

CHILD SAFE POLICY

including Code of Conduct

This policy is required and informed by clause 8 of *Ministerial Order No. 870 – Child Safe Standards – Managing the risk of child abuse in schools*, which sets out what the Child Safe Standards mean in a school environment.

PURPOSE

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

SCOPE

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

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

DEFINITIONS

Child abuse

Child abuse includes:

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

Child-connected work

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

Child safety

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

School environment

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

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

School staff

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

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

STATEMENT OF COMMITMENT TO CHILD SAFETY AND CHILD SAFETY PRINCIPLES

Sandringham East Primary School is committed to the safety and wellbeing of all children and young people. This will be the primary focus of our care and decision-making.

The school's approach to creating and maintaining a child safe school environment is guided by our school philosophy and values. We know children can struggle to achieve their personal best if they are not safe from abuse. At Sandringham East Primary School our values guide the decisions and behaviours of all members of our school community, including in relation to child safety.

School Purpose - Vision & Values: To build an inclusive community where our children are active learners, critical thinkers and creative explorers. **Think... Imagine... Become**

School Values:

1. **Care** - Care for self and others as well as our physical environment and learning spaces
2. **Aspiration** - Seek to accomplish something worthy and admirable, try hard, pursue excellence
3. **Respect** - Treat all others with consideration and regard, respect another person's point of view

Always Our Best

Sandringham East Primary School has zero tolerance for child abuse.

We are committed to providing a child safe environment where children and young people are safe and feel safe, and their voices are heard about decisions that affect their lives. Our child safe policies, procedures, strategies and practices will be inclusive of the needs of all children, particularly Aboriginal and Torres Strait Islander children, children from culturally and linguistically diverse backgrounds including international students, children with disabilities, children living in out of home care arrangements, and children who are vulnerable.

Every person involved in Sandringham East Primary School has a responsibility to understand the important and specific role they play 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.

Child safety principles

In its planning, decision-making and operations, Sandringham East Primary School will:

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



Sandringham East
Primary School

Our Commitment to Child Safety

- ✦ We want children to be safe, happy and empowered. We support and respect all children, as well as our staff and volunteers.
- ✦ We are committed to the safety, participation and empowerment of all children.
- ✦ We have zero tolerance of child abuse. All allegations and safety concerns are treated very seriously and consistently with our robust policies and procedures.
- ✦ We have legal and moral obligations to contact authorities when we are worried about a child's safety, which we follow rigorously.
- ✦ Sandringham East Primary School is committed to preventing child abuse and identifying risks, removing and reducing risks.
- ✦ Sandringham East Primary School has robust human resources and recruitment practices for all staff and volunteers.
- ✦ Sandringham East Primary School is committed to regularly training and educating our staff and volunteers on child abuse risks.
- ✦ We support and respect all children, as well as our staff and volunteers. We are committed to the cultural safety of Aboriginal children, the cultural safety of children from culturally and/or linguistically diverse backgrounds, and to providing a safe environment for children with a disability.
- ✦ We have specific policies, procedures and training in place that support our leadership team, staff and volunteers to achieve these commitments.

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

POLICY

Strategies to embed a child safe culture

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

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

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

- Act in accordance with the school's Child Safety Code of Conduct, which clearly sets out the difference between appropriate and inappropriate behaviour
- Act in accordance with the Child Safety Responding and Reporting Obligations (including Mandatory Reporting) Policy and Procedures at all times, including following the [Four Critical Actions for Schools](#) where necessary
- Undertake annual guidance and training on child safety
- Act in accordance with their legal obligations, including:
 - Failure to disclose offence (applies to all adults)
 - Duty of care (applies to all school staff)

- Mandatory reporting obligations (applies to all mandatory reporters, including teachers, principals, registered psychologists, and registered doctors and nurses)
- Failure to protect offence (applies to a person in a position of authority within the school)
- Reportable conduct obligations (applies to all school staff in reporting conduct to the principal, and applies to the principal in reporting to Employee Conduct Branch)
- Organisational duty of care (applies to the school as an organisation)
- For more information on these obligations, see [Identifying and Responding to All Forms of Abuse in Victorian Schools](#).

