



St Paul's Primary School	Review Date: 25. 07. 2016	
Version 0.1	Date of Next Review: July 2020	




Child Safety Standards Policy

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Child Safety Standards – Overview

Introduction

St. Paul's Primary School is committed to providing a safe environment for all children and young people and will take active steps to protect them against abuse. To achieve this the school has developed and actively enforces Child Safety Strategies to ensure that any person involved in 'child connected work' is aware of their obligations and responsibilities for ensuring the safety of all children under their care.

At St. Paul's Primary School, we hold the care, safety and wellbeing of children and young people as a central and fundamental responsibility of our school. Our commitment is drawn from and inherent in the teaching and mission of Jesus Christ, with love, justice and the sanctity of each human person at the heart of the gospel ([CECV Commitment Statement to Child Safety](#)).

The person of each individual human being, in his or her material and spiritual needs, is at the heart of Christ's teaching: that is why the promotion of the human person is the goal of the Catholic school (Congregation for Catholic Education 1997, n. 9).

In accordance with requirements of the [Victorian Government's Ministerial Order No 870](#), St. Paul's Primary School maintains a culture of 'no tolerance' to child abuse. To achieve this, it has established a holistic Child Safety Strategy incorporating the processes, policies and procedures listed below.


The purpose of this policy is to demonstrate the strong commitment of St. Paul's Primary School to the care, safety and wellbeing of all children and young people at our school. It provides an outline of the policies, procedures and strategies developed to keep children and young people safe from harm, including all forms of abuse in our school environment, on campus, online and in other locations provided by the school.

This policy takes into account relevant legislative requirements within the state of Victoria, including the specific requirements of the Victorian Child Safe Standards as set out in [Ministerial Order No. 870](#).

This policy applies to school staff, including school employees, volunteers, members of the Parent Partnership Team, contractors and clergy.

St. Paul's Primary School Child Safety Strategy includes, but is not limited to, the:

1. Establishment of strategies for embedding a culture of child safety at the school.
2. Maintenance and communication of a policy affirming the school's commitment to child safety and the promotion of environments where children feel respected, valued and encouraged to reach their full potential.
3. Maintenance and implementation of a Child Safety Code of Conduct.
4. Established processes for screening, supervision, training, and other human resource practices to reduce the risk of child abuse and promote a child safe learning environment.

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5. Maintenance and Communication of procedures for responding to and reporting child safety complaints, suspected abuse, disclosures or breaches of the Child Safety Code of Conduct.
6. Risk Management strategies to identify and reduce or remove risks of child abuse.
7. Maintenance of strategies to promote student participation and empowerment in creating an environment where children and young people feel respected, valued and are capable of reaching their full potential.

Scope

St. Paul's Primary School Child Safety Standards apply to any individual employed by the school, employed under contract, volunteers or contracted service providers. Failure to comply with any aspect of the school's Child Safety Standards may result in criminal proceedings in accordance with the *Children, Youth and Families Act 2005 (Vic.)*, the *Crimes Act 1958 (Vic.)* and the recommendations of the *Betrayal of Trust Report 2013*.

Definitions

Child: Any child or young person enrolled as a student at the school.

Child Connected Work: Work authorised by the school's Principal, members of the Leadership Team or Parent Partnership Team performed by an adult in the school environment while children are present or are reasonably expected to be present.


Child Abuse: Includes:

- a. Any Act committed against a child involving:
 - i. A sexual offence
 - ii. An offence under Section 49B (2) of the Crimes Act 1958 (grooming)
- b. The infliction, on a child of:
 - i. Physical violence
 - ii. Serious emotional or psychological harm
- c. Serious Neglect of a child.

Child Neglect: The failure by a parent or caregiver to provide a child, where they are in a position to do so, with conditions that are culturally accepted as being essential for their physical and emotional development and wellbeing.

Child Physical Abuse: Generally, child physical abuse refers to the non-accidental use of physical force against a child that results in harm to the child. Physically abusive behaviours include shoving, hitting, slapping, shaking, throwing, punching, kicking, biting, burning, strangling and poisoning. The fabrication or induction of an illness by a parent or carer (previously known as Munchausen syndrome by proxy) is also considered physically abusive behaviour.

Child Protection: Statutory services designed to protect children who are at risk of serious harm.

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Child Sexual Abuse: Any sexual activity between a child under the age of consent (16) and an adult or older person (i.e. a person five or more years older than the victim) is child sexual abuse. Child sexual abuse can also be:

- » Any sexual behaviour between a child and an adult in a position of power or authority over them (e.g. a teacher); the age of consent laws do not apply in such instances due to the strong imbalance of power that exists between young people and authority figures, as well as the breaching of both personal and public trust that occurs when professional boundaries are violated.
- » Any sexual behaviour between a child and an adult family member, regardless of issues of consent, equality or coercion.
- » Sexual activity between peers that is non-consensual or involves the use of power or coercion.
- » Non-consensual sexual activity between minors (e.g. a 14-year-old and an 11-year-old), or any sexual behaviour between a child and another child or adolescent who, due to their age or stage of development, is in a position of power, trust or responsibility over the victim. Sexual activity between adolescents at a similar developmental level is not considered abuse.


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

Mandatory Reporting: The legal requirement to report suspected cases of child abuse and neglect is known as mandatory reporting. Mandated persons include teachers, nurses, police, psychologists, psychiatrists and medical practitioners.

Reasonable Belief: When a staff member is concerned about the safety and wellbeing of a child or young person, they must assess that concern to determine if a report should be made to the relevant agency. This process of considering all relevant information and observations is known as forming a 'reasonable belief'. A 'reasonable belief' or a 'belief on reasonable grounds' is not the same as having proof, but is more than mere rumour or speculation. A 'reasonable belief' is formed if a reasonable person in the same position would have formed the belief on the same grounds.

School Environment: Any physical or virtual place made available or authorised by the school for use by a child during or outside of school hours including:

- a. A campus of the school.
- b. Online school environments, including email and intranet systems.
- c. Other locations provided by the school for a child's use including school camps, sporting events, excursions, competitions, school community and other events.

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School Staff: Any individual working in the school environment who is:

- a. Directly engaged or employed by the school Principal or Board.
- b. A volunteer or contracted service provider.
- c. A minister of religion.

Catholic schools have a moral, legal and mission-driven responsibility to create nurturing school environments where children and young people are respected, their voices are heard and they are safe and feel safe ([CECV Commitment Statement to Child Safety](#)).

The following principles underpin our commitment to child safety at St. Paul's Primary School:

- » Our school works in partnership with families and the community to ensure that they are engaged in decision-making processes, particularly those that have an impact on child safety and protection.
- » All children and young people deserve, as a fundamental right, safety and protection from all forms of abuse and neglect.
- » All children and young people have the right to a thorough and systematic education in all aspects of personal safety, in partnership with their parents/guardians/caregivers.
- » All adults in our school, including teaching and non-teaching staff, clergy, volunteers, and contractors, have a responsibility to care for children and young people, to positively promote their wellbeing and to protect them from any kind of harm or abuse.
- » The policies, guidelines and codes of conduct for the care, wellbeing and protection of children and young people are based on honest, respectful and trusting relationships between adults and children and young people.
- » Policies and practices demonstrate compliance with legislative requirements and cooperation with the Church, governments, the police and human services agencies.
- » All persons involved in situations where harm is suspected or disclosed must be treated with sensitivity, dignity and respect.
- » Staff, clergy, volunteers, Casual Relief Teachers, contractors, parents, members of the Parent Partnership Team and children and young people should feel free to raise concerns about child safety, knowing these will be taken seriously by school leadership.
- » Appropriate confidentiality will be maintained, with information being provided to those who have a right or a need to be informed, either legally or pastorally.

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Our School's Commitment to Ensuring Child Safety

All children and young people enrolled at St. Paul's Primary School have the right to feel safe and be safe. The wellbeing of children in our care will always be our first priority and we do not and will not tolerate child abuse. We aim to create a child-safe and child-friendly environment where children are free to enjoy life to the full without any concern for their safety. There is particular attention paid to the most vulnerable children, including Aboriginal and Torres Strait Islander children, children from culturally and/or linguistically diverse backgrounds, and children with a disability.

Our Commitment to our Children and young people


- » We commit to the safety and wellbeing of all children and young people enrolled in our school.
- » We commit to providing children and young people with positive and nurturing experiences.
- » We commit to listening to children and young people and empowering them by taking their views seriously, and addressing any concerns that they raise with us.
- » We commit to taking action to ensure that children and young people are protected from abuse or harm.
- » We commit to teaching children and young people the necessary skills and knowledge to understand and maintain their personal safety and wellbeing.
- » We commit to seeking input and feedback from children and young people regarding the creation of a safe school environment.

Our Commitment to Parents and Carers

- » We commit to communicating honestly and openly with parents and carers about the wellbeing and safety of their children.
- » We commit to engaging with, and listening to, the views of parents and carers about our child-safety practice, policies and procedures.
- » We commit to transparency in our decision-making with parents and carers where it will not compromise the safety of children or young people.
- » We commit to acknowledging the cultural diversity of children and families, and being sensitive to how this may impact on child safety issues.
- » We commit to continuously reviewing and improving our systems to protect children from abuse.

Our Commitment to our School Employees, Clergy, CRTs, Volunteers, members of the Parent Partnership Team and Contractors

- » We commit to providing all staff members, clergy, casual relief teachers (CRTs), volunteers and contractors with the necessary support to enable them to fulfil their roles. This will include regular and appropriate learning opportunities.


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- » We commit to providing regular opportunities to clarify and confirm policy and procedures in relation to child safety and the protection and wellbeing of children and young people. This will include regular briefings and annual training in the principles and intent of the Child Safety Policy and Child Safety Code of Conduct, and staff responsibilities to report concerns.
- » We commit to listening to all concerns voiced by staff members, children, members of the Parent Partnership Team, carers, clergy, volunteers, and contractors about keeping children and young people safe from harm.
- » We commit to providing adequate resources to support staff members, clergy, CRTs, volunteers, members of the Parent Partnership Team and contractors to meet and exceed their Child Safety obligations.
- » We commit to nominating a 'Child Safety Officer', to further promote child safety and support all members of the school community to understand, meet and exceed their Child Safety obligations.
- » We commit to providing support to any member of the school community who reports a child safety complaint, suspected abuse, disclosure or breaches of the Child Safety Code of Conduct.
- » We commit to providing opportunities for staff members, clergy, CRTs, volunteers, members of the Parent Partnership Team and contractors to receive formal debriefing and counselling arising from incidents of the abuse of a child or young person.

Breach of Policy

Where an employee is suspected of breaching any obligation, duty or responsibility within this Policy, St. Paul's Primary School may start the process under Clause 13 of the Victorian Catholic Education Multi Enterprise Agreement 2013 (VCEMEA) for managing employment concerns. This may result in disciplinary consequences.

Where the principal is suspected of breaching any obligation, duty or responsibility within this policy, the concerned party is advised to contact the parish priest or the employer. Relevant notification should also be made to Catholic Education Melbourne (Office of Professional Conduct, Ethics and Investigation).

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Standard One – Organisational Culture of Child Safety

St. Paul's Primary School maintains a 'culture of child safety' through effective leadership arrangements. Protecting children from abuse is everybody's responsibility, and St. Paul's Primary School Leadership Team takes the main role in embedding a child safety culture across all aspects of the School Community.

All members of staff, clergy, casual relief teachers (CRTs), volunteers, members of the Parent Partnership Team and contractors have a responsibility to act to protect children and young people from abuse and to build an environment where children feel respected, valued and encouraged to reach their full potential. The school maintains a 'culture of child safety' through proactive leadership which demonstrates, and insists of others, appropriate values, attitudes and behaviours to ensure the safety of all who attend the school. St. Paul's Primary School fosters a culture of openness, inclusiveness and awareness, where children and adults know how to respond if they suspect or are subject to abuse or inappropriate behaviour.

All staff members, clergy, CRTs, volunteers, members of the Parent Partnership Team and contract service providers must also acknowledge the importance of cultural safety for Indigenous children and those from culturally and linguistically diverse backgrounds, including those of children with a disability.

St. Paul's Primary School maintains a 'culture of child safety' by actively implementing the strategies listed below in accordance with its moral and legal obligations and Victorian Government Ministerial Order 870.

Responsibilities


Everyone employed or volunteering at St. Paul's 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. ([CECV Commitment Statement to Child Safety](#))

The school has allocated roles and responsibilities for child safety as follows.

