

# PROTECT



Education  
and Training

## EVERTON PRIMARY SCHOOL Child Safe Standard 3: code of conduct

### Child Safety

#### Code of Conduct

Everton Primary School is committed to the safety and wellbeing of children and young people. Our school community recognises the importance of, and a responsibility for, ensuring our school is a safe, supportive and enriching environment which respects and fosters the dignity and self-esteem of children and young people, and enables them to thrive in their learning and development.

This Code of Conduct aims to protect children and reduce any opportunities for child abuse or harm to occur. It also assists in understanding how to avoid or better manage risky behaviours and situations. It is intended to complement child protection legislation, Department policy, school policies and procedures and professional standards, codes or ethics as these apply to staff and other personnel.

The Principal and school leaders of Everton Primary School will support implementation and monitoring of the Code of Conduct, and will plan, implement and monitor arrangements to provide inclusive, safe and orderly schools and other learning environments. The Principal and school leaders of Everton Primary School will also provide information and support to enable the Code of Conduct to operate effectively.

All staff, contractors, volunteers and any other member of the school community involved in child-related work are required to comply with the Code of Conduct by observing expectations for appropriate behaviour below. The Code of Conduct applies in all school situations, including school camps and in the use of digital technology and social media.

#### Acceptable behaviours

As staff, volunteers, contractors, and any other member of the school community involved in child-related work individually, we are responsible for supporting and promoting the safety of children by:

- upholding the school's statement of commitment to child safety at all times and adhering to the school's child safe policy
- treating students and families in the school community with respect both within the school environment and outside the school environment as part of normal social and community activities.
- listening and responding to the views and concerns of students, particularly if they are telling you that they or another child has been abused or that they are worried about their safety/the safety of another child
- promoting the cultural safety, participation and empowerment of Aboriginal and Torres Strait Islander students

- promoting the cultural safety, participation and empowerment of students with culturally and/or linguistically diverse backgrounds
- promoting the safety, participation and empowerment of students with a disability
- reporting any allegations of child abuse or other child safety concerns to the school's child safety officer's
- understanding and complying with all reporting or disclosure obligations (including mandatory reporting) as they relate to protecting children from harm or abuse.
- if child abuse is suspected, ensuring as quickly as possible that the student(s) are safe and protected from harm.

### Unacceptable behaviours

As staff, volunteers, contractors, and any other member of the school community involved in child-related work we must not:

- ignore or disregard any concerns, suspicions or disclosures of child abuse
- develop a relationship with any student that could be seen as favouritism or amount to 'grooming' behaviour (for example, offering gifts)
- exhibit behaviours or engage in activities with students which may be interpreted as abusive and not justified by the educational, therapeutic, or service delivery context
- ignore behaviours by other adults towards students when they appear to be overly familiar or inappropriate
- discuss content of an intimate nature or use sexual innuendo with students, except where it occurs relevantly in the context of parental guidance, delivering the education curriculum or a therapeutic setting
- treat a child unfavourably because of their disability, age, gender, race, culture, vulnerability, sexuality or ethnicity.
- communicate directly with a student through personal or private contact channels (including by social media, email, instant messaging, texting etc) except where that communication is reasonable in all the circumstances, related to school work or extra-curricular activities or where there is a safety concern or other urgent matter
- photograph or video a child in a school environment except in accordance with school policy or where required for duty of care purposes<sup>3</sup>
- in the school environment or at other school events where students are present, consume alcohol contrary to school policy<sup>4</sup> or take illicit drugs under any circumstances.

*This Code of Conduct was endorsed/approved by Everton School Council in February 2020 for review if legislative or other changes require in the interim or no later than December 2021*

<sup>3</sup> SPAG: <http://www.education.vic.gov.au/school/principals/spag/safety/pages/photoandfilm.aspx> . The policy says the school should get consent before taking and publishing photos of a student. This applies every time a photo is taken. The same policy applies for excursions and school activities.

<sup>4</sup> SPAG: <http://www.education.vic.gov.au/school/principals/spag/safety/pages/alcohol.aspx>. The policy says the school must obtain school council approval before alcohol can be consumed on school grounds or at a school activity. The policy says staff members should not consume alcohol during camps and excursions. It is silent on whether they can consume alcohol at other school events where students are present, this is a matter that the school needs to decide upon – draft text is provided in the guidance fact sheet



## Code of Conduct- Students

**All staff, volunteers and School Council members of Everton Primary School are required to observe child safe principles and expectations for appropriate behaviour towards and in the company of children, as noted below.**

**All personnel of Everton Primary School are responsible for supporting the safety, participation, wellbeing and empowerment of children by:**

- adhering to Everton Primary School child safe policy at all times / upholding Everton Primary School statement of commitment to child safety at all time
- taking all reasonable steps to protect children from abuse
- treating everyone with respect
- listening and responding to the views and concerns of children, particularly if they are telling you that they or another child has been abused and/or are worried about their safety or the safety of another
- promoting the cultural safety, participation and empowerment of Aboriginal children (for example, by never questioning an Aboriginal child's self-identification)
- promoting the cultural safety, participation and empowerment of children with culturally and/or linguistically diverse backgrounds (for example, by having a zero tolerance of discrimination)
- promoting the safety, participation and empowerment of children with a disability (for example, during personal care activities)
- ensuring as far as practicable that adults are not left alone with a child
- reporting any allegations of child abuse to Everton Primary School Child Safety Officer Everton Primary School / leadership, and ensure any allegation to reported to the police or child protection
- reporting any child safety concerns to Everton Primary School Child Safety Officer Everton Primary School / leadership
- if an allegation of child abuse is made, ensure as quickly as possible that the child(ren) are safe
- encouraging children to 'have a say' and participate in all relevant organisational activities where possible, especially on issues that are important to them.

**Staff and volunteers must not:**

- develop any 'special' relationships with children that could be seen as favouritism (for example, the offering of gifts or special treatment for specific children)
- exhibit behaviours with children which may be construed as unnecessarily physical (for example inappropriate sitting on laps. Sitting on laps could be appropriate sometime, for example while reading a storybook to a small child in an open plan area)
- put children at risk of abuse (for example, by locking doors)
- do things of a personal nature that a child can do for themselves, such as toileting or changing clothes
- engage in open discussions of a mature or adult nature in the presence of children (for example, personal social activities)
- use inappropriate language in the presence of children
- express personal views on cultures, race or sexuality in the presence of children
- discriminate against any child, including because of culture, race, ethnicity or disability
- have contact with a child or their family outside of our organisation without our child safety officer's knowledge and/or consent (for example, no babysitting). Accidental contact, such as seeing people in the street, is appropriate)
- have any online contact with a child or their family (unless necessary, for example providing families with e-newsletters)
- ignore or disregard any suspected or disclosed child abuse.

By observing these standards you acknowledge your responsibility to immediately report any breach of this code to Everton Primary School Child Safety Officer Everton Primary School / leadership.

*If you believe a child is at immediate risk of abuse phone 000.*

*I agree to adhere to this Code of Conduct:*

*Name: .....*

*Signature: .....*

*Date: .....*

**Commented [HKD1]:** check against two policies

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**Related Documentation:**

This policy should be read in conjunction with the other policies and procedures of Everton Primary School concerned with Child Safety and Pastoral Wellbeing:

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- Everton Primary School WWCC List
- Everton Primary School Duty of Care Policy
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- VIT Legal Obligations of a Teacher
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- Child Protection – Failure to Protect Policy
- Child Protection – Grooming Policy

**References:**

- Crimes Amendment (Protection of Children) Act 2014, online, [http://www.austlii.edu.au/au/legis/vic/num\\_act/caoca201436o2014417](http://www.austlii.edu.au/au/legis/vic/num_act/caoca201436o2014417)
- Children, Youth and Families Act (Vic) 2005
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<b>Date Implemented</b>	February 2020
<b>Author</b>	Kevin Hill
<b>Approved By</b>	School Council
<b>Responsible for Review</b>	Principal
<b>Review Date</b>	February 2022



# PROTECT

EVERTON PRIMARY SCHOOL



Education  
and Training

## CHILD SAFETY STANDARD 4: Staff Selection Checklist

### Introduction

Organisations must have screening, supervision, training and other human resources practices that reduce the risk of child abuse by new and existing personnel

**What is the intent of this standard?** Organisations must ensure that recruitment processes are in place to manage and reduce the risk of child abuse. In addition, processes must be in place to ensure that there are appropriate staff induction programs, staff professional development and staff supervision arrangements to ensure a child safe environment.

**For schools: Ministerial Order No. 870 requirements**

Minimum child safety standard: Screening, supervision, training and other human resources practices that reduce the risk of child abuse in accordance with clause 10.

### Clause 10

1. Subject to the requirements of the *ETR Act*, the **school governing authority** must ensure that the school implements practices for a child-safe environment in accordance with this clause.
  2. Each job or category of jobs for **school staff** that involves **child connected work** must have a clear statement that sets out:
    - a. the job's requirements, duties and responsibilities regarding **child safety**; and
    - b. the job occupant's essential or relevant qualifications, experience and attributes in relation to **child safety**.
  3. All applicants for jobs that involve **child connected work** for the school must be informed about the school's **child safety** practices (including the code of conduct).
  4. In accordance with any applicable legal requirement or school policy, the school must make reasonable efforts to gather, verify and record the following information about a person whom it proposes to engage to perform **child connected work**:
    - a. Working with Children Check status, or similar check;
    - b. proof of personal identity and any professional or other qualifications;
    - c. the person's history of work involving children; and
    - d. references that address the person's suitability for the job and working with children.
  5. (5) The school need not comply with the requirements in clause (4), above if it has already made reasonable efforts to gather, verify and record the information set out in clauses (4)(a) to (4)(d), above about a particular individual within the previous 12 months.
  6. The school must ensure that appropriate supervision or support arrangements are in place in relation to:
    - a. the induction of new **school staff** into the school's policies, codes, practices, and procedures governing **child safety** and **child connected work**; and
    - b. monitoring and assessing a job occupant's continuing suitability for **child connected work**.
  7. The school must implement practices that enable the school governing authority to be satisfied that people engaged in child-connected work perform appropriately in relation to **child safety**.
- Explanatory note: To be 'satisfied', it is not necessary that the school governing authority make each decision about the selection and supervision of school staff engaged in child-connected work. The school governing authority needs to be satisfied about the appropriateness of the school's arrangements that would regulate or guide other people who make such decisions for or on behalf of the school about child safety matters and child-connected work.

Registered schools have an important responsibility for keeping children safe.

All registered schools are required to meet child safety requirements for staff selection, supervision and management (clause 10 of Ministerial Order No. 870).

This information sheet outlines important considerations for schools when recruiting and selecting staff. It provides a checklist for ensuring that the selection process has regard to the applicant's suitability to

undertaken child-connected work and a checklist to ensure natural justice for applicants in the staff selection process.

Child safety standard four has six specific requirements.

1. Each job or category of jobs for school staff that involves child connected work must have a clear statement that sets out:
  - o the job's requirements, duties and responsibilities regarding child safety; and
  - o the job occupant's essential or relevant qualifications, experience and attributes in relation to child safety.
2. All applicants for jobs that involve child connected work for the school must be informed about the school's child safety practices (including the code of conduct).
3. In accordance with any applicable legal requirement or school policy, the school must make reasonable efforts to gather, verify and record the following information about a person whom it proposes to engage to perform child connected work:
  - o Working with Children Check status, or similar check;
  - o proof of personal identity and any professional or other qualifications;
  - o the person's history of work involving children; and
  - o references that address the person's suitability for the job and working with children.
4. The school need not comply with the requirements in step (3) above if it has already made reasonable efforts to gather, verify and record the information set out in steps (3)(a) to (3)(d), above about a particular individual within the previous 12 months.
5. The school must ensure that appropriate supervision or support arrangements are in place in relation to:
  - o the induction of new school staff into the school's policies, codes, practices, and procedures governing child safety and child connected work; and
  - o monitoring and assessing a job occupant's continuing suitability for child connected work.
6. The school must implement practices that enable the school governing authority to be satisfied that people engaged in child-connected work perform appropriately in relation to child safety.

*Explanatory note: To be 'satisfied', it is not necessary that the school governing authority make each decision about the selection and supervision of school staff engaged in child-connected work. The school governing authority needs to be satisfied about the appropriateness of the school's arrangements that would regulate or guide other people who make such decisions for or on behalf of the school about child safety matters and child-connected work.*

Please note that the Ministerial Order defines some terms broadly. Some examples are included at the end of this information sheet. A full list of definitions is available at [www.vrqa.vic.gov.au/childsafes](http://www.vrqa.vic.gov.au/childsafes).

## Considerations when Recruiting New Staff and Volunteers

When recruiting new staff or volunteers some important child safety areas for assessment include the applicant's:

- motivation to work with children (personal or professional)
- relevant and verifiable child-related work experience
- understanding of professional boundaries
- communication skills.

Specialist roles may present different child safety risks for the school. Examples of specialist roles include the roles of nurse, welfare counsellor, bus driver, sports coach, boarding facility guardian, camps instructor or music teacher.

Additional advice on matters such as handling information obtained through a criminal records check can be found in references listed at the end of the checklist.

## Checklist for Staff Selection

The checklist for staff selection can assist schools to strengthen their focus on child safety in the staff recruitment and employment process and minimise the risk of appointing a person who poses a child safety risk.

The checklist may be used to enhance existing recruitment practices and policies used by schools to select suitable and appropriately qualified staff. It may be used alongside existing practices or used to review existing practices.

The questions in the checklist are suggestions only. Each school is unique. Staff recruitment and selection process should reflect the individual school setting and each role. Schools also need to take account of the diversity of all children, (including but not limited to) the needs of Aboriginal and Torres Strait Islander children, children from culturally and/or linguistically diverse backgrounds, children with a disability, and children who are vulnerable.

The following selection procedures may be undertaken in any order. What matters is that multiple selection and screening processes are carried out during the recruitment process for child-connected work. Over-reliance on

Working with Children Checks or failure to properly check references may result in a failure to protect children and schools.

#### Phase 1: Pre-selection — Ensuring transparency and natural justice in the selection process

Questions	Yes	No
<hr/>		
<i>Has the school reviewed its position description to reflect the child safe standards?</i>		
<i>Has the applicant been provided with a statement that sets out the job's requirements, duties and responsibilities regarding:</i>		
<ul style="list-style-type: none"><li>• <i>child safety, and</i></li><li>• <i>essential or relevant qualifications, experience and attributes in relation to child safety?</i></li></ul>		
<i>Has the applicant been informed about the school's child safety practices including the school's child safety code of conduct?</i>		
<i>Has the applicant been informed of their role in ensuring a child safe environment?</i>		
<i>Has the applicant been advised that the selection process will involve a rigorous background check including a current Working with Children Check (WWCC)<sup>5</sup>?</i>		

#### Phase 2: Screening/Background Check — Verifying the Applicant's Identity, Suitability and Qualifications

Questions	Yes	No
<hr/>		
<i>Have you checked at least two forms of personal identification eg driver's licence, passport? Is the name and address the same as those provided by the applicant?</i>		
<i>Does the applicant have an original academic transcript or qualification/s that confirms their claims about their qualifications or registrations?</i>		
<i>If the applicant is registered by the Victorian Institute of Teaching (VIT) have you verified the registration and ensured that it is current? (noting that a teacher registered with VIT does not need a Working with Children Check)</i>		
<i>Have you sighted and retained a copy of the applicant's current Working with Children Check?</i>		
<i>Are there any unexplained gaps in the applicant's employment history? If so, are there satisfactory explanations such as travel, study leave, family leave?</i>		
<i>Have you conducted any other background searches eg by using Google, Facebook or LinkedIn?</i>		
<i>Has the applicant nominated at least two referees including:</i>		
<ul style="list-style-type: none"><li>• <i>the current or most recent employer, and</i></li><li>• <i>direct supervisor/line manager.</i></li></ul>		
<i>Is there any personal relationship between the applicant and his or her previous supervisor/manager (this may affect the objectivity of the reference)?</i>		

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<sup>5</sup> A Working with Children Check (WWCC) is a criminal and other relevant court records check and is valid for five years. It is an important point in the screening process but does not assess someone's suitability to work with children in a particular role.



*Have you checked with the referee that the work history and previous employment details the applicant has provided are accurate?*

*Has the referee(s) directly supervised the applicant and observed their work with children?*

*Would the referee(s) employ the person again?*

*Did a referee(s) have any concerns about the applicant working directly with children?*

*Did a referee(s) have any concerns about the applicant's adherence to the organisation's code of conduct?*

*Have you asked the referee(s) about a time when they observed the applicant managing the behaviour of a child?*

*If the reference is in writing, have you contacted the referee to confirm authenticity?*

*Does the applicant have experience working with children outside their employment (eg volunteering, private tutoring or coaching, non-commercial child-minding etc)?*

## Choosing, supervising and developing suitable staff and volunteers

Choosing safe staff and volunteers	Practical suggestions	Good outcomes
<b>Develop a duty statement or job description</b>	A duty statement or job description clarifies the role, responsibilities and expectations of the position and outlines reporting lines.  Determine if the position requires a Working with Children check.	You will recruit the most suitable staff or volunteers.
<b>Develop key selection criteria</b>	Selection criteria help to identify key skills, attributes, experience and qualifications that are required to undertake the duties and task outlined in the duty statement.	
<b>Advertise the position</b>	Promote the fact that you are a child safe organisation with a Child Safe Policy.	You will encourage the best qualified people to apply
<b>Interview applicants</b>	Ask about the applicant's motivation to work with children.  Discuss the applicant's approach to Aboriginal cultural safety and Inclusive practices for all children and their families.  Ask questions about the applicant's real-life experience.  Have three people on the interview panel if possible. Have a gender mix if possible.  Appoint an interview chairperson.  Conduct a second interview if you aren't sure who you want to appoint.	You will achieve a fair and transparent interview process that allows reasonable opportunity to assess an applicant's skills and suitability.
<b>Conduct a minimum of two reference checks</b>	At least two reference checks must be undertaken by telephone or in person. Do not just accept written reference.	You will collect accurate information, which enables you to make informed decisions about the applicant's suitability.

	<p>Insist on references from the applicant's current or most recent employer.</p> <p>The referee needs to have personally observed the applicant's work with children check.</p> <p>Useful questions:</p> <ul style="list-style-type: none"> <li>• Would you employ the applicant again?</li> <li>• Do you have any concerns about the applicant working directly with children?</li> <li>• Are you comfortable knowing the applicant could sometimes be alone with children?</li> <li>• Can you give us an example of a time when you observed the applicant managing children's behaviour?</li> </ul>	
<b>Conduct Identity checks</b>	<p>Ensure you are background checking the right person.</p> <p>Evidence of Identity must be provided (for example drivers licence, passport something with a photograph).</p> <p>Make sure you sight an original birth certificate.</p> <p>Make sure you sight original certificates of qualifications.</p>	You will employ genuine and suitable employees or volunteers.
<b>Conduct a police check and ensure that applicant's have a Working with Children Check (unless they are exempt).</b>	<p>Exclude anyone with a criminal history of violence, abuse of children or serious drug or fraud charges.</p> <p>Ensure you sight the applicant's Working with Children Check card and verify the card is valid.</p> <p>Photocopy the applicant's Working with Children Check card and keep this document in secure personnel records.</p>	You will screen out unsuitable people.
<b>Provide supervision, support and monitoring of staff and volunteers.</b>	<p>Meet regularly with staff and volunteers.</p> <p>Support them in their role.</p> <p>Provide training and resources.</p> <p>Raise performance issues and required improvements.</p> <p>Treat staff and volunteers with respect.</p>	You will employ staff and volunteers who enjoy their job and feel valued by your organisation.
<b>Monitor and review.</b>	<p>As part of your annual performance management cycle, check that the Working with Children Checks of relevant staff and volunteers in your organisation are still valid.</p>	You will reduce the risk of inappropriate people working with children in your organisation.