As part of Sandringham East Primary School's child safe culture, **school leadership** (including the principal and assistant principals) will:

- Consider the diversity of all children, including (but not limited to) the needs of Aboriginal and Torres Strait Islander children, children from culturally and linguistically diverse backgrounds, children with disabilities, and children who are vulnerable, when implementing the Child Safe Standards
- Ensure that child safety is a regular agenda item at school leadership meetings and staff meetings
- Encourage and enable staff professional learning and training to build deeper understandings of child safety and prevention of abuse
- Ensure that no one is prohibited or discouraged from reporting an allegation of child abuse to a person external to the school or from making records of any allegation.

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

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

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

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

School leadership will maintain records of the above processes and a senior member of staff (Assistant Principal) will be the school child safety officer whose role it is to ensure compliance at all time with the Child Safe Standards.

Roles and responsibilities

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

Specific child safety responsibilities:

- Policy sub-committee chair person, in consultation with the school's child safety officer (designated Assistant Principal) is responsible for reviewing and updating the Child Safety Policy every 2 years.
- The school's child safety officer is responsible for monitoring the school's compliance with the Child Safety Policy. The school community should approach the Principal/Assistant Principals if they have any concerns about the school's compliance with the Child Safety Policy.
- School Council, via the Policy sub-committee, is responsible for informing the school community about this policy, and making it publicly available.
- Other specific roles and responsibilities are named in Sandringham East Primary School's other child safety policies and procedures, including the Child Safety Code of Conduct, Child Safety Responding and Reporting Obligations (including Mandatory Reporting) Policy and Procedures, and risk assessment register.

Recruitment

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

All prospective volunteers are required to comply with our school's Volunteers Policy, including in relation to assessing the suitability of prospective volunteers and obtaining checks required under this policy. SEPS requires all volunteers to maintain a valid Working with Children Check.

Training and supervision

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

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

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

New employees and volunteers will be inducted into the school, including by being referred to the Child Safety Policy (this document), the Child Safety Code of Conduct, and the Child Safety Responding and Reporting Obligations (including Mandatory Reporting) Policy and Procedures on the school website and in hardcopy on request. They will also be supervised regularly to ensure they understand our school's commitment to child safety, and that their behaviour towards children is safe and appropriate. All employees of our school will be monitored and assessed via regular performance review to ensure their continuing suitability for child-connected work. Any inappropriate behaviour will be reported by school staff to the Principal or Assistant Principal and will be managed in accordance with Sandringham East Primary School's Child Safety Responding and Reporting Obligations (including Mandatory Reporting) Policy and Procedures where required.

Reporting a child safety concern or complaint

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

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

The Child Safety Responding and Reporting Obligations (including Mandatory Reporting) Policy and Procedures can be found with the school’s policies on our website, and in hardcopy by request.

Risk reduction and management

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

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

Sandringham East Primary School monitors and evaluates the effectiveness of the actions it takes to reduce or remove risks to child safety, more information can be found in the school’s risk assessment register.

Listening to, communicating with and empowering children

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

<ul style="list-style-type: none"> • Speak with a trusted adult, such as their teacher or Principal 	
<ul style="list-style-type: none"> • 1800 RESPECT (1800 737 732) <p>The national sexual assault, family and domestic violence counselling service for anyone in Australia who has experienced, or is at risk of, family and domestic violence or sexual assault. 24 hours, 7 days a week.</p> <p>https://www.1800respect.org.au/</p>	(24 hour support number)
<ul style="list-style-type: none"> • 000 – Victoria Police 	(24 hour emergency number)

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

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

- All of our child safety policies and procedures will be available for the students and parents at Sandringham East Primary School to read on the school website and in hardcopy on request
- PROTECT Child Safety posters will be displayed across the school
- School newsletters will inform students and the school community about the school’s commitment to child safety, and strategies or initiatives that the school is taking to ensure student safety
- Age-appropriate discussion of child safety with students (including through the Resilience, Rights & Respectful Relationships program), including the concept of ‘concept’ and body autonomy

The 'Four Critical Actions' are actively taught to mandatory reporters and other school staff including the requirement for staff to complete online modules yearly

Child Safety is on the agenda for all level meetings, leadership meetings, staff meetings and school council meetings.