Leadership Responsibilities

All members of the School's Leadership Team take their responsibility to protect children and young people very seriously. Members of the School's Leadership Team take the lead in promoting an environment where children and young people feel safe, respected, valued and are capable and confident of reaching their full potential.

The principal and school leaders at St. Paul's Primary School recognise their particular responsibility to ensure the development of preventative and proactive strategies that promote a culture of openness, awareness of and shared responsibility for child safety.


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St. Paul's Primary School's Leadership Team is responsible for embedding a culture of child safety and does so by ensuring the following:

1. Identifying and assessing potential risk of abuse to children and young people via established risk management strategies.
2. Creating an environment for children and young people to be safe and to feel safe.
3. Upholding high principles and standards for all staff members, clergy, CRTs, volunteers, members of the Parent Partnership Team and contractors.
4. Promoting models of behaviour between adults, children and young people based on mutual respect and consideration.
5. Developing and communicating child safe policies and procedures outlining the School's commitment to promoting children's wellbeing and protecting children from abuse.
6. Developing and communicating codes of conduct which specifies the standards of conduct and care required when working and interacting with children.
7. Nominating a 'Child Safety Officer' to promote child safety and support all members of the school community to understand, meet and exceed their Child Safety obligations.
8. Ensuring thorough and rigorous practices are applied in the recruitment and screening of all staff, clergy, CRTs, volunteers, Parent Partnership Team members and contractors.
9. Ensuring that staff and other members of the school community have regular and appropriate learning to develop their knowledge of, openness to and ability to address child safety matters.
10. Promoting inclusion of all children and families from diverse cultural backgrounds and those with disabilities.
11. Empowering and promoting the participation of children in decision-making by providing opportunities for children to express their views on child safety and then incorporate this feedback to improve our policies and practices.
12. Immediately responding to any child safety complaint, disclosure, breach of the Child Safety Code of Conduct or suspected abuse in accordance with its reporting requirements.
13. Providing regular opportunities to clarify and confirm legislative obligations, policies and procedures in relation to children and young people's protection and wellbeing.
14. Ensuring the school meets the specific requirements of the Victorian Child Safe Standards as set out in Ministerial Order No. 870.

Responsibilities of Staff Members Clergy, CRTs, Parent Partnership Team, Volunteers and Contractors:

Staff members, clergy, CRTs, Parent Partnership Team, volunteers and contractors engaged by St. Paul's Primary School have an obligation to foster a culture of safety for all children and young people by:

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1. Treating children and young people with dignity and respect, acting with propriety, providing a duty of care, and protecting children and young people in their care.
2. Understanding and complying with legislative requirements and internal school processes in the course of their work.
3. Demonstrating a commitment to displaying appropriate behaviours in accordance with the school's Child Safety Code of Conduct.
4. Providing a physically and psychologically safe environment where the wellbeing of children and young people is nurtured.
5. Undertaking regular training and education in order to understand their individual responsibilities in relation to child safety and the wellbeing of children and young people.
6. Immediately report any child safety complaint, disclosure, breach of the Child Safety Code of Conduct or suspected abuse to the school's Child Safety Officer or a member of the school Leadership Team in accordance with legislation and internal school processes.
7. Assist the Leadership Team in empowering and promoting the participation of children in decision-making by providing opportunities for children to express their views on child safety.
8. Assisting children and young people to develop positive, responsible and caring attitudes and behaviours which recognise the rights of all people to be safe and free from abuse.
9. Following the school's Child Safety Code of Conduct.

Maintaining and Communicating the School's Commitment to Child Safety Standards

St. Paul's Primary School maintains a Child Safety Policy outlining key elements of its approach to creating and sustaining a Child Safe environment. The Policy has been developed by the Leadership Team in consultation with staff members and affirms the school's commitment to a 'zero tolerance' towards child abuse and its commitment to upholding the best interests of children. The Policy also demonstrates a commitment to keeping children and young people safe and how it actively works to listen to and empower children at St. Paul's Primary School.

The school's Child Safety Policy is made publicly available to all members of the community via the School's website. It will also be available as a hard copy on request for all members of the school community. This policy and the accompanying Child Safety Code of Conduct are communicated to staff members, clergy, CRTs, Parent Partnership Team, volunteers and contractors prior to commencing work or volunteering and at least annually for ongoing staff. They are also embedded into core documents such as the Staff Information Handbook.

St. Paul's Primary School reviews this policy every three years or more frequently as required when there has been a change to the work environment or work arrangements that may impact on the protection of children.

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Maintaining and Communicating the School's Code of Conduct to Ensure Child Safety


St. Paul's Primary School maintains a Code of Conduct for all staff members, clergy, volunteers, CRTs and contractors that clearly defines workplace expectations including professional boundaries, ethical behaviours, as well as acceptable and unacceptable relationships.

St. Paul's Primary School believes that by defining the expectation for all staff members, CRTs, clergy, volunteers and contractors relating to 'Child Connected Work' they are more likely to act appropriately. The Code of Conduct enables the school to take immediate action when an individual acts in an unacceptable manner, which may result in disciplinary action including dismissal. This process is supported by the school's complaints procedure.

The school's Child Safety Code of Conduct is made publicly available to all members of the community via the School's website and staff intranet. The Code of Conduct is communicated to new staff members, clergy, CRTs, volunteers and contractors prior to commencing work and at least annually and they are also embedded into core documents such as the Employee Handbook.

Members of the Leadership Team vigilantly monitor professional behaviour and regularly remind staff members, CRTs, clergy, volunteers and contractors of their responsibilities at the commencement of each school term and at Staff Meetings.

St. Paul's Primary School reviews its Child Safety Code of Conduct every three years or more frequently in the event of a complaint, or when there has been a change to the work environment or work arrangements that may impact on the protection of children.

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Standard Two – Child Safety Policy

Introduction

St. Paul's Primary School is committed to providing a safe environment for all children and young people and takes active steps to protect them against abuse. To achieve this the school has developed and actively enforces Child Safety Strategies to ensure that any person involved in 'child connected work' is aware of their obligations and responsibilities for ensuring the safety of all children under their care.

In accordance with requirements of the [Victorian Government's Ministerial Order No 870](#), St. Paul's Primary School maintains a culture of 'no tolerance' to child abuse and to support this has established minimum Child Safety Standards.

Purpose

The purpose of this policy is to demonstrate St. Paul's Primary School's commitment to ensuring child safety. It illustrates the measures implemented by the school to maintain a safe education environment and details the processes for responding to suspected abuse.

Scope


This policy and associated procedures apply to all staff members (teaching and non-teaching), clergy, CRTs, volunteers, and contractors engaged by the school.

Commitment to Child Safety

All children and young people attending St. Paul's Primary School have the right to feel safe. The school affirms its commitment to child safety by adopting a 'zero tolerance' to child abuse and by actively implementing and managing strategies to help protect children and young people from harm.

Initiatives undertaken to ensure the safety of children and young people at St. Paul's Primary School include the following:

- » An annual assessment of the effectiveness of its Child Safety Management Strategies to identify areas for improvement.
- » A Code of Conduct defining workplace expectations including professional boundaries, ethical behaviours and acceptable and unacceptable relationships.
- » Processes for the recruitment, support, training and supervision of staff members, clergy, CRTs, Parent Partnership Team, volunteers, and contractors who participate in 'Child Connected Work'.
- » Procedures for responding to and reporting suspected child abuse.
- » Inclusion and empowerment of all children and young people in the establishment of child safety strategies.
- » A commitment that promotes safety of Indigenous children, children with disabilities and those from culturally and/or linguistically diverse backgrounds.

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St. Paul's Primary School maintains policies, procedures and strategies to create a child safe environment in the following areas.

Risk Management

St. Paul's Primary School recognises the importance of minimising the potential of child abuse or harm and uses this process to inform our policies, procedures and activity planning. In addition to general Occupational Health and Safety risks, the school proactively manages risk via a formal assessment process.

Code of Conduct

St. Paul's Primary School enforces a Code of Conduct for all staff members, clergy, CRTs, volunteers, and contractors that clearly defines workplace expectations including professional boundaries, ethical behaviours and acceptable and unacceptable relationships.

This Code of Conduct aims to provide guidance and support to individuals so that they feel valued, respected and fairly treated. It is provided to any person engaged in 'Child Connected Work' and is available on the school website and in the Staff Information Handbook.

Recruitment, Support, Training and Supervision

St. Paul's Primary School adopts administrative and human resource practices to ensure its screening, recruitment and performance management processes identify and engage the most suitable candidates for positions available at the school. Recruitment and screening processes, as well as Police and Working with Children's Checks, are minimum requirements for those engaged in 'Child Connected Work'.

Staff members are provided with regular development opportunities, support, supervision and training to assist with addressing child safety matters.

Responding to and Reporting Child Safety Concerns or Abuse


St. Paul's Primary School has nominated a Child Safety Officer with specific responsibilities for responding to reports or complaints made by any member of the school community relating to child safety concerns or abuse. The school's Child Safety Officer works closely with the Principal, members of the leadership team, staff members, clergy, CRTs, volunteers, contractors, children, young people and the parent community to ensure Child Safety Standards are maintained and all child safety complaints, suspected abuse, disclosures or breaches of the Child Safety Code of Conduct are immediately addressed.

Where staff members have significant concerns for the wellbeing of a child or young person, they are mandated by law to report their concerns immediately to the Principal, Child Safety Officer or a members of the Leadership Team before contacting DHHS Child Protection. Staff members will be supported through all aspects of the reporting process.

The school's reporting and complaints procedure is located on the school website.

Inclusion and Empowerment of all Children and Young People

St. Paul's Primary School works with children and young people to ensure that they are empowered to understand their rights, recognise what abuse is and encourages them to speak

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up when they feel uncomfortable or afraid. Staff members actively encourage children and young people to express their views on matters that directly affect them. The school educates children and young people on strategies they can adopt if they feel unsafe.

Valuing Diversity

St. Paul's Primary School values diversity and does not tolerate discriminatory practices.


To achieve this the school:

- » Promotes the cultural safety, participation and empowerment of Indigenous children and their families.
- » Promotes the cultural safety, participation and empowerment of children from cultural and/or linguistically different backgrounds.
- » Welcomes children with disabilities and their families and actively promotes their participation.
- » Seeks to employ staff members from a culturally diverse background.

Review of this Policy

St. Paul's Primary School reviews its Child Safety Code of Conduct every three years or more frequently in the event of a complaint or when there has been a change to the work environment or work arrangements that may impact on the protection of children.

Principal's Signature _____ Date: _____

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Standard Three – Child Safety Code of Conduct

Introduction

Central to the Vision of St. Paul's Primary School is an unequivocal commitment to fostering the dignity, self-esteem and integrity of children and young people and providing them with a safe, supportive and enriching environment to develop spiritually, physically, intellectually, emotionally and socially.

This Code of Conduct has a specific focus on safeguarding children and young people at St. Paul's Primary School against sexual, physical, psychological and emotional abuse or neglect. It is intended to complement other professional and/or occupational codes and legislation.

Purpose

The purpose of this Code of Conduct is to establish clear expectations for appropriate behaviour by adults towards children and young people. It aims to protect children and reduce any opportunity of abuse or harm to children. This Code of Conduct also provides anyone engaged by St. Paul's Primary School with guidance on how best to support children and young people and how to avoid or better manage difficult situations.


Scope

This Code of Conduct applies to all staff members (teaching and non-teaching), clergy, CRTs, volunteers, and contractors engaged by the school.

Acceptable behaviours

All staff members (teaching and non-teaching), clergy, CRTs, volunteers, contractors and members of the Parent Partnership Team are responsible for supporting the safety of children by complying with the following 'acceptable behaviours':

- » Reporting any breaches of the Child Safety Code of Conduct to the Principal and/or the School's Child Safety Officer immediately.
- » Adhering to the School's Child Safety Policy and associated procedures at all times.
- » Promoting the safety, welfare and wellbeing of children.
- » Taking all reasonable steps to protect children from abuse.
- » Treating everyone in the community with respect, including listening to and valuing their ideas and opinions and modelling positive and respectful relationships and acting in a manner that sustains a safe, educational and pastoral environment.
- » Using positive and affirming language to all children.
- » Listening and responding to the views and concerns of children, particularly if they are telling you that they or another child or young person has been abused and/or are worried about their safety or the safety of another child.


