

Child Safe Standards Policy

Rationale:

Auburn South Primary School is committed to safety and wellbeing of all children and young people. This will be the primary focus of our care and decision-making. Auburn South Primary School has zero tolerance for child abuse and 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 Auburn South Primary School 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.

This policy outlines how we will/have created and will maintain a Child Safe school environment (this includes on school premises, camps, excursions, online and other school events). It addresses each of the seven standards outlined by the Victorian Regulation and Qualifications Authority as being integral to maintaining a culture of safety for children.

Definition:

Child abuse can be defined as an act by parents or caregivers which endangers a child or young person's physical or emotional health or development. Child abuse can be a single incident, but usually takes place over time. In Victoria, under the Children Youth and Families Act 2005 a child or young person is a person under eighteen years of age. Child abuse can occur in the following ways:

- **Physical abuse** occurs when a child suffers or is likely to suffer significant harm from an injury inflicted by a child's parent or caregiver. The injury may be inflicted intentionally or may be the inadvertent consequence of physical punishment or physically aggressive treatment of a child. The injury may take the form of bruises, cuts, burns or fractures.
- **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. It includes fondling of the child's genitals, masturbation, oral sex, vaginal or anal penetration by a penis, finger or other object, or exposure of the child to pornography.
- **Emotional Abuse** occurs when a child's parent or caregiver repeatedly rejects the child or uses threats to frighten the child. This may involve name calling, put downs or continual coldness from the parent or caregiver, to the extent that it significantly damages the child's physical, social, intellectual or emotional development.
- **Neglect** is the failure to provide the child with the basic necessities of life such as food, clothing, shelter, medical attention or supervision, to the extent that the child's health and development is, or is likely to be, significantly harmed. (Source: Department of Health and Human Services)

Aims:

To ensure that Auburn South Primary School:

- Fosters an organisational culture in which safety, inclusivity and support for all children underpins all decisions and actions.

- Ensures that maintaining a culture of Child Safety is a cornerstone of the future development of policy and procedure.
- Details the actions it will take to promote child safety.
- Supports, encourages and enables School Council, the Principal, school staff, parents and children to understand, identify, discuss and report child safety matters.
- Supports or assists children who disclose child abuse, or are otherwise linked to suspected child abuse.
- Inform and educate the school community about the Child Safe Standards.
- Are compliant with Department of Education and Training (DET) and the Victorian Registration and Qualifications Authority (VRQA) policies and procedures, the Education and Training Reform Act 2006 and Ministerial Order No. 870.

Implementation:

- Although this policy is the responsibility of all members of the school community, the Principal has the overall responsibility of implementing this policy, however may choose to delegate certain roles to suitably qualified staff.
- All members of the school community will be made clear about their individual roles and responsibilities for implementing the Child Safe Standards.
- External service providers that engage with the school have their own regulatory body to ensure they meet the Child Safe Standards, however the school will ensure that they have suitable qualifications and meet these standards.
- The Child Safe Standards and this policy will be communicated to the school community at least once a year in the following ways:
 - **School Council:** brief/review of Child Safe Standards once a year and review of the policy as per school schedule
 - **Staff:** Briefing at the start of each school year. New staff will have the Child Safe Standards included as part of their induction
 - **Parents:** information related to the Child Safe Standards will be included in the newsletter at appropriate and meaningful times throughout the year. All information regarding the Child Safe Standards will be on the school website.
 - **Students:** Through daily Auburn South Way sessions, students will be supported in understanding what safety means, how to support each other and how to seek help if needed.
- The school will complete the Memorandum of Understanding for the Child Safe Standards, have this approved by School Council and submit it to the VRQA (Victorian Registration and Qualifications Authority).
- The school will implement the following strategies, aligned to the seven Child Safety Standards (Ministerial Order No. 870) to ensure a culture of safety for its children:

Standard 1: Strategies to embed an organisational culture of child safety, including thorough effective leadership arrangements

- strategy development and implementation
- roles and responsibilities
- informing the community

Auburn South Primary School will:

- 1.1 Have goals and related strategies in its School Strategic Plan and Annual Implementation Plan (AIP) related to Student Engagement and Student Wellbeing.
- 1.2 Have a dedicated Wellbeing Team who will discuss and review wellbeing practices, including those of child safety, in regular meetings.
- 1.3 Ensure there is provision in the school budgets to fund child safety and student welfare priorities.