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## Further information

### **Victorian Registration and Qualifications Authority**

Child safe standards website (all schools): [www.vrqa.vic.gov.au/childsafestandards](http://www.vrqa.vic.gov.au/childsafestandards)

### **Government Schools**

Website: [www.education.vic.gov.au/childhood/providers/regulation/Pages/childsafestandards](http://www.education.vic.gov.au/childhood/providers/regulation/Pages/childsafestandards)

Email: [child.safe.schools@edumail.vic.gov.au](mailto:child.safe.schools@edumail.vic.gov.au)

### **Catholic Schools**

CECV Industrial Relations (03) 9267 0228

Catholic Education Melbourne, Student Wellbeing Information Line (03) 9267 0228

Catholic Education Office Ballarat, Child Safety (03) 5337 7135

Catholic Education Office Sale, Child Protection Officer (03) 5622 6600

Catholic Education Office Sandhurst, Child Safe Officer (03) 5443 2377

Website: [www.cecv.catholic.edu.au](http://www.cecv.catholic.edu.au)

### **Seventh-day Adventist Schools**

Adventist Schools Victoria Office (03) 9264 7730

Website: [www.asv.adventist.edu.au](http://www.asv.adventist.edu.au)

### **Lutheran Schools**

Contact the regional office via phone (03) 9236 1250 or email [operations@levnt.edu.au](mailto:operations@levnt.edu.au).

**Independent Schools** who are members of Independent Schools Victoria

Telephone: (03) 9825 7200

Email: [enquiries@is.vic.edu.au](mailto:enquiries@is.vic.edu.au)

Website: [www.is.vic.edu.au](http://www.is.vic.edu.au)

### **The Victorian Institute of Teaching**

For *Victorian Teaching Profession Codes of Conduct and Ethics* and information about employer responsibilities to report action taken against registered teachers in response to allegations and concerns about registered teachers.

Website: [www.vit.edu.au](http://www.vit.edu.au)

# PROTECT



Education  
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## WORKING WITH CHILDREN CHECK POLICY

### Everton Primary School

#### Preamble

The Working with Children (WWC) check aims to assist in protecting children from sexual or physical harm. It is designed to complement good selection, supervision and training practices (including rigorous reference checking).

The intent of this procedure is to outline which positions at the School require a WWC check and the process to be followed.

This procedure applies to all positions at The School including volunteer, honorary, consultant and contractor positions. Any reference to 'candidates' also extends to staff currently occupying a position.

Parents will be reminded each term via the newsletter of how they can obtain a working with children's check.

#### Definitions

Child: a person who is under the age of 18 years.

Student: any child who is enrolled at the School

#### What is the WWC check?

The WWC check verifies a person's history to make sure they do not have any relevant criminal offences or findings from professional disciplinary bodies. The WWC check is valid for 5 years (unless revoked). During this time the cardholder continues to be checked for new relevant offences or findings. The WWC check is administered by the Department of Justice.

#### When is a WWC check required?

A WWC check is required for positions that meet all of the following criteria:

- involve contact with children in connection with our school
- the contact happens on a regular (everyday) basis;
- involve direct contact with children and this contact is not directly supervised; and
- the position does not qualify for an exemption as listed under the act.

#### What is the application process?

The candidate must complete a Working with Children Check application form. The forms are available online or at Australia Post outlets in Victoria.

Under the section marked 'Details of Organisation', candidates should ensure they state The School

If the applicant passes the check they will be sent a successful Assessment Notice, followed by a WWC check card 2-3 weeks later.

Further information about the application process is available on the [Department of Justice webpage](#).

#### What if the applicant does not pass the check?

If the applicant does not pass the check they will be given an Interim Negative Notice. The applicant can then make a submission to the Department of Justice to explain why they believe they should pass. If this submission is not successful the applicant will be issued with a Negative Notice. This means they have failed the WWC Check and cannot undertake 'child-related work' or work in The School

#### When can the candidate commence?

Commencement in The School is conditional upon receipt of a successful Assessment Notice or WWC check card. Any queries should be directed to the Principal.

#### Who pays for the WWC check?

Candidates who are required to undergo a WWC check as a condition of working in the School will not be able to receive reimbursement for the cost from The School.

#### Responsibilities

The School must:

- identify all staff who require a Working with Children check;
- ensure existing staff and volunteers are informed of the requirement to undergo the check;
- ensure prospective staff and volunteers have passed a WWC check before commencement;
- check the card's validity on the [Department of Justice webpage](#);
- have a photocopy of the WWC card and with details updated on the school register ( if individual is a staff member, copy to be kept on the staff member's personnel file)
- ensure suitable monitoring procedures are in place to ensure staff members hold a valid WWC check card at all times.

The staff member or volunteer must:

- provide the successful WWC check card prior to commencement at The School
- notify the office if there has been a relevant change in circumstances, for example, if they have been charged or found guilty of a new relevant offence.
- apply for a new WWC check before their card expires.

**What is the difference between a WWC Check and a police records check?**

A police records check gives information about a person's past criminal record and is only valid at the time of issue. The WWC check is valid for 5 years (unless revoked). During this time, cardholders continue to be checked for new relevant offences or disciplinary findings from professional bodies such as the Victorian Institute of Teaching. In addition, not all criminal offences are relevant to the WWC check. Broadly, the WWC check considers serious sexual and violent drug offences.

A staff member or volunteer is required to undertake a WWC check even if they have already completed a police records check.

**Related Procedures**

- [Police Records Check Procedure](#)

**Related Documents**

- [Working with Children Act 2005 \(Vic\)](#)

Further information is available from the [Department of Justice Working with Children webpage](#) or the Working with Children information line on 1300 652 879

**School Register**

The School will take a copy of each WWC and file in the Administration Filing Cabinet as per the Staff Registers Policy.

The register will be placed on the admin network.

**For schools: Ministerial Order No. 870 requirements**

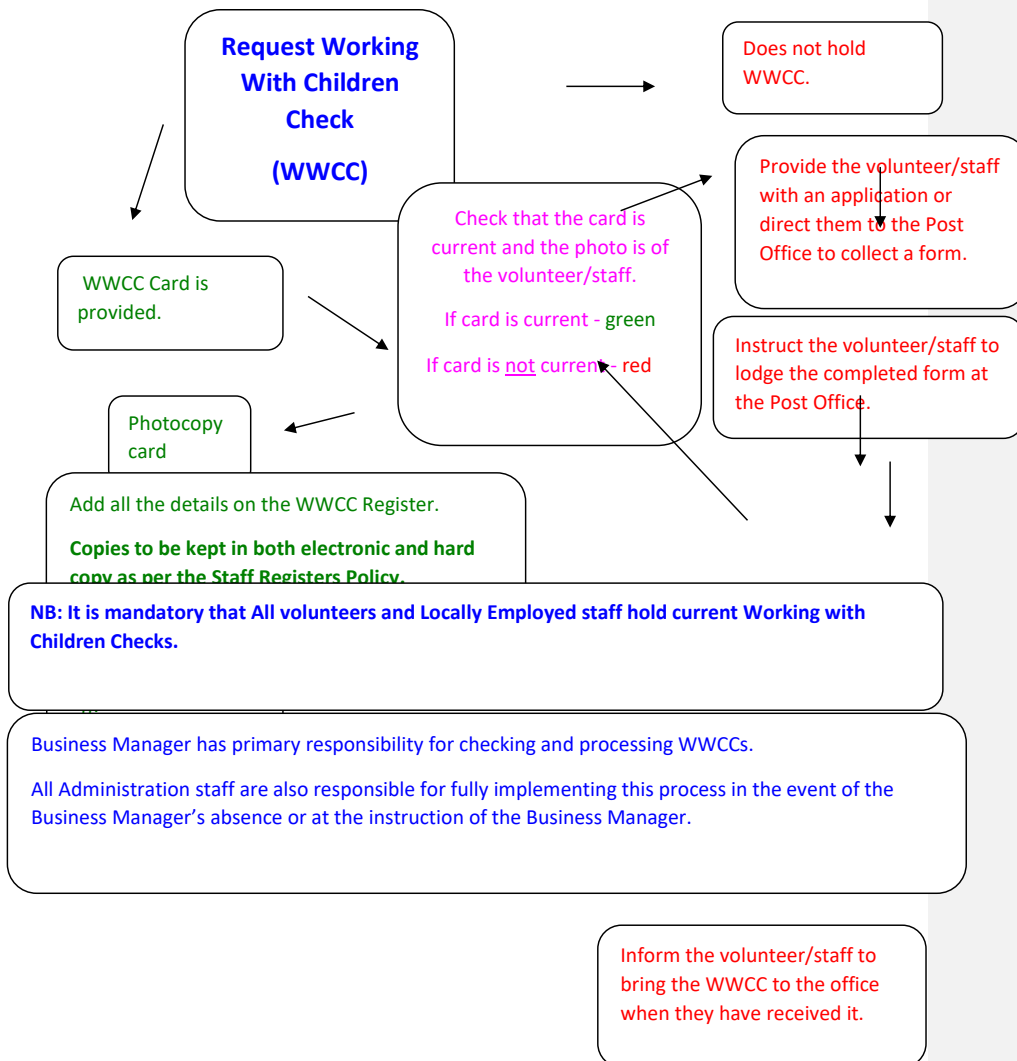
Minimum child safety standard: Procedures for responding to and reporting suspected child abuse in accordance with clause 11.

**Clause 11**

1. The **school governing authority** must have a clear procedure or set of procedures for responding to allegations of suspected **child abuse** in accordance with this requirement and other legal obligations.
2. The **school governing authority** must ensure that the procedure is:
  - a. sensitive to the diversity characteristics of the school community;
  - b. made publicly available; and
  - c. accessible to children, **school staff**, and the wider community.
3. The procedure must:
  - a. cover all forms of '**child abuse**' as defined in the **ETR Act**;
  - b. apply to allegations or disclosures of **child abuse** made by or in relation to a child, **school staff**, visitors, or other persons while connected to a **school environment**;
  - c. identify the positions of the person or people who are responsible for:
    - i. promptly managing the school's response to an allegation or disclosure of **child abuse**, and ensuring that the allegation or disclosure is taken seriously;
    - ii. responding appropriately to a child who makes or is affected by an allegation of **child abuse**;
    - iii. monitoring overall school compliance with this procedure; and
    - iv. managing an alternative procedure for responding to an allegation or disclosure if the person allocated responsibility under clause (3)(c)(i), above cannot perform his or her role;
  - d. include a statement that fulfilling the roles and responsibilities contained in the procedure does not displace or discharge any other obligations that arise if a person reasonably believes that a child is at risk of child abuse;
  - e. clearly describe the actions the school will take to respond to an allegation of **child abuse**, including actions to:
    - i. inform appropriate authorities about the allegation (including but not limited to mandatory reporting);
    - ii. protect any child connected to the alleged **child abuse** until the allegation is resolved; and
    - iii. make, secure, and retain records of the allegation of **child abuse** and the school's response to it.

4. The procedure must not:
- prohibit or discourage school staff from reporting an allegation of **child abuse** to a person external to the school;
  - state or imply that it is the victim's responsibility to inform the police or other authorities of the allegation;
  - require staff to make a judgment about the truth of the allegation of **child abuse**; or prohibit staff from making records in relation to an allegation or disclosure of **child abuse**

## FLOWCHART for WORKING WITH CHILDREN CHECKS



# PROTECT



Education  
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## Everton P.S.

### CHILD PROTECTION - GROOMING POLICY

Everton Primary School believes that, while protecting children and young people against

sexual abuse is a community wide responsibility, schools have particular moral and legal responsibilities to ensure children and young people are safe in their care and to actively and intentionally work to eliminate all forms of abusive behaviours towards children. There are also particular moral and legal obligations for those in authority to prevent, reduce and minimise child abuse and exploitation in all forms.

#### Rationale:

This policy applies to the whole school community in supporting a safe environment for all children and young people.

It concerns the *Crimes Act 1958 (Vic)* and the *Crimes Amendment (Grooming) Act 2014* which commenced in Victoria on 9 April 2014, introducing the offence of Grooming for sexual conduct with a child under the age of 16 years. The Crimes Amendment (Grooming) offence provides that the offence of grooming concerns:

- a. predatory conduct designed to facilitate later sexual activity with a child.
- b. an adult communicating, in person or electronically, by word or conduct, with a child under the age of 16 years or with a person who has care, supervision or authority for the child with the intention of facilitating the child's involvement in sexual conduct, either with the groomer or another adult.
- c. sexual conduct which constitutes an indictable offence.

**Note:** Grooming does not necessarily involve any sexual activity or even discussion of sexual activity – for example it may involve establishing a relationship with a child, parent or carer for the purpose of facilitating sexual activity at a later time.

The offence can be committed by any person aged 18 years and over. It does not apply to communication between people who are both under 18 years of age.

The offence applies to communication with children under 16 years, but not to communication with 16 and 17 year old children. This distinction between children aged below 16 and those aged 16 or 17 reflects the general age of consent (16 years) recognised by the criminal law in relation to sexual offences.

#### Key Principles:

- A safe environment is required to protect children and young people from harm and to prevent staff from abusing their position of authority and trust.
- The child and young person's ongoing safety and wellbeing must be the primary focus of all decision making.
- School leaders and staff must be fully self-aware of, and comply with, their professional obligations and responsibilities.
- The commitment to protecting children is embedded in the organisation's culture and responsibility for taking action is understood and accepted at all levels of the organisation.

#### Definitions:

##### Child

A child is legally defined as a person under the age of 16 years.

##### Grooming

Grooming refers to predatory conduct undertaken to prepare a child for sexual activity at a later time. It may involve communication, in person or electronically, by words or conduct, with a child under the age of 16 years or with a person who has care,

supervision or authority for the child with the intention of facilitating the child's involvement in sexual conduct either with the groomer or another adult. There may be no sexual activity or even discussion of sexual activity. The sexual conduct must constitute an indictable sexual offence.

**Indictable sexual offence**

This includes offences such as sexual penetration of a child, indecent assault and indecent act in the presence of a child. It does not include summary offences, such as up-skirting and indecent behaviour in public.

Note: The committing of these offences does not come under the definition of grooming, rather grooming is conduct in preparation of these offences.

**Person in authority**

A person in authority is someone who, by reason of their position within a relevant organisation, has the power or responsibility to reduce or remove a substantial risk that a child under the age of 16 years, who is under their care, supervision or authority, may become the victim of sexual abuse committed by an adult associated with the organisation. The role may be a formal, management role but may also apply to less formal roles such as a volunteer coach for a sports team.

**Reasonable belief**

A 'reasonable belief' is formed if a reasonable person in the same position would have formed the belief on the same grounds. A 'reasonable belief' is not the same as having proof.

**Sexual abuse**

Sexual abuse occurs when a person uses power or authority over a child to involve the child in sexual activity and the child's parent or caregiver has not protected the child. Physical force is sometimes involved. Child sexual abuse involves a wide range of sexual activity, including physical activity and/or exposure of the child to pornography.

**Implementation:**

This policy applies to the whole school community in supporting a safe environment for all children and young people.

- It applies to all persons in positions of authority, care or supervision, all employees of the school, and students of 18 years or over to ensure they understand their role and responsibility in protecting the safety and wellbeing of children and young people under the age of 16 in accordance with the Crimes Act 1958 (Vic).
- It applies to any member of the school community aged 18 and over who becomes aware of grooming behaviour by a person aged 18 years or over, they should notify the police and/or the Principal immediately.
- Staff will be fully informed annually of and committed to their obligations and responsibilities to proactively protect children from abuse
- This policy and its requirements will be communicated annually to all staff and the wider community annually
- This policy and its requirements will be communicated to new staff during induction
- This policy will be made available on the School website
- School staff will be trained in personal safety and the identification of possible sexual abuse, including the recognition of 'grooming'
- Thorough and systematic education in personal safety including safety in relationships, provided for all children/young people
- Prompt and full responses to any allegations will be undertaken promptly, with well documented records retained securely and confidentially
- Risks associated with 'Grooming' will be included, assessed and mitigated in ongoing risk identification and management processes



- Under 'Failure to Protect' requirements, the Principal or others with authority or responsibility, will take action upon becoming aware of suspected grooming behaviour, regardless of the time or location of that behaviour

#### Related Documentation:

This policy should be read in conjunction with the other policies and procedures of Everton Primary School concerned with Child Safety and Pastoral Wellbeing:

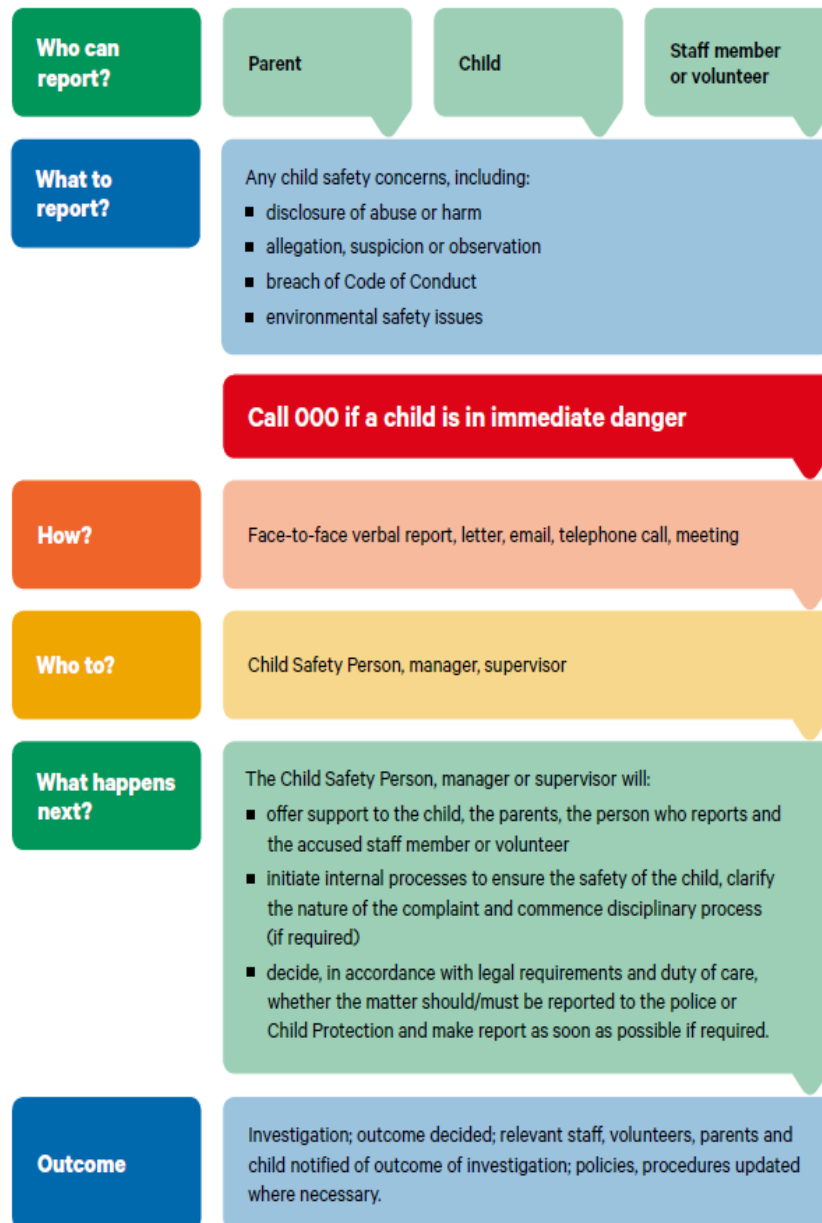
- Everton Primary School WWCC Register Procedures
- Everton Primary School WWCC List
- Everton Primary School Duty of Care Policy
- Everton Primary School Excursions Policy
- Everton Primary School Incursions Policy
- Everton Primary School On Site Supervision Policy
- Everton Primary School Privacy Policy
- Everton Primary School Staff Registers Policy
- Everton Primary School Student Engagement and Well Being Policy
- Everton Primary School Visitors in School Policy
- VIT Legal Obligations of a Teacher
- VIT Teacher Code of Conduct
- Child Protection and Safety Policy
- Child Protection – Mandatory Reporting Policy
- Child Protection – Working With Children Checks Policy
- 
- Child Protection – Failure to Protect Policy
- Child Protection – Grooming Policy

#### References:

- Crimes Amendment (Protection of Children) Act 2014, online, [http://www.austlii.edu.au/au/legis/vic/num\\_act/caoca201436o2014417](http://www.austlii.edu.au/au/legis/vic/num_act/caoca201436o2014417)
- Children, Youth and Families Act (Vic) 2005
- Victorian Parliamentary Inquiry into the Handling of Child Sexual Abuse by Religious and Other Non-Government Organisations, Final Report, *Betrayal of Trust*, November 2013.