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- » Taking account of the diversity of all children and young people, including (but not limited to) the needs of Aboriginal children, children from culturally and/or linguistically diverse backgrounds, children with disabilities and children and young people who are vulnerable.
- » Empowering Aboriginal and Torres Strait Islander children and young people by never questioning an Aboriginal and Torres Strait Islander child's self-identification.
- » Promoting the religious background, cultural safety, participation and empowerment of all children and young people, including those from diverse backgrounds by having a zero tolerance policy towards discrimination.
- » Ensuring as far as practicable that adults are not left alone with a child or young person.
- » Reporting all child safety complaints, concerns, suspected abuse, disclosures or breaches of the Child Safety Code of Conduct immediately to the Principal and/or the School's Child Safety Officer immediately.
- » Understanding and complying with all reporting obligations as they relate to mandatory reporting and reporting under the Crimes Act 1958.
- » Complying with guidelines published by St. Paul's Primary School with respect to child protection.
- » If an allegation of child abuse is made, ensuring as quickly as possible that the child(ren) are safe.
- » Using school email accounts and devices to contact children and families.

Unacceptable Behaviours

All staff members (teaching and non-teaching), clergy, CRTs, volunteers, contractors and Parent Partnership Team members must not:

- » Ignore or disregard any child safety complaints, suspected abuse, disclosures or breaches of the Child Safety Code of Conduct.
- » Develop any 'special' relationships with children that could be seen as favouritism, such as the offering of gifts or special treatment for specific children and young people.
- » Exhibit behaviours with children, which may be construed as unnecessarily physical, such as inappropriate sitting on laps.
- » Put children at risk of abuse.
- » Do things of a personal nature that a child or young person can do for themselves, such as toileting or changing clothes.
- » Engage in open discussions of a mature or adult nature, including discussions about personal, social, lifestyle or medical details, in the presence of children and young people.
- » Exchange personal contact details such as phone numbers, social networking sites or personal email addresses with children or young people.

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- » Have unauthorised contact with children or young people 'on line' via email, social networking sites, text messaging or other means unless necessary, such as when providing families with e-newsletters or assisting children and young people with their school work.
- » Display any behaviour, in person or 'on-line', which could be construed as inappropriate or disrespectful to those who may view it, in particular children, young people and those from Aboriginal and diverse cultural backgrounds.
- » Maintain relationships with children and their families outside of school without the knowledge of the Principal, a member of the Leadership Team or Child Safety Officer. This includes unauthorised after-hours tutoring, private instrumental/other lessons or sport coaching); accidental contact, such as seeing people in the street is appropriate.
- » Use inappropriate language in the presence of children and young people.
- » Use prejudice, oppressive behaviour or language in the presence of or with children.
- » Express personal views on cultures, race, ethnicity, sexuality or disabilities in the presence of children and young people.
- » Discriminate against any child because of culture, race, sexuality, ethnicity or disability.
- » Attend work under the influence or effects of illegal drugs or alcohol.
- » Consume alcohol without the consent of the Principal or a member of the Leadership Team at school, at a school event or in the presence of children or young people.
- » Use any form of illegal drugs at school.
- » Photograph or video children without the consent of their parents or guardian.
- » Use any personal communication channels/devices such as a personal email account.
- » Ignore or disregard any suspected or disclosed child abuse.
- » Use physical means or corporal punishment to discipline a child or young person.

Breaching the Code of Conduct

Where an employee is suspected of breaching any obligation, duty or responsibility within this policy, St. Paul's Primary School may start the process under clause 13 of the Victorian Catholic Education Multi Enterprise Agreement 2013 (VCMEA) for managing employment concerns. This may result in disciplinary consequences.

Where the principal is suspected of breaching any obligation, duty or responsibility within this policy, the concerned party is advised to contact the parish priest or the employer. Relevant notification should also be made to Catholic Education Melbourne (Office of Professional Conduct, Ethics and Investigation).

Where clergy, volunteers, contractors and members of the Parent Partnership Team are suspected of breaching any obligation, duty or responsibility within this policy, St. Paul's Primary

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School will take disciplinary action, including in the case of serious breaches, summary dismissal.

Acknowledgement

I have read and understood this Code of Conduct and agree to abide by it at all times.

Name:
Signature:
Date:

Principal / Child Safety Officer Name:
Signature:
Date:

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Standard Four – Human Resource Practices to Ensure Child Safety

St. Paul's Primary School will apply thorough and rigorous screening processes in the recruitment of employees and volunteers involved in child-connected work. Our commitment to child safety and our screening requirements are included in all advertisements for such employee, contractor and volunteer positions, and all applicants are provided with copies of the school's Child Safety Code of Conduct and the Child Safety Policy.

When recruiting and selecting employees, contractors and volunteers involved in child-connected work, we make all reasonable efforts to:

- confirm the applicant's Working with Children Check and National Police Check status and/or professional registration (as relevant).
- obtain proof of personal identity and any professional or other qualifications.
- verify the applicant's history of work involving children.
- obtain references that address the applicant's suitability for the job and working with children.

We have processes for monitoring and assessing the continuing suitability of school staff to work with children, including regular reviews of the status of Working with Children Checks and staff professional registration requirements such as Victorian Institute of Teaching (VIT) registration.

St. Paul's Primary School adopts administrative and human resource practices to ensure its recruitment and performance management processes not only identify the most suitable candidates to undertake 'Child Connected Work', but fosters continual improvement in child safety practices.


St. Paul's Primary School will only employ or engage staff members, CRTs, contractors, and volunteers, who share the school's commitment to maintaining a child safe environment. St. Paul's Primary School will use guidelines that have been prepared by the Industrial Relations Unit of the Catholic Education Commission of Victoria Ltd when employing staff.

Position Descriptions

St. Paul's Primary School maintains detailed position descriptions for all teaching and non-teaching staff members that define the roles and responsibilities for the maintenance of child safety and reporting requirements. The school has also developed simple 'duty statements' for volunteers who wish to engage in 'Child Connected Work'.

Position descriptions are relevant to individual roles and clearly define:

- » The school's mission and vision.
- » Tasks and duties associated with the position.
- » Qualifications, experience and attributes required.
- » The level of responsibility and authority associated with the role.
- » Requirements relating to applicable assessment to be completed;
 - Victorian Institute of Teaching Registration

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- Police / Criminal Record Checks
- Working with Children Checks
- » Responsibility to maintain current assessments and the requirements to report any breach immediately to the Principal.
- » Responsibility for complying with the school's Child Safety Code of Conduct.
- » Responsibilities for participating in all identified training.
- » Child safety complaint, disclosure, breach or suspected abuse reporting requirements.

St. Paul's Primary School recognises that well developed 'position descriptions' and 'duty statements' are more likely to attract suitably qualified and experienced personnel and volunteers, who share its commitment to Child Safety.

Position Advertisements

When seeking to engage staff members, contract service providers or volunteers St. Paul's Primary School clearly communicates its commitment to Child Safety in all job advertisements and duty statements. Statements encouraging only applicants who share the school's commitment to Child Safety will be incorporated as will those encouraging applications from Aboriginals, Torres Strait Islanders and those from culturally and linguistically diverse backgrounds.

Assessing Potential Staff Members or Volunteers

St. Paul's Primary School will conduct a thorough assessment of potential candidates and volunteers prior to engaging them or authorising them to conduct 'Child Connected Work'.

When assessing potential candidates and volunteers, members of the school Leadership Team, the school's Child Safety Officer and others on the assessment panel will consider the following:


- » What motivates the individual to work with children (personal and/or professional).
- » Relevant and verifiable experience.
- » Understanding of children's physical and emotional needs.
- » Understanding of professional boundaries
- » Attitudes towards children's rights and how these can be upheld.
- » Values (honesty, integrity, reliability, fairness and non-discrimination).
- » Responses from referees.

Responses to these indicators will determine a candidates or volunteers' suitability to undertake 'Child Connected Work' and will be given sufficient 'weight' as part of the selection process.

Screening Processes

St. Paul's Primary School acknowledges the importance of assessing potential candidates and volunteers prior to engagement and is committed to undertaking a thorough and rigorous screening process.

The process of interviewing and screening potential candidates and volunteers remains confidential at all times. The school ensures that at least one member of the interview panel is responsible for and experienced in conducting reference checks.

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Reference Checks

When conducting reference checks, the identified member of the interview panel will ask the following questions of the referee:

- » Would you employ the applicant again?
- » Do you have any concerns about the applicant working directly with children?
- » Are you comfortable knowing that the applicant may at times work alone with children?
- » Did the applicant have any disciplinary matters relating to them directly or about their adherence to the School's Code of Conduct?
- » Can you provide an example of a time when you observed the applicant managing the behaviour of a child?

Any negative response or reluctance on behalf of the referee to any of the above mentioned questions will be viewed unfavourably and may result in the candidate being ineligible for the position.

Victorian Institute of Teaching Registration

All teaching staff will be required to maintain current Victorian Institute of Teaching (VIT) Registration prior to being considered for employment. A copy of the teacher's current VIT registration will be taken and kept on their employee file.

Criminal Record Checks are a requirement of VIT Registration every five years and it is the staff member's responsibility, at their expense, to ensure that this is undertaken. A member of the Leadership Team will regularly monitor the currency of VIT Registrations via the School Portal on the VIT Website.


St. Paul's Primary School ensures the currency of all VIT Registrations via maintenance of a VIT tab located within the School's Compliance Register. The currency of registration is regularly monitored.

Victorian Institute of Teaching Registration									
Staff Member Name	Current / Non-Current	VIT Number	Date of Registration	Annual Expiry (12 Months)	Re-Registration Required	Criminal Record Check	Expiry (5 Years)	Criminal Record Check Required	Copy Taken
Bonney, Melissa		301756	30/09/2016	1/10/2017	DUE IN 441 DAYS			-	Click to View
Bowen, Meggy		338782	30/09/2016	1/10/2017	DUE IN 441 DAYS			-	Click to View
Cox-Hayward, Lynette		185363	30/09/2016	1/10/2017	DUE IN 441 DAYS			-	Click to View
					-			-	Click to View

Working with Children's Checks

Working with Children's Checks (WWCC) will be required by all non-teaching staff, volunteers, members of the clergy and contractors engaged by the school. WWCC screen an individual's criminal record and professional conduct, acting as a mechanism for identifying those individuals who pose a risk to child safety.

A current WWCC (within 5 years) is required for all non-teaching staff, volunteers, members of the clergy and contractors and a copy must be provided to the school Administration Officer prior

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to being authorised to undertake 'Child Connected Works'. A member of the Leadership Team will regularly monitor the currency of WWCC.

Any member of the school community that wishes to participate in 'Child Connected Work' must provide the school with a copy of their current WWCC prior to being authorised to do so.

St. Paul's Primary School ensures the currency of all WWCC via the maintenance of a WWCC tab located within the school's Compliance Register. The currency of WWCC is regularly monitored.

Working With Children Check - Register								
NAME	Current / Non-Current	WWCC Card No	Relationship with School	WWCC Date of Issue	Expiry Date (5 Years)	WWCC Renewal Due	Copy Taken	Comment
Smith John	Current	123456	Non-Teaching Staff	16/05/2014	18/05/2019	DUE IN 1035 DAYS	Click to View	
Plumber Pete	Current	134679	Contract Plumber	1/05/2012	3/05/2017	DUE IN 290 DAYS	Click to View	
Jones Barb	Current	976431	Volunteer	21/06/2012	23/06/2017	DUE IN 341 DAYS	Click to View	

Police Checks

St. Paul's Primary School may request a Police Check for administrative staff, cleaning staff and others who may at times be permitted to work alone at the school.

The school acknowledges that Police Checks differ from WWCC and provide a list of offences that are disclosed from a person's national criminal record. It may look beyond those of a WWCC into areas of fraud and road offences. Police Checks may be requested by the school in addition to WWCC.

Screening of Casual Relief Teachers (CRTs).

Prior to being approved to undertake casual relief teaching, all CRTs must attend an interview with a member of the Leadership Team. Reference checks will be conducted by a member of the school's Leadership team or Child Safety Officer prior to any CRT being authorised to conduct work at the school. Where a CRT is engaged via an agency, the agency must be able to demonstrate that it maintains robust processes to support Child Safety. The agency must demonstrate sufficient screening and induction procedures. The school's Code of Conduct will also be provided to the agency to be embedded into their own induction documentation.


All CRTs must maintain current Victorian Institute of Teaching (VIT) Registration and provide this to the school prior to commencing work.