- 1.4 Assign Student Wellbeing Team Leader and e-Smart Coordinator as a core roles of staff in the school.
- 1.5 Ensure that the ICT team maintain e-Smart accreditation by continuing to implement and refine online safety initiatives throughout the school.
- 1.6 Have regular (fortnightly) meetings with DET SSS Staff (Social Worker, Psychologist and Speech Pathologist) to discuss student wellbeing, safety and educational needs.
- 1.7 Support all students' (and their family's) safety and wellbeing through the PSD (Program for Students with a Disability).
- 1.8 Assign Student Support yard duty time to teachers to monitor the welfare and safety of identified students.
- 1.9 Assign meeting dates in the school calendar to allow for professional development related to child safety and staff training (e.g. Mandatory Reporting Training).
- 1.10 Ensure staff complete an appropriate amount of professional learning relating to teaching and working with students with a disability, in accordance with the Victorian Institute of Teaching regulations.
- 1.11 As part of the induction and mentoring of new staff share and discuss this policy.
- 1.12 Maintain detailed records of student safety and wellbeing issues. Highly confidential issues will be kept in a file in the Principal's / Assistant Principal's Office. Reports from SSS professionals will be kept in a locked filing cabinet in the Assistant Principal's Office.
- 1.13 Review child safety practices each year, utilising the DET's Risk Management Template (Appendix 2)
- 1.14 Review child safety as part of the annual report as per DET guidelines.

Standard 2: A child safe policy or statement of commitment to child safety

Auburn South Primary School will:

- 2.1 Ensure the following policies (all of which support the maintenance of a Child Safe Environment) are implemented, regularly reviewed and available on the school's website:
 - **Student Engagement and Wellbeing Policy:** outlines proactive and reactive responses the school takes with regard to student engagement, wellbeing and inclusion
 - **Bullying and Harassment Policy:** outlines the proactive and reactive measures the school implements when incidences of bullying occur
 - **Equal Opportunity Policy:** outlines the school's commitment to providing a supportive environment - free of discrimination with equal opportunity for all.
 - **Special Educational Needs Policy:** outlines the processes in place to ensure that the diverse needs (intellectual, physical, social and behavioural) of our student population are catered for.
 - **Mandatory Reporting Policy (DET):** outlines the process and requirement for reporting incidences of child abuse.
 - **Working With Children Check Policy:** outlines the procedures in place for ensuring that all people working within the school have had the required checks to ensure their suitability to work with or in the vicinity of children.
 - **First Aid Policy:** outlines how the school manages incidences of physical harm and communicates these to parents / carers.

Standard 3: A code of conduct that establishes clear expectations for appropriate behaviour with children

Auburn South Primary School will:

- 3.1 Adopt the Code of Conduct (Appendix 1) which establishes clear expectations for appropriate behaviour with children, clearly outlining acceptable and unacceptable behaviours.
- 3.2 Use the DET's Statement of Values (Appendix 3) as a way of outlining clear expectations of behaviour with regard to their interactions with each other from the Principal, Teachers, Parents and Students and it also forms part of the school's Engagement and Inclusion Policy.

- 3.3 Circulate this Statement of Values to the school community annually, through the newsletter and is available on the school's website.

Standard 4: Screening, supervision, training and other human resources practices that reduce the risk of child abuse by new and existing personnel

Auburn South Primary School will:

- 4.1 Follow Merit and Equity-based recruiting processes outlined by DET whilst adhering to the Child Safe Standards. *Refer to Child Safe School Staff Selection Fact Sheet.*
- 4.2 Include the 'Child Safe Environments' clause (as provided in the Recruitment Online School's Guide) in all position descriptions for job vacancies.
- 4.3 During the application process, the panel will assess the applicant's:
- Motivation to work with children
 - Relevant and verifiable child-related work experience
 - Understanding of professional boundaries
 - Communication and interpersonal skills
- 4.4 Before a letter of offer is provided, the chair of the selection panel (or a delegate) will check the following:
- Two forms of identification e.g. driver's licence, passport etc.
 - Academic transcripts/qualifications
 - Work history and previous employment details are accurate
 - Gaps in the applicant's employment history and are there valid reasons for this e.g. travel, study, family leave
- 4.5 Check that the applicant has any relevant experience working with children outside employment e.g. volunteering, tutoring or coaching?
- 4.6 Ensure all teachers have a current VIT (Victorian Institute of Teaching) card. Through the VIT process teachers will undertake a police check (timing deemed by VIT).
- 4.7 That referees (preferably the most current employer / manager) can verify:
- There is not a personal relationship between the applicant's supervisor or manager that may affect the objectivity of the reference
 - They have directly supervised the applicant working with children and/or deem them suitable to do so.
 - They see them as being suitable to the applied for role
 - Has the referee any concerns with the applicant working with children?
 - Did the referee have any concerns about the applicant adhering to Child Safe Standards?
 - Have the referees observed the applicant managing the behaviour of a child and what did they notice?
 - That any written referee statements are authentic.
- 4.8 Ensure volunteers provide a copy of their Working with Children Check (WWCC) and are signed in at the office (see Volunteer and Criminal Records Check Policies for more detail).
- 4.9 Sight WWCC of contractors and other visitors who enter the school and ensure they are signed in at the office and (see Criminal Records Check Policy for more detail).
- 4.10 Ensure visitors sign in at the office (see Visitor and Criminal Records Check Policies for more detail).
- 4.11 Ensure all new staff are aware of child safe standards and their obligations for mandatory reporting as part of the induction and mentoring process.
- 4.12 Ensure time is allocated for staff to update their Mandatory Reporting Training each year (DET requirement). Provisions will be made in the school calendar of any other professional development sessions we need to undertake related to child safety.

