

Child Safe Standards Policy

Purpose

Auburn South Primary School's Child Safety Policy sets out the school's commitment and approach to creating and maintaining a child safe organisation where children and young people are safe and feel safe. This provides the policy framework for the school's approach to the Child Safe Standards.

Scope

This policy applies to all staff, volunteers and contractors in the school environment, whether or not they work in direct contact with children or young people. This policy also applies to school council members where indicated.

The policy will apply to the school environment (see Definitions section). The policy covers both school hours and outside of school hours.

Definitions

Child abuse: Child abuse includes

- any act committed against a child involving:
 - a sexual offence; or
 - grooming; and
- the infliction, on a child, of:
 - physical violence; or
 - serious emotional or psychological harm; and
- serious neglect of a child.

Child-connected work: Child-connected work means work authorised by the school, school council, or Secretary of the Department of Education and Training and performed by an adult in a school environment while children are present or reasonably expected to be present.

Child Safety: Child safety encompasses matters related to protecting all children from child abuse, managing the risk of child abuse, providing support to a child at risk of child abuse, and responding to incidents or allegations of child abuse.

School Environment: School environment means any physical or virtual place made available or authorised by the school for use by a child during or outside school hours, including:

- a campus of the school;
- online school environments (including email and intranet systems); and
- other locations provided by the school for a child's use (including, without limitation, locations used for school camps, sporting events, excursions, competitions, homestays, and other school activities or events)

School staff: School staff means an individual working in a school environment who is:

- employed by the Department of Education and Training;
- directly engaged or employed by a school council; or
- a volunteer or a contracted service provider (whether or not a body corporate or any other person is an intermediary).

Child Safety Principles

In its planning, decision-making and operations, Auburn South Primary School 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 concerns;
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

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

Strategies to Embed a Child Safe Culture

Auburn South Primary School' culture encourages staff, students, parents and the school community to raise, discuss and scrutinise child safety concerns. This makes it more difficult for abuse to occur and remain hidden.

All child safety documents, including this policy, the [Child Safety Code of Conduct](#), the school's [Child Safety Responding and Reporting Obligations \(including Mandatory Reporting\) Policy and Procedures](#), [Identifying and Responding to All Forms of Abuse in Victorian Schools](#) and the [Four Critical Actions for Schools](#) are readily available online and in hard copy for all staff and students to read at any time.

Child safety is everyone's responsibility. **All school staff** are required to:

- Act in accordance with the school's [Child Safety Code of Conduct](#), which clearly sets out the difference between appropriate and inappropriate behaviour
- Act in accordance with the [Child Safety Responding and Reporting Obligations \(including Mandatory Reporting\) Policy](#) and Procedures at all times, including following the [Four Critical Actions for Schools](#) where necessary
- Undertake annual guidance and training on child safety
- Act in accordance with their legal obligations, including:
 - Failure to disclose offence (applies to all adults)
 - Duty of care (applies to all school staff)
 - Mandatory reporting obligations (applies to all mandatory reporters, including teachers, principals, registered psychologists, and registered doctors and nurses)
 - Failure to protect offence (applies to a person in a position of authority within the school)
 - Reportable conduct obligations (applies to all school staff in reporting conduct to the principal, and applies to the principal in reporting to Employee Conduct Branch)
 - Organisational duty of care (applies to the school as an organisation)
 - For more information on these obligations, see [Identifying and Responding to All Forms of Abuse in Victorian Schools](#).

As part of Auburn South Primary School' child safe culture, **school leadership** (including the principal and assistant principals will:

- Consider the diversity of all children, including (but not limited to) the needs of Aboriginal and Torres Strait Islander children, children from culturally and linguistically diverse backgrounds, children with disabilities, and children who are vulnerable, when implementing the Child Safe Standards

- Ensure that child safety is a regular agenda item at school leadership meetings and staff meetings
- Encourage and enable staff professional learning and training to build deeper understandings of child safety and prevention of abuse
- Ensure that no one is prohibited or discouraged from reporting an allegation of child abuse to a person external to the school or from making records of any allegation.

As part of Auburn South Primary School's child safe culture, **school mandatory reporting staff** are required to:

- Complete the [Protecting Children – Mandatory reporting and other obligations](#) online module every
- Read the school's [Child Safety Code of Conduct](#) on induction, and maintain familiarity with that document
- Read the school's [Child Safety Responding and Reporting Obligations \(including Mandatory Reporting\) Policy and Procedures](#) on induction, and maintain familiarity with that document
- Read the school's Child Safety Policy (this document) on induction, and maintain familiarity with that document.