<b>Date Implemented</b>	February 2020
<b>Author</b>	Kevin Hill
<b>Approved By</b>	School Council
<b>Responsible for Review</b>	Principal
<b>Review Date</b>	February 2024

## Flowchart: Child safety reporting process





EVERTON PRIMARY SCHOOL

PROTECT



Education  
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## CHILD SAFETY STANDARD 5: Procedures for responding to and reporting allegations of suspected child abuse

### CHILD SAFETY REPORTING OBLIGATIONS POLICY AND PROCEDURES

#### PURPOSE

The purpose of this policy is to ensure that all staff and members of our school community understand the various legal and other reporting obligations related to child safety that apply to Everton Primary School. The specific procedures that are applicable at our school are contained at Appendix A.

#### SCOPE

This policy applies to all school staff, volunteers and school community members. It also applies to all staff and students engaged in any school and school council-run events, activities and services.

#### POLICY

All children and young people have the right to protection in their best interests.

Everton Primary School understands the important role that our school plays in protecting children from abuse including:

- Physical abuse
- Sexual abuse (including sexual exploitation)
- Family violence
- Emotional abuse
- Neglect (including medical neglect)
- Grooming

The staff at Everton Primary School are required by law to comply with various child safety reporting obligations. For detailed information about each obligation, please refer to Identifying and Responding to All Forms of Abuse in Victorian Schools.

At Everton Primary School we also recognise the diversity of the children and young people at our school and take account of their individual needs and backgrounds when considering child safety.

#### Mandatory Reporting

Principals, registered teachers, registered medical practitioners, nurses and all members of the police force are mandatory reporters under the Children, Youth and Families Act 2005 (Vic).

[All mandatory reporters must make a report to the Department of Health and Human Services \(DHHS\) Child Protection as soon as practicable if, during the course of carrying out their professional roles and responsibilities, they form a belief on reasonable grounds that:](#)

- [a child has suffered, or is likely to suffer, significant harm as a result of physical abuse and/or sexual abuse, and](#)
- [the child's parents have not protected, or are unlikely to protect, the child from harm of that type.](#)

[A mandatory reporter who fails to comply with this legal obligation may be committing a criminal offence. It is important for all staff at Everton Primary School to be aware that they are legally obliged to make a mandatory report on each occasion that they form a reasonable belief that a child is in need of protection and they must make a mandatory report even if the principal does not share their belief that a report is necessary.](#)

[At our school, all mandated school staff must undertake the \*Mandatory Reporting and Other Obligations eLearning Module\* annually.](#)

[For more information about Mandatory Reporting see the Department's \*School Policy and Advisory Guide: Child Protection – Reporting Obligations\*.](#)

### **[Child in need of protection](#)**

[Any person can make a report to DHHS Child Protection \(131 278 – 24 hour service\) if they believe on reasonable grounds that a child is in need of protection.](#)

[The policy of the Department of Education and Training \(DET\) requires \*\*all staff\*\* who form a reasonable belief that a child is in need of protection to report their concerns to DHHS or Victoria Police, and discuss their concerns with the school leadership team.](#)

[For more information about making a report to DHHS Child Protection, see the Department's \*School Policy and Advisory Guide: Child Protection – Making a Report and Four Critical Actions for Schools: Responding to Incidents, Disclosures and Suspicions of Child Abuse\*.](#)

[At Everton Primary School we also encourage all staff to make a referral to Child FIRST when they have significant concern for a child's wellbeing. For more information about making a referral to Child FIRST see the \*School Policy and Advisory Guide: Child Protection – Reporting Obligations\*.](#)

### **[Reportable Conduct](#)**

[Our school must notify the Department's Employee Conduct Branch \(9637 2594\) if we become aware of an allegation of 'reportable conduct'.](#)

[There is an allegation of reportable conduct where a person has formed a reasonable belief that there has been:](#)

- [a sexual offence \(even prior to criminal proceedings commencing\), sexual misconduct or physical violence committed against, with or in the presence of a child;](#)
- [behaviour causing significant emotional or physical harm to a child;](#)
- [significant neglect of a child; or](#)
- [misconduct involving any of the above.](#)

[The Department, through the Employee Conduct Branch, has a legal obligation to inform the Commission for Children and Young People when an allegation of reportable conduct is made.](#)

[Our principal must notify the Department's Employee Conduct Branch of any reportable conduct allegations involving current or former teachers, contractors, volunteers \(including parents\), allied health staff and school council employees.](#)

[If school staff become aware of reportable conduct by any person in the above positions, they should notify the school principal immediately. If the allegation relates to the principal, they should notify the Regional Director.](#)

[For more information about Reportable Conduct see the Department's \*School Policy and Advisory Guide: Reportable Conduct Scheme\*.](#)

### **[Failure to disclose offence](#)**

[Reporting child sexual abuse is a community-wide responsibility. All adults \(ie persons aged 18 years and over\), not just professionals who work with children, have a legal obligation to report to Victoria Police, as soon as practicable, where they form a 'reasonable belief' that a sexual offence has been committed by an adult against a child under the age of 16 by another person aged 18 years or over.](#)

[Failure to disclose information to Victoria Police \(by calling 000 or local police station\) as soon as practicable may amount to a criminal offence unless a person has a 'reasonable excuse' or exemption from doing so.](#)

["Reasonable belief" is not the same as having proof. A 'reasonable belief' is formed if a reasonable person in the same position would have formed the belief on the same grounds.](#)

[For example, a 'reasonable belief' might be formed when:](#)

- [a child states that they have been sexually abused](#)
- [a child states that they know someone who has been sexually abused \(sometimes the child may be talking about themselves\)](#)
- [someone who knows a child states that the child has been sexually abused](#)
- [professional observations of the child's behaviour or development leads a mandated professional to form a belief that the child has been sexually abused](#)
- [signs of sexual abuse leads to a belief that the child has been sexually abused.](#)

["Reasonable excuse" is defined by law and includes:](#)

- [fear for the safety of any person including yourself or the potential victim \(but not including the alleged perpetrator or an organisation\)](#)
- [where the information has already been disclosed, for example, through a mandatory report to DHHS Child Protection.](#)

[For more information about this reporting obligation, see the Department's \*School Policy and Advisory Guide: Failure to disclose offence\*.](#)

### **[Failure to protect offence](#)**

[This reporting obligation applies to school staff in a position of authority. This can include principals, assistant principals and campus principals. Any staff member in a position of authority who becomes aware that an adult associated with their school \(such as an employee, contractor, volunteer or visitor\) poses a risk of sexual abuse to a child under the age of 16 under their care, authority or supervision, must take all reasonable steps to remove or reduce that risk.](#)

[This may include removing the adult \(ie persons aged 18 years and over\) from working with children pending an investigation and reporting your concerns to Victoria Police.](#)

[If a school staff member in a position of authority fails to take reasonable steps in these circumstances, this may amount to a criminal offence.](#)

[For more information about this reporting obligation, see the Department's \*School Policy and Advisory Guide: Failure to protect offence\*.](#)

### **[Grooming](#)**

[Grooming is a criminal offence under the \*Crimes Act 1958\* \(Vic\). This offence targets predatory conduct undertaken by an adult to prepare a child, under the age of 16, to engage in sexual activity at a later time. Grooming can include communicating and/or attempting to befriend or establish a relationship or other emotional connection with the child or their parent/carer.](#)

[For more information about this offence and reporting obligations see: Child Exploitation and Grooming.](#)

#### **RELATED POLICIES AND FURTHER INFORMATION**

[Statement of Commitment to Child Safety, Child Safety Policy etc.](#)

#### **REVIEW CYCLE**

[This policy was last updated in July 2019 and is scheduled for review in July 2022.](#)

## APPENDIX A

### CHILD SAFETY REPORTING PROCEDURES AT EVERTON PRIMARY SCHOOL

#### For students

- All students should feel safe to speak to any staff member to raise any concerns about their safety or any other concerns that they have.
- If a student does not know who to approach at Everton Primary School they should start with the Principal

#### Managing disclosures made by students

##### When managing a disclosure you should:

- listen to the student and allow them to speak
- stay calm and use a neutral tone with no urgency and where possible use the child's language and vocabulary (you do not want to frighten the child or interrupt the child)
- be gentle, patient and non-judgmental throughout
- highlight to the student it was important for them to tell you about what has happened
- assure them that they are not to blame for what has occurred
- do not ask leading questions, for example gently ask, "What happened next?" rather than "Why?"
- be patient and allow the child to talk at their own pace and in their own words
- do not pressure the child into telling you more than they want to, they will be asked a lot of questions by other professionals and it is important not to force them to retell what has occurred multiple times
- reassure the child that you believe them and that disclosing the matter was important for them to do
- use verbal facilitators such as, "I see", restate the child's previous statement, and use non-suggestive words of encouragement, designed to keep the child talking in an open-ended way ("what happened next?")
- tell the child in age appropriate language you are required to report to the relevant authority to help stop the abuse, and explain the role of these authorities if appropriate (for a young child this may be as simple as saying "I will need to talk to people to work out what to do next to help you").

##### When managing a disclosure you should AVOID:

- displaying expressions of panic or shock
- asking questions that are investigative and potentially invasive (this may make the child feel uncomfortable and may cause the child to withdraw)
- going over the information repeatedly (you are only gathering information to help you form a belief on reasonable grounds that you need to make a report to the relevant authority)
- making any comments that would lead the student to believe that what has happened is their fault
- making promises to the child about what will occur next or that things will be different given the process can be unpredictable and different for each child depending on their circumstances (instead reassure them that you and others will do your best to help).

#### General procedures

Our school will follow the *Four Critical Actions for Schools: Responding to Incidents, Disclosures and Suspicions of Child Abuse* (Four Critical Actions) when responding to incidents, disclosures and suspicions of child abuse.

All staff at our school who believe that a child is in need of protection, even if it doesn't meet the threshold required for mandatory reporting or the staff member is not a mandatory reporter, should in the first instance, speak to the Principal or should make the required reports to DHHS Child Protection and/or Victoria Police as necessary.

At our school the Principal will be responsible for monitoring overall school compliance with this procedure.

Nothing in this procedure prevents a staff member or any other person from reporting to the relevant authorities if they form a reasonable belief that a child is at risk of abuse.

#### **Reporting suspicions, disclosures or incidents of child abuse**

##### *Responsibilities of all school staff*

If a school staff member reasonably suspects or witnesses an incident of child abuse or receives a disclosure of child abuse, they must:

- If a child is at immediate risk of harm, separate alleged victims and others involved, administer first aid and call 000.
- Speak to the Principal as soon as possible, who will follow the Four Critical Actions.
- Make detailed notes of the incident or disclosure using the Responding to Suspected Child Abuse: Template and ensure that those notes are kept and stored securely in the office filing cabinet].
- If the staff member is a mandatory reporter and reasonably believes that a student has suffered physical and/or sexual abuse from which the child's parents have not protected the child, they must make a report to DHHS Child Protection.
- If the staff member has formed a 'reasonable belief' that a sexual offence has been against a child, they must make a report to Victoria Police.

In circumstances where a member of the leadership team disagrees that a report needs to be made, but the staff member has formed a 'reasonable belief' that the child is in need of protection and/or has been the victim of sexual abuse, the staff member must still contact DHHS Child Protection and/or Victoria Police to make the report.

The Principal is responsible for promptly managing the school's response to an incident, suspicion or disclosure of child abuse, and ensuring that the incident, suspicion or disclosure is taken seriously. The Principal is also responsible for responding appropriately to a child who makes or is affected by an allegation of child abuse.

If the Principal receives a report from a school staff member or member of the school community of a suspicion, disclosure or incident of child abuse, they must:

- Follow the Four Critical Actions as soon as possible, including:
  - Responding to an emergency
  - Reporting to authorities/referring to services
  - Contacting parents/carers and
  - Providing ongoing support.
- Make detailed notes of the incident or disclosure, including actions taken using the Responding to Suspected Child Abuse: Template] and ensure that those notes are kept and stored securely in the office filing cabinet]. They are also responsible for ensuring that any staff member who reported the incident, disclosure or suspicion to them also makes and keeps notes of the incident.



- At Everton Primary School the Principal will be responsible for ensuring that there is a prompt response to the disclosure and that the child is appropriately supported.

#### Duty of care and ongoing support for students

Fulfilling the requirements in this procedure does not displace or discharge any other obligations that arise if a person reasonably believes that a child is at risk of abuse.

All staff have a duty of care to take reasonable steps to prevent reasonably foreseeable harm to students. All staff must ensure that principal or other appropriate staff member is aware of any incidents, suspicions or disclosures of child abuse as soon as possible after they occur. This will allow appropriate supports to be put in place for the student affected.

#### For school visitors, volunteers and school community members

All community members aged 18 years or over should be aware of their legal obligations – see *Failure to disclose offence* above, in this Policy.

Any person can make a report to DHHS Child Protection if they believe on reasonable grounds that a child is in need of protection. For contact details see the Four Critical Actions - [https://www.education.vic.gov.au/Documents/about/programs/health/protect/FourCriticalActions\\_ChildAbuse.pdf](https://www.education.vic.gov.au/Documents/about/programs/health/protect/FourCriticalActions_ChildAbuse.pdf)

[Optional: There is no requirement for community members to inform the school if they are making a disclosure to DHHS Child Protection or the Victoria Police. However, where a community member is concerned about the safety of a child or children at the school, and where disclosure of that concern will not compromise any potential police investigation, the community member should report this concern to the principal so that appropriate steps to support the student can be taken.]

#### REVIEW CYCLE

<u>Date Implemented</u>	<u>July 2019</u>
<u>Author</u>	<u>Kevin Hill</u>
<u>Approved By</u>	<u>School Council</u>
<u>Responsible for Review</u>	<u>Principal</u>
<u>Review Date</u>	<u>February 2022</u>

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# PROTECT



## EVERTON PRIMARY SCHOOL

### Child Safe Standard 6: Risk Assessment

A key part of a risk management strategy is a risk assessment. Risk assessments can take many forms. An example is provided below. Risk assessment resources form part of the [School Policy & Advisory Guide: Risk Management Policy](#). An example is provided below to assist schools in their risk assessment. The risk assessment is based on the matrix below the example table.

Each school will be different and must undertake their school specific assessment.

<i>Risk Event or Environment</i>	<i>Existing Management strategies or internal controls</i>	<i>Likelihood</i>	<i>Consequence</i>	<i>Current risk assessment</i>	<i>New risk management controls or internal controls</i>	<i>Who is responsible?</i>	<i>Residual risk</i>
<i>No organisational culture of child safety – lack of leadership, public commitment and frequent messaging</i>	<i>Child safety code of conduct Strategies developed to embed culture of child safety</i>	<i>Possible</i>	<i>Severe</i>	<b>Very High</b>	<ul style="list-style-type: none"> <li><i>Strategies to embed organisational culture of child safety are reviewed</i></li> <li><i>Statement of commitment to child safety is publicly available</i></li> </ul>	<i>Principal, School Council Chair</i>	<b>Low</b>
<i>Inappropriate behaviour is not reported and addressed</i>	<i>Child safety code of conduct Clear child safety reporting procedures Performance management procedures</i>	<i>Unlikely</i>	<i>Severe</i>	<b>High</b>	<ul style="list-style-type: none"> <li><i>Strategies to embed organisational culture of child safety are reviewed</i></li> </ul>	<i>Principal, School Council Chair</i>	<b>Low</b>

<i>Risk Event or Environment</i>	<i>Existing Management strategies or internal controls</i>	<i>Likelihood</i>	<i>Consequence</i>	<i>Current risk assessment</i>	<i>New risk management controls or internal controls</i>	<i>Who is responsible?</i>	<i>Residual risk</i>
					<ul style="list-style-type: none"> <li>• <i>Refresher training for staff – see eLearning mandatory reporting module</i></li> </ul>		
<i>Unquestioning trust of long term employees and contractors or norms</i>	<i>Strategies developed to embed culture of child safety</i>  <i>Clear child safety reporting procedures</i>	<i>Possible</i>	<i>Major</i>	<i>High</i>	<ul style="list-style-type: none"> <li>• <i>Refresher training for staff – see eLearning mandatory reporting module</i></li> </ul>	<i>Principal, School Council Chair</i>	<i>Low</i>
<i>Recruitment of an inappropriate person</i>	<i>WWCC or Victorian Institute of Teaching registration</i>	<i>Unlikely</i>	<i>Major</i>	<i>Medium</i>	<i>Processes updated to require:</i> <ul style="list-style-type: none"> <li>• <i>Criminal history search</i></li> <li>• <i>Pre-employment reference check includes asking about child safety</i></li> </ul>	<i>Principal, School Council Chair</i>	<i>Low</i>
<i>Engagement with children online</i>	<i>Child safety code of conduct</i>  <i>Strategies developed to embed culture of child safety</i>	<i>Possible</i>	<i>Moderate</i>	<i>Medium</i>	<ul style="list-style-type: none"> <li>• <i>Train students and staff to detect inappropriate behaviour</i></li> <li>• <i>Ensure appropriate settings on all student technologies</i></li> </ul>	<i>Principal, School Council Chair</i>	<i>Low</i>
<i>Unknown people and environments at excursions and camps</i>	<i>Child safety code of conduct</i>  <i>Strategies developed to embed culture of child safety</i>	<i>Unlikely</i>	<i>Moderate</i>	<i>Medium</i>	<ul style="list-style-type: none"> <li>• <i>Assessment of new or changed environments for child safety risks</i></li> <li>• <i>Ensure Code and strategies apply in all school contexts</i></li> </ul>	<i>Principal, School Council Chair</i>	<i>Low</i>

<i>Risk Event or Environment</i>	<i>Existing Management strategies or internal controls</i>	<i>Likelihood</i>	<i>Consequence</i>	<i>Current risk assessment</i>	<i>New risk management controls or internal controls</i>	<i>Who is responsible?</i>	<i>Residual risk</i>
	<i>Clear child safety reporting procedures</i>						
<i>Ad-hoc contractors on the premises (eg maintenance)</i>	<i>Child safe environments Information and awareness for visitors, staff, volunteers and contractors  Adequate monitoring</i>	<i>Unlikely</i>	<i>Moderate</i>	<i>Medium</i>	<i>• Refresher training for frequent contractors</i>	<i>Principal, School Council Chair</i>	<i>Low</i>

*Risk Management In Schools*

*Risk Management Process*

The standard approach to proactive management of risks and opportunities can greatly help schools to improve decisions and outcomes as well as prioritise resources. Each school has its own unique operating environment, goals and vision. Being able to clearly identify the potential risks and opportunities within this environment aids decision making that will help deliver the unique outcomes your school community is seeking. Risk can not eliminated, but effective risk management will identify those areas where resources need to be prioritised to maximise the achievement of outcomes for the school including in areas such as:

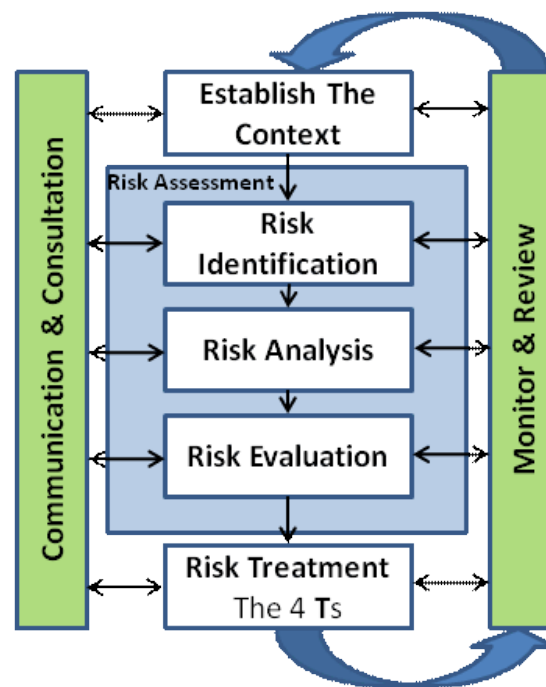
- the strategic plan
- educational outcomes
- financial management
- human resources
- [education outdoors](#) e.g. overseas travel
- well being
- reputation

Each school in Victoria should have an operational register of the key risks to the achievement of priorities and outcomes which is based on the DET [Enhanced Risk Management Framework](#).

Below are a number of useful tools (including a register which has been pre-populated with some risks which may be relevant to each school and which can be edited and tailored) which will help to identify and manage risks. Subordinate risk registers may also be established for specific activities such as [overseas travel](#) / excursions or projects.


