

2017

# Oak Park Primary School Child Safe Strategy



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## **Introduction**

The protection of children and young persons is the responsibility of everyone who works at Oak Park Primary School, including all staff, contractors, parents and volunteers. We all share responsibility for promoting the wellbeing and safety of children.

Oak Park Primary has a zero tolerance for child abuse and is committed to acting in the best interests of children and keeping them safe at all times. Oak Park Primary School and the Oak Park Primary School Council are committed to implementing the following minimum child safe standards:

1. Strategies to embed an organisational culture of child safety;
2. A Child Safe Policy
3. A Child Safety Code of Conduct;
4. Screening, supervision, training, and other human resources practices that reduce the risk of child abuse;
5. Procedures for responding to and reporting suspected child abuse;
6. Strategies to identify and reduce or remove risks of child abuse; and
7. Strategies to promote child participation and empowerment.

The Child Safe Standards fall under the Ministerial Order 870 — Managing the risk of child abuse in schools and take effect as of August 1 , 2016. All Victorian schools are required to operate within a child-safe environment; Oak Park Primary has met all required standards for child safety and will continue to embed these important policies and practices within our School.

This Child Safe Strategy is a comprehensive and overarching document that provides an overview of the key elements of Oak Park Primary School's approach to creating a child safe organisation and to embed child safe practices into our School culture. It is a dynamic, multifaceted and ongoing developmental process of learning, monitoring and reviewing. Oak Park Primary School will incorporate annual review information, compliance with Standards, training, policy updates and mandatory reporting requirements in the School's annual report.

## **Statement of Commitment to Child Safety**

Oak Park Primary School is committed to being a Child Safe organisation and embedding a child safe culture into our practices and processes to ensure that all children who attend the School are safe at all times.

All children, regardless of their gender, race, religious beliefs, age, disability, sexual orientation, or family or social background, have equal rights to protection from abuse. Oak Park Primary School is committed to the cultural safety of Aboriginal children and those from culturally and/or linguistically diverse backgrounds and to providing a safe environment for children with a disability.

Oak Park Primary School has zero tolerance for child abuse. All staff employed by Oak Park Primary School are responsible for the protection of the children within our care and to report information about suspected child abuse.

## **Background to the Child Safe Standards**

### **The Betrayal of Trust report**

The Commission for Children and Young People (2015, p.6) documented that in April 2012, the Victorian government initiated an inquiry into the handling of child abuse allegations within religious and other non-government organisations. The inquiry's final report, *Betrayal of Trust*, made a number of recommendations that have been acted on by Victorian governments. These included.

- Criminal law reform - offences relating to grooming, failure to protect and failure to disclose.
- Creating child safe organisations — mandatory child safe standards and a reportable conduct scheme. The standards are compulsory for all organisations working with children. The proposed reportable conduct scheme will require centralised reporting of abuse allegations to an oversight body.
- Civil law reform — removal of the time limit on legal action. Legislation has removed the previous 12-year timeframe in which victims (including family members) needed to have commenced civil legal action for damages due to wrongful death (brought by dependants of a deceased victim) or personal injury resulting from child abuse. This reform applies to both past and future cases of child abuse.

## **United Nations Convention on the Rights of the Child**

A cornerstone of the development of universal child safe procedures is the rights that are outlined in the United Nations Convention on the Rights of the Child (CROC). CROC specifically recognises

that children have a right to be protected from physical and mental harm and neglect and to be able to enjoy the full range of human rights — civil, cultural, economic, political and social rights.



## **The Charter of Human Rights**

Victoria's Charter of Human Rights and Responsibilities (the Charter) outlines the basic human rights of all people. It was introduced in Victoria through the Charter of Human Rights and Responsibilities Act 2006.

## **The Royal Commission into Institutional Responses to Child Sexual Abuse**

The Royal Commission into Institutional Responses to Child Sexual Abuse (Royal Commission) has investigated how institutions or organisations, such as schools, churches, sports clubs and government organisations, have responded to allegations and instances of child sexual abuse.

The Royal Commission's research and recommendations on best practice aim to provide guidance to protect against the occurrence of child sexual abuse and to respond appropriately when any allegations and incidents of child sexual abuse occur, including holding perpetrators to account and providing justice to victims.



# Victorian Child Safe Standards

Following the release of the Betrayal of Trust report the Victorian Government acknowledged that 'while the majority of children are safe in organisations, there are inadequate and inconsistent approaches to child safety in organisations across Victoria. It provided 15 recommendations, including the introduction of the Child Safe Standards in Victoria, to ensure child safe environments in organisations that work with children'. (Department of Human Services, 2015)

The Victorian Government introduced the compulsory minimum standards that apply to organisations that provide services for children to help protect children from abuse. The Child Safe Standards were passed by the Victorian Parliament on 26 November 2015. The Child Safe Standards apply to organisations from the 1 January 2016. The Victorian Education Minister issued a Ministerial Order No.870 on 7 January 2016, that required all Victorian Non-Government Schools to comply with the Ministerial Order from the 1 August 2016, as a requirement of registration.

At the commencement of 2016, the Victorian Registration and Qualifications Authority (VRQA) provided a Child Safe Readiness Tool which allowed the School to assess their current level of readiness to comply with the new requirements. Oak Park Primary School completed the tool and was able to identify areas to be actioned in preparation for compliance with the Ministerial Order requirements. The School has acted on the key areas highlighted during the completion of the readiness tool and these actions have been included in this Child Safe Plan.

To comply with the compulsory Child Safe Standards, the School must include the following principles as part of each standard:

- promoting the cultural safety of Aboriginal children
- promoting the cultural safety of children from culturally and/or linguistically diverse backgrounds
- promoting the safety of children with a disability.

To create and maintain a child safe organisation, the School must have:

- strategies to embed an organisational culture of child safety, through effective leadership arrangements
- a Child Safe Policy
- a Code of Conduct that establishes clear expectations for appropriate behaviour with children
- screening, supervision, training and other human resource practices that reduce the risk of child abuse by new and existing personnel
- processes for responding to and reporting suspected child abuse
- strategies to identify and reduce or remove risks of child abuse
- strategies to promote the participation and empowerment of children.

# Child Safety and Diversity

Oak Park Primary School respects cultural differences and variations in child rearing practices due to a family's personal, cultural or religious beliefs. Cultural diversity refers to people who identify with particular groups based on their birthplace, ethnicity, language, values, beliefs or views.