As part of Auburn South Primary School's child safe culture, in performing the functions and powers given to them under the *Education and Training Reform Act 2006*, **school councils and school council members** will:

- Ensure that child safety is a regular agenda item at school council meetings via the Principal's Report and Annual Implementation Plan Updates Report
- Consider the diversity of all children, including (but not limited to) the needs of Aboriginal and Torres Strait Islander children, children from culturally and linguistically diverse backgrounds, children with disabilities, and children who are vulnerable, when making decisions regarding the Child Safe Standards
- Undertake annual guidance and training on child safety, such as the [Child Safe Standards School Council Training PowerPoint](#).
- Approve the Child Safety Code of Conduct to the extent that it applies to school council employees and members, and if updated, note the new document in its school council meeting minutes

School leadership will maintain records of the above processes.

Roles and responsibilities

School leaders will ensure that each person understands their role, responsibilities and behaviour expected in protecting children and young people from abuse and neglect. Staff will comply with the school's Child Safety Code of Conduct, which sets out clearly the difference between appropriate and inappropriate behaviour.

Specific child safety responsibilities:

- The principal (or delegate) is responsible for reviewing and updating the Child Safety Policy every 3 years.
- The principal (or delegate) is responsible for monitoring the school's compliance with the Child Safety Policy. The school community should approach the principal if they have any concerns about the school's compliance with the Child Safety Policy.
- The principal (or delegate) is responsible for informing the school community about this policy and making it publicly available.
- Other specific roles and responsibilities are named in Auburn South Primary School's other child safety policies and procedures, including the Child Safety Code of Conduct, Child Safety Responding and Reporting Obligations (including Mandatory Reporting) Policy and Procedures, and risk assessment register.

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

Statement of Commitment to Child Safety

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.

The school's approach to creating and maintaining a child safe school environment is guided by our school philosophy and values. At Auburn South Primary School our vision is *'To develop a positive sense of identity within a community that encourages individuals to flourish as inquirers, creative thinkers and globally responsible citizens.'* We know children are unlikely to *develop a positive sense of identity* or to *flourish* if they are not safe from abuse.

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.

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 school'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 [Inclusion and Diversity 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

Recruitment

Auburn South Primary School follows the Department's Recruitment in Schools guide to ensure child safe recruitment practices, available on the [Department's website](#).

All prospective volunteers are required to comply with our school's Volunteers Policy, including in relation to assessing the suitability of prospective volunteers and obtaining checks required under this policy.

Training and Supervision

Training and education are important to ensure that everyone in the school understands that child safety is everyone's responsibility.

Our school culture aims for all staff and volunteers (in addition to parents/carers and children) to feel confident and comfortable in coming forward with any allegations or suspicions of child abuse or child safety concerns. We train our staff and volunteers to identify, assess, and minimise risks of child abuse and to detect potential signs of child abuse. This training occurs annually or more often as required.

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

New employees and volunteers will be inducted into the school, including by being referred to the Child Safety Policy (this document), the Child Safety Code of Conduct, and the Child Safety Responding and Reporting Obligations (including Mandatory Reporting) Policy and Procedures on the [school website](#).

They will also be supervised regularly to ensure they understand our school's commitment to child safety, and that their behaviour towards children is safe and appropriate. All employees of our school will be monitored and assessed via regular performance review to ensure their continuing suitability for child-connected work. Any inappropriate behaviour will be reported by school staff to the Principal or Assistant Principal and will be managed in accordance with Auburn South Primary School Child Safety Responding and Reporting Obligations (including Mandatory Reporting) Policy and Procedures where required.

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

Reporting a child safety concern or complaint

The school has clear expectations for all staff and volunteers (including homestay providers) in making a report about a child or young person who may be in need of protection. All staff (including school council employees) must follow the school's Child Safety Responding and Reporting Obligations (including Mandatory Reporting) Policy and Procedures, including following the [Four Critical Actions for Schools](#) if there is an incident, disclosure or suspicion of child abuse. Immediate actions should include reporting their concerns to DHHS Child Protection, Victoria Police and/or another appropriate agency and notifying the principal or a member of the school leadership team of their concerns and the reasons for those concerns.

Auburn South Primary School will never prohibit or discourage school staff from reporting an allegation of child abuse. The school will always take action to respond to a complaint in accordance with the school's Child Safety Responding and Reporting Obligations (including Mandatory Reporting) Policy and Procedures. In accordance with Action 4 of the Four Critical Actions for Schools, Auburn South Primary School will provide ongoing support for students affected by child abuse.