The school will use its health and wellbeing programs, including the Resilience Rights and Respectful Relationships program, to deliver appropriate education to its students about:

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

Communications

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

- Ensuring that the Child Safety Policy (this document), Code of Conduct, and the Child Safety Responding and Reporting Obligations (including Mandatory Reporting) Policy and Procedure are available on the school website
- Once per term reminders in the school newsletter of our school's commitment to child safety
- Ensuring that child safety is a regular agenda item at school leadership meetings and staff meetings for discussion
- Child Safety posters are displayed throughout the school
- Child Safety is included in the Volunteers Course which is mandatory for all volunteers (e.g. parents that wish to help in the classroom and on excursions)

Confidentiality and privacy

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

FURTHER INFORMATION, RESOURCES & RELATED POLICIES

Related policies and documents include:

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

EVALUATION

To ensure ongoing relevance and continuous improvement, this policy will be reviewed every **2 years**.

REVIEW CYCLE

This policy was last updated on June 2020. This policy is to be reviewed every **2 years**.

Appendix below: The Victorian Teaching Profession Code of Conduct



PRINCIPLE 1.2: Teachers treat their students with courtesy and dignity

Teachers:

- a) work to create an environment which promotes mutual respect
- b) model and engage in respectful and impartial language
- c) protect students from intimidation, embarrassment, humiliation or harm
- d) enhance student autonomy and sense of self-worth and encourage students to develop and reflect on their own values
- e) respect a student's privacy in sensitive matters, such as health or family problems, and only reveal confidential matters when appropriate. That is:
 - if the student has consented to the information being used in a certain way
 - to prevent or lessen a serious threat to life, health, safety or welfare of a person (including the student)
 - as part of an investigation into unlawful activity
 - if the disclosure is required or mandated by law
 - to prevent a crime or enforce the law
- f) refrain from discussing students' personal problems in situations where the information will not be treated confidentially
- g) use consequences commensurate with the offence when disciplining students.

PRINCIPLE 1.5: Teachers are always in a professional relationship with the students in their school, whether at school or not

Teachers hold a unique position of influence and trust that should not be violated or compromised. They exercise their responsibilities in ways that recognise that there are limits or boundaries to their relationships with students. The following examples outline some of those limits.

A professional relationship will be violated if a teacher:

- a) has a sexual relationship with a student
- b) uses sexual innuendo or inappropriate language and/or material with students
- c) touches a student without a valid reason
- d) holds conversations of a personal nature or has contact with a student via written or electronic means including email, letters, telephone, text messages or chat lines, without a valid context
- e) accepts gifts, which could be reasonably perceived as being used to influence them, from students or their parents.

A professional relationship may be compromised if a teacher:

- a) attends parties or socialises with students
- b) invites a student or students back to their home, particularly if no-one else is present.

PRINCIPLE 1.6: Teachers maintain a professional relationship with parents (guardians and caregivers)

Teachers should be respectful of and courteous to parents. Teachers:

- a) consider parents' perspectives when making decisions which have an impact on the education or wellbeing of a student
- b) communicate and consult with parents in a timely, understandable and sensitive manner
- c) take appropriate action when responding to parental concerns.

PRINCIPLE 1.7: Teachers work in collaborative relationships with students' families and communities

Teachers recognise that their students come from a diverse range of cultural contexts and seek to work collaboratively with students' families and communities within those contexts.

PRINCIPLE 1.8: Collegiality is an integral part of the work of teachers

Teachers demonstrate collegiality by:

- a) treating each other with courtesy and respect
- b) valuing the input of their colleagues
- c) using appropriate forums for constructive debate on professional matters
- d) sharing expertise and knowledge in a variety of collaborative contexts
- e) respecting different approaches to teaching
- f) providing support for each other, particularly those new to the profession
- g) sharing information relating to the wellbeing of students.

PRINCIPLE 2.1: The personal conduct of a teacher will have an impact on the professional standing of that teacher and on the profession as a whole

Although there is no definitive boundary between the personal and professional conduct of a teacher, it is expected that teachers will:

- a) be positive role models at school and in the community
- b) respect the rule of law and provide a positive example in the performance of civil obligations
- c) not exploit their position for personal or financial gain
- d) ensure that their personal or financial interests do not interfere with the performance of their duties
- e) act with discretion and maintain confidentiality when discussing workplace issues.

PRINCIPLE 3.1: Teachers value their professionalism, and set and maintain high standards of competence

Teachers:

- a) complete their duties in a responsible, thorough and timely way.

PRINCIPLE 3.2: Teachers are aware of the legal requirements that pertain to their profession.

In particular, they are cognisant of their legal responsibilities in relation to:

- discrimination, harassment and vilification
- negligence
- mandatory reporting
- privacy
- occupational health and safety
- teacher registration.