The Royal Commission advises that 'some children are more vulnerable to abuse, based on various factors including age, gender, ethnicity, disability, and prior abuse or neglect'.

Respecting diversity means:

- valuing and respecting people's beliefs;
- building responsive relationships;
- communicating openly and honestly to find out how best to be inclusive and respect cultural needs;
- examining our personal ideas, customs and beliefs and respecting that the beliefs of one person may not be the same as another;
- acknowledging and respecting that others can hold different beliefs of equal significance.

## Promoting the cultural safety of Aboriginal Children

A child safe organisation respects cultural differences and variations in child rearing practices due to a family's personal, cultural or religious beliefs. The Commission for Children and Young People (CCYP) (2015, p. 12) defined cultural diversity as 'people who identify with particular groups based on their birthplace, ethnicity, language, values, beliefs of views'. The CCYP defines a child safe organisation as one that recognises that these differences do not reduce a child's right to be safe or the organisation's responsibility to protect the child from harm'.

Every Aboriginal person and every Aboriginal child needs to feel that their sense of self and their identity is 'valued in some way by the people and environments that surround them'. Cultural identity and safety is fundamental to a child's overall wellbeing. It affects how the child sees themselves in relation to others and how the environment impacts upon their sense of safety.

To create a physical environment that is respectful of Aboriginal culture, Oak Park Primary School ensures that the Aboriginal flag is flown each day. An acknowledgement of Traditional Owners also occurs at the commencement of each assembly and the School features Aboriginal art around the campus.

## Promoting the cultural safety of children from culturally and/or linguistically diverse backgrounds

The Child Safe Standards require organisations to consider cultural safety of culturally and/or linguistically diverse children across the implementation of all the standards. The Victorian community includes people of many backgrounds, countries and languages, including migrants, refugees, asylum

seekers and others. These families have experienced varied journeys. Some have experienced trauma, violence and harm. Others have lost the support of their extended family.

The School will promote the cultural safety of children from culturally and/or linguistically diverse backgrounds by:

- ensuring the School clearly demonstrates a zero tolerance to discrimination;
- being respectful, inclusive and welcoming of families from a range of backgrounds;
- recognising times of importance to different cultures;
- ensuring the physical environment has a positive image of a range of cultures, in terms of recognition and artwork;
- employing staff that are representative of the local community;
- actively seeking out and talking to families about how they would like to be involved;
- asking about the best way to provide information to children and families.

### **Promoting the safety of children with a disability**

Oak Park Primary School acknowledges that people with a disability have the same rights and responsibilities as other members of the community and to be empowered to exercise those rights and responsibilities. People with a disability have the same rights as other members of the community to live free from abuse. The Child Safe Standards require the School to consider the safety of children with a disability across the implementation of all the standards.

Education providers must comply with the Disability Standards for Education 2005 (the Standards) under the Disability Discrimination Act 1992 (Cth) (the Act). The Standards give students, and prospective students with a disability, the right to education and training opportunities on the same basis as students without a disability.

Strategies that promote understanding and acceptance of diversity, including disability, and policies for identifying risks and responding to concerns are a vital component of a child safe organisation. An inclusive environment is beneficial to all, both people with, and without additional needs. Children with a disability can be vulnerable to abuse. Reasons for this include:

- communication difficulties;
- personal care requirements;
- limited provision of developmentally appropriate sexual and relationship information;
- social isolation.

The Commission for Children and Young People has highlighted a range of strategies that schools can implement to promote the safety of children with a disability. Oak Park Primary School can promote the safety of children with a disability by:

- acknowledging that children with a disability are particularly vulnerable and ensure our risk assessment process considers their needs;



- ensuring our School clearly demonstrates a zero tolerance to discrimination and actively welcomes all children;
- making sure the environment does not pose access difficulties;
- being responsive to families regarding specific measures that may be required to ensure the safe participation of a child with a disability;
- supporting staff, other children and their families to understand and be inclusive of people with a disability
- thinking about how we can encourage participation and feedback from children with a disability and their families.



# **Child Safe Standards**

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

The Oak Park Primary School Council has the responsibility to embed a culture of child safety and ensure that policies and procedures demonstrate zero tolerance of child abuse in the School.

### Ministerial Order requirements:

The School governing authority must:

- Develop strategies to embed a culture of child safety at the school;
- Allocate roles and responsibilities for achieving the strategies;
- Inform the school community about the strategies, and allocated roles and responsibilities;
- Put the strategies into practice, and inform the school community about these practices; and
- Periodically review the effectiveness of the strategies put into practice and, if considered appropriate, revise those strategies.

### **Action Completed to meet the Ministerial Order requirements**

A. Develop strategies to embed a culture of child safety at Oak Park Primary School

Creating a culture of child safety is vital to lowering the risk of harm to children. Child abuse must be acknowledged, expectations of behaviour must be clearly explained and accepted, and strategies must be in place. Oak Park Primary School is committed to child safety and is expected that all staff, volunteers and carers will support the School in achieving this objective.

In response to the Ministerial Order the School has:

- Introduced a Child Safe Policy
- Introduced a Child Safe Code of Conduct
- Delivered Child Safety Staff Training
- Revised the School's Recruitment and Induction processes
- Conducted a Child Safe Risk Assessment (Appendix 1: Child Safe Risk Assessment)
- Implemented a Child Safe Action Plan (Appendix 6: Child Safe Action Plan)
- Allocated roles and responsibilities for achieving the strategies

The School's Child Safety Policy outlines the key roles and responsibilities for achieving the Child Safe Strategies. However there are staff with delegated responsibilities for aspects of the School's Child Safe Strategy including:

## **The Principal**

The Principal of Oak Park Primary School is responsible for:

- dealing with and investigating reports of child abuse
- ensuring that all staff, contractors and volunteers are aware of relevant laws, School policies and procedures and the School's Child Safety Policy and Child Safety Code of Conduct
- Ensuring that all adults within the School community are aware of their obligation to report suspected sexual abuse of a child, in accordance with these policies and procedures
- Ensuring that all staff, contractors, and volunteers are aware of their obligation to observe the Child Safety Code of Conduct
- Providing support for staff, contractors and volunteers in undertaking their child protection responsibilities.