*A strong risk culture does not mean a culture of risk aversion.*

REMEMBER: Management of risks in schools is more than OH&S, important as this is  
(for details on EduSafe use the link at the bottom of this page)



login for online module  
Username: deecd  
Password: risk

Risk Toolkit & Guides	Blank Risk Register <sup>New</sup> Version (Details)	Example Risk Registers	Useful Links
			These are some links to other relevant web sites:

<p>To assist with undertaking risk assessments and for making treatment decisions there are a number of Tools &amp; guides provided by the Audit &amp; Risk division</p> <p><a href="#">Download the Assessment Toolkit</a> <a href="#">Download the Pocket Guide</a> <a href="#">Overseas Travel Advice Guide</a> <a href="#">Introduction to risk management</a> <a href="#">Glossary of Risk Terms</a> <a href="#">Sample school risk policy</a></p>	<p>This is an excel tool for capturing the information for Risks. Save a copy of this register and renam for your purposes. <a href="#">Download the Risk Register</a></p> <p><b>** Note: When saving as use either Macro-Enabled Workbook or Excel 97-2003 Workbook as the Type</b></p> <p><i>The latest Version of the register is 3.0f this will be written in cell Q1 on the RiskRegister Sheet.</i></p>	<p>These files have some example risks for certain scenarios. You can either save a copy and use as the basis of your register and tailor for your context or you can import some or all of the risks into your own existing register (instructions for import are in the step-by-step guide).</p> <p><a href="#">Example Risks for a School</a> <a href="#">Example Risks for Overseas Travel</a></p> <p><i>Note: Assessments on example risks are for illustration and need to be reconsidered for your context.</i></p>	<p><a href="#">SPAG Risk Management</a> <a href="#">Insurance</a> <a href="#">EduSafe</a> <a href="#">Education Outdoors</a></p>				
<div><p><b>Feedback</b> Please click below to provide feedback regarding this site</p><p><a href="#">Click Here</a></p></div>	<p><b>External Resources</b></p> <p>These are further Risk Management readings and links to external web sites <a href="#">ISO31000: 2009 RM Standard Summary</a> <a href="#">Victorian Government RM Framework</a> <a href="#">ISO31000: 2009 RM Standard</a> <a href="#">VMIA Risk Management Courses</a></p>	<p><b>Related References</b></p> <p>These are links to other DET policies and frameworks affected or affecting Risk. <a href="#">Emergency Management Framework</a> <a href="#">Fraud &amp; Corruption Framework</a> <a href="#">Business Continuity Management</a> <a href="#">Financial Risk Management Policy</a> <a href="#">Foreign Exchange Risk Management Policy</a> <a href="#">DET's OHS Management System</a></p>	<p><b>Contacts</b></p> <p>If you require assistance or advice about risk management, the Risk Unit (in the Governance &amp; Executive Services Division, People &amp; Executive Services Group) can provide support. Email the <a href="#">Risk Unit</a> or contact;</p> <table><tr><td>Michael Kral</td><td>9651 3072</td></tr><tr><td>Doug Taylor</td><td>9637 3401</td></tr></table> <p>Physical address: Level 1, West Wing, 2 Treasury Place (next to Minister Dixon's office)</p>	Michael Kral	9651 3072	Doug Taylor	9637 3401
Michael Kral	9651 3072						
Doug Taylor	9637 3401						

## Key risks

Some of the key risks to children in organisational settings are outlined below:

Risks to children	
Unintentional/accidental harm	Physical abuse
<ul style="list-style-type: none"><li>■ Poor physical environment leading to injury</li><li>■ Poor supervision</li><li>■ High-risk activity</li><li>■ Lack of risk mitigation strategies in place</li></ul>	<ul style="list-style-type: none"><li>■ Physical punishment</li><li>■ Pushing, shoving</li><li>■ Punching, slapping, biting, kicking</li></ul>
Psychological abuse	Cultural abuse
<ul style="list-style-type: none"><li>■ Bullying</li><li>■ Threatening language</li><li>■ Shaming</li><li>■ Intentional ignoring and isolating (either face-to-face, online or via other technology)</li></ul>	<ul style="list-style-type: none"><li>■ Lack of cultural respect</li><li>■ Racial or cultural vilification or discrimination</li><li>■ Lack of support to enable a child to be aware of and express their cultural identity</li></ul>
Neglect	Sexual abuse
<ul style="list-style-type: none"><li>■ Lack of supervision</li><li>■ Not providing adequate nourishment</li><li>■ Not providing adequate clothing or shelter</li><li>■ Not meeting the specific physical or cognitive needs of children</li></ul>	<ul style="list-style-type: none"><li>■ Sexual abuse, assault and exploitation</li><li>■ Grooming</li><li>■ Inappropriate touching</li><li>■ Inappropriate conversations of a sexual nature (either face-to-face, online or via other technology)</li><li>■ Crossing professional boundaries</li></ul>

Adapted from the NSW Office of the Children's Guardian, [www.kidsguardian.nsw.gov.au](http://www.kidsguardian.nsw.gov.au)

Once you have identified the risks faced by children in your organisation, you have a better understanding of what policies and procedures your organisation requires and how these should be communicated.

### Related Documentation:

This policy should be read in conjunction with the other policies and procedures of Everton Primary School concerned with Child Safety and Pastoral Wellbeing:

- Everton Primary School WWCC Register Procedures

- Everton Primary School WWCC List
- Everton Primary School Duty of Care Policy
- Everton Primary School Excursions Policy
- Everton Primary School Incursions Policy
- Everton Primary School On Site Supervision Policy
- Everton Primary School Privacy Policy
- Everton Primary School Staff Registers Policy
- Everton Primary School Student Engagement and Well Being Policy
- Everton Primary School Visitors in School Policy
- VIT Legal Obligations of a Teacher
- VIT Teacher Code of Conduct
- Child Protection and Safety Policy
- Child Protection – Mandatory Reporting Policy
- Child Protection – Working With Children Checks Policy
- 
- Child Protection – Failure to Protect Policy
- Child Protection – Grooming Policy

#### References:

- Crimes Amendment (Protection of Children) Act 2014, online, [http://www.austlii.edu.au/au/legis/vic/num\\_act/caoca201436o2014417](http://www.austlii.edu.au/au/legis/vic/num_act/caoca201436o2014417)
- Children, Youth and Families Act (Vic) 2005
- Victorian Parliamentary Inquiry into the Handling of Child Sexual Abuse by Religious and Other Non-Government Organisations, Final Report, *Betrayal of Trust*, November 2013.

<b>Date Implemented</b>	February 2020
<b>Author</b>	Kevin Hill
<b>Approved By</b>	School Council
<b><u>Review date:</u></b>	<a href="#">Feb 2022</a>





## EVERTON PRIMARY SCHOOL STUDENT WELLBEING AND ENGAGEMENT POLICY

### PURPOSE

The purpose of this policy is to ensure that all students and members of our school community understand:

- (a) our commitment to providing a safe and supportive learning environment for students
- (b) expectations for positive student behaviour
- (c) support available to students and families
- (d) our school's policies and procedures for responding to inappropriate student behaviour.

Everton Primary School is committed to providing a safe, secure and stimulating learning environment for all students. We understand that students reach their full potential only when they are happy, healthy and safe, and that a positive school culture helps to engage students and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are closely linked.

The objective of this policy is to support our school to create and maintain a safe, supportive and inclusive school environment consistent with our school's values.

### SCOPE

This policy applies to all school activities, including camps and excursions.

### CONTENTS

1. School profile
2. School values, philosophy and vision
3. Engagement strategies
4. Identifying students in need of support
5. Student rights and responsibilities
6. Student behavioural expectations
7. Engaging with families
8. Evaluation

### POLICY

#### 1. School profile

##### 2. EVERTON PRIMARY SCHOOL PROFILE

Everton Primary School is located on the Great Alpine Road 22km east of Wangaratta in the small rural community of Everton, North Eastern Victoria. The school serves a wide area, with students coming from within a 28km radius.

Currently the school has 5 students with enrolments from Year 0 to Year 6. The Principal teaches full time and there is another teacher employed for one day each per week .

The school provides curriculum based on the Victorian Curriculum and has an annual swimming program and camping program as well as lessons in Italian.

*Providing the opportunity for further social interaction our school combines with Carraragarmungee, Oxley, Milawa, Glenrowan and Whorouly Primary Schools as the Ovens Learning Community. We also combine for staff professional development, camps, excursions, sport days, arts performances and group days.*

*Once a week we combine for a day with Carraragarmungee PS alternating with us visiting Carra PS one week and Carra students visiting us on the alternate week, so they can participate in our very successful Stephanie Kitchen Garden Program. This gives children a chance to expand their friendship base and increase their access to additional projects.*

*The school accesses the services of a Mobile Area Resource Centre (MARC van) and MACC Art van delivering art and library lessons and resources to our students and staff, on a fortnightly basis.*

*The school was established in 1878, and is situated next to the Everton Public Hall on spacious grounds with an adjoining recreational complex, comprising sports ground, tennis courts, netball/basketball court and barbeque area, complimenting the school facilities. The extensive well-kept grassed and concrete areas provide ample space for games and sport. We have a new BER classroom, a revamped Playgroup/music room for our music program, and very successful weekly Playgroup which runs each Friday. We have a separate administration building which houses the office area and a storage room.*

*Everton Primary School maintains high levels of parental involvement through School Council, voluntary assistance in classroom programs and through fundraising and working bees.*

*Dedicated to providing quality education for country students we constantly assess the school and student needs.*

*The Everton Primary School is dedicated to bringing quality education to country students and is a school of which our community is proud.*

*Kevin Hill as Principal, ensures overall curriculum delivery. He also co-ordinates the Literacy and Numeracy Program throughout the school and ensures that intervention programs to assist students with additional needs are delivered as required.*

*Kevin, and Linda deliver a comprehensive Learning program in Literacy and Numeracy in which our students receive excellent results. Linda is also our Stephane Alexander Kitchen Program Co-ordinator as well as our LOTE (Italian) teacher and is Bike Education trained. We run a Bike Ed program each year incorporating the use of the Bike Ed trailer.*

*We have a specialist Art teacher, Heath Earles, who runs a fortnightly Art Program, and Anthony Lawler provides us with a mobile book resource van.*

#### **The Schools Vision and Values are below:**

*Everton Primary School is committed to providing a **safe, nurturing, stimulating and inclusive learning environment**. We aim to recognise and cater for all children, regardless of their academic, religious, economic or cultural background. We aim to provide programs which enhance the individual's talents. **Students can reach their full academic potential only when they are happy safe and healthy and when there is a positive school culture to support them.***

*The following values underpin the beliefs of the Everton Primary School community and provide the basis for our actions:*

**Learning:** Acquiring academic, social and emotional knowledge and skills.

**Relationships:** Developing authentic relationships where mutual respect and support are promoted.

**Persistence:** Cultivating an ability to manage challenging situations as they arise.

**Respect:** Build respect for self and others, our community and the environment.

**Teamwork:** Working co-operatively with others towards common goals.

### **Engagement strategies**

Everton Primary School has developed a range of strategies to promote engagement, positive behaviour and respectful relationships for all students in our school. We acknowledge that some students may need extra social, emotional or educational support at school, and that the needs of students will change over time as they grow and learn.

#### Universal

- high and consistent expectations of all staff, students and parents and carers
- prioritise positive relationships between staff and students, recognising the fundamental role this plays in building and sustaining student wellbeing
- creating a culture that is inclusive, engaging and supportive
- welcoming all parents/carers and being responsive to them as partners in learning
- analysing and being responsive to a range of school data such as attendance, Attitudes to School Survey, parent survey data, student management data and school level assessment data
- deliver a broad curriculum including VET programs, VCE and VCAL to ensure that students are able to choose subjects and programs that are tailored to their interests, strengths and aspirations
- teachers at Everton Primary School use a number of instructional frameworks to ensure an explicit, common and shared model of instruction to ensure that evidenced-based, high yield teaching practices are incorporated into all lessons
- teachers at Everton Primary School adopt a broad range of teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and needs of our students and follow the standards set by the Victorian Institute of Teaching
- our school's Statement of Values are incorporated into our curriculum and promoted to students, staff and parents so that they are shared and celebrated as the foundation of our school community
- carefully planned transition programs to support students moving into different stages of their schooling
- positive behaviour and student achievement is acknowledged in the classroom, and formally in school assemblies and communication to parents
- monitor student attendance and implement attendance improvement strategies at a whole-school, cohort and individual level
- students have the opportunity to contribute to and provide feedback on decisions about school operations through the Student Representative Council and other forums including year group meetings and Peer Support Groups. Students are also encouraged to speak with their teachers, Year Level Coordinator, Assistant Principal and Principal whenever they have any questions or concerns.
- create opportunities for cross—age connections amongst students through school plays, athletics, music programs and peer support programs
- All students are welcome to self-refer to their teachers/Principal if they would like to discuss a particular issue or feel as though they may need support of any kind. We are proud to have an 'open door' policy where students and staff are partners in learning
- we engage in school wide positive behaviour support with our staff and students, which includes programs such as:
  - Respectful Relationships
  - Bully Stoppers
  - Safe Schools

- programs, incursions and excursions developed to address issue specific behaviour (i.e. anger management programs)
- opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)
- buddy programs, peers support programs

#### Targeted

- each year group has a Year Group Leader/Coordinator, a senior teacher responsible for their year, who monitor the health and wellbeing of students in their year, and act as a point of contact for students who may need additional support
- connect all Koorie students with a Koorie Engagement Support Officer
- all students in Out of Home Care will be appointed a Learning Mentor, have an Individual Learning Plan and will be referred to Student Support Services for an Educational Needs Assessment
- wellbeing and health staff will undertake health promotion and social skills development in response to needs identified by student wellbeing data, classroom teachers or other school staff each year
- staff will apply a trauma-informed approach to working with students who have experienced trauma

#### Individual

- Student Support Groups, see:  
<http://www.education.vic.gov.au/school/principals/spag/participation/pages/supportgroups.aspx>
- Individual Learning Plan and Behaviour Support Plan
- Program for Students with Disabilities
- referral to Student Support Services
- referral to ChildFirst

Everton Primary School implements a range of strategies that support and promote individual engagement. These can include:

- building constructive relationships with students at risk or students who are vulnerable due to complex individual circumstances
- meeting with student and their parent/carer to talk about how best to help the student engage with school
- developing an Individual Learning Plan and/or a Behaviour Support Plan
- considering if any environmental changes need to be made, for example changing the classroom set up
- referring the student to:
  - school-based wellbeing supports
  - Student Support Services
  - Appropriate external supports such as council based youth and family services, other allied health professionals, headspace, child and adolescent mental health services or ChildFirst
  - Re-engagement programs such as Navigator

Where necessary the school will support the student's family to engage by:

- being responsive and sensitive to changes in the student's circumstances and health and wellbeing
- collaborating, where appropriate and with the support of the student and their family, with any external allied health professionals, services or agencies that are supporting the student
- monitoring individual student attendance and developing an Attendance Improvement Plans in collaboration with the student and their family
- running regular Student Support Group meetings for all students:
  - with a disability
  - in Out of Home Care
  - and with other complex needs that require ongoing support and monitoring.

### **1. Identifying students in need of support**

Everton Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Student Wellbeing team plays a significant role in developing and implementing strategies help identify students in need of support and enhance student wellbeing. Example School will utilise the following information and tools to identify students in need of extra emotional, social or educational support:

- personal, health and learning information gathered upon enrolment and while the student is enrolled
- attendance records
- academic performance
- observations by school staff such as changes in engagement, behaviour, self-care, social connectedness and motivation
- attendance, detention and suspension data
- engagement with families
- self-referrals or referrals from peers

### **2. Student rights and responsibilities**

All members of our school community have a right to experience a safe and supportive school environment. We expect that all students, staff, parents and carers treat each other with respect and dignity. Our school's Statement of Values highlights the rights and responsibilities of members of our community. Students have the right to:

- participate fully in their education
- feel safe, secure and happy at school
- learn in an environment free from bullying, harassment, violence, discrimination or intimidation
- express their ideas, feelings and concerns.

Students have the responsibility to:

- participate fully in their educational program
- display positive behaviours that demonstrate respect for themselves, their peers, their teachers and members of the school community
- respect the right of others to learn.

Students who may have a complaint or concern about something that has happened at school are encouraged to speak to their parents or carers and approach a trusted teacher.

### 3. Student behavioural expectations

Behavioural expectations of students, staff and families are grounded in our school's Statement of Values. Student bullying behaviour will be responded to consistently with Example School's Bullying policy.

When a student acts in breach of the behaviour standards of our school community, Example School will institute a staged response, consistent with the Department's Student Engagement and Inclusion Guidelines. Where appropriate, parents will be informed about the inappropriate behaviour and the disciplinary action taken by teachers and other school staff.

Disciplinary measures may be used as part of a staged response to inappropriate behaviour in combination with other engagement and support strategies to ensure that factors that may have contributed to the student's behaviour are identified and addressed. Disciplinary measures at our school will be applied fairly and consistently. Students will always be provided with an opportunity to be heard.

Disciplinary measures that may be applied include:

- warning a student that their behaviour is inappropriate
- teacher controlled consequences such as moving a student in a classroom or other reasonable and proportionate responses to misbehaviour
- withdrawal of privileges
- referral to the Year Level Coordinator
- restorative practices
- detentions
- behaviour reviews
- suspension
- expulsion

Suspension and expulsion are measures of last resort and may only be used in particular situations consistent with Department policy, available at:

<http://www.education.vic.gov.au/school/principals/spag/participation/pages/engagement.aspx>

Corporal punishment is prohibited in our school and will not be used in any circumstance.

#### 4. Engaging with families

Everton Primary School values the input of parents and carers, and we will strive to support families to engage in their child's learning and build their capacity as active learners. We aim to be partners in learning with parents and carers in our school community.

We work hard to create successful partnerships with parents and carers by:

- ensuring that all parents have access to our school policies and procedures, available on our school website
- maintaining an open, respectful line of communication between parents and staff, supported by our Communicating with School Staff policy.
- providing parent volunteer opportunities so that families can contribute to school activities
- involving families with homework and other curriculum-related activities
- involving families in school decision making
- coordinating resources and services from the community for families
- including families in Student Support Groups, and developing individual plans for students.

#### 5. Evaluation

Everton Primary School will collect data each year to understand the frequency and types of wellbeing issues that are experienced by our students so that we can measure the success or otherwise of our school based strategies and identify emerging trends or needs.

Sources of data that will be assessed on an annual basis include:

- student survey data
- incidents data
- school reports
- parent survey
- case management
- CASES21

#### FURTHER INFORMATION AND RESOURCES

Statement of Values and School Philosophy,

Bullying Prevention policy,

Child Safe Standards.

#### REVIEW CYCLE

This policy was last updated on 13<sup>th</sup> August 2019 and was ratified by School Council.

It is due to be reviewed in August 2021.

<u>Date Implemented</u>	<u>February 2020</u>
<u>Author</u>	<u>Kevin Hill</u>
<u>Approved By</u>	<u>School Council</u>
<u>Review date:</u>	<u>Feb 2022</u>



## **BULLYING and HARASSMENT POLICY and PROCEDURES** **(including cyber-bullying)**

### **POLICY STATEMENT**

Our school is committed to providing a safe and caring environment and culture which enables positive relationships to be formed amongst all students and staff and which encourages self-esteem, cooperation, personal growth and a positive attitude to learning and teaching. A clear policy on bullying (including cyber bullying) and harassment will inform the community that **bullying and harassment in any of its forms will not be tolerated.**

#### **Aims:**

- To reinforce within the school community that no form of bullying is acceptable.
- Everyone within the school community is alerted to signs and evidence of bullying and has a responsibility to report it to staff whether as observer or victim.
- To ensure that all reported incidents of bullying are followed up and that support is given to both victim and perpetrator.
- To seek parental and peer-group support and co-operation at all times.

### **What are bullying, cyber bullying and harassment?**

**Bullying** is repeated oppression, physical or psychological, of a less powerful person by a more powerful person or group.

**Cyber-bullying** consists of covert, psychological bullying, conveyed through the electronic mediums such as cell-phones, web-logs and web-sites, on-line chat rooms, 'MUD' rooms (multi-user domains where individuals take on different characters) and Xangas (on-line personal profiles where some adolescents create lists of people they do not like). It is verbal (over the telephone or mobile phone), or written using the various mediums available.

**Harassment** is any verbal, physical or sexual conduct (including gestures) which is unwanted, unwelcome or offensive to a person.

Our school will actively promote a positive and welcoming personal environment for all members of the school community. When people are bullied or harassed some effects might be anger, embarrassment, fear and humiliation, loss of self-confidence and reduced function and potential. Bullying and harassment will be addressed, individual differences will be respected and students and staff will be enabled and supported in their pursuit of learning and teaching.