Standard 5: Processes for responding to and reporting suspected child abuse

Auburn South Primary School will:

- 5.1 Comply with the DET's Mandatory Reporting Policy outlining all DET employee's response to suspected child abuse.
- 5.2 Ensure all staff are trained annually in this area using resources provided by the DET.
- 5.3 In any cases where a staff member is considering making a report, ensure they consult the Step by Step Guide to Making a Report to Child Protection or Child FIRST (Appendix 4) and inform the Principal.
- 5.4 Follow the '**Four Critical Actions for Schools**': Responding to Incidents, Disclosures or Suspicions of Child Abuse (see appendix 5).
- 5.5 In accordance with the DET's Mandatory Reporting Policy, ensure that:
 - All members of the Teaching Service who believe on reasonable grounds that a child or young person is in need of protection from physical injury or sexual abuse, must report their concerns to Department of Health and Human Services (DHHS) Child Protection.
 - All other school staff who believe on reasonable grounds that a child or young person is in need of protection or therapeutic treatment or have significant concerns, are encouraged to report their concerns to DHS Child Protection, Victoria Police or Child First.
 - 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 will be a criminal offence to fail to comply with this obligation.
 - Staff are to keep their own notes of any interactions / reports to DHHS or Child First and discuss this with the Principal so they can update their files.

Standard 6: Strategies to identify and reduce or remove the risk of abuse

Auburn South Primary School will:

- 6.1 Monitor sick bay attendances and student absences on an ongoing basis. Specific incidences, trends and children of concern are discussed and followed up as required.
- 6.2 Refer to the Strategies to Identify and Reduce or Remove Risks of Child Abuse fact sheet and refer to the Child Safe Risk Assessment template (appendix 2).
- 6.3 Ask for parent permission to use photographs or video of students for public forums, eg. newspapers, online, newsletters and adhere to any requests not to publish documents.
- 6.4 Keep photos and videos of students on a secure network.
- 6.5 Provide 4 yard duty teachers as well as Integration Aides for all recess and lunch breaks and at least one teacher from 8:45-9:00am and from 3:30-3:45pm.
- 6.6 Complete risk assessments for any excursions considering the Child Safe Standards when doing so.
- 6.7 Consider Child Safe practices and potential issues in our risk registers for Camps and Excursions.
- 6.8 Risks are reviewed after any incidences and adjustments made.
- 6.9 Ensure provisions are made for staff training and professional development around child safety.
- 6.10 Ensure our school grounds are safe for children and that children are encouraged to display safe and sensible behaviours (such as not playing in out-of-bounds areas)

Standard 7: Strategies to promote the participation and empowerment of children

Auburn South Primary School will:

- 7.1 Explicitly plan for, teach and model the attributes and attitudes of the International Baccalaureate:

IB Learner Profile Attributes

The International Baccalaureate® (IB) learner profile describes a broad range of human capacities and responsibilities that go beyond academic success.

They imply a commitment to help all members of the school community learn to respect themselves, others and the world around them.

At Auburn South Primary School we strive to be:

Inquirers	Knowledgeable	Thinkers	Communicators	Principled
Open-Minded	Caring	Risk-Takers	Balanced	Reflective

IB PYP Attitudes

The school's values are reflected through the 'PYP Attitudes' that are explicitly taught and embedded throughout the school's Program of Inquiry:

Appreciation: Appreciating the wonder and beauty of the world and its people.

Commitment: Being committed to their own learning, persevering and showing self-discipline and responsibility.

Confidence: Feeling confident in their ability as learners, having the courage to take risks, applying what they have learned and making appropriate decisions and choices.

Cooperation: Cooperating, collaborating, and leading or following as the situation demands.

Creativity: Being creative and imaginative in their thinking and in their approach to problems and dilemmas.