CRTs will be provided with a copy of the School's Child Safety Code of Conduct and requested to acknowledge their understanding of its content, as well as their commitment to complying with it, prior to being authorised to commence work.

Screening of Volunteers

Any volunteer including parents, guardians, care givers, grandparents, pre-service teachers, work experience students who make a request or are approached by the school to participate in 'Child Connected Work,' must provide a copy of a current Working with Children Checks (WWCC). This includes volunteers who anticipate assisting the school in any capacity, not limiting school camps, excursions, sporting events, classroom helpers, canteen etc.

All volunteers are to be provided with a copy of the School's Child Safety Code of Conduct and asked to sign this prior to being permitted to conduct work on its behalf.

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Where the volunteer is a work experience student, the participating school must provide assurance to the Principal and /or the School Child Safety Officer that the attending student has no prior convictions of any kind. Failure to disclose convictions will result in a request for the student to be removed from the program.

Screening of Contract Service Providers

St. Paul's Primary School ensures that any contract service provider it engages is suitably qualified, has assessed all risks associated with the works they are engaged to complete and holds all relevant licences and insurances.

Contractors will also be screened to ensure they do not pose a risk to children and young people or other members of the school community prior to being authorised to commence work. Copies of Working with Children Checks (WWCC) are obtained for all Contractors. Where a WWCC has not been provided, the Contractor or their workers are not permitted to conduct work in the presence of any child or young person. A member of staff must be present at all times.

All contractors and their workers are to be provided with a copy of the School's Child Safety Code of Conduct and asked to sign this prior to being permitted to conduct work on its behalf.

WWCC, as well as, Police Checks, are required for all cleaning staff, canteen staff and before and after school care employees. These must be obtained prior to them being authorised to conduct work on its behalf.

All contractors and their employees must also undergo a formal induction into the schools OHS requirements. This induction makes specific reference to child safety requirements and responsibilities for both the school and the contractors.

To ensure the identification of all contractors and their workers, they will be required to wear visitor identification at all times when on the school site.


Child Safety Code of Conduct

All staff members, clergy, CRTs, volunteers and contractors required to undertake work on behalf of St. Paul's Primary School or who participate in 'Child Connected Work' are required to read and sign a copy of the school's Child Safety Code of Conduct.

The Child Safety Code of Conduct provides clear expectations for appropriate behaviour by adults towards children and young people. It aims to protect children and reduce any opportunity of abuse or harm to children. This Code of Conduct also provides anyone engaged by St. Paul's Primary School with guidance on how best to support children and young people and how to avoid or better manage difficult situations.

All staff members, clergy, CRTs, volunteers and contractors are required to read and acknowledge their understanding of appropriate child safety behaviours at least annually.

St. Paul's Primary School ensures the currency of all those required to read and sign the Child Safety Code of Conduct via the maintenance of a tab located within the school's Compliance Register. The currency of signatory's is regularly monitored.

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Child Safety Code of Conduct - Register								
Surname	First Name	Current / Non-Current	Relationship with School	Child Safety COC Read & Signed	Expiry Date (1 Years)	Child Safety COC Renewal Due	Copy Taken	Comment
Smith	John	Current	Non-Teaching Staff	1/02/2016	1/02/2017	DUE IN 199 DAYS	Click to View	
Plumber	Pete	Current	Contract Plumber	1/02/2016	1/02/2017	DUE IN 199 DAYS	Click to View	
Jones	Barb	Current	Volunteer	1/02/2016	1/02/2017	DUE IN 199 DAYS	Click to View	

Support, Training and Supervision of Employees and Volunteers to Ensure Child Safety

St. Paul's Primary School provides employees, volunteers and clergy with regular and appropriate opportunities to develop their knowledge of, openness to and ability to address child safety matters. This includes induction, ongoing training and professional learning to ensure that everyone understands their professional and legal obligations and responsibilities, and the procedures for reporting suspicion of child abuse and neglect.


Members of the School Leadership Team and the school's Child Safety Officer are responsible for providing mentoring and support to staff members on all aspects relating to Child Safety and reporting. The Principal will raise performance issues and required improvements with individual staff members, where required. They commit to meeting at least once a term to discuss observations and the effectiveness of the school's child safety strategies.

All new staff members are mentored throughout the early phase of their employment. Their assigned mentor in conjunction with the School's Child Safety Officer will provide guidance and support to new employees to assist them in identifying and addressing child safety matters.

Key Performance Indicators

Key Performance Indicators (KPIs) are established and discussed with staff on an annual basis. The school has incorporated KPIs into staff Performance Management Plans that have a specific Child Safety Indicator. This indicator includes, but is not limited to the following:

- » Staff members are required to read and sign the School's Code of Conduct annually.
- » Maintain current VIT Registration or WWCC and provide copies to the school.
- » Staff members are required to participate in identified Child Safety and Mandatory Reporting training, and provide a certificate of completion to a member of the Leadership Team or Child Safety Officer.
- » Staff members must be able to demonstrate sufficient awareness of signs of child abuse and reporting requirements.
- » Staff members must demonstrate how they provide a physical and psychologically safe environment, where the wellbeing of children and young people is nurtured.
- » Staff members must demonstrate how they develop a positive, responsible and caring teaching and learning environment which recognises the rights of all people to be safe and free from abuse.
- » Staff members must demonstrate how they foster an inclusive teaching and learning environment that values diversity and promotes a culture of empowerment of Aboriginal children and young people including those with disabilities and from diverse cultural or linguistically different backgrounds.


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Training and Improvement Opportunities

To further support staff members meet and exceed their KPIs for child safety, the school identifies professional learning and training opportunities annually.

Learning and training opportunities supported by the school include, but are not limited to:

- » Child Safety remains a regular staff meeting agenda item to facilitate communication and consultation on all matters relating to child safety.
- » Annual induction into the school's child safety requirements.
- » Annual refresher on professional and legal obligations and responsibilities relating to child safety.
- » Annual refresher and acknowledgment of the School's Code of Conduct requirements.
- » Annual completion of the Victorian Department of Education's 'on-line' Mandatory Reporting Module.

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Standard Five – Responding to Allegations of Child Abuse

Introduction

St. Paul's Primary School maintains a formal process for reporting and responding to child safety complaints, disclosures or breaches of the Child Safety Code of Conduct. This process is embedded within the school's Child Safety Management System and is regularly communicated to all staff members, clergy, CRTs, volunteers and contractors.

Our school records any child safety complaints, disclosures or breaches of the Child Safety Code of Conduct, and stores the records in accordance with security and privacy requirements. Our school complies with legal obligations that relate to managing the risk of child abuse under the *Children, Youth and Families Act 2005* (Vic.), the *Crimes Act 1958* (Vic.) and the recommendations of the [Betrayal of Trust](#) report.

Child protection reporting obligations fall under separate pieces of legislation with differing reporting requirements.

Our school's **Child Protection – Reporting Policy** updated on 25/7/2016 sets out the actions required under the relevant legislation when there is a reasonable belief that a child at our school is in need of protection or a criminal offence has been committed, and provides guidance and procedures on how to make a report.

Our policy assists staff, volunteers and families to:

- identify the indicators of a child or young person who may be in need of protection.
- understand how a 'reasonable belief' is formed.
- make a report of a child or young person who may be in need of protection.
- comply with mandatory reporting obligations under child protection law and their legal obligations relating to criminal child abuse and grooming under criminal law.


Our school has also established internal processes to ensure that appropriate action is taken to respond to concerns about the wellbeing and/or safety of a child or young person. Our complaints and disclosure processes are outlined and detailed in the following policies and procedures:

- Complaint Resolution Policy

Reporting Requirements

[Section 182 of the Victorian Children, Youth and Families Act 2005](#) requires mandatory reporters, (teachers, principals, doctors, nurses and police officers) who 'form a belief on reasonable grounds' that a child or young person is in need of protection from physical injury or sexual abuse, to report their concerns to Department of Health and Human Services (DHHS) Child Protection.

All St. Paul's Primary School staff members who 'form a belief on reasonable grounds' that a child or young person:

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- » Is in need of protection, should report their concerns immediately to the Principal, Child Safety Officer or a Member of the Leadership Team before contacting the DHHS Child Protection or Victoria Police.
- » Is displaying sexually abusive behaviours and is in need of therapeutic treatment should report their concerns immediately to the Principal, Child Safety Officer or a Members of the Leadership Team before contacting DHHS Child Protection.

If staff members have significant concerns for the wellbeing of a child or young person they should report their concerns immediately to the Principal, Child Safety Officer or a Members of the Leadership Team before contacting DHHS Child Protection or Child FIRST.

In any case where the staff member, clergy, CRT, volunteer, or contractor has concerns about a child or young person's general well-being, they should also discuss their concerns with the Principal, the school's Child Safety Officer or a member of the Leadership Team.


The school maintains a Child Protection Reporting Procedure that clearly prescribes requirements for reporting child safety complaints, suspected abuse and disclosures or breaches of the Child Safety Code of Conduct.

Child Safety Officer

St. Paul's Primary School has appointed a Child Safety Officer responsible for taking immediate action and providing support in the event of a child safety complaint, suspected abuse, disclosures or breaches of the Child Safety Code of Conduct. The school's Child Safety Officer, in consultation with members of the Leadership Team is responsible for managing the entire process in close consultation with all affected parties.

The school's Child Safety Officer will immediately investigate all suspected child abuse claims and will:

- » Contact 000 if a child is in immediate danger.
- » Support of the child, parent and person who report the suspected abuse.
- » Provide support to any accused staff member or volunteer.
- » Initiate internal processes to ensure the safety of the child.
- » Clarify the nature of the complaint and commence disciplinary processes if required.
- » Decide, in accordance with legal requirements and duty of care whether the matter should/must be reported to the Police or Child Protection Services.

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Child Protection Reporting Procedure

Introduction

St. Paul's Primary School staff members have a duty of care to protect the safety, health and wellbeing of children in their care. If a staff member has concerns about the safety, health and wellbeing of children in their care they should take immediate action.

The school's Child Protection Reporting Procedure assists staff members, clergy, CRTs, volunteers, contractors, parents and care-givers to:

- » Identify the indicators of a child or young person who may be in need of protection.
- » Understand how a 'reasonable belief' is formed.
- » Make a report of a child or young person who may be in need of protection.
- » Comply with mandatory reporting obligations under child protection laws as well as their legal obligations, relating to criminal child abuse and grooming under criminal law.

Mandatory Reporting

Mandatory reporting is a legal requirement under the Children, Youth and Families Act 2005 (Vic.) (Act) to protect children from harm relating to physical injury and sexual abuse. A child, student or young person for the purpose of the relevant parts of the Act, is any person 17 years of age or younger.

Staff members mandated under this Act (teaching staff and principals) who form a 'reasonable belief' that a child, student or young person is in need of protection from physical, emotional, psychological, developmental harm or sexual abuse, and that the child's parents/carers are unwilling or unable to protect the child, must report that belief to DHHS Child Protection and the 'grounds' for it, as soon as possible after forming the belief. A subsequent report must be made on each occasion in which the mandatory reporter becomes aware of further reasonable grounds for the belief.


Forming a Reasonable Belief

When a staff member is concerned about the safety and wellbeing of a child or young person, they must assess that concern to determine if a report should be made to the relevant agency. This process of considering all relevant information and observations is known as forming a 'reasonable belief'.

A 'reasonable belief' or a 'belief on reasonable grounds' is not the same as having proof, but is more than mere rumour or speculation. A 'reasonable belief' is formed if a reasonable person in the same position would have formed the belief on the same grounds.

For example, a 'reasonable belief' might be formed if:

- » A child or young person states that they have been physically or sexually abused.
- » A child or young person states that they know someone who has been physically or sexually abused (sometimes the child may be talking about themselves).

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- » Someone who knows a child states that the child or young person has been physically or sexually abused.
- » A child or young person exhibits sexually-abusive or age-inappropriate behaviours.
- » Professional observations of the child or young person's behaviour or development leads a professional to form a belief that the child or young person has been physically or sexually abused or is likely to be abused.
- » Signs of abuse lead to a belief that the child or young person has been physically or sexually abused.

Types of Abuse and Indicators of Harm

Child abuse can have a significant effect on a child's physical or emotional health, development and wellbeing. The younger a child, the more vulnerable he/she is and the more serious the consequences are likely to be.


There are many indicators of child abuse and neglect. The presence of a single indicator, or even several indicators, does not prove that abuse or neglect has occurred. However, the repeated occurrence of an indicator, or the occurrence of several indicators together, should alert staff members to the possibility of child abuse and neglect. While any indicators of possible child abuse or neglect are concerning, it is important to know which indicators must be reported.