## **The Primary Wellbeing Officer**

The Primary Wellbeing Officer is responsible for:

- investigating reports of child abuse
- supporting students who have made disclosures about abuse
- supporting staff who need assistance in reporting cases of child abuse
- liaising with outside agencies to provide assistance where needed
- providing support for staff, contractors and volunteers in undertaking their child protection responsibilities.

## **Staff/Volunteers/Contractors**

All staff/volunteers/contractors share in the responsibility for the prevention and detection of child abuse, and must:

- familiarise themselves with the relevant laws, the Child Safe Code of Conduct, the Child Safety Policy and procedures in relation to child protection and comply with all requirements;
- report any reasonable belief that a child's safety is at risk to relevant authorities (such as the police and/or state based child protection services) and fulfill their obligations as mandatory reporters;
- report any suspicion that a child's safety may be at risk to one of the School's Child Safety Officers or the Principal; and
- Provide an environment that is supportive of all children's emotional and physical safety.

## **A. Inform the School Community about the strategies, and allocated roles and responsibilities**

Oak Park Primary School will communicate the Child Safe Policy, the Child Safe Code of Conduct and the Child Safe Strategy through the School's website, COMPASS, Newsletter and other key communication channels throughout the School.

**B. Put the strategies into practice, and inform the school community about these practices;**

The School's Child Safe Strategy will be a key resource for the School to communicate to the School community the strategies that are being implemented to create and develop a Child Safe culture at Oak Park Primary School.

**C. Periodically review the effectiveness of the strategies put into practice and, if considered appropriate, revise those strategies**

The Leadership Team will review the Child Safe Plan twice per year and conduct the Child Safe Risk Assessment at the commencement of each School year and prior to the commencement of Term 3. This will ensure the School maintains its commitment to a Child Safe environment.



## **Standard 2: A Child Safe Policy or Statement of Commitment to Child Safety**

The School's policies and procedures provide the foundation for and commitment to child safety in the School.

### Ministerial Order requirements:

The School governing authority must ensure that the School has a child safety policy or statement of commitment to child safety that details:

- The values and principles that will guide the School in developing policies and procedures to create and maintain a child safe school environment; and
- The actions the School proposes to take to:
  - Demonstrate its commitment to child safety and monitor the School's adherence to its child safety policy or statement of commitment
  - Support, encourage and enable school staff, parents, and children to understand, identify, discuss and report child safety matters; and
  - Support or assist children who disclose child abuse, or are otherwise linked to suspected child abuse

The school governing authority must inform the school community about the policy or statement, and make the policy or statement publicly available.

### **Action taken to meet the requirements of the Ministerial Order:**

Oak Park Primary School has developed a Child Safe Policy (Appendix 2: Child Safety Policy) that outlines the School's commitment to Child Safety. The Child Safe policy applies to all staff members, volunteers, School Council members and the school parent community. The Child Safe Policy is an overarching document that provides key elements of the School's approach to child safety. The policy outlines the processes for reporting concerns and allegations and refers people to where these processes can be found.

The School Induction process ensures that all new staff are taken through the School's Child Safe Policy.

The policy was devised by members of the Leadership team, representing all areas of the School, and has been endorsed by the School Council.

The Policy is published on the School website, and is provided to staff as part of the Induction process. The Policy will be reviewed on an annual basis.

## **Standard 3: A Code of Conduct that establishes clear expectations for appropriate behaviour with children**

All School staff must be covered by a Code of Conduct, which addresses child safety. Schools should recognise and consider existing professional codes of conduct when developing child safety codes of conduct.

### Ministerial Order requirements:

The School governing authority must develop, endorse, and make publicly available a code of conduct that:

- Has the objective of promoting child safety in the school environment;
- Sets standards about the ways in which the school staff are expected to behave with children;
- Takes into account the interests of school staff (including other professional or occupational codes of conduct that regulate particular school staff) and the needs of all children; and
- Is consistent with the school's child safety strategies, policies and procedures as revised from time to time.

### **Action taken to meet the requirements of the Ministerial Order:**

Oak Park Primary School has a Child Safety Code of Conduct (Appendix 3). The Child Safety Code of Conduct was developed by the Leadership team and is communicated to staff and volunteers via the School website, COMPASS and is included in the Induction process for staff and volunteers. The School has undertaken training sessions to educate staff in the Code of Conduct and ensure they are familiar with the expectations outlined within the document.

The Oak Park Primary School Child Safety Code of Conduct outlines a commitment by the School to ensure that all staff, volunteers and members of School Council observe child safe principles and expectations for appropriate behaviour, towards and in the company of children. The Child Safe Code of Conduct lists behaviours that are acceptable and those that are unacceptable. It spells out professional boundaries, ethical behaviour and acceptable and unacceptable relationships.

The School Induction process ensures that all new staff are taken through the School's Child Safety Code of Conduct.



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

Schools must ensure that recruitment processes are in place to manage and reduce the risk of child abuse. In addition, processes must be in place to ensure that there are appropriate staff induction programs, staff professional development and staff supervision arrangements to ensure a child safe environment.

### Ministerial Order requirements:

The school governing authority must develop, endorse, and make publicly available a code of conduct that:

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

## **Action taken to meet the requirements of the Ministerial Order:**

Oak Park Primary School is committed to following fair and just recruitment standards in the selection of staff or volunteers however our primary consideration is the safety and wellbeing of children. The School has developed Recruitment and Selection guidelines that outline the processes the School will follow in its recruitment of staff.

### **Position descriptions**

Oak Park Primary School through Recruitment Online, has clear position descriptions that outline the role and responsibilities of each position, particularly when they involve working closely with children. The School's position descriptions will include a clear outline of the role and outline the School's expectation that staff must provide a child safe environment. The position description will outline:

- the organisational context
- duties and tasks of the role
- qualifications, experience and attributes a person must have
- the level of responsibility and supervision associated with the position

### **Promotion of child safety in recruitment advertisements**

DET and Oak Park Primary School recruitment advertisements state that the school is committed to child safety. This statement is included in all advertisements, position descriptions and employment contracts.

### **Assessment of potential staff or volunteers**

The School conducts face to face interviews with applicants to ensure their suitability to work within the School.

In the recruitment of new staff or volunteers, the School assesses the following in relation to individual applicants;

- motivation to work with children (personal and/or professional)
- relevant and verifiable experience
- understanding of children's physical and emotional needs
- understanding of professional boundaries
- communication skills
- attitudes to children's rights and how they can be upheld
- values (honesty, integrity, reliability, fairness, and non-discrimination)
- responses from referees.