Curiosity: Being curious about the nature of learning, about the world, its people and cultures.

Empathy: Imagining themselves in another's situation in order to understand his or her reasoning and emotions, so as to be open-minded and reflective about the perspectives of others.

Enthusiasm: Enjoying learning and willingly putting the effort into the process.

Independence: Thinking and acting independently, making their own judgments based on reasoned argument, and being able to defend their judgments.

Integrity: Being honest and demonstrating a considered sense of fairness.

Respect: Respecting themselves, others and the world around them.

Tolerance: Being sensitive about differences and diversity in the world and being responsive to the needs of others.

7.2 Embed explicit teaching of wellbeing, as **Positive Education** within the school's program of inquiry and across the curriculum by focussing on (but not limited to):

- Resilience Building
- Positive Relationships
- Emotional Regulation and Positive Choices
- Conflict Resolution and Restorative Practices
- Gratitude and Appreciative Inquiry
- Mindfulness
- Strengths
- Growth Mindset Theory
- Agency, Motivation and Achievement (Self Determination)

- 7.3 Implement the Student Code of Behaviour and review or update annually
- 7.4 Utilise aspects of the Bounce Back resilience resources and Circle Time as required.
- 7.5 Deliver Sex Education programs for all Year 5 and 6 students (via Family Planning Victoria)
- 7.6 Support the development of positive relationships between levels through the Habit Groups program and Prep/Year 5 Buddy program.

Evaluation:

This policy will be reviewed as part of the school's three-year review cycle.

Reference:

- VRQA <http://www.vrqa.vic.gov.au/childsafes/Pages/standards.html>
- DET www.education.vic.gov.au/protect

Ratified by School Council: **2016**

To be reviewed: **2017**

Appendix 1: Code of Conduct



PROTECT



Education
and Training

2017 Child Safety Code of Conduct

Auburn South Primary School is committed to 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 Auburn South 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 Auburn South 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 Principal
- 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
- In the school environment or at other school events where students are present, consume alcohol contrary to school policy or take illicit drugs under any circumstances.

This Code of Conduct was endorsed/approved by the Auburn South Primary School on 12/10/2016 for review if legislative or other changes require in the interim or no later than December 2018.

APPENDIX 2: Risk Assessment template

PROTECT



Education and Training

Risk Event or Environment	Existing Management strategies or internal controls	Likelihood	Consequence	Current risk assessment	New risk management controls or internal controls	Who is responsible?	Residual risk
No organisational culture of child safety – lack of leadership, public commitment and frequent messaging	Child safety code of conduct Strategies developed to embed culture of child safety	Possible	Severe	Very High	<ul style="list-style-type: none"> Strategies to embed organisational culture of child safety are reviewed Statement of commitment to child safety is publicly available 	Principal, School Council Chair	Low
Inappropriate behaviour is not reported and addressed	Child safety code of conduct Clear child safety reporting procedures Performance management procedures	Unlikely	Severe	High	<ul style="list-style-type: none"> Strategies to embed organisational culture of child safety are reviewed Refresher training for staff – see eLearning mandatory reporting module 	Principal, School Council Chair	Low
Unquestioning trust of long term employees and contractors or norms	Strategies developed to embed culture of child safety Clear child safety reporting procedures	Possible	Major	High	<ul style="list-style-type: none"> Refresher training for staff – see eLearning mandatory reporting module 	Principal, School Council Chair	Low
Recruitment of an inappropriate person	WWCC or Victorian Institute of Teaching registration	Unlikely	Major	Medium	Processes updated to require: <ul style="list-style-type: none"> Criminal history search Pre-employment reference check includes asking about child safety 	Principal, School Council Chair	Low
Engagement with children online	Child safety code of conduct Strategies developed to embed culture of child safety	Possible	Moderate	Medium	<ul style="list-style-type: none"> Train students and staff to detect inappropriate behaviour Ensure appropriate settings on all student technologies 	Principal, School Council Chair	Low

Risk Event or Environment	Existing Management strategies or internal controls	Likelihood	Consequence	Current risk assessment	New risk management controls or internal controls	Who is responsible?	Residual risk
Unknown people and environments at excursions and camps	Child safety code of conduct Strategies developed to embed culture of child safety Clear child safety reporting procedures	Unlikely	Moderate	Medium	<ul style="list-style-type: none"> Assessment of new or changed environments for child safety risks Ensure Code and strategies apply in all school contexts 	Principal, School Council Chair	Low
Ad-hoc contractors on the premises (eg maintenance)	Child safe environments Information and awareness for visitors, staff, volunteers and contractors Adequate monitoring	Unlikely	Moderate	Medium	<ul style="list-style-type: none"> Refresher training for frequent contractors 	Principal, School Council Chair	Low

Auburn South Primary School Statement of Values

Mission Statement:

At Auburn South Primary School, we develop a positive sense of identity within a community that encourages individuals to flourish as inquirers, creative thinkers and globally responsible citizens.