The Child Safety Responding and Reporting Obligations (including Mandatory Reporting) Policy and Procedures can be found on the [school website](#).

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

Risk Reduction and Management

Auburn South Primary School believes the wellbeing of children and young people is paramount, and is vigilant in ensuring proper risk management processes, found in the school's risk assessment register. The school recognises there are potential risks to children and young people and will take a risk management approach by undertaking preventative measures.

We will identify and mitigate the risks of child abuse in school environments by taking into account the nature of each school environment, the activities expected to be conducted in that environment and the characteristics and needs of all children expected to be present in that environment.

Auburn South Primary School monitors and evaluates the effectiveness of the actions it takes to reduce or remove risks to child safety. More information can be found in the school's risk assessment register.

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

Listening to, communicating with and empowering children

Auburn South Primary School has developed a safe, inclusive and supportive environment that involves and communicates with children, young people and their parents/carers. We encourage child and parent/carer involvement and engagement that informs safe school operations and builds the capability of children and parents/carers to understand their rights and their responsibilities. Our school is committed to supporting and encouraging students to use their voice to raise and share their concerns with a trusted adult at any time of

need. Students can access information on how to report abuse at the school office, via classroom teachers and members of the school's principal team.

When the school is gathering information in relation to a complaint about alleged misconduct with or abuse of a child, the school will listen to the complainant's account and take them seriously, check understanding and keep the child (and/or their parents/carers, as appropriate) informed about progress.

The school will promote the Child Safe Standards in ways that are readily accessible, easy to understand, and user-friendly to children, including:

- All of our child safety policies and procedures will be available for the students and parents at Auburn South Primary School to read at the school office, via classroom teachers and members of the school's principal team.
- PROTECT Child Safety posters will be displayed across the school
- School newsletters will inform students and the school community about the school's commitment to child safety, and strategies or initiatives that the school is taking to ensure student safety

The school will use its health and wellbeing programs to deliver appropriate education to its students about:

- standards of behaviour for students attending the school;
- healthy and respectful relationships (including sexuality);
- resilience; and
- child abuse awareness and prevention.

To further 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

7.2 Embed explicit teaching of wellbeing, informed by the [Visible Wellbeing](#) approach and SEARCH framework (Strengths, Emotional Management, Attention and Awareness, Relationships, Coping, Habits and Goals) and delivered 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
- Positive Coping and Reframing
- Conflict Resolution and Restorative Practices
- Gratitude and Empathy
- Mindfulness
- Strengths
- Agency, Motivation and Achievement (Self Determination)

7.3 Implement, as a Lead School, the [Respectful Relationships](#) program across all year levels (P-6). Promotion of social and emotional skills and positive gender norms in children and young people has been shown to improve health related outcomes and subjective wellbeing. It also reduces antisocial behaviours including engagement in

gender-related violence. This approach is supported by the [Resilience, Rights and Respectful Relationships](#) resource, covering eight topics of Social and Emotion Learning:

- Emotional Literacy
- Personal Strengths
- Positive Coping
- Problem Solving
- Stress Management
- Help Seeking
- Gender and Identity
- Positive Gender Relationships

The focus on emotional awareness, character strengths, problem-solving, peer support and help-seeking contributes to students' capacity to engage with the more sensitive topics, **including sexual consent and safety in relation to all forms of gender-related violence**. The resources tailor the topic of consent and protective behaviours for different age groups, including:

- Early and mid-primary school: focuses on body autonomy, appropriate and inappropriate forms of touch, expressing permission or consent in communications with others, and help-seeking in relation to abuse and harassment by peers or adults
- Later primary school: provides instruction about what constitutes sexual harassment, sexual assault and abuse, strategies for help-seeking, peer support and positive bystander responses, and the concept of consent in relationships

7.4 Implement the Student Code of Behaviour and review or update annually

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 SEARCH Groups (multi-age, vertical groups) program and Prep/Year 5 Buddy program.

Communications

This school is committed to communicating our child safety strategies to the school community through:

- Ensuring that the Child Safety Policy (this document), Code of Conduct, and the Child Safety Responding and Reporting Obligations (including Mandatory Reporting) Policy and Procedure are available on the school website
- Updates and articles in the school newsletter relating to our school's commitment to child safety
- Ensuring that child safety is a regular agenda item at school leadership meetings and staff meetings for discussion

Confidentiality and privacy

This school collects, uses and discloses information about particular children and their families in accordance with Victorian privacy law and other relevant laws. The principles regulating the collection, use and storage of information is included in the Department of Education and Training's [Schools' Privacy Policy](#).