## **Reference Checking**

The School's Recruitment Selection guidelines outline the School's processes for reference checking. The School recognises that screening potential staff and volunteers is essential and reference checks must occur for all potential employees, prior to an offer of employment being made.

Reference checks should address the following:

- how long the applicant and referee worked together
- whether the referee was the applicant's direct supervisor
- the specifics of the role previously and/or currently held by the applicant
- whether the referee would employ the applicant again
- whether the referee has directly observed the applicant engaging in child related work
- whether the referee has any concerns about the applicant engaging in child related work
- whether the referee is comfortable knowing that the applicant might sometimes be working alone with children
- the applicant's ability to perform the key skills and abilities required by the role.

## **Staff Induction Program**

All staff must complete the School's Induction Program upon their commencement. This involves completion of the Induction Checklist that covers the school's commitment to Child Safety, the school's Code of Conduct, and the school's Child Safe Policy. Staff will be instructed on the school's processes for reporting child safety concerns.

## **Policies**

The School has updated the following policies in order to meet the Ministerial Order 870:

1. Recruitment and Selection Policy
2. Induction Policy
3. Child Protection and Mandatory Reporting Policy

The School has also created a Child Safety Policy to assist us to fulfil our commitment to a Child Safe environment.

## **Privacy**

The School acknowledges that criminal histories, outcomes of professional disciplinary proceedings and any other information considered during background checking may include sensitive personal information. This information will be treated with respect for the privacy of all individuals. This information is restricted to the access of the recruitment panel for the particular position being recruited. Information will be stored in a confidential and secure manner at all times.

## **Compliance checks prior to commencement**

The school's Recruitment and Selection guidelines outline the school's expectations in relation to compliance checks prior to commencement.

All teaching staff employed at Oak Park Primary School must be registered with the Victorian Institute of Teaching.

All General Staff must provide evidence of a Working with Children Check and Police Record Check prior to commencement.

The school records details of staff compliance checks in the school database and the Business Manager conducts regular audits to ensure staff are compliant.

## **Working with Children Check**

The Working with Children Check helps protect children from physical and sexual harm. It does this by screening people's criminal records and professional conduct and preventing people who pose an unjustifiable risk to children from working with or caring for them.

A Working with Children Check is valid for five years. It is transferrable between employers or volunteer organisations, as it remains the property of the individual. An exception to this is if someone is moving from a volunteer to an employee position, as you cannot use a volunteer card to engage in paid work.

A Working with Children Check differs from a police check as cardholders are monitored on an ongoing basis for any new relevant offences or adverse professional conduct reports from prescribed professional bodies. New charges, convictions or findings relevant to the Working with Children Check will instigate a re-assessment of the person's eligibility to hold a card.

The school acknowledges that a Working with Children Check is just a starting point and does not assess someone's suitability to work with or care for children in a particular role. It is the school's responsibility to assess if a worker is suitable to work with children and to monitor their behaviour around children.

## **What is checked?**

The Working with Children Check screens the person's lifelong criminal history records, from Victoria Police, police in other Australian states and territories, and the Australian Federal Police.

The Working with Children Check also examines reports from Corrections Victoria, the Department of Health and Human Services' Child Protection Unit, other courts, information provided by organisations and other relevant sources.

The offences that are relevant to the Working with Children Check are:

- serious sexual, violent or drug offences
- any offence that presents an unjustifiable risk to the safety of children
- offences against the Working with Children Act

### **Who needs a Working with Children Check?**

Anyone who intends to do child-related work, and who does not qualify for an exemption, needs a Working with Children Check. A list of occupational fields who require Working with Children Checks is provided in Appendix 4: Working with Children Check occupational fields.

The Working with Children Act includes some exemptions. Some examples are:

- a person who is under the age of 18 years
- a parent volunteering in an activity in which their child participates.

The complete list of exemptions is available on the Department of Justice and Regulation website.

To keep the children at Oak Park Primary School safe, the school must know:

- that everyone with direct and unsupervised contact with children has a Working with Children Check
- if applicants are legally permitted to work while their application is processed (people with serious sexual, violent or drug offences, or who are subject to orders listed under Schedule 3 of the Working with Children Act cannot work with children while their applications are assessed)
- when a staff member's Working with Children Checks expires
- what to do if one of our staff members:
  - has their Working with Children Check card suspended or revoked
  - is issued with an Interim Negative Notice
  - fails the Working with Children Check and is issued with a Negative Notice.

In addition to being aware of these legal obligations, the school must also:

- keep a record of the Working with Children Check receipt or card number of all staff members doing child-related work in the organisation.
- look carefully at staff members' Working with Children Check cards and record the number, expiry date and card type ('E' for paid employees or 'V' for volunteers)
- keep and secure all correspondence received from the Department of Justice and Regulation about staff members'
- make sure staff members notify the Department of Justice and Regulation within 21 days of commencing child related work with our organisation and whenever their personal and contact details change

## **Police checks**

The School acknowledges that a Police Check differs from a Working with Children Check. A Police Check is not an assessment by a government agency. It is only a list, at a given point in time, of the offences a person has committed. The School requires that all employees undertake a Police Record Check prior to the commencement of employment and the School also reserves the right to request any member of staff to obtain a Police Record check at any point in time, as per the terms and conditions specified in the staff member's contract of employment.

## **Ongoing training and professional development**

Oak Park Primary School will provide ongoing training to staff to ensure they understand their obligations and expectations to ensure a Child Safe environment.

All new staff will undertake training to ensure they understand their expectations.





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

The School's policies and procedures for reporting and responding to suspected child abuse must enable individuals to take the appropriate course of action to protect the safety of students,

### Ministerial Order requirements:

The School governing authority must ensure that the School has a child safety policy or statement of commitment to child safety that details:

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

- The procedure must not:
  - Prohibit or discourage school staff from reporting an allegation of child abuse to a person external to the school;
  - State or imply that it is the victim's responsibility to inform the police or other authorities of the allegation
  - Require staff to make a judgement about the truth of the allegation of child abuse; or
  - Prohibit staff from making records in relation to an allegation or disclosures of child abuse.