### **GUIDELINES**

A school-wide approach will be taken to deal with bullying (including cyber bullying) and harassment in a consistent and systematic way.

All new students and staff will be informed of the anti-harassment policy and practices at the commencement of their time at the school.

All complaints of harassment will be heard in confidence and taken seriously.

Our school will organise preventative curriculum programs that promote resilience, life and social skills, assertiveness, conflict resolution and problem solving.

Staff programs will occur periodically to keep staff informed of current issues/strategies for dealing with these issues.

There will be disciplinary consequences, covering a range of strategies, for those in breach of the Anti-Bullying (including cyber bullying) and Anti- Harassment Policy, guidelines and procedures (see Appendix A).



## PROGRAM

Constructive strategies to deal with harassment will include: education in coping strategies; assertiveness training; problem solving and social skills; counselling and behaviour modification. These strategies will be employed in preference to punitive sanctions and negative consequences.

The Anti-Bullying and Anti-Harassment Policy of the school will be widely promoted to students, staff, parents/carers and the local community.

A summary of the policy will be included in the Student Enrolment Package while new staff will receive extensive documentation as part of the school's induction process.

The school leadership team and the teachers will work together to ensure the safety of all school members in situations of bullying (including cyber bullying) and harassment, by thoroughly investigating all complaints while respecting the need for confidentiality, notifying parents/carers and planning interventions.

If a teacher feels a student is at serious and imminent risk from bullying (including cyber bullying) and harassment then it is their professional duty to pass on the information to an appropriate person in order to ensure appropriate support for the student. It is important that teachers document fully their interaction with the student and to verify the actions taken.

Student programs will be organized to raise student awareness about bullying (including cyber bullying) and harassment, to provide a forum for discussion of matters and to aid development of attitudes. Some matters will be dealt with formally in the curriculum, extra-curricular programs and occasional activities run by outside experts and workers. The curriculum will include anti-bullying messages and strategies in line with current DET materials e.g. 'Blue Earth' and 'Bounce Back' programs.

Professional development will be provided for staff relating to bullying (including cyber bullying) and harassment and proven strategies to address these issues in classrooms will be shared with all staff.

The school will provide specialist resources such as books, videos, kits and off site in-service activities to assist staff in responding appropriately to bullying (including cyber bullying) and harassment issues.

Disciplinary consequences for bullying (including cyber bullying) and harassment will comply with the school's Welfare and Discipline Policy. The principal or their nominee will provide disciplinary consequences including suspension in accordance with Department of Education and Training (DET) guidelines.

## LINKS AND APPENDICES (including processes related to this policy)

Resources connected to this policy are:

- DET's [Effective Schools are Engaging Schools: Student Engagement Policy Guidelines](#)
- DET's [Safe Schools are Effective School's](#)
- DET's [Student Engagement Policy Guidelines](#)
- The school's Internet Use Policy (re cyber-bullying)
- DET's [Respectful Schools](#)

Appendices which are connected with this policy are:

- Appendix A: Anti-Bullying (including cyber-bullying) and Anti-Harassment Procedures

## EVALUATION

This policy will be reviewed annually or more often if necessary due to changes in regulations or circumstances.

### Appendix A

#### Anti-Bullying (including cyber-bullying) and Anti-Harassment Procedures

## What are Bullying, Cyber Bullying and Harassment?

### Bullying

#### *Definition of Bullying*

Bullying is when someone, or a group of people, who have more power at the time, deliberately upset or hurt another person, their property, reputation or social acceptance on more than one occasion.

#### *Types of Bullying*

There are three broad categories of bullying:

1. **Direct physical bullying** – e.g. hitting, tripping, and pushing or damaging property.
2. **Direct verbal bullying** – e.g. name calling, insults, verbal abuse.
3. **Indirect bullying** – this form of bullying is harder to recognise and often carried out behind the bullied student's back. It is designed to harm someone's social reputation and/or cause humiliation. Indirect bullying includes:
  - lying and spreading rumours
  - playing nasty jokes to embarrass and humiliate
  - mimicking
  - encouraging others to socially exclude someone
  - damaging someone's social reputation and social acceptance
  - cyber-bullying, which involves the use of electronic means to humiliate and distress

#### *What Bullying is Not*

Many distressing behaviours are not examples of bullying even though they are unpleasant and often require teacher intervention and management. There are three socially unpleasant situations that are often confused with bullying:

#### *Mutual Conflict*

In mutual conflict situations, there is an argument or disagreement between students but not an imbalance of power. Both parties are upset and usually both want a resolution to the problem. However, unresolved mutual conflict sometimes develops into a bullying situation with one person becoming targeted repeatedly for 'retaliation' in a one-sided way.

#### *Social Rejection or Dislike*

Unless the social rejection is directed towards someone specific and involves deliberate and repeated attempts to cause distress, exclude or create dislike by others, it is not bullying.

#### *Single-episode acts of nastiness or meanness, or random acts of aggression or intimidation*

Single episodes of nastiness or physical aggression are not the same as bullying. If a student is verbally abused or pushed on one occasion they are not being bullied.

Nastiness or physical aggression that is directed towards many different students is not the same as bullying.

### Cyber-bullying

Consists of covert, psychological bullying, conveyed through the electronic mediums such as cell-phones, web-logs and web-sites, on-line chat rooms, 'MUD' rooms (multi-user domains where individuals take on different characters) and Xangas (on-line personal profiles where some adolescents create lists of people they do not like). It is verbal (over the telephone or mobile phone), or written using the various mediums available.

### Harassment

Is any verbal, physical or sexual conduct (including gestures) which is uninvited, unwelcome or offensive to a person.

### **Why do we have a Policy on these?**

To provide a safe and friendly college environment for students and staff and to encourage care, courtesy and respect for others. All persons have a legal right to protection from harassment under the *Commonwealth Sex Discrimination Act* and the *Victorian Equal Opportunity Act*.

### **What are the effects of Bullying and Harassment?**

- poor health - anxiety, depression
- lower self esteem
- reduced study performance
- missed classes, social withdrawal
- reduced career prospects

### **Am I bullying or harassing someone?**

If you are not sure about your behaviour you can:

- check it out by asking if it is offensive or inappropriate
- stop it
- apologise
- take it seriously if someone says they are feeling uncomfortable
- talk it over with an adviser or somebody who has an understanding of the issues

### **What are some of the feelings victims of bullying or harassment may experience?**

- *"I will ignore it and it will go away."*  
If anything it will make things worse - you will give the impression that you agree with the situation.
- *"I don't want to cause trouble."*  
Most causes of harassment are sorted out quite simply. By speaking up, action can be taken to address the problem.
- *"Am I to blame?"*  
Victims of harassment or bullying sometimes feel that it is their fault. Victims are made to feel guilty by the offender and often blame themselves. It is your right to have a safe environment free from harassment or bullying.
- *"Am I imagining things?"*  
Often our hunches are correct. Rather than put up with nagging doubts, talk to someone about your feelings.

### **Bullying or harassment can often make people feel:**

- embarrassed or ashamed
- offended or humiliated
- intimidated or frightened
- uncomfortable

### **What should you do if you see another person being bullied or harassed?**

Tell the person that you witnessed the incident and advise them to report it to an appropriate person. However, if your friend is harassing another person, let them know that their behaviour is unacceptable.

Bystanders who do nothing to stop bullying may be contributing to the problem by providing an audience for the bully.

### **Bullying can involve**

- grabbing, aggressive staring, hitting, pinching kicking, pushing and shoving
- publicly excluding a person from your group
- knocking a person's books or belongings out of their hands or off their desk
- teasing a person because of their looks

### **Cyber-bullying can involve**

- *Flaming* – online fights using electronic messages with angry or vulgar messages
- *Harassment* – repeatedly sending nasty, mean and insulting messages
- *Denigration* – posting or sending gossip or rumours about a person to damage his/her reputation or friendships
- *Outing* – sharing someone's secrets or embarrassing information or images online
- *Exclusion* – intentionally and cruelly excluding someone from an online group
- *Cyber-stalking* – repeated, intense harassment and denigration that includes threats or creates significant fear

**Harassment is usually directed at a person because of their gender, race, creed or abilities – it can be subtle or explicit**

*Subtle (the most common)* they include:

- unwanted comments about physical appearance and sexual preference
- offensive name calling

*Explicit (obvious)* they include:

- grabbing, aggressive hitting, pinching and shoving, etc
- unwelcome patting, touching, embracing
- offensive gestures, jokes, comments, letters, phone calls or e-mail

### **What do you do if you are being bullied or harassed?**

- tell the person you don't like what they are doing and you want them to stop
  - discuss the matter with a Coordinator, Student Welfare Coordinator or peer mediator, peer support leader or a teacher that you feel comfortable with
  - the school will take your concerns seriously - all complaints will be treated confidentially
- How will your complaint be dealt with?**

Your concerns will be taken seriously. All complaints will be treated confidentially.

School procedures for responding to a student who bullies or harasses others are set out below.

#### **Level 1**

If the bullying or harassment incident is minor or first time occurrence, teachers may elect to use one or more anti-bullying practices:

- stopping the bullying/re-statement of rules and consequences
- restorative questioning
- think time detention
- private conference
- shared control discussion

If the student does not take control over his/her behavior there will be a meeting with the parents.

Here, the classroom teacher and Principal may:

- meet with the student and parents to develop a behaviour contract
- provide discussion/mentoring of different social and emotional learning competencies including structured learning activities
- conduct a restorative conference separately with the perpetrator and "target"

#### **Level 2**

For 'at risk' students (many risk factors, few protective factors) whose bullying or harassing behaviour is severe and for other non-at risk students whose bullying or harassing and other aggressive behaviour is resistant to change, an individual 'strength building' plan should be developed by the staff in consultation with student, parents/carers and teachers. Individual strength-building plans and associated interventions help connect the student to positive people, programs and actions in the community, school and home as well as develop the student's inner social and emotional strengths (skills, values).

### ***Level 3***

Students whose severe bullying or harassing behaviour resists school efforts and represents a significant threat to the safety and wellbeing should be referred to outside agencies for evaluation. Student Welfare Coordinators will need to be familiar with those community agencies and organisations that can offer more intensive services to the student and student's family.

## Reporting on Incident of Bullying / Harassment – Template

Staff member recording incident: \_\_\_\_\_

Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Name of student(s) who appears to have instigated bullying

\_\_\_\_\_

Year/Class: \_\_\_\_\_

Name(s) of target(s)

\_\_\_\_\_

Name(s) of witnesses

\_\_\_\_\_

Did you observe the incident? YES ☐ NO ☐

If 'NO' who reported the incident to you? \_\_\_\_\_

Brief description of incident (what was allegedly said or done to the student who appears to have been bullied?)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What form(s) of bullying took place? Verbal ☐ Physical ☐ Indirect ☐ Cyber ☐

Other ☐ Please detail: \_\_\_\_\_

Was the incident of bullying: Mild ☐ Severe ☐

Describe how you responded (Did you use a school anti-bullying practice?)

\_\_\_\_\_

\_\_\_\_\_

Describe how student responded to your intervention

\_\_\_\_\_

\_\_\_\_\_

**Where / when / time incident took place:**

Location: \_\_\_\_\_

When: before school ☐ recess ☐ lunch ☐ in class ☐ after school ☐

Time: \_\_\_\_\_ : \_\_\_\_\_ am/pm

Date incident took place: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

**Additional comments:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

#### Related Documentation:

This policy should be read in conjunction with the other policies and procedures of Everton Primary School concerned with Child Safety and Pastoral Wellbeing:

- Everton Primary School WWCC Register Procedures
- Everton Primary School WWCC List
- Everton Primary School Duty of Care Policy
- Everton Primary School Excursions Policy
- Everton Primary School Incursions Policy
- Everton Primary School On Site Supervision Policy
- Everton Primary School Privacy Policy
- Everton Primary School Staff Registers Policy
- Everton Primary School Student Engagement and Well Being Policy
- Everton Primary School Visitors in School Policy
- VIT Legal Obligations of a Teacher
- VIT Teacher Code of Conduct
- Child Protection and Safety Policy
- Child Protection – Mandatory Reporting Policy
- Child Protection – Working With Children Checks Policy
- 
- Child Protection – Failure to Protect Policy
- Child Protection – Grooming Policy

#### References:

- Crimes Amendment (Protection of Children) Act 2014, online, [http://www.austlii.edu.au/au/legis/vic/num\\_act/caoca201436o2014417](http://www.austlii.edu.au/au/legis/vic/num_act/caoca201436o2014417)
- Children, Youth and Families Act (Vic) 2005
- Victorian Parliamentary Inquiry into the Handling of Child Sexual Abuse by Religious and Other Non-Government Organisations, Final Report, *Betrayal of Trust*, November 2013.

<b>Date Implemented</b>	<b>February 2020</b>
<b>Author</b>	Kevin Hill
<b>Approved By</b>	School Council
<b><u>Review date:</u></b>	<b><u>Feb 2022</u></b>

# PROTECT



## CYBER-BULLYING POLICY

### **Purpose:**

The purpose of this policy is to support the promotion of a safe and respectful school environment and to prevent and address all forms of bullying, cyber bullying and other unacceptable behaviours at Everton Primary School.

At Everton Primary school we believe everyone is important, therefore everyone has the right to feel safe, included and treated with respect all the time.

We work proactively to provide a positive culture. Bullying is not tolerated at our school.

### **Definition of Cyber-bullying:**

Cyber-bullying is direct or indirect bullying behaviour using digital technologies. This includes harassment via a mobile phone, setting up a defamatory website, or deliberately excluding someone from social networking spaces. This includes people who use the internet, email, intranets, phones or similar technologies to bully others.

### **Aims:**

To reinforce the fact that cyber bullying is unacceptable.

To ensure the school community is alert to signs and evidence of cyber bullying and undertakes responsibility to report it to staff, whether as observer or victim. To ensure that all reported incidents of cyber bullying are investigated appropriately and that support is given to both victims and perpetrators.

To encourage parental support and co-operation at all times.

### **PREVENTION**

#### **Pro-active approaches in place at Everton Primary School (Primary Prevention):**

Each classroom teacher to clarify with students at the start of each year the school policy on cyber-bullying. Specific teaching of the safe use of technologies for students. This includes ongoing specific teaching of:

Internet safety awareness presentations

Cyber-safety- presentations- you-tube, email, etiquette,

You-tube blocked for students and filters applied to educational sites.

All students sign an acceptable use agreement at the commencement of the year to encourage cybercafé behaviour.

Professional development for staff relating to all forms of bullying including cyber bullying.

Processes to be put in place to ensure tracking of student activity on the school's computer equipment and network.

- Firewalls installed to protect traffic into the school's network and intranet.

Home login pages set to the edu-web site.

Community awareness and input relating to bullying (including cyber-bullying), its characteristics and the schools' programs and response.

The use of mobile phones by students will be limited with consequences to implement for any students who use mobile phones inappropriately.



## **ADDRESSING CYBER BULYING**

### **Early Intervention:**

Encourage children and staff to report bullying incidents involving themselves or others.

Classroom teachers and principal to remind students on a regular basis to report incidents of bullying.

Regular monitoring of student traffic on school's computer networks to identify potential problems.

Parents are encouraged to contact the school if they become aware of a problem.

A student may voluntarily approach a teacher for assistance if they have become aware of or have engaged in cyber bullying or related behaviour.

A student may be identified as needing help as a result of involvement in an incident requiring disciplinary action.

School staff need to inform the school executive about concerns relating to students engaging in, or being subject of cyber bullying.

### **Intervention:**

School rules prohibit the inappropriate and threatening use of email, Facebook, Twitter, internet and mobile phone facilities both in the school, at any school function and away from school where the behaviour seriously impacts on other students or staff at the school.

If any of these rules are broken, investigation and possible disciplinary action will be undertaken.

A range of actions are available, depending on individual circumstances.

These include:

Students and parents to sign the code of conduct at the beginning of the year

Classroom teacher and student to discuss the issue and work out a resolution using a restorative model.

Ongoing misuse of modern technology – Parent, Teacher, Principal and Student meeting to discuss the issue. Behavioural management plan to be written up and signed by all parties.

School suspension for severe breaches of code that impact on the safety and wellbeing of other students or staff.

[This Everton Primary School Policy was:](#)

### **Policy to be reviewed annually**

<u><a href="#">Date Implemented</a></u>	<u><a href="#">February 2020</a></u>
<u><a href="#">Author</a></u>	<u><a href="#">Kevin Hill</a></u>
<u><a href="#">Approved By</a></u>	<u><a href="#">School Council</a></u>
<u><a href="#">Review date:</a></u>	<u><a href="#">Feb 2021</a></u>



**PROTECT**  
EVERTON PRIMARY SCHOOL



Education  
and Training

## Child Safe Standard 7

Organisations must have strategies to promote the participation and empowerment of children.

**What is the intent of this standard?** Organisations must ensure that children feel safe to report abuse and have processes in place to ensure that students are empowered to raise any child safety concerns. Organisations must support students to develop appropriate knowledge and skills so that children can identify and communicate when they don't feel safe.

**For schools: Ministerial Order No. 870 requirements**

Minimum child safety standard: Strategies to promote child participation and empowerment in accordance with clause 13.

### Clause 13

1. The **school governing authority** must develop strategies to deliver appropriate education about:
  - a. standards of behaviour for students attending the school;
  - b. healthy and respectful relationships (including sexuality);
  - c. resilience; and
  - d. **child abuse** awareness and prevention.
2. The **school governing authority** must promote the **child safety** standards required by the Order in ways that are readily accessible, easy to understand, and user-friendly to children.

See policies above.



## EVERTON PRIMARY SCHOOL STUDENT CAMPS POLICY

### BASIC BELIEFS

Camps are seen as an integral part of the school curriculum as they enable students to explore, extend and enrich their learning and their social skills development, in a non-school setting. Camps may have a cultural, environmental or outdoor emphasis and are an important aspect of the educational programs offered at our school. A camp is defined as any activity that involves at least one night's accommodation.

### AIMS

- To provide students with the opportunity to participate in a camping program that is linked to social, cultural and educational outcomes for students.
- To provide shared class and year level experiences, team building and a sense of group cohesiveness.
- To reinforce and extend classroom learning.
- To provide a program that delivers skills and knowledge that may lead to a lifelong involvement in worthwhile leisure pursuits.
- To provide a program that promotes self-esteem, resourcefulness, independence, leadership, judgement, cooperation and tolerance.
- To further develop their problem solving and life survival skills.
- To extend understanding of their physical and cultural environment.

### GUIDELINES FOR ACTION

- All camps must be approved by the Principal and School Council.
- The principal or their nominee will ensure that full records are submitted to council regarding the camp well in advance of the starting date of the event and that no camp occurs unless all the formal record keeping has been completed and approved. Ideally all camps should be submitted to Council for in principle approval in the November/December Council meeting in the preceding year.
- Staff wishing to organize a camp must complete a camp proposal form and lodge this with the Principal for approval. All camps must be approved prior to running. This decision will be made by the Principal. The Principal in consultation with appropriate staff will consider the educational outcomes of the camp as well as the impact on the school program for the proposed dates.
- The Principal in consultation with organizing teachers will ensure that all camps, transport arrangements, emergency procedures and student/staff ratios comply with DET guidelines.
- The School office will complete the "Notification of School Activity" online at [www.eduweb.vic.gov.au/forms/school/sal/enteractivity.asp](http://www.eduweb.vic.gov.au/forms/school/sal/enteractivity.asp) 4 weeks prior to the camp departure date, and pass on to the Assistant Principal to ensure relevant details are recorded in the Daily Organisational Diary and are entered on the daily absence/planning sheets.
- All approved camps will then be presented to School Council for their approval.

### Access to Camp.

- All efforts will be made not to exclude students simply for financial reasons. Parents experiencing financial difficulty, who wish for their children to attend a camp, are invited to discuss alternative arrangements with the Principal / Business Manager. Decisions relating to alternative payment arrangements will be made by the Principal / Business Manager in consultation with the appropriate staff, on an individual basis.
- All aspects of the camp will be outlined to parents in writing, including cost, sleeping arrangements, itinerary, activities, clothing and equipment lists, contact phone numbers, transport arrangements, student management processes, permission and medical forms and clearly stated payment finalization dates.
- All families will be given sufficient time to make payments for camps. All parental consent and medical forms must be completed, signed and returned and all money must be paid prior to leaving. Copies of completed permission notes and medical information must be accessible at the camp location by staff at all times.
- Only students that have displayed sensible, reliable behaviour at school will be permitted to

participate in school camps. Parents will be notified if their child is in danger of losing the privilege to participate in a camp due to poor behaviour at school. The decision to exclude a student will be made by the Principal in consultation with the organizing teacher. Both the parent and the student will be informed of this decision prior to the camp. All students participating in a school camp will be asked to sign a contract agreeing to abide by all camp rules.