The school's values are reflected through the International Baccalaureate (IB) Learner Profile attributes and the Primary Years Program (PYP) Attitudes that are explicitly taught and embedded throughout the school's Program of Inquiry.

IB Learner Profile Attributes

The International Baccalaureate® (IB) learner profile describes a broad range of human capacities and responsibilities that go beyond academic success. They imply a commitment to help all members of the school community learn to respect themselves, others and the world around them.

At Auburn South Primary School we strive to be:

Inquirers	Knowledgeable	Thinkers	Communicators	Principled
Open-Minded	Caring	Risk-Takers	Balanced	Reflective

IB PYP Attitudes

At Auburn South Primary School we show:

Appreciation: *Appreciating the wonder and beauty of the world and its people.*

Commitment: *Being committed to their own learning, persevering and showing self-discipline and responsibility.*

Confidence: *Feeling confident in their ability as learners, having the courage to take risks, applying what they have learned and making appropriate decisions and choices.*

Cooperation: *Cooperating, collaborating, and leading or following as the situation demands.*

Creativity: *Being creative and imaginative in their thinking and in their approach to problems and dilemmas.*

Curiosity: *Being curious about the nature of learning, about the world, its people and cultures.*

Empathy: *Imagining themselves in another's situation in order to understand his or her reasoning and emotions, so as to be open-minded and reflective about the perspectives of others.*

Enthusiasm: *Enjoying learning and willingly putting the effort into the process.*

Independence: *Thinking and acting independently, making their own judgments based on reasoned argument, and being able to defend their judgments.*

Integrity: *Being honest and demonstrating a considered sense of fairness.*

Respect: *Respecting themselves, others and the world around them.*

Tolerance: *Being sensitive about differences and diversity in the world and being responsive to the needs of others.*

Promoting Healthy, Safe and Respectful School Communities

Auburn South PS recognises the importance of the partnership between schools and parents to support student learning, engagement and wellbeing. We share a commitment to, and a responsibility for, ensuring inclusive, safe and orderly environments for children and young people. This Statement of Values sets out our behavioural expectations of all members in this school community, including the principal, all school staff, parents, students and visitors. It respects the diversity of individuals in our school community and addresses the shared responsibilities of all members in building safe and respectful school communities. Discrimination, sexual and other forms of harassment, bullying, violence, aggression and threatening behaviour are unacceptable and will not be tolerated in this school.

Our Statement of Values acknowledges that parents and school staff are strongly motivated to do their best for every child. Everyone has the right to differing opinions and views and to raise concerns, as long as we do this respectfully as a community working together.

Responsibilities

As principals and school leaders, we will:

- Work collaboratively to create a school environment where respectful and safe conduct is expected of everyone.
- Behave in a manner consistent with the standards of our profession and meet core responsibilities to provide inclusive, safe and orderly environments.
- Plan, implement and monitor arrangements to ensure the care, safety, security and general wellbeing of all students in attendance at the school is protected.
- Identify and support students who are or may be at risk.
- Do our best to ensure every child achieves their personal and learning potential.
- Work with parents to understand their child's needs and, where necessary, adapt the learning environment accordingly.
- Respond appropriately when inclusive, safe or orderly behaviour is not demonstrated and implement appropriate interventions and sanctions when required.
- Make known to parents the school's communication and complaints procedures.
- Ask any person who is acting in an offensive or disorderly way to leave the school grounds.

As teachers and all non-teaching staff, we will:

- Model positive behaviour to students consistent with the standards of our profession.
- Proactively engage with parents about student outcomes.
- Work with parents to understand the needs of each student and, where necessary, adapt the learning environment accordingly.
- Work collaboratively with parents to improve learning and wellbeing outcomes for students with additional needs.
- Communicate with the principal and school leaders in the event we anticipate or face any tension or challenging behaviours from parents.
- Treat all members of the school community with respect.

As parents, we will:

- Model positive behaviour to our child.
- Ensure our child attends school on time, every day the school is open for instruction.
- Take an interest in our child's school and learning.
- Work with the school to achieve the best outcomes for our child.

- Communicate constructively with the school and use expected processes and protocols when raising concerns.
- Support school staff to maintain a safe learning environment for all students.
- Follow the school's complaints processes if there are complaints.
- Treat all school leaders, staff, students, and other members of the school community with respect.