Related Policies and Documents

- [Code of Conduct](#)
- [Child Safety Responding and Reporting Obligations \(including Mandatory Reporting\) Policy and Procedures](#)
- Risk assessment register
- [Identifying and Responding to All Forms of Abuse in Victorian Schools](#)
- [Four Critical Actions for Schools](#)
- [Recording your actions: Responding to suspected child abuse – A template for Victorian schools](#)
- [Identifying and Responding to Student Sexual Offending](#)
- [Four Critical Actions for Schools: Responding to Student Sexual Offending](#)
- [Policy and Advisory Library – Duty of Care](#)

- [Policy and Advisory Library – Child Protection Reporting Obligations](#)
- [Schools' Privacy Policy](#).

Policy Evaluation and Review

To ensure ongoing relevance and continuous improvement, this policy will be reviewed every 3 years. The review will include input from students, parents/carers and the school community.

Reference:

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

Ratified by School Council: **June 2021**

To be reviewed by: **June 2024**

Appendix 1: Code of Conduct



PROTECT



Education
and Training

2021 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 15/06/2021 for review if legislative or other changes require in the interim or no later than June 2024.

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

PROTECT



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

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
	<ol style="list-style-type: none"> 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*. Go to Step 4 If you have significant concerns that a child and their family need a referral to Child FIRST for family services. Go to Step 3 In all other situations Go to Step 2. <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>		<ol style="list-style-type: none"> Consider the level of immediate danger to the child. Ask yourself: <ol style="list-style-type: none"> Have I formed a belief that the child has suffered or is at risk of suffering significant harm? YES / NO and Am I in doubt about the child's safety and the parent's ability to protect the child? YES / NO If you answered yes to a) or b) Go to Step 4 If you have significant concerns that a child and their family need a referral to Child FIRST for family services. Go to Step 3 		Child Wellbeing Referral <ol style="list-style-type: none"> Contact your local Child FIRST provider. <ul style="list-style-type: none"> See over for contact list for local Child FIRST phone numbers. Have notes ready with your observations and child and family details. 		Mandatory/Protective Report* <ol style="list-style-type: none"> Contact your local Child Protection Intake provider immediately. <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. Have notes ready with your observations and child and family details. <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	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			
Intake Unit	Regional Office	Intake Unit	Regional Office
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
		Woodong	(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

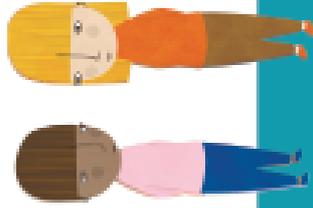
Local Catchment Area	Contact
Barwon South Western	Greater Geelong, Queenscliff, Surf Coast Colac – Otway, Corangamite Warrnambool, Moyne, Glenelg, Southern Grampians
Gippsland	East Gippsland Wellington La Trobe, Baw Baw South Gippsland, Bass Coast
Grampians	Northern Grampians, West Wimmera, Hindmarsh, Yarrambat, Horsham Ararat, Pyrenees, Hepburn, Ballarat, Golden Plains, Moorabool
Hume	Wodonga, Towong, Indigo Alpine, Benalla, Mansfield, Wangaratta
Loddon Mallee	Greater Shepparton, Strathbogie, Moira Mitchell, Murrindindi
Eastern Metropolitan	Greater Bendigo, Campaspe, Central Goldfields, Loddon, Macedon Ranges, Mount Alexander Buloke, Goonawarra, Swan Hill, Mildura
North and West Metropolitan	Yarra Ranges, Knox, Maroondah Monash, Whitehorse, Manningham, Booroondarra Nillumbik, Whittlesea, Banyule, Yarra and Darebin Brimbank, Melton Hume, Moreland Hobson's Bay, Maribyrnong, Melbourne, Moonee Valley and Wyndham
Southern Metropolitan	Casey, Cardinia, Greater Dandenong Aboriginal children and families (Casey, Cardinia and Great Dandenong) Frankston, Mornington Peninsula Kingston, Bayside, Glen Eira, Stonington, Port Phillip

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 care.
- 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, or if you are unsure and have not directly observed child abuse (e.g. in the classroom or other premises), investigate or disclose.
- * 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 instance with Police.

Where necessary you may also need to make in the integrity of the potential crime and used premises' 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, but you still 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 UNITY 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 2995
West Division (03) 9599 6269	DIOCESE OFFICE
ACTING HOODS	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