### **Action taken to meet the requirements of the Ministerial Order:**

Oak Park Primary School has a Child Protection and Mandatory Reporting Policy that outlines the procedure for responding to allegations of suspected child abuse in accordance with the Ministerial Order and other legal obligations, including criminal offences regarding grooming, failure to disclose and failure to report.

This policy, in conjunction with the Child Safe Policy and procedures for reporting and responding to suspected child abuse, applies to all staff involved in child-connected work at Oak Park Primary School, including outside of school hours.

The policies and procedures for reporting and responding to suspected child abuse at Oak Park Primary School enable individuals to take the appropriate course of action to protect the safety of students.

### **Guidelines for Making a Report of Suspected Child Abuse**

The following guidelines exist to guide staff in making a report.

#### **What concerns should be reported?**

Concerns about the safety and wellbeing of children can range from an uncomfortable feeling through to a direct observation or a disclosure by a child. People are encouraged to speak to someone and be proactive rather than wait until it is too late. Staff and volunteers need to be aware of their duty of care to children and of their legal responsibilities.

Examples of child safety concerns include:

- concerns about a physical environment that may pose a risk to children (this includes health and hygiene issues)
- inappropriate or 'special' relationships developing between staff or volunteers and children
- inadequate staff-child supervision ratios
- breaches of the Code of Conduct, particularly if they are persistent
- feelings of discomfort about interactions between a staff member or volunteer and a child
- suspicions or beliefs that children are at risk of harm

- observations of concerning changes in behaviour
- children's disclosures of abuse or harm, which must be reported to Child Protection or the police.

### **When should concerns be reported to the police?**

Physical or sexual abuse of children is a crime and must be reported to the police.

### **When should concerns be reported to Child Protection?**

Anyone may make a report to Child Protection if they believe, on reasonable grounds, that a child is in need of protection.

Child Protection is part of the Victorian Department of Health and Human Services. It provides child-centred, family focused services to protect children and young people from significant harm caused by abuse or neglect within the family. It also aims to ensure that children and young people receive services to deal with the impact of abuse and neglect on their wellbeing and development. It is the Child Protection practitioner's job to investigate significant harm.

### **How to make a report**

To make a report of child abuse, contact your regional Child Protection office as soon as possible. Staff are encouraged to notify either the Principal or the School's Child Safety Officer prior to making the report so the school can provide support to the staff member and ensure the safety of the child(ren) involved.

Staff are advised to use the Child Safety Incident report (Appendix 5: Child safety incident report) and forward a copy to either the Principal or school's nominated Child Safety Officer.

Contact numbers are provided in the Resources section of this document. After hours notifications can be made by calling 13 1278.

### **Mandatory reporting**

Although everyone has a moral and social responsibility to report concerns about child abuse, some professionals are legally required to make a report to Child Protection if they form a belief on reasonable grounds that a child has suffered, or is likely to suffer, significant harm as a result of physical injury or sexual abuse and the child's parents have not protected, or are unlikely to protect, the child from harm of that type.

As an example, doctors, nurses, midwives, teachers and school principals, police, youth workers, social workers and psychologists are mandatory reporters under the Children, Youth and Families Act 2005.

As long as a report is made in good faith, the report is not unprofessional conduct or a breach of professional ethics and the reporter cannot be held legally liable. Confidentiality is provided for reporters in the Children, Youth and Families Act, and prevents the disclosure of the name or any

information likely to lead to the identification of a person who has made a report in accordance with the legislation, except in very specific circumstances,

## **Criminal offences**

### **Grooming for sexual conduct with a child under the age of 16 years**

Many perpetrators of sexual offences against children purposely create relationships with victims, their families or carers in order to create a situation where abuse can occur. The grooming offence applies where a person over 18 years of age communicates, by words or conduct, online or face-to-face, with a child under the age of 16 years or with a person who has care, supervision or authority for a child, with the intention of later sexual activity with a child.

### **Failure to disclose**

Any adult who forms a reasonable belief that a sexual offence has been committed by an adult against a child under 16 years of age has an obligation to report that information to police, unless they have a reasonable excuse for not disclosing, or exemptions apply. Failure to disclose the information to police is a criminal offence.

A reasonable belief is formed if a reasonable person in the same position would have formed the belief on the same grounds.

### **Failure to protect**

The failure to protect offence commenced on 1 July 2015 and applies to people within organisations who knew of a risk of child sexual abuse by someone in the organisation and had the authority to reduce or remove the risk, but did not act to protect the child.

### **Maintain accurate and secure records**

Oak Park Primary School maintains records of any child safety complaints, disclosures or breaches of the Code of Conduct and stores these records in accordance with security and privacy requirements.

### **Child Safety Officer**

Oak Park Primary School has appointed the following staff member to the position of Child Safety Officer:

Sue Annett, Primary Wellbeing Officer

## Reporting a Child Safety Concern

Who can report	Parent	Child	Staff member or volunteer
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What to report?	Any child safety concerns, including: <ul style="list-style-type: none"><li>• disclosure of abuse or harm</li><li>• allegation, suspicion or observation</li><li>• breach of Code of Conduct</li><li>• environmental safety issues</li></ul>
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**Call 000 if child is in immediate danger**



How?	Face to face verbal report, letter email, telephone call meeting
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Who to?	Child Safety Officer or a member of Leadership Team
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What happens next?	The Child Safety Officer or a member of Leadership Team will: <ul style="list-style-type: none"><li>• offer support to the Child, the parents, the person who reports and the accused staff member or volunteer</li><li>• initiate internal processes to ensure the safety Of the child, clarify the nature Of the complaint and commence disciplinary process (if required)</li><li>• decide in consultation with the principal and in accordance with legal requirements and duty Of the matter should/must be reported to the police of Child Protection and make report as soon as possible</li></ul>
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Outcome	Investigation; Outcome decided; relevant staff, volunteers, parents and child notified of outcome of investigation; policies, procedures updated where necessary.
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## **Standard 6: Strategies to identify and reduce or remove risks of child abuse**

The School governing authority must develop, implement, monitor and evaluate risk management strategies to ensure child safety in school environments,

### Ministerial Order requirements:

The school governing authority must develop and implement risk management strategies regarding child safety in school environments.

- The school's 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 each school environment, the activities expected to be conducted in that environment (including the provision of services by contractors or outside organisations), and the characteristics and needs of all children expected to be present in that environment.
- If the school governing authority identifies risks of those risks and specify the actions(s) the school will take to reduce or remove the risks (risk controls)
- As part of its risk management strategy and practices, the school governing authority must monitor and evaluate the effectiveness of the implementation of its risk controls
- At least annually, the school governing authority must ensure that appropriate guidance and training is provided 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; and
  - the school's current child safety standards.