As students, we will:

- Model positive behaviour to other students.
- Comply with and model school values.
- Behave in a safe and responsible manner.
- Respect ourselves, other members of the school community and the school environment.
- Actively participate in school.
- Not disrupt the learning of others and make the most of our educational opportunities.

As community members, we will:

- Model positive behaviour to the school community.
- Treat other members of the school community with respect.
- Support school staff to maintain a safe and orderly learning environment for all students.
- Utilise the school's communications policy to communicate with the school.

The Department of Education and Training (DET) will:

- Provide support and advice to principals to equip them to manage and respond to challenging behaviour of students, parents and staff.
- Provide practical guidance and resources to support schools to manage and respond to challenging behaviour of students, parents and staff.
- Provide practical guidance and resources to support schools respond to and prevent bullying and promote cyber-safety and wellbeing.
- Provide access to evidence based resources and strategies to increase student safety, wellbeing and engagement.
- Provide schools with practical and legal support as required.
- Provide parents with practical guidance and resources to resolve conflicts with the school

APPENDIX 4: Guide to Making a Report

A step-by-step guide to making a report to Child Protection or Child FIRST

Protective concerns

You are concerned about a child because you have:

- received a disclosure from a child about abuse or neglect
- observed indicators of abuse or neglect
- been made aware of possible harm via your involvement in the community external to your professional role.

At all times remember to:

- record your observations
- follow appropriate protocols
- consult notes and records
- consult with appropriate colleagues if necessary
- consult with other support agencies if necessary

STEP 1	RESPONDING TO CONCERNS	STEP 2	FORMING A BELIEF ON REASONABLE GROUNDS	STEP 3	MAKING A REFERRAL TO Child FIRST	STEP 4	MAKE A REPORT TO CHILD PROTECTION
	<p>1. If your concerns relate to a child in need of immediate protection; or you have formed a belief that a child is at significant risk of harm*.</p> <p>Go to Step 4</p> <p>2. If you have significant concerns that a child and their family need a referral to Child FIRST for family services.</p> <p>Go to Step 3</p> <p>3. In all other situations</p> <p>Go to Step 2.</p> <p>* Refer to Appendix 2: Definitions of child abuse and indicators of harm in the Protocol – <i>Protecting the safety and wellbeing of children and young people</i></p>		<p>1. Consider the level of immediate danger to the child.</p> <p>Ask yourself:</p> <p>a) Have I formed a belief that the child has suffered or is at risk of suffering significant harm? YES / NO and</p> <p>b) Am I in doubt about the child's safety and the parent's ability to protect the child? YES / NO</p> <p>2. If you answered yes to a) or b) Go to Step 4</p> <p>3. If you have significant concerns that a child and their family need a referral to Child FIRST for family services. Go to Step 3</p>		<p>Child Wellbeing Referral</p> <p>1. Contact your local Child FIRST provider.</p> <ul style="list-style-type: none"> See over for contact list for local Child FIRST phone numbers. <p>2. Have notes ready with your observations and child and family details.</p>		<p>Mandatory/Protective Report*</p> <p>1. Contact your local Child Protection Intake provider immediately.</p> <ul style="list-style-type: none"> See over for contact list for local Child Protection phone numbers. For After Hours Child Protection Emergency Services, call 131 278. <p>2. Have notes ready with your observations and child and family details.</p> <p>* <i>Non-mandated staff members who believe on reasonable grounds that a child is in need of protection are able to report their concerns to Child Protection</i></p>

For further information refer to *Protecting the safety and wellbeing of children and young people – A joint protocol of the Department of Human Services Child Protection, Department of Education and Early Childhood Development, Licensed Children's Services and Victorian Schools*

Contact Numbers

Department of Education and Early Childhood Development

METROPOLITAN REGIONS	
Eastern	(03) 9265 2400
Northern	(03) 9488 9488
Western	(03) 9291 6500
Southern	(03) 9794 3555
RURAL REGIONS	
Barwon South Western	5225 1000
Gippsland	5127 0400
Grampians	5337 8444
Hume	5761 2100
Loddon Mallee	5440 3111

Office for Children and Licensed Children's Services:

METROPOLITAN REGIONS	
Eastern	(03) 9265 2400
Northern	(03) 9412 5333
Western	(03) 9275 7000
Southern	(03) 9096 9555
RURAL REGIONS	
Barwon South Western	5225 1000
Gippsland	5127 0400
Grampians	5337 8444
Hume	5761 2100
Loddon Mallee	5440 3111

Important information for government schools

Principals of Victorian Government schools must report all incidents to the Emergency and Security Management Unit on 03 9589 6266.