It is mandatory to report concerns relating to:

- » Physical abuse
- » Sexual abuse

While not mandated, making a report to DHHS Child Protection may also be needed for:

- » Emotional abuse
- » Neglect
- » Medical neglect
- » Family violence
- » Human trafficking (including forced marriage)
- » Sexual exploitation (including pornography and prostitution)
- » Risk-taking behaviour
- » Female genital mutilation
- » Risk to an unborn child
- » A child or young person exhibiting sexually-abusive behaviours.

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Reporting Child Protection Concerns

Any staff member who 'believes on reasonable grounds' that a child or young person is in need of:

- » Protection from physical harm or sexual abuse – must report their concerns to DHHS Child Protection.
- » Protection from harm that is not believed to involve physical harm or sexual abuse – are encouraged to report their concerns to DHHS Child Protection.
- » Therapeutic treatment – are encouraged to report their concerns to DHHS Child Protection or Child FIRST.

All staff members are encouraged to report any child protection concerns to the Principal, the school's Child Safety Officer or a Member of the Leadership Team prior to reporting to the DHHS or Child FIRST. This aims to support the staff members making the report.

NOTE# Child Protection is the Victorian Government Agency, provided by the DHHS, that protects children at risk of significant harm. Child Protection has statutory powers and can use these to protect children.

Child FIRST is the Family Information Referral Support Team run by a registered community service in a local area that can receive confidential referrals about a child of concern. It does not have any statutory powers to protect a child or young person, but can refer matters to


Mandatory reporters must report their concern to DHHS Child Protection if there is a reasonable belief that a child or young person is in need of protection from physical injury or sexual abuse. Refer to: [A step-by-step guide to making a report to Child Protection or Child FIRST \(PDF - 270Kb\)](#). It is essential to document the concerns and observations which contributed to the suspicion that a child is in need of protection. This information may be gathered over a period of time and should be treated confidentially and held securely.

It is recommended – not, however, a requirement – that concerns and observations regarding suspected physical injury or sexual abuse of a child are discussed with the principal or a senior school staff member and to ensure support is provided to all involved in matters of this nature. The confidentiality of these discussions must be maintained.

If more than one mandated reporter has formed a belief about the same child or young person on the same occasion, it is sufficient for one professional to make a report. The other is obliged to ensure the report has been made and that all grounds for their own belief were included in the report made by the other staff member [Section 182 \(4\) of the Victorian Children, Youth and Families Act 2005](#)

If one mandated reporter directs another mandated reporter not to make a report, and the one professional continues to hold the belief that a child or young person is in need of protection, then that professional is legally obliged to make a report to Child Protection.

The mandatory reporter may continue to suspect that a child or young person is at risk and in need of protection. Any further observations should continue to be recorded and a report made on each separate occasion where a belief has been formed, on reasonable grounds, that a child or young person is likely to be at risk and in need of protection. If there is any suspicion that this

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relates to a sexual offence involving an adult and a child under 16 then it must be reported to the police. Refer to [Department of Justice and Regulations – Failure to disclose offence](#) and the [Betrayal of Trust: Fact Sheet 2014](#).


When To Report

The following table sets out when to report a concern that a child or a young person has been abused, or is in need of protection.

Type of Reporting	By Whom	To Whom
Mandatory Reporting - DHHS Child Protection Mandatory reporters must make a report as soon as practicable if, in the course of practicing their profession or carrying out their duties, they form a belief on reasonable grounds that a child or young person is in need of protection, as a result of physical injury or sexual abuse, and the child's parents are unable or unwilling to protect the child.	Mandatory Reporters <ul style="list-style-type: none"> » Teachers registered to teach or who have permission to teach pursuant to the <i>Education and Training Reform Act 2006</i> (Vic.) » Principals of government and non-government schools » Registered medical practitioners » Nurses » All members of the police force. 	Contact: <ul style="list-style-type: none"> » DHHS Child Protection

A Child In Need Of Protection

Type of Reporting	By Whom	To Whom
Any person may make a report if they believe on reasonable grounds that a child is in need of protection for any of the following reasons: <ul style="list-style-type: none"> » The child has been abandoned and there is no other suitable person who is willing and able to care for the child. » The child's parents are dead or incapacitated and there is no other suitable person who is willing and able to care for the child. » The child has suffered or is likely to suffer significant harm as a result of physical injury and the parents are unable or unwilling to protect the child. » The child has suffered or is likely to suffer significant harm 	Any Person	Contact: <ul style="list-style-type: none"> » DHHS Child Protection » Victoria Police 000 if a Crime has been committed.

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<p>as a result of sexual abuse and their parents are unable or unwilling to protect the child.</p> <p>» The child has suffered or is likely to suffer emotional or psychological harm and the parents are unable or unwilling to protect the child.</p> <p>» The child's physical development or health has been, or is likely to be significantly harmed and the parents are unable or unwilling to provide basic care, or effective medical or other remedial care.</p>		
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Child In Need Of Therapeutic Treatment


Type of Reporting	By Whom	To Whom
Any person may make a report if they believe on reasonable grounds that a child who is 10 years of age or over, but under 15 years of age, is in need of therapeutic treatment because he or she has exhibited sexually-abusive behaviours.	Any Person	Contact: » DHHS Child Protection

Significant Concerns About Wellbeing Of A Child

Type of Reporting	By Whom	To Whom
Any person may make a report if they have significant concerns for the wellbeing of a child or young person	Any Person	Contact: » DHHS Child Protection

Reasonable Belief That A Sexual Offence Has Been Committed By An Adult Against A Child Under 16.

Type of Reporting	By Whom	To Whom
Any adult who forms a reasonable belief that a sexual offence has been committed in Victoria by an adult against a child under 16 must report that information to police.	Any Person	Contact: » Victoria Police 000

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<p>It is a criminal offence not to make a report, except in the following circumstances:</p> <ul style="list-style-type: none"> » The victim is 16 years of age or older and does not have an intellectual disability that limits his/her capacity to make an informed decision; and he/she does not want the information reported to the police » The victim has disclosed the information in confidence in the course of a therapeutic relationship with you as a registered medical practitioner or counsellor. » The victim turned 16 years of age before 27 October 2014. 		
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Reasonable Excuses For Failing To Comply With The Requirement Include:


- » A reasonable belief that the information has already been reported to police or DHHS Child Protection disclosing all of the information.
- » A reasonable fear that the disclosure will place someone (other than the alleged perpetrator) at risk of harm.

Reporting Suspected Sexual Offences To Victoria Police:

Relevant Legislation

- *Children, Youth and Families Act 2005* (Vic.)
- *Working with Children Act 2005* (Vic.)
- *Education and Training Reform Act 2006* (Vic.)
- *Equal Opportunity Act 2010* (Vic.)
- *Privacy Act 1988* (Cth)
- *Crimes Act 1958* (Vic.) – Three new criminal offences have been introduced under this Act:

- a. **Failure to disclose offence:** Any adult who forms a reasonable belief that a sexual offence has been committed by an adult against a child under 16 has an obligation to report that information to police. Failure to disclose the information to police is a criminal offence.
- b. **Failure to protect offence:** The offence will apply where there is a substantial risk that a child under the age of 16 under the care, supervision or authority of a relevant organisation will become a victim of a sexual offence committed by an adult associated with that organisation. A person in a position of authority in the organisation will commit the offence if they know of the risk of abuse and have the power or responsibility to reduce or remove the risk, but negligently fail to do so.
- c. **Grooming offence:** This offence targets predatory conduct designed to facilitate later sexual activity with a child. Grooming can be conducted in person or online, for example via interaction through social media, web forums and emails.

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Failure to Disclose

Any staff member who forms a reasonable belief that a sexual offence has been committed in Victoria by an adult against a child under 16 must disclose that information to police. Failure to disclose the information to police is a criminal offence under section 327 of the Crimes Act 1958 (Victoria) and applies to all adults in Victoria, not just professionals who work with children. The obligation is to disclose that information to the police as soon as it is practicable to do so, except in limited circumstances such as where the information has already been reported to DHHS Child Protection.

For more information see: [Department of Justice and Regulation - Failure to disclose fact sheet](#).

Failure to Protect

Any staff member in a position of authority who becomes aware that an adult associated with their school (such as an employee, contractor, volunteer, sport coach or visitor) poses a risk of sexual abuse to a child under 16 who is in the care or supervision of the school must take all reasonable steps to reduce or remove that risk. Failure to take reasonable steps to protect a child in the school from the risk of sexual abuse from an adult associated with the school is a criminal offence contained in section 49C (2) of the Crimes Act 1958 (Vic.). In a school context this will include the principal and the business manager and may also extend to School Counsellors, heads of departments and heads of school.

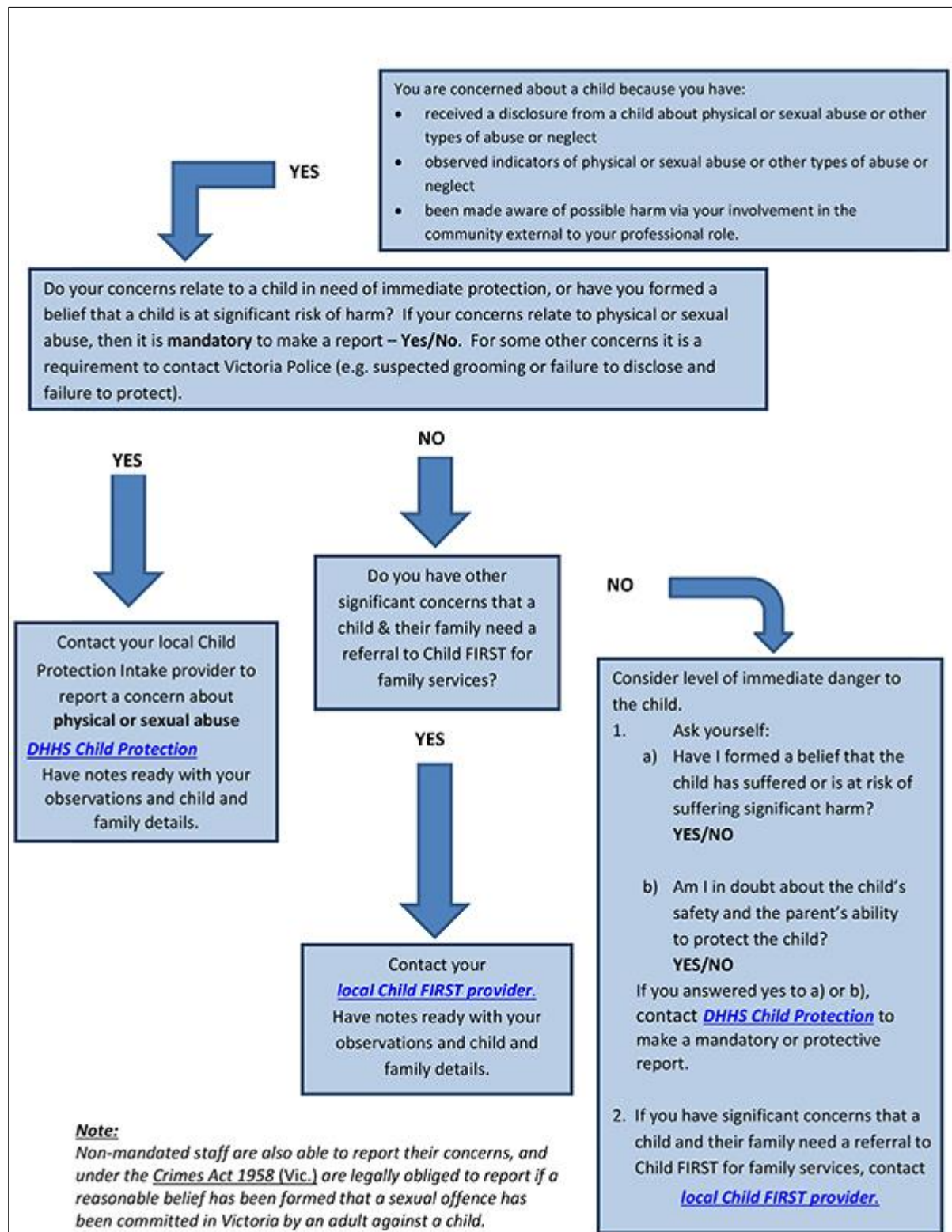
For more information see: [Department of Justice and Regulation – Failure to protect fact sheet](#)


Grooming Offences

The offence of grooming prohibits predatory conduct designed to prepare or 'groom' a child for future sexual activity and is contained in section 49B (2) of the Crimes Act 1958 (Vic.). The offence applies to communication with children under 16 years. Grooming can be conducted in person or online, for example via interaction through social media, web forums and emails. The offence can be committed by any person aged 18 years or over. It does not apply to communication between people who are both under 18 years of age.