### **Action taken to meet the requirements of the Ministerial Order:**

#### **Child Safety Action Plan**

As part of the School's response to the Ministerial Order the School has developed a Child Safety Action Plan (refer Appendix 6) that assesses our progress towards meeting the Child Safe Standards, The Action Plan is designed to assist the School to implement a Child Safe Culture and provide a Child Safe environment.

#### **Risk Management for Excursions, Camps and Excursions**

Oak Park Primary School provides many opportunities to students to extend their learning by participating in excursions and school camps. Oak Park Primary School has a Risk Management checklist that must be completed prior to all Trips, Camps and Excursions. Any potential risks are identified and appropriate risk control methods are implemented to mitigate or eliminate the risk.



The School also requires that external providers provide the School with a copy of their Child Safety Policy (Refer Appendix 6: Outdoor Education Group Child Safety Policy).

## **Child Safe Risk Management Assessment**

Oak Park Primary School has a duty of care to protect all students. To ensure a child safe environment, Oak Park Primary School has developed a Child Safe Risk Management Assessment. The Leadership Team will complete the Child Safe Risk Management Assessment at the commencement of each Semester (twice per year). Any potential Child Safety risks will be identified and appropriate risk control methods will be implemented to mitigate or eliminate the risk.

## **Potential Risks to Children**

### **Unintentional/accident harm**

- Poor physical environment leading to injury
- Poor supervision
- High-risk activity
- Lack of risk mitigation strategies in place

### **Psychological abuse**

- Bullying
- Threatening language
- Shaming
- Intentional ignoring and isolating (either face-to-face, online or via other technology)

### **Neglect**

- Lack of supervision
- Not providing adequate nourishment
- Not providing adequate clothing or shelter
- Not meeting the specific physical or cognitive needs of children

### **Physical abuse**

- Physical punishment
- Pushing, shoving
- Punching, slapping, biting, kicking
- Cultural abuse

### **Lack of cultural respect**

- Racial or cultural vilification or discrimination
- Lack of support to enable a child to be aware of and express their cultural identity

### **Sexual abuse**

- Sexual abuse, assault and exploitation
- Grooming
- Inappropriate touching
- Inappropriate conversations of a sexual nature (either face-to-face, online or via other technology)
- Crossing professional boundaries

## **Online School Environment**

The school recognises that whilst the use of technology provides enormous opportunities, children are particularly vulnerable in the online environment. They can be very trusting of what they are told, and may not yet understand how their own online behaviour can harm other people. To ensure the safety of our students the school has an ICT policy that details acceptable use of technology.

The school recognises that there are many technologies used for communication and they are evolving all the time. Children move to new and emerging technology quickly and can be a step ahead of their parents, carers and organisational staff. New technologies include:

- text or SMS messaging
- Facebook
- Instagram
- Snapchat
- Twitter
- smartphone applications

The school reviews and monitors the effectiveness of the ICT usage policy on a regular basis and also has in place firewall protection to prevent students from accessing unsafe websites and technologies whilst in attendance at the school.

## **Cyberbullying**

The school recognises that there is a high level of risk to our students of cyberbullying. Cyberbullying is using an internet service or mobile technologies with the intention of harming another person. Cyberbullying includes:

- abusive texts and emails
- hurtful messages, images or videos
- imitating others online
- excluding others online
- nasty online gossip and chat.

## **Resources**

A range of Cyber Safety resources are placed on the school's website.

These resources are used as class materials throughout the year but can be accessed by students independently. They include clips on Staying Safe Online, Online Photo Etiquette, How to Beat Cyber Bullies, Safe Web Surfing and a range of materials from the Office of the Children's eSafety Commissioner.

## **Online grooming**

Online grooming of children is the illegal act of an adult or adults making online contact with a child under the age of 16 with the intention of facilitating a sexual relationship. Online grooming includes:

- asking a child inappropriate or personal questions
- sending a child offensive, confronting or obscene content
- asking a child to send intimate pictures or do things online that make them feel uncomfortable

Staff are briefed on the potential risk of online grooming as part of the Induction process and students are educated on the risks associated with online grooming.

### **Trolling**

Trolling describes a user anonymously abusing or intimidating others online for fun. Trolls post inflammatory or nasty statements to watch the reactions of others.

Senior students are educated during class time about responsible use of the internet and encouraged to report any abusive or intimidating content to their parents and their teacher.

### **Profile privacy settings**

The School ensures that students know not to have online profiles set as 'public' in Cyber Safety lessons and also seeks to educate parents about this through Cyber Safety parent information nights and resources on the website.

### **Emergency Management**

The School has developed an Emergency Management plan that details the way the School will respond to potential emergency situations. All staff and students are briefed on the School's emergency management procedures and the school holds emergency drills each term.

### **Management of visitors to the School**

The school has a process for the management of visitors to the School, including contractors, volunteers, parents and other members of the general community. All visitors are required to sign in at the front office and are given a lanyard to wear whilst on site.

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

Schools must ensure that children feel safe to report abuse and have processes in place to ensure that students are empowered to raise any child safety concerns.

Schools must support students to develop appropriate knowledge and skills so that children can identify and communicate when they don't feel safe.

## Ministerial Order requirements:

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

## **Action taken to meet the requirements of the Ministerial Order:**

The Wellbeing Program, in conjunction with the Health and Personal Development Curriculum, educate and inform students in order to involve and empower them.

We outline expected behaviour standards in order to facilitate a secure, respectful and inclusive school environment for all students in the:

- School Wide Positive Behaviours and Student Code of Conduct
- Anti -Harassment Policy
- ICT Policy

Oak Park Primary raises awareness of children's rights by:

- discussing differences between 'rights' and 'wants' in Foundation to Year 4
- discussing the idea of Rights and Responsibilities in Year 5 and 6
- teaching about the UN Convention on the Rights of the Child in the Year 5 & 6 Curriculum
- reinforcing children's rights in discussions relating to human rights, moral codes,
- using age-appropriate literature, including children's story-books, to instigate conversation about body parts, privacy, stranger danger etc.