Victorian Government schools should contact the Student Critical Incident Advisory Unit (SCIAU), Student Wellbeing Division, for advice and support when responding to allegations of student sexual assault or inappropriate sexual behaviours.

The SCIAU can be contacted on 03 9637 2934 or 03 9637 2487.

Victorian Government School Principals should refer to the flowchart – *Responding to Allegations of Student Sexual Assault Compulsory Actions for Principals* at: <http://www.education.vic.gov.au/healthwellbeing/safety/childprotection/childprotection.htm>

Department of Human Services Child Protection

METROPOLITAN REGIONS		METROPOLITAN REGIONS	
Intake Unit		Regional Office	
Eastern	1300 360 391	Box Hill	(03) 9843 6000
North and West	1300 664 977	Preston	1300 664 977
		Footscray	1300 360 462
Southern	1300 655 795	Dandenong	(03) 9213 2111
RURAL REGIONS		Regional Office	
Intake Unit			
Barwon South Western			
	1800 075 599	Geelong	(03) 5226 4540
Gippsland	1800 020 202	Traralgon	(03) 5177 2500
Grampians	1800 000 551	Ballarat	(03) 5333 6530
Hume	1800 650 227	Wangaratta	(03) 5722 0555
		Wodonga	(02) 6055 7777
Loddon Mallee	1800 675 598	Bendigo	(03) 5434 5555

After hours Child Protection Emergency Services (AHCPEs)

Statewide number for all emergency child protection matters outside of normal business hours (24 hours, 7 days a week): **131 278**

Victoria Police **000**

Catholic Education Offices

Catholic Education Office, Melbourne	(03) 9267 0228
Catholic Education Office, Ballarat Diocese	5337 7135
Catholic Education Office, Sale Diocese	5622 6600
Catholic Education Office, Sandhurst Diocese	5443 2377

Independent Schools Victoria (03) 9825 7200

Other

Victorian Aboriginal Education Association, Inc.	(03) 9481 0800
Victoria Police Sexual Offences and Child Abuse Unit	(03) 9247 6666
Centre Against Sexual Assault	1800 806 292
Gatehouse Centre, Royal Children's Hospital	(03) 9345 6391
(for specialist counselling and medical assistance)	
Child Safety Commissioner	(03) 8601 5884
Victorian Aboriginal Child Care Agency	(03) 8388 1855

CHILD FIRST

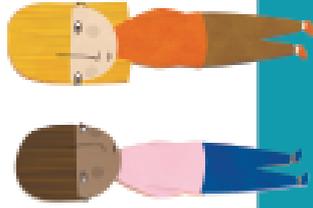
Local Catchment Area	Contact
Barwon South Western	Greater Geelong, Queenscliff, Surf Coast 1300 551 948
Western	Colac – Otway, Corangamite 5232 5500
	Warrnambool, Moyne, Glenelg, Southern Grampians 1300 889 713
Gippsland	East Gippsland 5152 0052
	Wellington 5144 7777
	La Trobe, Baw Baw 1800 339 100
	South Gippsland, Bass Coast 5662 5150
Grampians	Northern Grampians, West Wimmera, Hindmarsh, Yarrambat, Horsham 1800 195 114
	Ararat, Pyrenees, Hepburn, Ballarat, Golden Plains, Moorabool 1300 783 341
Hume	Wodonga, Towong, Indigo 1800 705 211
	Alpine, Benalla, Mansfield, Wangaratta 1800 705 211
	Greater Shepparton, Strathbogrie, Moira 1300 854 944
	Mitchell, Murrindindi 1800 663 107
Loddon Mallee	Greater Bendigo, Campaspe, Central Goldfields, Loddon, Macedon Ranges, Mount Alexander 1800 260 338
	Buloke, Goonawarra, Swan Hill, Mildura 1800 625 533 1800 MALLEE
Eastern Metropolitan	Yarra Ranges, Knox, Maroondah 1300 369 146
	Monash, Whitehorse, Manningham, Boroondarra 1300 762 125
North and West Metropolitan	Nilumbik, Whittlesea, Banyule, Yarra and Darebin (03) 9450 0955
	Brimbank, Melton 1300 138 180
	Hume, Moreland 1300 786 433
	Hobson's Bay, Maribyrnong, Melbourne, Moonee Valley and Wyndham 1300 775 160
Southern Metropolitan	Casey, Cardinia, Greater Dandenong (03) 9705 3939
	Aboriginal children and families (Casey, Cardinia and Great Dandenong) (03) 9794 5973
	Frankston, Mornington Peninsula 1300 721 383
	Kingston, Bayside, Glen Eira, Stonington, Port Phillip 1300 367 441