For more information see: [Department of Justice and Regulation – Grooming offence fact sheet](#)

Flowchart - Responding to Suspected Mandatory Reporting Concerns




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Making A Report

This table describes how to make a mandatory report, to report child abuse or child protection concerns.

Step	Description
1	<p>In case of emergency or if a child is in immediate danger contact Triple Zero (000) or the local police station.</p> <p>Alternatively, to report concerns about the immediate safety of a child within their family unit to DHHS Child Protection, call the Child Protection Crisis Line on 13 12 78 (24 hours 7 days, toll free)</p>
2	<p>Keep comprehensive notes that are dated and include the following information:</p> <ul style="list-style-type: none"> » Information that has led to concerns about the child's safety (e.g. physical injuries, behaviour) » The source of this information (e.g. observation of behaviour, report from child or another person) » The actions taken as a result of the concerns (e.g. consultation with principal, report to DHHS Child Protection etc.).
3	<p>Discuss any concerns about the safety and wellbeing of children and young people with the principal or a member of the school leadership team or Child Safety Officer. The individual staff member should then make their own assessment about whether they should make a report about the child or young person and to whom the report should be made.</p>
4	<p>Gather the relevant information necessary to make the report.</p> <p>This should include the following information:</p> <ul style="list-style-type: none"> » Full name, date of birth, and residential address of the child » The details of the concerns and the reasons for those concerns » The individual staff member's involvement with the child and details of any other agencies who may be involved with the child or young person, if known.
5	<p>Make a report to the relevant Agency</p> <p>To report concerns that are life threatening phone 000 or the local police station. To find the nearest Victoria Police Sexual Offences and Child Abuse Investigation Team contact your local police station or Click Here.</p> <p>To report concerns about the immediate safety of a child within their family unit to DHHS Child Protection, call the Child Protection Crisis Line on 13 12 78 (24 hrs 7 days, toll free)</p> <p>To report concerns to DHHS Child Protection, contact your local child protection office.</p>
6	<p>Make a written record of the report which includes the following information:</p> <ul style="list-style-type: none"> » The date and time of the report and a summary of what was reported » The name and position of the person who made the report and the person who received the report.
7	<p>Notify relevant school staff and/or Department staff of a report to DHHS Child Protection or Child FIRST.</p> <p>Allegations must be reported to:</p> <ul style="list-style-type: none"> » The Principal or member of the School Leadership Team » Department's Security Services Unit on (03) 9589 6266 (Govt Department Schools) » Catholic Education Office (Catholic Schools) » Relevant Regional Office » Student Critical Incident Advisory Unit on (03) 9637 2934 or (03) 9637 2487.


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	In the case of Koorie children and young people, the principal must notify the Regional Office to ensure that the regional Koorie support officer can arrange appropriate support for the child or young person.
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Potential Consequences Of Making A Report

This table describes the potential consequences of making a report.


Potential Consequence	Description
Confidentiality	<p>The identity of a reporter must remain confidential unless:</p> <ul style="list-style-type: none"> » The reporter chooses to inform the child, young person or parent of the report. » The reporter consents in writing to their identity being disclosed. » A Court or Tribunal decides that it is necessary for the identity of the reporter to be disclosed to ensure the safety and wellbeing of the child. » A Court or Tribunal decides that, in the interests of justice, the reporter is required to provide evidence.
Professional Protection	<p>If a report is made in good faith:</p> <ul style="list-style-type: none"> » It does not constitute unprofessional conduct or a breach of professional ethics on the part of the reporter. » The reporter cannot be held legally liable in respect of the report.
Interviews	<p>DHHS Child Protection and/or Victoria Police may conduct interviews of children and young people at the school without the parent's knowledge or consent.</p> <ul style="list-style-type: none"> » Interviewing children and young people at school should only occur in exceptional circumstances and if it is in the best interests of the child to proceed in this manner. » DHHS Child Protection and/or Victoria Police will notify the principal or a member of the leadership team of their intention to interview the child or young person on the school premises. » When officers from DHHS Child Protection or Victoria Police come to the school premises, the principal or a member of the leadership team should request to see identification before permitting them to have access to the child or young person. » When a child or young person is being interviewed by DHHS Child Protection and/or Victoria Police, school staff must arrange to have a supportive adult present with the child or young person. <p>For more information on these requests and school responsibilities, see: Police and DHHS Interviews</p>
Support For The Child Or Young Person	<p>The roles and responsibilities of staff members in supporting children and young people who are involved with DHHS Child Protection may include the following:</p> <ul style="list-style-type: none"> » Acting as a support person for the child or young person » Attending DHHS Child Protection case planning meetings » Observing and monitoring the child's behaviour

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	» Liaising with professionals.
Requests for Information	<p>DHHS Child Protection and/or Child FIRST and/or Victoria Police may request information about the children or young person or family for the purpose of investigating a report and assessing the risk to the child or young person.</p> <p>In certain circumstances, DHHS Child Protection can also direct school staff and Department staff to provide information or documents about the protection or development of the child. Such directions should be in writing and only be made by authorised persons within DHHS Child Protection. For more information see: Requests for Information About Students</p>
Witness Summons	<p>If DHHS Child Protection makes a Protection Application in the Children's Court of Victoria, any party to the application may issue a Witness Summons to produce documents and/or to give evidence in the proceedings, see: Subpoenas and Witness Summonses</p>

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- » [Duty of care](#)
- » [Police and DHHS Interviews](#)
- » [Responding to Student Sexual Assault](#)
- » [Requests for Information about Students](#)
- » [Subpoenas and Witness Summonses](#)
- » [Flowchart: A step-by-step guide to making a report to Child Protection or Child FIRST \(PDF - 270Kb\)](#)
- » [Mandatory Reporting eLearning Module.](#)

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Standard Six – Child Safety Risk Management Strategies

At St. Paul's Primary School, we are committed to proactively and systematically identifying and assessing risks to child safety across our whole school environment, and reducing or eliminating (where possible) all potential sources of harm. We document, implement, monitor and periodically review our risk management strategies for child safety and ensure that the strategies change as needed and as new risks arise.

St. Paul's Primary School takes all reasonable steps to identify and respond to all potential risks associated with child abuse. The school recognises that child abuse manifests itself in many forms including physical violence, sexual abuse, emotional or psychological harm and serious neglect.

To assist members of the school community to identify and respond to these, the following strategies are adopted:

1. The school conducts an annual assessment of the effectiveness of its Child Safety Management Strategies by completing a [Child Safety Risk Management Checklist](#).
2. The school, in consultation with members of staff, the Student Representative Committee and Parent Partnership Team have conducted a formal [Child Safety Risk Assessment](#) to identify potential child safety hazards and control measures to be implemented to eliminate or reduce the likelihood of these eventuating and causing harm.
The school reviews the [Child Safety Risk Assessment](#) annually in consultation with staff members or when there has been a physical change to the school environment, school or parent association activities.
3. Some of the risks to Child Safety that the school has identified include but are not limited to, the following:
 - » Lack of an organisational culture of child safety
 - » Familiarity breeding a culture of not reporting issues
 - » Natural trust of long term employees (who may have developed issues over time)
 - » School activities ie sporting events, camps and excursions
 - » Before, during and after-school care including yard-duty
 - » Engagement of Volunteers
 - » Engagement of Casual Relief Teachers
 - » Engagement of Contract Service Providers
 - » Private tuition
 - » Working Bees
 - » Special events including assemblies
 - » Information Communication and Technology
4. Control Measures identified within the Child Safety Risk Assessment have been incorporated into the School's overall management system for ensuring child safety at St. Paul's Primary School.

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Standard Seven – Participation and Empowerment of Children

St. Paul's Primary School acknowledges that a significant power imbalance exists between children and adults and actively engages children and young people in conversations relating to child safety to ensure their voice is heard.

At St. Paul's Primary School, we actively encourage all children and young people to openly express their views and feel comfortable about giving voice to the things that are important to them.

We teach children and young people about what they can do if they feel unsafe and enable them to understand, identify, discuss and report on child safety. We listen to and act on any concerns children and young people, or their parents or carers, raise with us.


The School seeks child engagement in conversations relating to child safety and development of effective strategies by:

- » Consulting directly with children and young people about what they think makes their school safe.
- » Giving children and young people information about the standards of care that they are entitled to.
- » Giving children and young people information regarding their rights.
- » Teaching children and young people how to raise concerns, make complaints or let someone know if they feel unsafe.
- » Regularly checking with children, young people and parents that they are aware of relevant Child Safety Policies and Procedures and that the Child Safety culture is visible.

St. Paul's Primary School works with children and young people to ensure that they are empowered to understand their rights, recognise what abuse is and encourage them to speak up when they feel uncomfortable or afraid.

Some strategies adopted by the school to engage children and young people in conversation regarding Child Safety include:

Consulting and Talking with Children and young people	Child Safe Strategies
Establishing what safety means	<ul style="list-style-type: none"> » Ensuring that the physical environment is safe, warm and friendly towards children and young people. » Discussing with children and young people what makes them feel safe and when they feel unsafe.
Educating children and young people about their rights	<ul style="list-style-type: none"> » Running informal educational sessions on the 'Convention of the Rights of a Child'. » Teaching children and young people that for every right that they enjoy they need to meet its corresponding responsibility. » Undertaking activities on rights versus wants.
Including children and young people in policy development	<ul style="list-style-type: none"> » Incorporate their opinions and suggestions into key policy documents and, when applicable the school's Code of Conduct. » Running small discussion groups.

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Encouraging children and young people to develop their own Code of Conduct	» Asking children and young people to consider what is acceptable behaviour and what is not. This includes behaviours of adults toward children and young people, of children and young people towards adults and of children and young people towards other children and young people. » Establish and maintain a child 'friendly' Code of Conduct, written by children for children.
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Promoting Inclusion of All Children Their Families From Diverse Cultural Bbackgrounds and Those With Disabilities.

St. Paul's Primary School respects cultural differences and variance in parenting practices due to personal, cultural or religious beliefs. The School does not however, accept that these differences reduce a child's right to be safe or the school's responsibility to protect them from harm.

St. Paul's Primary School promotes safety of children from culturally and/or linguistically diverse backgrounds by:

- » Demonstrating a 'zero tolerance' to discrimination.
- » Being respectful, inclusive and welcoming of families from a wide range of backgrounds.
- » Recognising times of importance to different cultures.
- » Ensuring the school's physical environment has a positive image of a range of cultures in terms of decoration and artwork.
- » Actively seeking out and talking to families about how they can be involved in child safety.

St. Paul's Primary School promotes the safety of children with disabilities by:

- » Acknowledging that children with disabilities are particularly vulnerable and ensuring that its risk management process considers their needs.
- » Demonstrating a 'zero tolerance' to discrimination.
- » Ensuring that the physical environment does not pose access difficulties.
- » Being responsive to families regarding specific measures that may be required to ensure the safe participation of children with disabilities.
- » Supporting staff members, other children and their families to understand and be inclusive of people with disabilities.
- » Considering how children with a disability and their families can be encouraged to participate in to ensure a safe environment.

Appendix One – Child Safety Annual Risk Assessment Checklist


St. Paul's Primary School governing authority has developed and implement risk management strategies regarding child safety in school environments. These are reviewed annually.

Requirement 1 - Risk Questions	Yes	No
Does the school have a structured and documented approach to identifying child safety risks?		
Does the risk assessment process involve appropriate, knowledgeable people? Eg. registered teachers, support staff, children and young people, parents.		
Has the risk assessment process considered issues related to children and young people of different age groups and the diversity of the student group, including but not limited to children with a disability, Aboriginal and Torres Strait Islander children and children from culturally and linguistically diverse backgrounds?		
Has the school established risk rating criteria including appropriate ratings for the likelihood and consequence of risks?		
Has a risk assessment already been carried out with respect to child safety risks?		
Has the school established existing internal controls to manage child safety risks and has their effectiveness been considered?		
Has the school identified new controls/management actions to mitigate child safety risks?		
Do the risk management strategies challenge the potential to overestimate the effectiveness of the school's existing controls?		