We promote the participation of children by:

- students drawing up their own Code of Conduct in the Health and Personal Development Curriculum or the Junior School classrooms

- asking the students to nominate when and where they feel safe in the school and explaining the concept of physical and psychological safety
- building the communication and leadership skills of children through developing verbal competency, teaching assertiveness and ensuring that students feel respected, valued and listened to
- encouraging participation via a Wellbeing Suggestion Box
- following up on data gleaned from the annual Student Attitudes to School survey

We build cultural understanding and inclusivity by:

- celebrating cultural diversity through lunchtime activities
- we communicate with families regarding cultural expectations and needs upon enrolment
- we show respect for the Indigenous culture by flying the Aboriginal Flag, acknowledging the traditional owners in Assemblies and promoting Aboriginal culture in the curriculum;

We raise the profile and visibility of child safe policies and practices with children via:

- A clear and well-publicised Reporting Policy and Process, which appears on the School Website, to encourage students to speak up if they are uncomfortable or concerned
- Links to relevant sites are posted on the school's web page
- Posters and other resources will be displayed around the School



# Definitions

**Aboriginal** means inclusive of Aboriginal and Torres Strait Islander peoples.

**CCYP** is the Commission for Children and Young People

## Child

The words 'child' and 'children' refers to children and young people up to the age of 18 years. This definition is consistent with the national framework, Creating Safe Environments for Children — Organisations, Employees and Volunteers, the Commission for Children and Young People Act, the Child Wellbeing and Safety Act 2005 and the Children, Youth and Families Act 2005.

The term 'child' is inclusive of anyone under 18 years of age.

**Child Abuse** includes:

1. any act committed against a child involving—
  - a sexual offence; or
  - an offence under section 49B(2) of the Crimes Act 1958 (grooming); and
2. the infliction, on a child, of—
  - physical violence; or
  - serious emotional or psychological harm; and
3. serious neglect of a child.

## Children from culturally and linguistically diverse backgrounds

Refers to a child or young person who identifies as having particular cultural or linguistic affiliations by virtue of their place of birth, ancestry or ethnic origin, religion, preferred language or language spoken at home or because of their parent's identification on a similar basis.

## Children with a disability

A disability can be any physical, sensory, neurological disability, acquired brain injury or intellectual disability or developmental delay that affects a child's ability to undertake everyday activities. A disability can occur at any time in life. Children can be born with a disability or acquire a disability suddenly through an injury or illness. Some disabilities may be more obvious than others.

## Child Safety

In the context of the child safe standards, child safety means measures to protect children from abuse

## Child Safe Organisation

In the context of the child safe standards, a child safe organisation is one that meets the child safe standards by proactively taking measures to protect children from abuse. Cultural Diversity



Refers to people who identify with particular groups based on their birthplace, ethnicity, language, values, beliefs or views.

### **Cultural safety for Aboriginal children**

The positive recognition and celebration of cultures. It is more than just the absence of racism or discrimination, and more than cultural awareness and cultural sensitivity.

**ETR Act** is The Education and Training Reform Act 2006 as amended from time to time

### **Harm and abuse**

The use of the word 'harm' is often used to describe an event that is seen as possibly less detrimental than 'abuse' but is clearly not in the child's best interest or promoting their safety and wellbeing.

There is a continuum of abuse of children and views all such events, regardless of whether they are seen as 'harm' or 'abuse', as damaging. All abuse harms children. Even injuries that are not visible can be profound. They can strike at a child's sense of identity, make them fearful or ashamed, and reduce their ability to participate in their community. Abuse can take the following forms:

#### Physical

This means intentionally causing, or threatening to cause, physical injury to a child, or inadvertently causing injury as a consequence of physical punishment or physically aggressive treatment of a child. The injury may take the form of bruises, cuts, burns or fractures.

#### Sexual

A child is sexually abused when any person uses their authority over the child to involve the child in sexual activity. Child sexual abuse involves a wide range of sexual activity including fondling genitals, masturbation, vaginal or anal penetration by a finger, penis or any other object, voyeurism and exhibitionism. Sexual exploitation is considered a specific form of sexual abuse because children, by virtue of their age and development, are unable to give informed consent. Sexual exploitation of children takes different forms. It can include children being involved in sexually exploitive relationships, exposing a child to pornography, receiving money, goods, drug or favours in exchange for sex with one or more adults, or being exploited in more 'formal' forms of sex work. In all cases, those exploiting the children have power over them by virtue of their age, gender, physical strength, economic or other resources, such as access to drugs or gifts.

#### Emotional and psychological

This occurs when a person engages in inappropriate behaviours, such as rejecting, ignoring, humiliating, isolating, threatening or verbally abusing a child, or allowing others to do so. Because this kind of abuse does not leave physical injuries, it is often hidden and underestimated.

#### Neglect

means failing to meet a child's basic needs, such as providing adequate food, drink, shelter, clothing, supervision, hygiene and medical attention.

### Racial, cultural, religious

This is conduct that demonstrates contempt, ridicule, hatred or negativity towards a child because of their race, culture or religion. It may be overt, such as direct racial vilification or discrimination, or covert, such as demonstrating a lack of cultural respect (attitude and values) and awareness (knowledge and understanding) or failing to provide positive images about another culture.

### **Organisation**

The Child Safety and Wellbeing Act 2005 (the Act) will provide that the standards apply to 'applicable entities', which are defined in the Act as:

- an incorporated body or association
- an unincorporated body or association (however structured)
- an individual who carries on a business and engages contractors, employees or volunteers to assist in the business in providing services or facilities.

### **School environment**

Any physical or virtual place made available or authorised by the school governing authority 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, and other events).

### **School governing authority**

1. the proprietor of a school, including a person authorised to act for or on behalf of the proprietor; or
2. the governing body for a school (however described), as authorised by the proprietor of a school or the ETR Act; or
3. the principal, as authorised by the proprietor of a school, the school governing body, or the ETR Act.