- Parents will be requested to collect their child from camp if their child exhibits behaviour that is considered unacceptable or a danger to others. The Teacher in Charge, in consultation with a member of the leadership team, will make this decision. Costs incurred will be the responsibility of the parent.

### Organisation

- All food, equipment, staffing, organization of activities and student management procedures must be addressed prior to the camp. Consideration needs to be given to students with special dietary and medical requirements. Parents should notify the staff in writing regarding special dietary and medical requirements when returning consent forms.
- Office staff will be responsible for managing and monitoring the payments made by parents and will provide organizing teachers with detailed records on a regular basis.
- The Teacher in Charge must provide the General Office with a final student list.
- In the case where a camp involves a particular class or year level group, the organizing teacher will ensure that there is an alternative program available for those students not attending the camp.
- The school will provide a mobile phone and first aid kit for each camp. The teacher in charge is responsible for collecting these prior to leaving.
- Parents may be invited to assist in the delivery of school camps. When deciding which parents will attend the organizing teacher will take into account any valuable skills offered (e.g. bus licence, first aid, etc), gender balance and special needs of particular students.
- For high risk Outdoor Education activities the staff member organizing must have suitable training and current qualifications. All staff members must be aware of the increased duty of care.
- The teacher in charge will ensure that student medical forms are available at the site and all camp staff are aware of special medical issues or medication requirements of any student.
- One staff member will be designated to take responsibility for administering student medication if required. (following consultation with parents and/or appropriate medical practitioners)
- Attendance of past students on overnight camps and excursions should be limited to those that are providing special skills or purpose ie. Ski Trip and they are expert skiers who will run or lead the group. If there are any extending circumstances that need to be considered, e.g. due to a parents request, then this will be discussed at depth with the Principal, School Council President and organising camp teacher.
- We will try where possible to minimise the expenditure of camps for parents by not having two major events within one term.

### Site Safety

- All safety requirements must be considered and adequately resolved prior to the camp. Telephone numbers of all emergency services must be provided to the school, and be taken on camp. If any swimming activities are to occur, there must be sufficient staff attending with appropriate swimming qualifications to enable safe supervision.

**Refer:** [Safety Guidelines for Education Outdoors](#)

- A designated "Teacher in Charge" will coordinate each camp. All camps will have an experienced teacher in attendance where possible.
- The Teacher in Charge will ensure all students and adults attending the camp are aware of evacuation and emergency procedures.
- The teacher in charge will communicate the anticipated return time with the School office in the case where camps are returning out of school hours. Parents will be informed prior to students leaving for the camp, that they can phone the office to receive an updated anticipated return time.

For further ratios refer to 4.4.2.6 of the Victorian Government Schools Reference Guide

For further information regarding safety please check the policy documents below.

### **LINKS AND APPENDICES (including processes related to this policy)**

Links which are connected with this policy are:

[DET Excursion Policy](#)

Appendices which are connected with this policy are:

- Appendix A: Pupil/Teacher Ratios

- Appendix B: Pro-forma for school approval for all camps
- Appendix C: Guidelines for teachers planning a camp or excursion
- Appendix D: Notification of School Activity (camps and excursions)

#### EVALUATION

This policy will be reviewed annually or more often if necessary due to changes in regulations or circumstances.

## Appendix A

### Pupil / Teacher Ratios

<b>Abseiling and Rock Climbing</b> 1:1 Rock Face 1:10 Others 2 Experienced Staff	<b>Ropes Course</b> 1:12 3 students to any one element, 1 participating, 2 spotting <b>NOTE:</b> No student on any element unless supervised
<b>Bass Camping</b> 1:10 Residential; canvas 1:15 Study: residential	<b>Scuba Diving</b> 1:8 Pool training 1:4 Diving, 2 buddy systems <b>NOTE:</b> 2 qualified staff
<b>Board Sailing</b> 1:3 Beginners 1:5 Novice; intermediate; advanced 2 Experienced sailors	<b>Shooting</b> 1:1 New or inexperienced 1:5 On the track or mound 1:15 Observers or waiting
<b>Boats, Small Sailing - (Dinghies, Catamarans)</b> 1:8 Enclosed Waters 1:6 Open Waters 1:4 Open Waters, Adverse	<b>Snorkelling</b> 1:8 Closed water: pool 1:4 Open water <b>NOTE:</b> 2 qualified staff
<b>Bushwalking</b> 1:5 Overnight 1:10 Day	<b>Snow Activities</b> 1:8 Alpine, Nordic – overnight 1:10 Alpine, Nordic – day 1:10 Non-skiing
<b>Canoeing</b> 1:6 2 Staff members	<b>Surf Activities</b> 1:10 Beach 1:8 Surf <b>NOTE:</b> 1 teacher/instructor in water and <b>NOTE</b> 1 teacher/ instructor on beach
<b>Cycling</b> 1:10	<b>Swimming</b> 1:20 Enclosed pools 1:10 Open water
<b>Horse Riding</b> 1:1 Basics 1:5 Beginners 1:8 Semi-experienced <b>Riding School:</b> 1 Experienced teacher with instructor 2 Experienced teachers if no instructor or group exceeds 10	<b>Water Skiing</b> 1:20 Shore 1 Student on two at any one time; if highly experienced two may be taken together 2 People in boat – driver and observer; one must be staff member
<b>Orienteering</b> 1:10 Bush	

## Appendix B

### Approval Proforma for all Excursions and Activities Requiring School Council Approval

#### Department of Education and Early Childhood Development

This proforma details minimum requirements for council approval. It must be submitted to the principal for school council approval prior to the excursion.

All information on this proforma is required. Add attachments if necessary.

School councils are responsible for approving:

- overnight excursions
- camps
- interstate/overseas visits
- excursions requiring sea or air travel
- excursions involving weekends or vacations
- adventure activities.

Complete the [Student Activity Locator online form](#) three weeks prior to the excursion.

Sections with an \* have explanatory notes included at the end of this document.

**Ensure you have the most current version of this template**

Download from the [Safety Guidelines for Education Outdoors](#) website at:

<http://www.education.vic.gov.au/school/principals/health/Pages/outdoor.aspx>

#### PROGRAM NAME, YEAR, LOCATION, DATE(S), TEACHER-IN-CHARGE

**Name of program:**

**Year level(s):**

**Location(s):**

**\* Date(s):**

**Name of teacher-in-charge:**

#### \* EDUCATIONAL PURPOSE

#### PROGRAM DETAILS

**\* Program outline, including:**

- Detailed daily itinerary (including morning, afternoon and evening activities)
- Supervision strategy for all aspects of the itinerary
- Alternative program in the event of changed circumstances

**\* Overnight accommodation**

Type of accommodation

☐ Accredited residential campsites    ☐ Tents/camping    ☐ Other

Physical location. For example, name, address, or map and grid reference.

Contact phone number(s):

- Residential campsite (if applicable)
- Staff mobiles
- Other

#### Adventure activities

Tick the [adventure activities](#) that have been planned to occur during the program:

- |  |  |   |
|--|--|---|
| <input type="checkbox"/> Abseiling               | <input type="checkbox"/> Base camping                  | <input type="checkbox"/> Bushwalking            |
| <input type="checkbox"/> Canoeing/kayaking – low | <input type="checkbox"/> Challenge ropes course – high | <input type="checkbox"/> Challenge ropes course |
| <input type="checkbox"/> Cycling                 | <input type="checkbox"/> Horse riding                  | <input type="checkbox"/> Indoor rock climbing   |
| <input type="checkbox"/> Orienteering            | <input type="checkbox"/> Rafting                       | <input type="checkbox"/> Rock climbing          |
| <input type="checkbox"/> Sailing                 | <input type="checkbox"/> SCUBA diving                  | <input type="checkbox"/> Snorkelling            |
| <input type="checkbox"/> Snow activities         | <input type="checkbox"/> Surfing                       | <input type="checkbox"/> Swimming               |
| <input type="checkbox"/> Water skiing            | <input type="checkbox"/> Windsurfing                   | <input type="checkbox"/> Other:                 |

The conduct of each activity will comply with the requirements outlined in the [Safety Guidelines](#) for that activity.

Staff providing instruction activities have read the relevant safety guidelines ☐ YES



**A risk management plan for the excursion must be completed and attached with this submission.** Guidance on the risk management process is available in the section of the website called [Planning – Managing Risk](#).

#### \* Transport arrangements

☐ Internal ☐ External ☐ Both

Type of transports and seating capacity:

Will a member of the supervising staff be driving students? ☐ Yes ☐ No

If yes, list driver(s).

Approximate distance between school and destination:

All transport requirements comply with the advice in the School Policy and Advisory Guide, [Transporting Students](#) and [VicRoads](#) regulations. ☐ YES

Budget	
INCOME	EXPENDITURE
Student Fees	Transport
Other income:	Food
	Accommodation
	Staffing
	Equipment
	Other expenditure:
<b>Total income:</b>	<b>Total expenditure</b>

#### STUDENTS AND STAFF

##### Students

Number of female students:

Number of male students:

List required [student preparation](#), if any:

**\* Supervising staff**

Where possible all staff members including teachers, school support staff, parents, volunteers and external contractors should be listed. Indicate those who have a current first aid qualification. Indicate staff members with first aid and CPR training including the qualification or certification held.

**DOCUMENTATION TO BE LODGED PRIOR TO DEPARTURE**

Copies of the following completed documents will be lodged with the principal or nominee and the designated school contact, before the program commences.

- ☐ Signed informed consent from parents/guardians
- ☐ Completed medical form for all students and staff
- ☐ Detailed itinerary with specific locations and contact numbers
- ☐ A copy of map(s), including map name, access routes and grid references if required
- ☐ Staff and student equipment and clothing lists
- ☐ Group equipment list(s) if necessary
- ☐ A supervision plan that outlines staffing allocations for activities and for non-programmed periods. This may form part of the detailed itinerary. It must maintain at least the minimum prescribed staffing for adventure activities.
- ☐ Completed staffing details proforma
- ☐ Risk management plan
- ☐ Emergency response plan, including contacts for police, ambulance, doctor, hospital, fire brigade, 24-hour school emergency contact number. This is to be held by staff on the excursion and by the nominated school contact person
- ☐ Other school-specific information:

Acknowledgement by the teacher-in-charge that all required documentation indicated on this form will be completed prior to the program starting.

Teacher-in-charge:

Name _____	Signed _____	Date _____
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Acknowledgement of receipt of *approval proforma* for activities requiring school council approval.

Principal:

Name _____	Signed _____	Date _____
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**Approved and minuted at a school council meeting on** \_\_\_\_\_

School Council President:

Name _____	Signed _____	Date _____
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## EXPLANATORY NOTES

### Dates

Consider how the time of year may impact on the wider school program or the effect of seasonal weather conditions.

### Educational purpose and program outline

Whatever you hope the students will learn from the program is its educational purpose. The program overview should give school council a basic understanding of how the program aims to achieve the educational purpose.

For example: *A three-day residential camp including bushwalking and orienteering to encourage an understanding of the natural environment; develop team working ability; and, introduce map reading and navigational skills in an experiential way.*

The supervision strategy should include the nature and level of supervision provided throughout the excursion or activity. You must consider all programmed and non-programmed periods.

Each different location in must be detailed, including the dates at each location. This will have an impact on transport requirements and the emergency response needs of the program.

Contact land managers to determine if permit or access requirements apply for activities that are conducted on public land or in state/national parks.

Joint excursions with other schools must be approved by each school council. Each school must submit an online notification to the Emergency Management and Security Branch.

### Overnight accommodation

This includes all forms of overnight accommodation.

Residential camping is at sites with permanent facilities like dormitories, kitchen, showers, toilets, phones and recreation options.

Residential campsites operated or used by Victorian government schools must be accredited with a Department of Education and Early Childhood Development recognised accreditation provider. Refer to the School Policy and Advisory Guide, [Venue Selection](#) for current accreditation providers.

When using venues that do not require accreditation such as caravan parks, motels/hotels or ski lodges, schools may wish to refer to the accreditation criteria of a recognised accreditation provider when developing their risk management plan.

Provide details of all accommodation being used with your submission to school council.

### Transport

Internal transport is provided by school-owned or private, staff-owned vehicles. External transport is transport provided by contractors, parents or other external providers.

**The parent consent form should include a statement advising parents if a private vehicle is used as part of the emergency management plan for a camp or excursion.**

If a teacher or staff member will be driving students, the program should allow them adequate rest time prior to driving, consistent with the advice on the [transport](#) page of the Safety Guidelines.

Give careful consideration to securing equipment during transportation, including equipment on trailers, roof racks and inside vehicles.

### Supervising staff

A [Working with Children Check](#) is required for staff members who will supervise students and who are not registered teachers. This does not apply to parent volunteers whose child is participating in the activity/excursion.

## Appendix C

### Guidelines for teachers planning a camp

#### 1. Introduction

Camps need to be planned well in advance and should relate to the curriculum being taught. Students and their parents should be provided with information about the program's educational objectives, the nature of the activities, clothing requirements, the venue and costs well in advance. Prior to single day excursions in which students leave the school grounds for the purpose of engaging in educational activities, the approval of the principal must be obtained.

School Council is responsible for the approval of:

- over night excursions
- camps
- interstate and overseas visits
- excursions requiring sea or air travel
- excursions involving weekends or vacations
- adventure activities

Before approving an excursion, consideration by the principal and/or School Council needs to include:

- the contribution of the activity to the School curriculum
- the adequacy of planning, preparation and organisation
- the provisions of the safety and welfare of students and staff
- the experience and competence of staff relative to the activities being undertaken
- the adequacy of student supervision
- the cost

A parent must provide written consent for their child to take part in an excursion. Parents asked to sign consent forms must be given sufficient information about the nature of the proposed activity, the risks involved and the degree of supervision.

Parental consent is required for the following reasons:

- to authorise the school to have the student in its care after normal school hours
- to authorise the school to take the student out of the school environment
- to alert the school to any medical condition or allergies of the student
- to authorise the school to consent to emergency treatment for the student
- for the parent to consent to any financial cost of the excursion
- for the parent to consent to the student being sent home in the event of any serious misbehaviour

Consent forms are to be taken on the excursion by the teacher in charge, and the designated school contact person should hold a list of participants, a copy of the consent forms and contacts in case of emergency.

In addition to any teachers employed by the DET or the School Council, excursion staff may include other adults on a volunteer or paid worker basis, such as parents, school services officers, community members, campsite staff and trainee teachers.

School uniforms **must** be worn on all school excursions except whenever specialised clothing is a requirement, e.g. snow trip.

Only students who display sensible and reliable behaviour at school will be taken on camps and excursions outside the school.

Sensible and reliable behaviour at camps and excursions will be expected at all times. ***Students can be sent home if their behaviour warrants a severe consequence.***

#### 2. Planning

Forward planning takes into consideration whole school demands and must ensure that the normal school program is not consistently disrupted.

Planning should include:

- a clear aim
- costing – transport, admission, etc (the costing must be realistic in terms of the nature

- of the experience and the resultant learning outcomes)
- the opportunity for payment in advance, by instalments or lump sum payment may be offered to parents
- staffing needs
- pre-visit if venue is new/unknown
- consideration of children whose parents may not be able to meet costs
- excursion book maintained for evaluation of the camp/excursion for future planning
- excursion approval forms to be completed and handed in one week prior to the activity
- arrangements for covering camp staff classes while they are away from school

### 3. Preparation

Preparation for any activity should include:

- quotes for transport
- booking of transport
- confirmation time for departure and return
- informing specialist teachers, parent helpers, area coordinator
- informing parents attending activity on discipline procedures
- preliminary classroom activities
- collection of monies
- arrangement for school cheque
- medical information, precautions and First Aid kit

## Appendix D

### Notification of School Activity (camps)

**School councils are responsible for ensuring that the activities listed below are thoroughly planned, checked and documented in accordance with Department of Education & Training guidelines for the planning and conduct of camps, excursions and outdoor adventure activities.**

If comprehensive information is required during an emergency, schools will be expected to provide it at any time of the day or week from the documentation prepared for the activity which is held by the school. Relevant details about School Council approved camps and excursions must be entered into the DET database using the online notification form available at:

[www.eduweb.vic.gov.au/forms/schools/sal/enteractivity.asp](http://www.eduweb.vic.gov.au/forms/schools/sal/enteractivity.asp)

This notification should be provided three weeks prior to commencing the activity.

- overnight, weekend, interstate, overseas activities
- adventure activities
- non-adventure activities which, by their nature, location or timing, may be hazardous
- School closures, pupil free days, combined sports or cluster days

#### Notes:

- An additional sheet listing the actual dates and locations of activities should accompany this form when the same activity is to be repeated on different occasions.
- The coordinating school should complete the form for activities involving a group of schools.
- Day excursions should be reported if activities are to be conducted by:
  - country schools - beyond the local town/city
  - rural schools - beyond the local area
  - metropolitan schools - beyond the greater metropolitan area

## CAMPS Risk Management Assessment Form

### Risk Register

School: \_\_\_\_\_

Supervising teachers/staff: \_\_\_\_\_

Program/Excursion: \_\_\_\_\_

Year Level: \_\_\_\_\_

Dates: \_\_\_\_\_

Location(s): \_\_\_\_\_

Risk Description	Existing Controls	Rating			Treatment Priority <sup>6</sup>	Treatment
		Effectiveness of existing controls	Risk Consequences	Risk Likelihood		
Describe the risk event, cause/s and consequence/s. For example, <i>Something occurs ... caused by ... leading to ...</i>	Describe any existing policy, procedure, practice or device that acts to minimise a particular risk	Effectiveness of existing controls	Risk Consequences	Risk Likelihood	If control effectiveness is poor or unknown provide further treatment	For those risks requiring treatment in addition to the existing controls. List: • What will be done? • Who is accountable? • When will it happen?
		Satisfactory Poor Unknown	Major Moderate Minor Insignificant	Almost certain Likely Unlikely Rare	High Medium Low	
		Satisfactory Poor Unknown	Major Moderate Minor Insignificant	Almost certain Likely Unlikely Rare	High Medium Low	
		Satisfactory Poor Unknown	Major Moderate Minor Insignificant	Almost certain Likely Unlikely Rare	High Medium Low	

**And more rows as required.** *This is one way of documenting the risk management process and does not preclude other approaches.*

<sup>6</sup> Use the Risk Treatment Priority Table at the end of this document to determine the treatment priority.

**Risk Treatment Priority Table**

Use the table below to decide the overall risk rating and represent the priority of the each risk for treatment.

Consequences	Major				
	Moderate				
	Minor				
	Insignificant				
		Rare	Unlikely	Likely	Almost certain
		Likelihood			

Treat

Monitor



## Everton Primary School DUTY OF CARE POLICY and PROCEDURES

All government school staff will be made aware of their legal responsibilities. As part of the government school principal contract, government school principals are required to plan, implement and monitor arrangements to ensure the safety, security and wellbeing of students.

### Definition

Whenever a student–teacher relationship exists, the teacher has a special duty of care. This is defined as: “A teacher is to take such measures as are reasonable in the circumstances to protect a student under the teacher’s charge from risks of injury that the teacher should reasonably have foreseen.” (*Richards v State of Victoria* (1969) VR 136 at p. 141) As part of that duty, teachers are required to supervise students adequately. This requires not only protection from known hazards, but also protection from those that could arise (that is, those that the teacher should reasonably have foreseen) and against which preventive measures could be taken.

**School authorities in breach of the duty of care may be liable for injuries inflicted by one student on another, as well as for injuries sustained by a student.**

Schools normally satisfy the duty of care by allocating responsibilities to different staff. For example, the principal is responsible for making and administering such arrangements for supervision as are necessary according to the circumstances in each school, and teachers are responsible for carrying out their assigned supervisory duties in such a way that students are, as far as can be reasonably expected, protected from injury. This duty extends to intervention in single-sex areas if need be by a teacher of the other gender.

### Rationale:

In addition to their professional obligations, principals and teachers have a legal duty to take reasonable steps to protect students in their charge from risks of injury that are reasonably foreseeable.

### Aims:

To ensure that staff have an understanding of their duty of care to students, and behave in a manner that does not compromise these legal obligations.