Requirement 1 - Risk Questions	Yes	No
<p>Do the risk management strategies encompass predatory, opportunistic and situational environment risks?</p> <ul style="list-style-type: none"> predatory risks (persons who may become adept at creating opportunities to sexually abuse and avoid detection) opportunistic risks (persons who may sexually abuse in low-risk, low-effort situations) situational risks (persons who may sexually abuse in a specific set of circumstances) environment risks (environments that create child safety risks). 		
Has the risk management strategy been endorsed by the school's leadership team/principal?		

St. Paul's Primary School risk management strategies regarding child safety must identify and mitigate the risk(s) of child abuse in school environments by taking into account the nature of our 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.


Requirement 2 - Risk Questions	Yes	No
Does the risk management process consider 'hot spots' and 'hot times' of child-staff and child-child interactions with respect to child safety?		
Does the school have a process that ensures child safety risks of any new or changed physical environments on and off campus are reviewed?		
Does the school perform screening as part of its staff recruitment process, including for volunteers and contractors? eg WWCC's ¹ , criminal background checks, reference checks, psychometric		
Does the school monitor who is on the premises? e.g. visitor and contractor sign-in process, perimeter control.		
<p>Does the risk management process consider child safety risks that may exist in the school environment before, during and after hours, as appropriate?</p> <p>Have we considered:</p> <ul style="list-style-type: none"> » Classrooms and learning environments » Specialist facilities such as libraries, kitchens and computer, music and art rooms » Recreation areas, playgrounds, sporting facilities on campus and off-site » Staff workplaces and offices » Excursion or camp locations » Any other school specific environments? 		

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Requirement 2 - Risk Questions	Yes	No
<p>Does the risk management process consider child safety risks in the online environment and through media? This may include:</p> <ul style="list-style-type: none"> » Email » Facebook, Instagram, Twitter and other social media » YouTube » Mobile phone SMS messages and other mobile messaging media » Telephone, Skype and other media for making voice calls » Photography and videography » Any other electronic media. 		
<p>Does the risk management process consider child safety risks regarding relationships and interactions with children and young people among the following people involved with the school?</p> <ul style="list-style-type: none"> » Registered teachers and educational support staff » Welfare staff or those in pastoral care roles relationships with children and young people » Administration and support staff » Contractors such as specialists delivering services to children and young people e.g. music, media or recreation lessons or activities » volunteers » Facilities staff interactions with children and young people » Visitors to the school or other persons that may have access to children and young people. 		

Where St. Paul's Primary School's Leadership Team identifies risks of child abuse occurring in one or more school environments, they must make a record of those risks and specify the action(s) the school will take to reduce or remove the risks (risk controls). Risk Controls must be appropriate for the age of the children.

Requirement 3 - Risk Questions	Yes	No
Have the identified risks been documented and recorded?		
Have strategies or the mitigation actions (new internal controls) for the risks been established and documented?		
Do the risk management strategies take into account the diversity of the children that are affected by the risk?		
<p>Do the risk mitigation actions (controls):</p> <ul style="list-style-type: none"> » increase the effort required to abuse » increase the likelihood of detection of inappropriate and/or abusive behaviour » remove triggers for inappropriate and/or abusive behaviour » reduce permissibility of inappropriate behaviour. 		
Does the school ensure that every person, whether employee, contractor, volunteer, or visitor to the school, understands the school's expectations for child safety?		


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Requirement 4 - Risk Questions	Yes	No
Does the school test the effectiveness of internal controls surrounding child safety?		
Is the school monitoring its child safety risk management strategies to confirm they have been implemented?		
Does the school review the child safety risk management strategies to confirm their effectiveness?		
Does the school Leadership Team monitor the child safety standard risk management strategies?		
Does the school Leadership Team evaluate the effectiveness of the implemented mitigation controls?		

At least annually, St. Paul's Primary School must provide appropriate guidance and training to the individual members of the school governing authority and school staff about:


- » Individual and collective obligations and responsibilities for managing the risk of child abuse.
- » Child abuse risks in the school environment.
- » The school's current child safety standards.

Risk Questions	Yes	No
<p>Is guidance and training provided to school staff about:</p> <ul style="list-style-type: none"> » Individual and collective obligations and responsibilities for managing the risk of child abuse » Child abuse risks in the school environment » The school's current child safety standards. 		
Are the outcomes of the risk assessment made available to all relevant people e.g. staff, children and young people, parents, in line with best practice approaches to increase transparency of the school's compliance with the child safety standards?		


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Appendix Two – Child Safety Risk Assessment


St. Paul's Primary School Child Safety Risk Assessment		Risk Assessment Conducted By:		
Date:		Risk Assessment Approved By:		
Hazards Identified (Activity or Risk to Child Safety)	Raw Risk	Controls (What can be done to minimise the risk of abuse, neglect or harm)	Residual Risk	Who is Responsible?
Staff Members Harm to children and young people from poor screening practices of teaching and other staff.		<ul style="list-style-type: none"> » The school maintains a stringent screening process to assist in identifying only the most appropriate staff members will be engaged by the school. » Position descriptions are developed for all staff members that clearly define their responsibilities including those relating to child safety. These will form part of the school's selection criteria when employing new staff members. » When assessing potential candidates, members of the school Leadership Team and others on the assessment panel will consider the following: <ul style="list-style-type: none"> » What motivates the individual to work with children? (personal and/or professional). » Relevant and verifiable experience. » Understanding of children's physical and emotional needs. » Understanding of professional boundaries. » Attitudes towards children's rights and how these can be upheld. » Values (honesty, integrity, reliability, fairness and non-discrimination). » Responses from referees. 		

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		» The school will appoint a Child Safety Officer to provide guidance and support to all teachers with regards to reporting suspected abuse, disclosures or breaches of the School's Code of Conduct.		
Familiarity breeding a culture of not reporting issues Harm to children and young people from members of the school community not reporting suspected abuse.		» All staff members, clergy, CRTs, volunteers and contractors are to be provided with a copy of the school's Child Safety Code of Conduct and asked to sign this document annually. » The school's Child Safety Policy, Code of Conduct and Reporting Requirements are to be made available via the school website. » Child Safety requirements including reporting requirements are regularly tabled at staff meetings where appropriate and inappropriate behaviours are discussed. » Staff members undergo regular training on signs of abuse and mandatory reporting requirements. » Members of the school community are regularly provided with child safety and reporting information. » Members of the school community are encouraged to participate in the active reporting of suspected abuse.		
Natural trust of long term employees (who may have developed issues over time) Harm to children and young people from opportunistic individuals.		» Staff members should try to avoid being in the presence of children and young people in isolation. Another child or members of staff should be present at all times. » Doors to all rooms must remain unlocked when staff members, clergy, CRTs, volunteers and contractors are in rooms with a child or young person or children and young people at any time.		

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		<ul style="list-style-type: none"> » All CRTs must wear identification (CRT / visitor lanyards) at all times. » Year level teachers or a member of the Leadership Team should 'check in' on the CRT throughout the day. 		
<p>Parent Volunteers Assisting children and young people under the direction of a teacher. Attending off site events.</p> <p>Harm to children and young people from poor screening practices.</p> <p>Harm to children and young people from poor supervision of volunteers.</p>		<ul style="list-style-type: none"> » All volunteers are to be provided with a copy of the School's Child Safety Code of Conduct and asked to sign this prior to being permitted to participate in volunteer activities. » Working with Children Checks (WWCC) obtained for all volunteers. Staff members are to ensure that these are current for all volunteers prior to authorising them to attend. » All volunteers must sign in (during school hours) prior to being authorised to enter the school site. » All volunteers are as a minimum required to wear a visitor's lanyard at all times. » Staff members are to remain vigilant and approach any volunteer or member of the school community (during school hours) found on site without a visitors lanyard and make arrangements for directing or escorting them to the school office. 		
<p>Contractors Management</p> <p>Harm to children and young people from poor screening practices of contractors.</p> <p>Harm to children from poor supervision of contractors.</p>		<ul style="list-style-type: none"> » All contractors and their workers are to be provided with a copy of the School's Child Safety Code of Conduct and asked to sign this prior to being permitted to conduct work on its behalf. » Copies of Working with Children Checks (WWCC) obtained for all contractors. Where a WWCC has not be provided, the contractor or their workers are not permitted to conduct work in the presence of any children. A member of staff must be present at all times. » Of particular importance is obtaining copies of WWCC for cleaners, canteen staff and before and after school care 		

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		<p>employees must be obtained prior to them being authorised to conduct work on its behalf.</p> <ul style="list-style-type: none"> » All contractors and their employees must have undergone a formal induction into the schools OHS requirements. This induction makes specific reference to child safety requirements and responsibilities for both the school and the contractors. » All contractors and their workers must sign in at the Administrative Office prior to commencing work and ensure that they sign out upon leaving. » All contractors and their workers must wear visitor identification at all times when on the school site. 		
<p>Conducting Yard Duty</p> <p>Harm to children and young people from intruders, trespassers or children and young people absconding from school.</p> <p>Harm to children and young people who cannot locate attending staff members in the case of an incident or event.</p>		<ul style="list-style-type: none"> » Staff members must not dismiss children and young people before allocated breaks times (recess / lunch / afterschool). They are to remain with their children and young people until the attending staff members have arrived. Failure to do so compromises child safety. » Attending staff members must scour the yard and toilet facilities for intruders or trespassers. Where an intruder or trespasser has been identified, the staff member must take appropriate action to immediately remove them from site. Where circumstances require, contact with Police may be made. » All staff members are required to wear a high-visibility vest whilst on duty at all times. This assists in identifying them as the responsible staff member. » Staff members must remain visible and continue moving at all times. » Staff members must not venture into areas with a child alone 'out of the line of sight' of other children and young people. 		

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<p>Harm to children and young people from unacceptable behaviour from staff members attending to yard duty.</p> <p>Harm to children and young people from intruders, trespassers or children and young people absconding from school.</p>		<ul style="list-style-type: none"> » Staff members must refrain from any behaviours which may be construed as unnecessary physical. » Staff members must not initiate unnecessary physical contact with children or do things of a personal nature that a child can do for themselves, such as toileting or changing. » Staff members must remain vigilant at all times during the event and are encouraged to take appropriate action where they suspect an individual at the event to acting suspiciously or are unsure of their identify. » The children's safety is of paramount concern. » Staff members are to ensure that all perimeters and those that provide access to playground and classrooms (excluding the front gate), must be locked at the conclusion of the duty. » Staff members required to attend scheduled supervision time (before school) must ensure that they attend their classroom no later than 8:45am. » Children and young people are not permitted in classrooms unsupervised. 		
<p>Unsecure Classrooms / Toilets during school hours</p> <p>Harm to children from intruder's and trespassers.</p>		<ul style="list-style-type: none"> » Staff members are to ensure that all perimeters and those that provide access to playground and classrooms (excluding the front gate), are locked at the commencement of class time. » A nominated staff member is to inspect student toilets for intruders at the commencement of class time. Where an intruder has been identified, the staff member is encouraged not to approach them, but maintain eye contact whilst raising the alarm. Administrative staff are to contact the police immediately on 000. » Doors to classrooms with external access must remain locked at all times when unattended. This includes before school, recess, lunchtime and after school. 		

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Harm to children from poor supervisor.		<ul style="list-style-type: none"> » Children and young people are not permitted in classrooms unsupervised. » Staff members must ensure, where practical that they are not alone with a single child in a classroom at any time. » Children and young people who require the toilet during school hours, must first seek permission from the teacher before attending the toilets with at least one other children, preferably two. <p>Children and young people are not permitted to attend toilets on their own.</p>		
<p>Camp and Excursions</p> <p>Harm to children from service providers who do not support Child Safety Standards.</p> <p>Harm to children and young people by opportunists who volunteer to attend camps and excursions.</p> <p>Harm to children from inappropriate actions of staff members and volunteers.</p> <p>Harm to children and young people from poor screening practices.</p>		<ul style="list-style-type: none"> » Prior to any camp or excursion being authorised by the Leadership Team, the coordinator must ensure that the service provider has processes in place to support child safety. If they do not actively implement the Child Safety Standards, then the camp or excursion may not be permitted. » All staff members and volunteers are to be provided with a copy of the School's Child Safety Code of Conduct and asked to sign this. » Parents and guardians are informed of child safety arrangements associated with the activity prior to commencement via email / Skoolbag Application. » Staff members are to complete the CEM School Off-Site Activity Log identifying hazards and appropriate control measures associated with child safety. » Working with Children Checks (WWCC) obtained for all volunteers. Staff members are to ensure that these are current for all volunteers prior to authorising them to attend. » Arrangements are to be made to ensure that no volunteer is left alone with one child or young person. » Where practical, staff members should ensure that at least one other adult is present at all times. 		