APPENDIX 5: 4 Critical Actions for Schools Poster (Used in conjunction with Reporting Suspected Child Abuse Template)

FOUR CRITICAL ACTIONS FOR SCHOOLS

Responding to Incidents, Disclosures and Suspicions of Child Abuse

PROTECT



YOU MUST TAKE ACTION

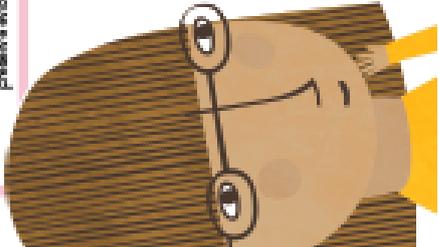
- An individual member of your school staff plays a critical role in protecting children in your class.
- You must act, by following this critical action, as soon as you witness an incident, receive a disclosure or form a reasonable belief that a child has, or is at risk of being abused.
 - You must not try to form a suspicion/reasonable belief, even if you are unsure and have not directly observed child abuse (e.g. in the classroom or other premises).
 - You must use the Child Abuse template to keep clear and comprehensive notes.
- * A reasonable belief is a deliberately low threshold. This enables authorities to investigate and take action.

1 RESPONDING TO AN EMERGENCY

If there is no risk of immediate harm go to action 2.

- If a child has immediate risk of harm you must ensure their safety by:
- separating all legal victims and adults involved
 - calling 000 for emergency aid and/or police will need to be reported to immediate health or safety concerns
 - identifying a contact person at the school for this in liaison with Police.

Where necessary you may also need to make in the integrity of the potential crime scene and preserve evidence.



2 REPORTING TO AUTHORITIES

As soon as immediate health and safety concerns are addressed you must report all incidents, suspicions and disclosures of child abuse as soon as possible. Failure to report physical and sexual child abuse may amount to a criminal offence.

Q: Where does the source of suspected/abuse come from?

- WITHIN THE FAMILY OR COMMUNITY**
- CHILD PROTECTION**
You must report to DHS Child Protection if a child is considered to be:
- In need of protection from child abuse
 - at risk of being harmed (or has been harmed) and the harm has impact on the child's safety or development.
- VICTORIA POLICE**
You must also report all instances of suspected sexual abuse (including grooming) to Victoria Police.
- GOVERNMENT SCHOOLS**
You must also report to:
- School Principal and/or leadership team
 - DST Security Services Unit
- CATHOLIC SCHOOLS**
You must also report to:
- School Principal and/or leadership team
 - Diocesan education office
- INDEPENDENT SCHOOLS**
You must also report to:
- School Principal and/or champion

If you believe that a child is not subject to abuse, you will hold significant concerns for their wellbeing you must still act. This may include making a referral to wellbeing advice from Child Protection (in circumstances where the family are open to receiving support), or to DHS Child Protection or Victoria Police.

3 CONTACTING PARENTS/CAREERS

Your principal must consult with DHS Child Protection or Victoria Police to determine what information can be shared with parents/careers. They may advise:

- not to contact the parent/career in circumstances where the parent are alleged to have engaged in the abuse, or the child in whose minor and does not wish for that parent/career to be contacted
- to contact the parent/career and provide agreed information (this must be done as soon as possible, preferably on the same day of the incident, disclosure or suspicion).

4 PROVIDING ONGOING SUPPORT

Your school must provide support for children impacted by abuse. This should include the development of a Student Support Plan in consultation with wellbeing professionals. This is an essential part of your duty of care requirements. Strategies may include:

- development of a safety plan, direct support and referral to wellbeing professionals.

You must follow the Four Critical Actions every time you become aware of a further instance or risk of abuse. This includes reporting new information to authorities.

CONTACT

DHS CHILD PROTECTION	DHS URBANITY SERVICES UNIT
ALBA	(03) 9599 6281
North Division (03) 9599 6277	STUDENT INCIDENT AND RECOVERY UNIT
South Division (03) 9597 95	(03) 9527 2024
East Division (03) 9591	EMPLOYEE CONDUCT BRANCH
West Division (03) 9599 6269	(03) 9527 2025
West Division (03) 9599 6277	DIAGNOSIS OFFICE
ACTUAL HOUSING	Melbourne (03) 9597 0281
After hours, weekend, public holidays 18 027 1	Adelaide (03) 9597 1105
CHILD FIRST	Sydney (03) 959 12 611
www.childfirst.vic.gov.au	Sedburgh (03) 9597 2027
VICTORIA POLICE	INDEPENDENT SCHOOLS
180 or your local police station	VICTORIA
	(03) 9527 2000