### Implementation:

Although the general duty is to take reasonable steps to protect students from reasonably foreseeable risks of injury, specific (but not exhaustive) requirements of the duty involve providing adequate supervision in the school or on school activities as well as providing safe and suitable buildings, grounds and equipment.

A teacher’s duty of care is not confined to the geographic area of the school, or to school activities, or to activities occurring outside the school where a student is acting on a teacher’s instructions. The duty also applies to situations both before and after school where a teacher can be deemed to have ‘assumed’ the teacher pupil relationship.

Quite apart from mandatory reporting requirements, a teacher has a concurrent duty of care to protect a student from harm that is reasonably foreseeable. A breach of this duty of care may lead to legal action being taken against the individual teacher or teachers concerned. A

breach of this duty of care will be established if a teacher or principal failed to take immediate and positive steps after having acquired actual knowledge or formed a belief that there is a risk that a child is being abused or neglected, including sexual abuse.

The teacher's duty of care is greater than that of the ordinary citizen in that a teacher is obliged to protect a student from reasonably foreseeable harm or to assist an injured student, while the ordinary citizen does not have a legal obligation to respond.

Whilst each case regarding a teacher's legal duty of care will be judged on the circumstances that occurred at the time, the following common examples may be times when a teacher has failed to meet their legal duty of care responsibilities to their students:

- arriving late to class or leaving a class early
- arriving late to scheduled timetabled yard duty responsibilities
- failing to act appropriately to protect a student who claims to be bullied
- believing that a child is being abused but failing to report the matter appropriately
- being late to supervise the line up of students after the bell has sounded
- leaving students unattended in the classroom
- ignoring dangerous play
- leaving the school during time release without approval
- inadequate supervision on a school excursion

Staff members are also cautioned against giving advice on matters that they are not professionally competent to give (negligent advice). Advice is to be limited to areas within a teacher's own professional competence and given in situations arising from a role (such as careers teacher, year or subject teacher) specified for them by the principal.

Teachers must ensure that the advice they give is correct and, where appropriate, in line with the most recent available statements from institutions or employers. Teachers should not give advice in areas outside those related to their role where they may lack expertise.

### **Risks to students outside the school environment**

Legal cases establish that a teacher's duty of care does not start nor end at precise times during the day. The approach generally taken is that a teacher's duty applies irrespective whether the risk occurs in or outside the school environment. However, the important issue in all cases will be [whether the school took reasonable steps to protect the student from the risk](#).

Risks outside the school environment may sometimes call for immediate and positive steps by a school depending on the age of students, urgency and threat of injury. Consider for example, if a live power line came down outside the school, no emergency workers had arrived, and primary children are about to be dismissed to walk home. No school would allow the children to walk out to that danger unsupervised.

There will be a number of other situations where the school will be under a duty to take reasonable steps. In some instances, the school's control over the activity may require it to take more active measures to satisfy the requirement that it take reasonable steps. For example, a known bully on a school bus may require the school to suspend or refuse to transport the bully. In other instances, the school may not control the activity, and the reasonable measures available to it will be limited. At our school students enjoy an open plan, adult learning environment and considerably more "freedom" than in a mainstream school. While students are generally free to move around the buildings and work independently in break out spaces and designated study areas they must be under (indirect) adult supervision at all times.

Staff are responsible for their students at all times.

The following instructions and notices [apply to all staff](#).

### Classroom Supervision

Staff must **not** leave the classroom unattended at any time during a lesson.

It is **not** appropriate to leave students in the care of ancillary staff, parents or trainee teachers (At law, the Duty of care cannot be delegated)

It is **not** appropriate to leave students in the care of external education providers for example incursions (At law, the duty of care cannot be delegated)

In **an emergency situation** use the phone for the Principal or contact the teacher in the next room. (if appropriate – send another student for assistance)

**No student should be left unsupervised outside the classroom** as a withdrawal consequence for misbehaviour. Withdrawal is to be conducted by sending a student to a colleague's classroom, or to the Principal. This should be accompanied by documentation and appropriate follow up. The teacher, Principal **is to be contacted first** to alert them that the student is on their way.

### Movement of Students

Care needs to be taken in allowing students to leave the room to work in other areas of the school.

Use of students as monitors outside the room during class time must only occur with the approval of the Principal.

Discretion is to be used when allowing students to visit the toilet or the Resource Centre during class time.

### Yard supervision

Yard supervision is an essential element in teachers' duty of care. It is now clearly established that in supervising students, teacher's duty of care is one of positive action.

Be aware that students are usually less constrained and more prone to accident and injury than in a more closely supervised classroom.

Be aware that yard duty supervision within the school requires the teacher to fully comply with DET guidelines and brings with it an increased duty of care. It is a teacher's responsibility to be aware of these guidelines and duty of care responsibilities. Teachers are also expected to follow school policy whilst on yard duty.

Teachers rostered for duty are to attend the designated area at the time indicated on the roster.

Teachers on duty are to remain in the designated area until the end of the break period or until replaced by the relieving teacher, whichever is applicable.

The handing over of duty from one teacher to another must be quite definite and **must occur in the area of designated duty**. Where a relieving teacher does not arrive for duty, the teacher currently on duty should send a message to the office, **but not leave the area until replaced**.

No changes to the yard duty roster are to be made without the approval of the Daily organiser, or Principal.

Be alert and vigilant -intervene **immediately** if potentially dangerous behaviour is observed in the yard - enforce behaviour standards and logical consequences for breaches of safety rules.

You should always be on the move and highly visible.

### Excursions, Incursions and Camps

Be aware that students are usually less constrained and more prone to accident and injury than in a more closely supervised classroom.

Be aware that an incursion with an external provider does not absolve supervision duties of the teacher, including first aid duties. A teacher must be present at all times and remain the person designated with duty of care responsibilities.

Be aware that camps and excursions outside the school require the teacher to fully comply with DET guidelines and bring with it an increased duty of care. It is a teacher's responsibility to be aware of these guidelines and remain the person designated with duty of care.



Be aware that excursion and camp activities require the teacher to ensure that the venue and transport adhere to DET guidelines.

Be aware that school policy is for students to be counted on and off transport and at other times on a regular basis whilst on excursion or camp activities.

The teacher in charge will have copies of all confidential medical forms and permission notes with contact details. A copy of this material will also be kept at school.

Arrangements will be made for students not attending to continue their normal program at school under supervision of another classroom teacher.

The teacher in charge or designated teacher of an excursion or camp will carry a mobile phone and a first aid kit.

If the return time from an excursion or camp is delayed, the teacher in charge will contact the school to inform the Principal of the new arrival time so that parents can be contacted and a senior staff member will remain at school until they arrive.

If crossing roads students are to use designated crossing points. Staff are to walk to the middle of the crossing to ensure visibility and orderly crossing. Other staff control the flow of students across the road.

All staff must follow the DET guidelines when organising an excursion, incursion or camp. All procedural steps contained in the School camping, excursions and incursions Policy and Procedure outlines must also be followed.

#### **Informing Staff of the legislative liability of Duty of Care**

All staff will be informed of their legal requirement via:-

- A copy of this document will be provided to each member of staff at the first staff meeting at the commencement of the school year, and will be placed on the intranet.
- New staff will be informed of their Duty of Care as part of the school's Induction Program
- Duty of Care will be an agenda item at staff meetings and staff will be directed to familiarise themselves with section Student Safety of the Victorian Government Schools Policy Advisory Guide.
- Staff will complete a risk assessment including duty of care when completing planning for camps, excursions and incursions.
- Staff will be directed to the student wellbeing policy annually.

#### **References:**

<http://www.education.vic.gov.au/school/principals/spag/safety/pages/dutyofcare.aspx>

<b>Date Implemented</b>	February 2020
<b>Author</b>	Principal
<b>Approved By</b>	School Council
<b>Review Date</b>	February 2022
<b>References</b>	Victorian Government Schools Policy Advisory Guide



## EVERTON PRIMARY SCHOOL Failure to Protect Policy

Everton Primary School is committed to the creation of a safe, just and respectful environment that supports wellness for all members of the school community. In this, there is a moral obligation and shared responsibility to protect the most vulnerable members of the community.

Everton Primary School believes that, while protecting children and young people against sexual abuse is a community wide responsibility, schools have particular moral and legal responsibilities to ensure children and young people are safe in their care and to actively and intentionally work to eliminate all forms of abusive behaviours towards children. There are also particular moral and legal obligations for those in authority to prevent, reduce and minimise child abuse and exploitation in all forms.

### Rationale:

This policy applies to the whole school community in supporting safe environments for all children and young people.

It concerns the new criminal offence under the Victorian Crimes Act, introduced in 2014, of '*failure to protect*', which provides that a person who:

- a. **by reason of the position the person occupies** within a relevant organisation, has the power or responsibility to reduce or remove a substantial risk that a relevant child will become the victim of a sexual offence committed by a person of or over the age of 18 years who is associated with the relevant organisation; and
- b. knows that there is a substantial risk that the person will commit a sexual offence against a relevant child –

must not negligently fail to reduce or remove that risk.

**Note:** In determining whether an offence of 'failure to protect' has taken place it is not necessary to prove that a sexual offence was committed.

The offence applies only to **adults in a position of authority** within an organisation, including roles such as, but not limited to, canonical administrators, principals, senior school leaders, business managers.

This policy is enacted to sustain child safe schools, to inform all those occupying such positions are aware that they may be subject to the criminal offence of 'failure to protect' if they negligently fail to reduce or remove risks to children associated with that organisation, and to provide guidance in fulfilling their responsibilities.

### Key Principles:

- A safe environment is required to protect children and young people from harm and to prevent staff from abusing their position of authority and trust.
- The child and young person's ongoing safety and wellbeing must be the primary focus of all decision making.
- School leaders and staff must be fully self-aware of, and comply with, their professional obligations and responsibilities.
- The commitment to protecting children is embedded in the organisation's culture and responsibility for taking action is understood and accepted at all levels of the organisation.

**Definitions:****Child and Young Person**

A child is legally defined as a person under the age of 16 years. A young person is any person who comes under or may come under the care, supervision or authority of the school.

**Person in authority**

A person in authority is someone who, by reason of their position within a relevant organisation, has the power or responsibility to reduce or remove a substantial risk that a child under the age of 16 years, who is under their care, supervision or authority, may become the victim of sexual abuse committed by an adult associated with the organisation. The role may be a formal, management role but may also apply to less formal roles such as a volunteer coach for a sports team.

**Reasonable belief**

A 'reasonable belief' is formed if a reasonable person in the same position would have formed the belief on the same grounds. A 'reasonable belief' is not the same as having proof.

**Sexual abuse**

Sexual abuse occurs when a person uses power or authority over a child to involve the child in sexual activity and the child's parent or caregiver has not protected the child. Physical force is sometimes involved. Child sexual abuse involves a wide range of sexual activity, including physical activity and/or exposure of the child to pornography.

**Implementation:**

This policy applies to the community of Everton Primary School in supporting a safe environment for all children and young people.

It applies to all persons in positions of authority, to understand their role and responsibility on protecting the safety and wellbeing of children and young people.

The successful implementation of this policy will result in Everton Primary School having integrated the following into its policies, procedures, practices, and routines:

- This policy will be made available on the School website
- This policy and its requirements will be communicated annually to all staff
- This policy and its requirements will be communicated to new staff during induction
- Prompt and full responses to any allegations will be undertaken, with well documented records retained securely and confidentially

**Related Documentation:**

This policy should be read in conjunction with the other policies and procedures of Everton Primary School concerned with Child Safety and Pastoral Wellbeing:

- Everton Primary School WWCC Register Procedures
- Everton Primary School WWCC List
- Everton Primary School Duty of Care Policy
- Everton Primary School Excursions Policy
- Everton Primary School Incursions Policy
- Everton Primary School On Site Supervision Policy
- Everton Primary School Privacy Policy
- Everton Primary School Staff Registers Policy
- Everton Primary School Student Engagement and Well Being Policy
- Everton Primary School Visitors in School Policy
- VIT Legal Obligations of a Teacher
- VIT Teacher Code of Conduct

- Child Protection and Safety Policy
- Child Protection – Mandatory Reporting Policy
- Child Protection – Working With Children Checks Policy
- Child Protection – Failure to Protect Policy
- Child Protection – Grooming Policy

#### References:

- Crimes Amendment (Protection of Children) Act 2014, online, [http://www.austlii.edu.au/au/legis/vic/num\\_act/caoca201436o2014417](http://www.austlii.edu.au/au/legis/vic/num_act/caoca201436o2014417)
- Children, Youth and Families Act (Vic) 2005
- Victorian Parliamentary Inquiry into the Handling of Child Sexual Abuse by Religious and Other Non-Government Organisations, Final Report, *Betrayal of Trust*, November 2013.

<b>Date Implemented</b>	February 2020
<b>Author</b>	Kevin Hill
<b>Approved By</b>	School Council
<b>Responsible for Review</b>	Principal
<b>Review Date</b>	February 2022



## EVERTON PRIMARY SCHOOL INCURSIONS POLICY

### BASIC BELIEFS

The school's incursion program enables students to further their learning by complementing classroom lessons with experts and resources from outside the immediate school community. Incursions complement, and are an important aspect of the educational programs offered at our school. An incursion is an activity that involves school visitors who provide a performance, lesson or service for students.

### AIMS

- To reinforce, complement and extend the learning opportunities beyond the classroom
- To develop an understanding that learning is not limited to school and teachers, and that valuable and powerful learning is often achieved with other people and experiences.

### GUIDELINES FOR ACTION

- All incursions must be approved by the Principal.
- Staff wishing to organize an incursion must discuss the incursion with the Principal. All incursions must be approved at least two weeks prior to running.
- The Principal must approve incursions to ensure there are cost neutral and that they complement the curriculum and comply with all DET requirements.
- All incursions will be attended by school staff to ensure appropriate supervision of students at all times. In the event of an accident or emergency the teacher in charge will be responsible for the administration of first aid, and will contact parents as appropriate. In the event that parents cannot be contacted, the teacher in charge will follow first aid and emergency policies as set out by the school.
- All efforts will be made not to exclude students simply for financial reasons. Parents experiencing financial difficulty, who wish for their children to attend an incursion, are invited to discuss alternative arrangements with the Business Manager. Decisions relating to alternative payment arrangements will be made by the Business Manager in consultation with the appropriate staff, on an individual basis.
- All families will be given sufficient time to make payments for incursions. Parents will be provided with permission forms and incursion information clearly stating payment finalization dates.
- Office staff will be responsible for managing and monitoring the payments made by parents and will provide organizing teachers with detailed records on a regular basis.
- A designated "Teacher in Charge" will coordinate each incursion.
- The Teacher in Charge must provide the General Office with a final student list. This list must also include the location of students not involved in the incursion.
- Students not attending the incursion will be provided with suitable alternative activities.
- Where applicable, students must have returned a signed permission note and payment to be able to attend the incursion.
- Only students that have displayed sensible, reliable behaviour at school will be permitted to participate in school incursions. Parents will be notified if their child is in danger of losing the privilege to participate in an incursion due to poor behaviour at school. The decision to exclude a student will be made by the Principal in consultation with the organizing teacher. Both the parent and student will be informed of this decision prior to the incursion.

### DUTY OF CARE

#### Incursions

- Be aware that students are usually less constrained and more prone to accident and injury than in a more closely supervised classroom.
- Be aware that an incursion with an external provider does not absolve supervision duties of the teacher, including first aid duties. A teacher must be present at all times and remain the person designated with duty of care responsibilities.
- Be aware that incursions require the teacher to fully comply with DET guidelines and brings with it an increased duty of care. It is a teacher's responsibility to be aware of these guidelines and remain the person designated with duty of care.
- Be aware that incursions require the teacher to ensure that the venue adheres to DET guidelines.
- Be aware that school policy is for students to be counted and at other times on a regular basis whilst participating in the incursion.
- Arrangements will be made for students not attending the incursion to continue their normal program at school under supervision of another classroom teacher.

<b>Date Implemented</b>	February 2020
<b>Author</b>	Principal
<b>Approved By</b>	School Council
<b>Review Date</b>	February 2022

# PROTECT



Education  
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## **EVERTON PRIMARY SCHOOL ONSITE SUPERVISION POLICY AND PROCEDURES**

### **POLICY STATEMENT**

Adequate supervision of students in the school yard is a requirement of the school's duty of care.

The school will normally satisfy the duty of care for the on-site management of students outside normal timetabled class time by allocating responsibilities for supervision to different staff.

The principal is responsible for making and administering such arrangements for supervision as are necessary according to the circumstances in the school, and teachers are responsible for carrying out their assigned supervisory duties in such a way that students are, as far as can be reasonably expected, protected from injury.

This duty extends to intervention in single-sex areas if need be by a teacher of the other gender.

### **GUIDELINES**

As part of its duty of care the school is required to adequately supervise students for a defined period before school; at recess time and lunch time; and after school.

This on-site supervision requires not only protection from known hazards, but also protection from those that could arise (that is, those the teacher should reasonably have foreseen) and against which preventive measures could be taken.

It is essential parents/carers are kept informed as to when supervision of students is available before and after school, and that outside these times supervision and/or the collection of students is the responsibility of parents/carers. This information should be clearly provided to parents/guardians on a regular basis.

Parents/carers may require their child to leave the school grounds to:

- go home for lunch
- be dismissed early from school to attend an appointment

It is important the school has a process to authorize these requests and accurate student records are maintained.

### **PROGRAM**

A roster system will be used to timetable staff members for yard supervision.

Yard supervision will include before school, recess and lunch breaks, and after school.

In determining whether supervision of students entering or exiting the school is adequate, the principal or their nominee will consider a number of factors including:

- which entry/exit points should be or are used by students
- whether any entry or exit points should be locked, designated as out of bounds, or supervised
- road traffic conditions
- designated pick up and drop off areas

The supervision of the arrival and departure of any school contract buses is a matter for the discretion of the principal who will consider the following:

- the number of students alighting from and boarding the bus at the school
- the age of students alighting from or boarding the bus
- the times of the arrival and departure of the bus(es)
- the location of the pick-up and drop-off points in relation to the other areas of the school

- whether supervision is required to protect students on the bus, or from unruly student behaviour when boarding or alighting from the bus

The supervision of the arrival and departure of any students on public transport is a matter for the discretion of the principal who will consider whether supervision is required to protect students on the bus, or from unruly student behaviour when boarding or alighting from the bus.

Parents/carers are discouraged from sending their children to school before the designated supervision time in the morning. Parents/carers are encouraged to pick up their child by the end of the designated end of day supervision period. Parents will also be informed via the school's newsletter the times when staff members will be rostered to undertake yard supervision before and after school each day.

The school must receive written permission from a parent/carer before the school will authorise a student to be dismissed to:

- go home for lunch
- to attend an appointment during school hour

Students must be signed out of the school if departing prior to dismissal time. A record of early departures is to be kept in the Administration Office and completed for all students departing the school early.

**Note:** When a student departs from the school (following initial attendance) without authorisation, the parent/guardian will be informed immediately.

**This policy is to be read in conjunction with the school's 'Duty of Care Policy'**

#### **LINKS AND APPENDICES (including processes related to this policy)**

Links which are connected with this policy are:

[DET Student Supervision Policy](#)

Appendices which are connected with this policy are:

Appendix A: On-Site Supervision of Students Procedures

#### **EVALUATION**

This policy will be reviewed annually or more often if necessary due to changes in regulations or circumstances.

<b>Date Implemented</b>	February 2020
<b>Author</b>	Principal
<b>Approved By</b>	School Council
<b>Review Date</b>	February 2022





## EVERTON PRIMARY SCHOOL PRIVACY & CONFIDENTIALITY POLICY

### Purpose of this Guideline

This guideline provides an overview of privacy processes for Student Support Services.

### Guideline

#### Overview

Department of Education and Early Childhood Development staff are required by law to protect the personal and health information a school collects and holds. The Victorian privacy laws, the Information Privacy Act 2000 and Health Records Act 2001, provide for the protection of personal and health information.

Student Support Services files are known as Department Confidential Student (DCS) files, to make a clear distinction between files that are established as a result of intervention by a Student Support Services officer, and those a school might ordinarily keep about a student enrolled at the school.

DCS files can contain information which may be highly confidential in nature, including family details, records of interventions and reports from Student Support Services working with the student and/or family. Under the Health Records Act, DCS files, created by Student Support Services and the personal information contained within, is considered to be "health information" and subject to the Health Privacy Principles of the Health Records Act 2001. These principles restrict the use, access, dissemination and other associated record management issues associated with these files.