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Harm to children being left alone in the presence of staff members, clergy or volunteers.		» Camps - No staff member or volunteer is permitted to sleep alone with a child. In the event that a child or young person is sick or has social or emotional needs arrangements are to be made where they can be accommodated with a 'buddy'.		
Afterschool Care Harm to children from service providers who do not support Child Safety Standards.		» Prior to engaging an Afterschool Service Provider. » All After School Service Providers are to be provided with a copy of the School's Child Safety Code of Conduct and asked to sign this prior to being permitted to participate in volunteer activities. » Working With Children Checks (WWCC) are to be obtained for all employees of After School Service Providers. » Employees of After School Service Providers must be identifiable by either a name badge or uniform.		
Sporting Events / Sports Carnivals Harm to children and young people from poorly planned events. Harm to children from poor screening processes. Harm to children and young people who cannot locate attending staff members in the case of an incident or event. Harm to children from those who wish to abscond.		» Organising staff members must ensure that they conducted a thorough risk assessment, identifying all hazards and risk in the planning stage of the event. Consideration must be given to ensuring all aspects of child safety are assessed. » Working with Children Checks (WWCC) obtained for all volunteers. Staff members to ensure that these are current for all volunteers prior to authorising them to attend. » All attending staff members must ensure that they are identifiable at all times, by either wearing their school lanyard, high-visibility vest or school polo vest. » Staff members must ensure that they regularly monitor the location and presence of children and young people under their care at an event. Where this is not possible, (whole school event) all staff members are responsible for remaining vigilant.		

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Harm to children from opportunistic adults attending the event.		<ul style="list-style-type: none"> » Children and young people are not to attend toilets or other buildings without an accompanying volunteer and at least one buddy. » Staff members are to remain vigilant at all times during the event and are encouraged to take appropriate action where they suspect an individual at the event of acting suspiciously or are unsure of their identify. » The safety of children and young people is of paramount concern. 		
Assembly Harm to children from opportunistic adults attending the event.		<ul style="list-style-type: none"> » A large number of the school community may attend these events and as it is not practical to have each member sign in and wear a lanyard then the following control measure will be implemented. » Staff members must ensure that they regularly monitor the location and presence of children and young people under their care at an event. » Staff members are to remain vigilant at all times during the event and are encouraged to take appropriate action where they suspect an individual at the event of acting suspiciously or are unsure of their identify. » The safety of children and young people is of paramount concern. 		
Interschool Sports Harm to children and young people from poorly planned events.		<ul style="list-style-type: none"> » At the commencement of each school year members of the school Leadership Team and all Sports Leaders must ensure that all other schools participating in the Interschool Sports Program maintain the same level of commitment to child safety as our school. » This will be achieved via discussions at network meetings, and sourcing Codes of Conduct from other schools. This may be done by requesting hard copies of the code or sourcing it via the school's website. 		

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<p>Harm to children from poor screening processes.</p> <p>Harm to children and young people who cannot locate attending staff members in the case of an incident or event.</p> <p>Harm to children from those who wish to abscond.</p> <p>Harm to children from opportunistic adults attending the event.</p>		<ul style="list-style-type: none"> » Working with Children Checks (WWCC) obtained for all volunteers. Staff members to ensure that these are current for all Volunteers prior to authorising them to attend. » All attending staff members must ensure that they are identifiable at all time, by either wearing their school lanyard, high-visibility vest or school polo vest. » Staff members must ensure that they regularly monitor the location and presence of children and young people under their care at an event. » Children and young people are not to attend toilets or other buildings without an accompanying volunteer and at least one buddy. » Staff members are to remain vigilant at all times during the event and are encouraged to take appropriate action where they suspect an individual at the event of acting suspiciously or are unsure of their identify. » The safety of children and young people is of paramount concern. 		
<p>Special Events on School Premises (School Fete / Happy House Activities)</p> <p>Harm to children from opportunist adults attending the event.</p>		<ul style="list-style-type: none"> » A large number of the school community may attend these events and as it is not practical to have each member sign in and wear a lanyard the following control measures will be implemented. » Staff members are to ensure that all perimeters and those that provide access to playgrounds and classrooms (excluding the front gate), are locked at the commencement of the activity. » Members of the school community must attend the event via the front entrance. » A staff member will be allocated with the responsibility of greeting members of the school community upon arrival and directing them to the event. 		

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Harm to children due to difficulty in monitoring the children and young people.		<ul style="list-style-type: none"> » Staff members are to remain vigilant at all times during the event and are encouraged to take appropriate action where they suspect an individual at the event of acting suspiciously or are unsure of their identity. » Staff members are to be visibly present at each activity and supervise the movement between activities. 		
Parent Association Events Harm to children and young people from poorly planned events. Harm to children and young people from events and activities not directly organised or run by the school.		<ul style="list-style-type: none"> » Event organisers are required to meet with a member of the Leadership Team prior to the event being authorised. » Event organisers must ensure that they conducted a thorough risk assessment, identifying all hazards and risks in the planning stage of the event. Consideration must be given to ensuring all aspects of child safety are assessed and adequate control measures implemented. » Working with Children Checks (WWCC) are to be obtained for any person anticipated to be in the presence of children and young people. » WWCC must be worn by any persons anticipated to be in the presence of children and young people throughout the event. » To improve the identification of event organisers, high-visibility vests must be worn at all times. One or more staff member will be allocated to attend the event. » The consumption of alcohol or drugs is not permitted for consumption in the presence of children or young people. » Where children and young people are attending an event or function in the absence of their parents a process of 'signing in and out' will be adopted. 		
Working Bees Harm to children from opportunist adults attending the event.		<ul style="list-style-type: none"> » Event organisers are required to meet with a member of the Leadership Team prior to the event being authorised. 		

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Harm to children from opportunist coaching.		<p>that these are current for all volunteers prior to authorising them to attend.</p> <p>» All coaching staff must sign in (after school hours) prior to being authorised to enter the school site.</p>		
<p>Bus Driver (Permanent)</p> <p>Harm to children from poor screening processes.</p> <p>Harm to children from opportunist bus drivers.</p> <p>Bus Hire (Casual)</p> <p>Harm to children from opportunist bus drivers.</p>		<p>» All bus drivers employed by the school are to be provided with a copy of the School's Child Safety Code of Conduct and asked to sign this prior to being permitted to drive buses on the school's behalf.</p> <p>» Working With Children Checks (WWCC) are to be obtained for all bus drivers. Administrative staff members are to ensure that these are current for all volunteers prior to authorising them to attend.</p> <p>» A staff member must be in attendance at all time when bus drivers are in the presence of children and young people.</p>		
<p>Information Communication Technology Email / Social Media / Online Activities.</p> <p>Harm to children and young people from staff members or volunteers sharing or exchanging personal email accounts, phone numbers, social networking sites.</p> <p>Harm to children and young people from staff members or volunteers on-line grooming.</p>		<p>» All staff members or volunteers are to be provided with a copy of the school's Child Safety Code of Conduct and asked to sign this document annually.</p> <p>» Staff members and volunteers must adhere to requirements outlined in the school's relevant policies including:</p> <ul style="list-style-type: none"> - Staff Social Media Usage Policy - Staff Email Usage Policy - Staff Internet Usage Policy <p>Staff must acknowledge their understanding of requirements of these procedures annually or where changes to the policies have been made.</p> <p>» The school actively maintains internet 'gateway' platforms to protect and monitor internet usage.</p>		

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Harm from staff members or volunteers photographing or videoing a child without the consent of the parent or guardian.		<ul style="list-style-type: none"> » Staff members are not permitted to use personal email or social networking in the presence of children. » The school maintains a photograph / video permission form when their child commences school. » Staff members and volunteers are not permitted to take photographs or video of children or young people using their own mobile phones. » Members of the Leadership Team regularly monitor staff and volunteer compliance with the above mentioned requirements. 		
Lack of an organisational culture of child safety Non – Compliance Ministerial Order 806. Harm to children and young people from an organisational culture that does not adopt processes to ensure child safety.		<ul style="list-style-type: none"> » Ensure strategic direction, vision and mission of the school includes child safety as a key objective. » Ensure that the school's Annual Report has a section in it dedicated to child safety. » Appoint a Child Safety Officer to champion all aspects of child safety within the school. » Ensure that responsibility for embedding a culture of safety is incorporated into position descriptions for members of the Leadership Team. » Ensure that all staff members, clergy, CRTs, volunteers and contractors are adequately inducted into child safety requirements. They should also be trained in what to do if an allegation is made, or a concern raised or staff observe abusive behaviour towards a child. » Promote to all members of the school community processes around strict confidentiality of reporting of suspected abuse. » Provide a culturally safe environment for Aboriginal children, those from culturally diverse backgrounds and for those with disabilities. » Display information from local Aboriginal services, such as pamphlets for community events. 		

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		<ul style="list-style-type: none"> » Maintain adequate record keeping of child safety issues and responses of any incidents, for example in an Excel spreadsheet or 'log book' that is appropriately stored to protect the privacy of children. » An Assessment must be completed of new or changed physical environments for child safety risks 		
False Allegations Personal and professional harm to staff members, clergy, CRTs, volunteers and cContractors from false reporting of suspected abuse allegations.		<ul style="list-style-type: none"> » All members of the school community are made aware and regularly reminded of inappropriate behaviours and the process for reporting. » Allegations are brought to the immediate attention of the accused and they will be made aware of their rights. » All allegations of suspected abuse will be dealt with in the strictest of confidence. » All members of the school community are to be reminded of the severity of making false allegations and made aware that if, after a thorough investigation, the allegation is of a personal nature (i.e. mischievous), then legal action may be sort. » Where any false allegations are made against staff members, clergy, CRTs, contractors or volunteers, professional counselling and support services will be provided. » Where an allegation has been made against a staff member, clergy, CRT, contractor or volunteer and it is made public, advice from the relevant Education Department will be sort. 		

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Risk Matrix

			Likelihood				
			Almost Impossible Only in extreme circumstances	Unlikely But could occur	Possible But unusual	Likely To be expected	Almost Certain Commonly repeated
			1	2	3	4	5
Consequence	Catastrophic Potential Life threatening. Long term recovery. Long term hospitalisation. Months/Years of lost time. Example - Loss of multiple limbs, life threatening illness, mental condition or disease. Unlikely to return to work/school.	5	5	10	15	20	25
	Significant Person requires external medical care / hospitalisation. Medium term recovery. Weeks of time away from the work/school environment. Example - Loss of appendage, prolapse disc, long term mental health issue, broken limbs.	4	4	8	12	16	20
	High Person requires external medical care. Medium term recovery. Days away from work / school. Example - Serious sprains/strains, broken appendages, deep laceration, counselling required.	3	3	6	9	12	15
	Moderate Person may require external medical attention. Hours of lost time. Examples - Lacerations, minor illness, foreign objects in eye, onsite mediation.	2	2	4	6	8	10
	Low Person may require minor First Aid. No lost time. Safety - First aid or no treatment required. Liaison required between school leaders and affected person relating to the incident.	1	1	2	3	4	5

Risk	Score	Action Required
Extreme	16 - 20	Stop Work/ Activity Immediately: Immediate action is required by the Leadership Team. Work or the activity is not to proceed until the risk is eliminated or high level control measures are implemented to reduce the risk score.
Unacceptable	15	Act Immediately to Minimise the Risk: Ensure appropriate control measures (Substitution, Engineering and Administrative) are implemented to reduce potential for harm. If controls cannot be immediately implemented, then risk reduction strategies need to be identified as soon as is practicable.
High	8 - 12	Action Must be Taken Within a Reasonable Timeframe by Leadership Team and affected Staff Members to reduce the potential from harm. These control measures must be communicated to all affected workers at a staff briefing.
Medium	4 - 6	Take all Reasonable Actions to Minimise the Risk using 'Lower Level' Administrative and Personal Protective Equipment Control Measures. The risk is to be controlled by the establishment of a process, policy or procedure. This must be developed in consultation with staff and may include PPE.
Low	1 - 3	Action to be taken to control the risk via consultation and Staff Member Awareness. Affected Staff members are to be made aware of identified processes, policies or procedures for controlling the risk.

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