The Executive Chair and individual principals are responsible for the management and secure storage of DCS files in line with network policies to ensure confidentiality is maintained and access is limited to only those professionals who require access in accordance with the purpose for which the information was collected, for example, direct case management or service provision.

Inappropriate disclosure of confidential information has the potential to cause harm to individual students and their families and may constitute a breach of privacy legislation given the sensitive nature of the confidential information contained in the DCS file.

Networks, schools and principals are responsible for ensuring that all school staff, including teachers, Student Support Services officers and other education support staff are aware of their obligations with regards to privacy and confidentiality of student files.

### Related Guidelines

- [File Management](#)
- [Informed Consent](#)
- [Case Preparation](#)

## Department Resources

- Information Privacy – The School Policy and Advisory Guide provides information about the obligations of a school concerning the need to have a privacy policy, legislative requirements, compliance strategies and privacy exemptions.

Student Privacy – The School Policy and Advisory Guide provides information about how schools should respond to requests for information from a variety of sources, from parents and other government departments, to lawyers and the police.

## File Management

### Purpose of this Guideline

To provide guidance on the management of confidential files and information collected by Student Support Services Officers in the course of their duties.

### Guideline

#### Overview

Schools are responsible for the creation, management and disposal of records relating to all aspects of school administration. These records include school student files, student reports, school based personal staff files, financial records, building and facilities records, school council files, staff selection documents, and correspondence.

Networks and schools need to properly manage records in order to:

- meet legislative responsibilities
- ensure records are stored when needed and destroyed when permissible
- meet administrative responsibilities to staff and students.

Schools must also create, manage and dispose of public records (electronic and hardcopy) in accordance with standards set by the Public Record Office Victoria and guidelines issued by the Department.

The Student Online Case System (SOCS) has the capacity to upload documents, thereby allowing access online to authorised users.

#### Roles and responsibilities

##### Executive Chair

The Executive Chair of the Network is responsible for ensuring the proper management of the Department Confidential Student (DCS) files in line with the policies established by the network.

##### Executive Group

School Networks, through the Executive Group, should establish policies for the proper management of DCS files, including issues such as storage location and access authority.

The Executive Group should:

- determine a policy for the management of DCS files within the network
- determine an appropriate location for files to facilitate the delivery of services
- document procedures for the management of files, including access, confidentiality and security
- communicate to all schools and Student Support Services procedures for file management arrangements in place within the network.

##### School Principals

Schools principals should:

- ensure the confidentiality and security of files where they are stored at a school location

- ensure that only authorised persons access, disseminate, transfer and destroy files, e.g. psychology files may only be accessed by registered psychologists.

### **Student Support Services Officers**

Student Support Services Officers should:

- ensure that files are kept up-to-date
- ensure that only officers working with a particular case have access to relevant files.

### **Informed Consent**

#### **Purpose of this Guideline**

This guideline provides an overview of the process to obtain informed consent for Student Support Services.

#### **Prerequisite Guideline**

Student Safety: Parental responsibility – the Schools Policy and Advisory Guide assist principals and staff to act in accordance with the law when disputes arise within families concerning who is responsible for students and their educational welfare.

#### **Guideline**

##### **Overview**

In general, when an activity at school is not covered by implied parental consent specific authorisation is required from a parent/guardian. Student Support Services are not covered by implied parental consent.

Informed consent for the provision of Student Support Services, such as consultation, observation, assessment and intervention, and the release of student information from the school to Student Support Services, must be obtained by schools as part of the case preparation process.

The parent/guardian or student (in the case of a mature minor) should be asked to acknowledge their understanding that information will be provided on a strictly 'need to know' basis. The parent/guardian or student has the opportunity to refuse consent or consent to a full or limited range of services.

##### **Mature Minor**

A student can consent to being provided with Student Support Services in the form of direct assistance without parent/guardian consent only if that student is assessed as a mature-minor. A mature-minor is a young person who is assessed as being sufficiently mature and competent to make decisions about their own healthcare and wellbeing.

A school principal or Student Support Services Officer can undertake the mature-minor assessment of an individual student to determine whether a student is capable of providing consent. Guidance material is available via the School Policy and Advisory Guide to guide this decision making. While all students should be assessed using the same criteria, particular issues, such as mental health and developmental and behavioural issues, should be taken into consideration when making an assessment about whether the student can be considered a mature-minor.

It is generally considered that in the absence of exceptional or compelling circumstances, Student Support Services are more effectively provided where there is parent/guardian consent and liaison with the student's family, even if the student is assessed as a mature-minor.

## Case Preparation

### Purpose of this Guideline

This guideline provides an overview on case preparation processes for schools and Student Support Services.

### Guideline

#### Overview

Schools are expected to provide safe, secure, supportive and engaging learning environments so that student participation and learning is maximised.

Schools, as the primary provider of education, are responsible for providing high quality education and primary and early intervention programs that address all of students' health, wellbeing, education and learning needs. It is the role of schools to plan and implement strategies that maximise all students' access to teaching and learning and helps them to develop as healthy, secure and resilient people. All other avenues of intervention and service provision offered by schools under the general curriculum should be explored before referral to Student Support Services occurs, to ensure services target students with the greatest need.

Schools undertake a range of activities to support student participation including:

- developing student engagement policies
- managing student intake processes such as admission, enrolment, student placement and transfer arrangements
- developing tailored curriculum to support the learning and teaching needs of students in the classroom, especially for students with disabilities and additional learning needs
- managing student attendance requirements and supporting school attendance exemption processes
- supporting student transition:
  - into primary school
  - between grades
  - between schools
  - from primary school to secondary school
  - from secondary school to employment or further education and training.

### Case Preparation

When school based staff are assessing whether a student, group of students or teacher(s) requires support from Student Support Services, the school prepares a case via the Student Online Case System (SOCS).

There are two types of Cases that can be created and managed through SOCS:

- Individual Student Cases – targeting issues or improvements for an individual student
- Program Cases – targeting issues or improvements for a program involving a group of students or a group of school teachers.
- A case preparation of students' needs should include:
- identification of students or groups of students who require additional assistance and the type of support they require
- collection of information on students' engagement and learning progress or difficulties
- review of relevant information available to the school which might help to clarify issues affecting student learning or wellbeing, such as previous assessments or specialist reports
- development of individual learning plans for students outlining a range of actions and classroom- and school-based strategies to address concerns
- evaluation of the effectiveness of individual learning plan actions and strategies

- identification of broader advice, expertise or services that may be required, such as consultation, professional learning, early intervention programs or group work with students.

The case preparation process ensures that utilisation of Student Support Services is prioritised in the most effective way to optimise support and encourage positive learning and engagement outcomes. This allows for a more focused approach to service provision and helps to consolidate or clarify the nature of the issues identified.

<b>Date Implemented</b>	February 2020
<b>Author</b>	Principal
<b>Approved By</b>	School Council
<b>Review Date</b>	February 2022



## EVERTON PRIMARY SCHOOL STAFF REGISTERS POLICY

### RATIONALE:

In order to comply with DET standards and requirements the school will maintain the following Registers in relation to training, qualification and suitability of employment to undertake certain duties:

### AIM

- To provide a system for the recording and monitoring/updating of staff qualifications
- To provide documentation to assist The Teacher In Charge in the identification of suitably qualified staff when planning incursions, excursions and camps.

### IMPLEMENTATION

#### Register of all staff

The School will keep an electronic and hard copy Register of the following qualifications of Teaching and Education Support Staff.

- The Register will include dates for renewal of qualifications.
- A hard copy of the Register will be kept in a secure location in the administration offices.
- Original copies of all documentation will be kept in a Registration Folder in a secure location.

- **Victorian Institute of Teaching registration:**

Current registration is required by all Teacher and Principal Class members, including Casual Relief Teachers.

It is the responsibility of the Human Resources Coordinator to ensure prior to employment, that all prospective new employees are compliant with VIT registration.

It is the responsibility of each Teacher and Principal Class member to ensure that their registration is current. This information can be accessed by visiting MyVIT at <http://www.vit.vic.edu.au>

Any Teacher or Principal Class member whose registration lapses or is suspended will be removed from their duties as they have no registration to teach and may have no current WCC.

Provisionally registered Teachers must meet the VIT requirements to gain Full Registration within the time frame set out by the VIT.

- **Working with Children Check:**

A current satisfactory Working with Children Check E (Employment) is required by all Education Support Staff, including Casual ES Staff and any workers based at our school (even if not employed by the school such as the CRE Instructors, Regional Staff). A current satisfactory Working with Children Check V (Volunteer) is required by those volunteers whose work is unsupervised by classroom teachers.

*The school also requires all visitors to the school to sign in upon arrival at the school office, present qualifications and certificates as required, currently hold a Working with Children Check, and to not be able to interact with any students or children without the direct supervision of a member of staff. These visitors include:*

- *registered teachers and educational support staff.*
- welfare staff or those in pastoral care roles relationships with students.
- other students.
- administration and support staff.
- contractors such as specialists delivering services to students eg VET units, music, media or recreation lessons or activities.
- volunteers.
- facilities and security staff interacting with students.
- visitors to the school or other persons that may have access to students.

It is the responsibility of the Human Resources Officer to ensure prior to employment that any prospective new employees are compliant with their WWC Check. (Note if a person is registered with the VIT this replaces the requirement for a WWC Check).

WWC Checks are valid for 5 years from the date of issue. It is the responsibility of each ES Staff member, and other workers and volunteers to ensure that their registration is current. This information can be accessed by visiting

<https://online.justice.vic.gov.au/wwccu>

Eight weeks prior to the WWC Check expiring, a pre-populated renewal application form will be sent to the cardholder.

Any worker or volunteer who does not have a current satisfactory Working with Children Check will be removed from their duties.

- **First Aid Qualifications**

Only staff sufficiently trained under the OHS Act 2004 and DET First Aid Policy will be placed on the First Aid roster.

The school maintains a Register for First Aid qualifications for all staff. The Principal or Nominee is responsible for providing information to a designated ES staff member regarding the expiry date and the level of attainment for:

- CPR ( 12 months)
- First Aid Training
- Anaphylaxis Training

The Principal/Nominee will check the currency of First Aid qualifications at the beginning of each Semester when the staff duty rosters are being compiled.

Staff whose First Aid qualification expire in the next Semester are notified of this.

A copy of all First Aid qualifications is placed in the staff member's personnel file.

<b>Date Implemented</b>	February 2020
<b>Author</b>	Kevin Hill
<b>Approved By</b>	School Council
<b>Responsible for Review</b>	Principal
<b>Review Date</b>	2022



# PROTECT



Education  
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## EVERTON PRIMARY SCHOOL Visitors in Schools Policy

### EVERTON PRIMARY SCHOOL

Everton Primary School is committed to the creation of a safe, just and respectful environment that supports wellness for all members of the school community. In this, there is a moral obligation and shared responsibility to protect the most vulnerable members of the community. Everton Primary School believes that, while protecting children and young people against sexual abuse is a community wide responsibility, schools have particular moral and legal responsibilities to ensure children and young people are safe in their care and to actively and intentionally work to eliminate all forms of abusive behaviours towards children. There are also particular moral and legal obligations for those in authority to prevent, reduce and minimise child abuse and exploitation in all forms.

All government school staff will be made aware of their legal responsibilities. As part of the government school principal contract, government school principals are required to plan, implement and monitor arrangements to ensure the safety, security and wellbeing of students.

#### **Purpose of this policy:**

To ensure schools effectively manage visitors to the school.

#### **Policy:**

Schools must develop school level policies and procedures to manage visitors to the school.

Principals must:

- implement Department and school level policies and procedures
- be responsible for visitors allowed into school
- ensure as a minimum a record of all visitors to the school is kept in the event of a school emergency or any future investigation
- ensure that visitors where required have the appropriate approvals to work with children
- ensure that any programs or content delivered by visitors (other than Special Religious Instruction) complies with the requirement that education in Victorian government schools is secular
- ensure that any programs delivered by visitors are delivered in a manner that supports and promotes the principles and practice of Australian democracy including a commitment to the following, as outlined in s 1.2.1 of the *Education and Training Reform Act 2006 (Vic)*:
  - elected government
  - the rule of law
  - equal rights for all before the law
  - freedom of religion
  - freedom of speech and association



the values of openness and tolerance.

**Rationale:**

To increase experience of the cultural and social features of the community, the Department encourages schools to:  
ensure parents/guardians partner in their children's development  
create strong partnerships with community services, schools, businesses and the wider community.

**Types of visitors**

Visitors to schools may include, but are not limited to:

prospective parents and employees

those who are addressing a learning or developmental need, such as:

- parent and community volunteers
- invited speakers
- sessional instructors
- representatives of community, business and service groups
- local members of the State and Commonwealth Parliaments

Those who are conducting business such as:

- uniform suppliers
- booksellers
- official school photographers
- commercial salespeople
- trades people
- children's services agents
- talent scouts
- instructors providing Special Religious Instruction (SRI), see: [Special Religious Instruction](#)

Other visitors may include:

Department of Health and Human Services Child Protection Workers, and Victoria

Police, see: [Police and DHS Interviews](#).

Persons who are authorised to enter on to the school premises, for a specific purpose (e.g. Worksafe or Environmental Health officers). In such cases school procedures should set out:

- the process for checking the identification and authorisation of such persons
- the process for recording their attendance
- who should facilitate their entry on to the school premises in a manner consistent with the authorisation.

**Policy and procedures:**

School policy and procedures regarding visitors to the school must, as a minimum:

require all visitors arriving and departing during school hours to use a visitors book to record their name, signature, the date and time, and the purpose of the visit.

include procedures for assessment and verification of the suitability of visitors to be in a location where children freely move about, learn and play. The evidence required is generally a working with children check (WWC Check); however if a visitor's occupation exempts them from the requirement to have a WWC check e.g. police officers, teachers, they must provide evidence to support their claim to an exemption

ensure that any programs or content delivered by visitors complies with the requirement that education in Victorian government schools is secular (apart from the provision of Special Religious Instruction)

ensure that any programs delivered by visitors are delivered in a manner that supports and promotes the principles and practice of Australian democracy including a commitment to the elected government, the rule of law, equal rights for all before the law,

freedom of religion, freedom of speech and association and the values of openness and tolerance.

To develop local policies and procedures school councils should consult the views of school communities and address each of the following.

Considerations	School principals should consider
<b>Safety needs</b>	<ul style="list-style-type: none"> <li>schools are not public places</li> <li>the safety of students and staff</li> <li>potential risks posed by visitors</li> <li>the requirements for paid or volunteer workers to have a Working with Children Check.</li> </ul>
<b>Visitors purpose</b>	<ul style="list-style-type: none"> <li>categories of visitors that will be allowed into the school and on what conditions</li> <li>potential benefits of different types of visits</li> <li>whether the proposed visit is appropriate for young people (in the relevant age group)</li> <li>whether the proposed visit, programs or content to be delivered is consistent with the values of public education, Department policies and the <i>Education and Training Reform Act 2006 (Vic)</i></li> <li>whether a distinction should be made between the protocols applying to: <ul style="list-style-type: none"> <li>community-based, not-for-profit groups</li> <li>visitors with commercial, advertising or marketing purpose</li> </ul> </li> <li>the potential for a visitor or the content of their program/presentation to cause controversy within the school or broader community.</li> </ul>
<b>Educational merit</b>	<ul style="list-style-type: none"> <li>whether the proposed visit is: <ul style="list-style-type: none"> <li>for an educational purpose</li> <li>consistent with curriculum objectives</li> </ul> </li> <li>the reorganisation of school programs or routines required in relation to the potential benefits to the students</li> <li>the appropriate use of Department resources, including teachers' time.</li> </ul>
<b>Legal requirements</b>	<ul style="list-style-type: none"> <li>legal considerations and Department policies concerning: <ul style="list-style-type: none"> <li>privacy</li> <li>photographing of students</li> <li>mandatory reporting</li> <li>Children First - promoting and protecting the rights and well-being of children.</li> <li>delivery of Special Religious Instruction.</li> </ul> </li> </ul>
<b>Working with Children Check (WWCC)</b>	<ul style="list-style-type: none"> <li>the suitability of visitors who will be in a location where children move freely about, learn and play</li> <li>whether an exemption to the Working With Children Check applies to a visitor</li> <li>the evidence provided by the visitor to support their</li> </ul>

Considerations	School principals should consider
	exemption due to their occupation.
<b>Procedures</b>	<p>how to communicate policies and procedures to staff, visitors and community</p> <p>how to impose conditions on visitors, if required</p> <p>how to manage and maintain a written record of all visitors</p> <p>whether visitors will be required to wear a distinguishing badge</p> <p>circumstances for visitors to be accompanied by a member of staff</p> <p>that visitors delivering programs directly to students are adequately supervised by teaching staff of the school, in order for the school's duty of care to be discharged to those students</p> <p>the familiarisation with school routines, including the emergency management plan, required for regular visitors</p> <p>when parents will be notified in advance about visitors to the school</p> <p>requirements for parental permission for students to participate in programs or related activities delivered by visitors.</p>

#### Talent scouts

Principals should consider the following when talent scouts approach a school.

Stage	Description
1	<p>Determine whether the school community:</p> <p>prefers parents/guardians to privately contact talent scouts outside of school hours or</p> <p>supports the school facilitating contact with students and talent scouts, such as:</p> <ul style="list-style-type: none"> <li>children's choirs—</li> <li>orchestras</li> <li>drama groups</li> <li>sporting associations</li> <li>film companies looking for groups of 'extras' or undertaking individual casting</li> <li>modelling agencies.</li> </ul>
2	<p>Where the school community supports school visits by talent scouts, consider whether the activity being scouted:</p> <p>is regarded by the broader community as suitable for the age group being targeted</p> <p>will enrich learning and skill development for identified students</p> <p>will complement the identified students' education</p> <p>has demonstrated an appropriate duty of care record by the individual or organisation.</p>
3	Other considerations include:

Stage	Description
	<p>allowing visits by approved organisations at negotiated, convenient times during school hours</p> <p>providing information to the parents/guardians in the relevant year levels about opportunities so that, if desired, independent contact can be made, or</p> <p>planning sessions by approved organisations for interested students accompanied by their parents/guardians, using school facilities and outside of school hours.</p>

Note: If after-hours auditions on school property are preferred, school councils will need to consider whether a fee for the use of facilities would be appropriate.

#### Visiting speakers

Schools should:

ensure the content of presentations and addresses contributes to the development of students' knowledge and understanding

extend the invitation to external speakers to support its educational program, rather than allowing groups to use the school as a forum to advance their causes or beliefs, particularly if speaking on a controversial matter

brief presenters about the nature of the school and its community

ensure that visitors do not present information or programs that may conflict with the *Education and Training Reform Act 2006*, policies of the Department and the school

respect the range of views held by students and their families.

Note: For advice concerning the selection of lectures, speeches and performances see:

[Suitable Teaching and Learning Resources](#)

#### Related policies

[Photographing and Filming Students](#)

[Police and DHS Interviews](#)

[Requests for Information about Students](#)

[Suitable Teaching and Learning Resources](#)

[Supervision and Access](#)

[Volunteer Checks](#)

Department resource

Template Policies - Visitors in Schools Template

Other resources

[Justice & Regulation - Working with Children Check](#)

Related legislation

*Education and Training Reform Act (Vic) 2006*

*Ministerial Order 141*

*Working with Children Act 2005*

#### Related Documentation:

This policy should be read in conjunction with the other policies and procedures of Everton Primary School concerned with Child Safety and Pastoral Wellbeing:

Everton Primary School WWCC Register Procedures

Everton Primary School WWCC List

Everton Primary School Duty of Care Policy

Everton Primary School Excursions Policy

Everton Primary School Incursions Policy

Everton Primary School On Site Supervision Policy

Everton Primary School Privacy Policy

Everton Primary School Staff Registers Policy  
 Everton Primary School Student Engagement and Well Being Policy  
 Everton Primary School Visitors in School Policy  
 VIT Legal Obligations of a Teacher  
 VIT Teacher Code of Conduct  
 Child Protection and Safety Policy  
 Child Protection – Mandatory Reporting Policy  
 Child Protection – Working With Children Checks Policy  
 Child Protection – Failure to Disclose Policy  
 Child Protection – Failure to Protect Policy  
 Child Protection – Grooming Policy

<b>Date Implemented</b>	February 2020
<b>Author</b>	Kevin Hill
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<b>Responsible for Review</b>	Principal
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