# Resources

## Australian Childhood Foundation

PO Box 525

Ringwood Victoria 3134

Tel: 03 9874 3922

National Free call: 1800 176 453

Web: [www.childhood.org.au](http://www.childhood.org.au)

Email: [info@childhood.org.au](mailto:info@childhood.org.au)

Web: [www.safeguardingchildren.com.au](http://www.safeguardingchildren.com.au)

Email: [safeguardingchildren@childhood.org.au](mailto:safeguardingchildren@childhood.org.au)

## Centre for Excellence in

## Child and Family Welfare Inc.

Level 5/50 Market Street

Melbourne Victoria 3000

Tel: 03 9614 1577

Web: [www.cfecfw.asn.au](http://www.cfecfw.asn.au)

Email: [admin@cfecfw.asn.au](mailto:admin@cfecfw.asn.au)

## Child Family Community Australia

Australian Institute of Family Studies

Level 20 South Tower/485 La Trobe Street  
Melbourne Victoria 3000

Tel: 03 9214 7888

Web: [www.aifs.gov.au/cfca](http://www.aifs.gov.au/cfca)

## Child Protection After Hours Crisis Line:

13 1278 (24 hours, 7 days a week)

During business hours contact your local  
Department of Health & Human Services  
Division office.

## Commission for Children and Young People

Level 20/570

Bourke Street Melbourne Victoria 3000

Tel: 03 8601 5884

Web: [www.ccyp.vic.gov.au](http://www.ccyp.vic.gov.au)

Email: [childsafes@ccyp.vic.gov.au](mailto:childsafes@ccyp.vic.gov.au)

## Children's Protection Society

70 Altona Street Heidelberg West Victoria  
3081

Tel: 03 9450 0900

Web: [www.cps.org.au](http://www.cps.org.au)

Email: [cps@cps.org.au](mailto:cps@cps.org.au)

## ChildSafe

PO Box 7127

Banyule Victoria 3084 Tel: 03 9037 6415

Web: [www.childsafe.org.au](http://www.childsafe.org.au)

## Royal Children's Hospital Safety Centre

Flemington Road

Parkville Victoria 3052

Tel: 03 9345 5085

Web: [www.rch.org.au/safetycentre](http://www.rch.org.au/safetycentre)

Email: [safetycentre@rch.org.au](mailto:safetycentre@rch.org.au)

## Child Wise

PO Box 1117

South Melbourne Victoria 3205

Tel: 03 9645 8911

National Helpline: 1 800 991 099

Web: [www.childwise.org.au](http://www.childwise.org.au)

Email: [office@childwise.org.au](mailto:office@childwise.org.au)

### **Commissioner for Privacy and Data Protection**

Level 6/121 Exhibition Street

Melbourne Victoria 3000 Tel: 1300 666 444

Web: [www.cpdv.vic.gov.au](http://www.cpdv.vic.gov.au)

Email: [privacy@cpdv.vic.gov.au](mailto:privacy@cpdv.vic.gov.au)

### **VicSport**

Level 3/375 Albert Road

South Melbourne Victoria 3205

Tel: 03 9926 1376

Web: [vicsport.com.au](http://vicsport.com.au)

Email: [admin@vicsport.com.au](mailto:admin@vicsport.com.au)

### **Victorian Institute of Teaching**

Level 9/628 Bourke Street

Melbourne Victoria 3000 Tel: 1300 888 067

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

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

### **Victoria Police**

Contact your local Sexual Offences and Child Abuse Investigation Team or call 000 and ask for police.

### **Victoria Police Sexual Offences and Child Abuse Investigation Team**

Melbourne: 03 8690 4056

Dandenong: 03 8769 2200

Box Hill: 03 8892 3292

Knox 03 9881 7939

Web:

[www.police.vic.gov.au/content.asp?documentid=36448](http://www.police.vic.gov.au/content.asp?documentid=36448)

### **Youth Affairs Council of Victoria**

Level 2/180 Flinders Street

Melbourne Victoria 3000 Tel: 03 9267 3799 or 1300 727 176

Web: [www.yacvic.org.au](http://www.yacvic.org.au)

Email: [info@yacvic.org.au](mailto:info@yacvic.org.au)

### **Victorian Equal Opportunity and Human Rights Commission**

Level 3/204 Lygon Street

Carlton Victoria 3053

Tel: 1300 891 848

Web:

[www.humanrightscommission.vic.gov.au](http://www.humanrightscommission.vic.gov.au)

Email: [information@veohrc.vic.gov.au](mailto:information@veohrc.vic.gov.au)

### **Working with Children Check**

### **Department of Justice and Regulation**

GPO Box 1915

Melbourne, Victoria 3001

Tel: 1300 652 879

Web: [www.workingwithchildren.vic.gov.au](http://www.workingwithchildren.vic.gov.au)

Email:

[workingwithchildren@justice.vic.gov.au](mailto:workingwithchildren@justice.vic.gov.au)

# Appendices

Appendix 1: Child Safe Risk Assessment

Appendix 2: Child Safety Policy

Appendix 3: Child Safe Code of Conduct

Appendix 4: Working with Children Check occupational field

Appendix 5: Child safety incident report.

Appendix 6: Child Safe Action Plan



## Appendix 1: Child Safe Risk Assessment

### OAK PARK PRIMARY SCHOOL CHILD SAFE RISK ASSESSMENT TEMPLATE

Risk Event or Environment	Existing risk management strategies or existing controls	Likelihood	Consequence	Current risk rating	New risk management strategies or treatments	Who is responsible?	Target risk rating
No organisational culture of child safety – lack of leadership, public commitment and frequent messaging	Child safety code of conduct Strategies developed to embed culture of child safety	Possible	Severe	Extreme	<ul style="list-style-type: none"> <li>Strategies to embed organisational culture of child safety are reviewed</li> <li>Statement of commitment to child safety is publicly available</li> </ul>	Principal, School Council, all staff	Low
Inappropriate behaviour is not reported and addressed	Child safety code of conduct Clear child safety reporting procedures Performance management procedures	Unlikely	Severe	High	<ul style="list-style-type: none"> <li>Strategies to embed organisational culture of child safety are reviewed</li> <li>Refresher training for staff – see eLearning mandatory reporting module</li> </ul>	Principal, School Council, all staff	Low
Unquestioning trust of long term employees and contractors or norms	Strategies developed to embed culture of child safety	Possible	Major	High	<ul style="list-style-type: none"> <li>Refresher training for staff – see eLearning mandatory reporting module</li> </ul>	Principal, School Council, all staff	Low

Risk Event or Environment	Existing risk management strategies or existing controls	Likelihood	Consequence	Current risk rating	New risk management strategies or treatments	Who is responsible?	Target risk rating
	Clear child safety reporting procedures						
Recruitment of an inappropriate person	WWCC or Victorian Institute of Teaching registration	Unlikely	Major	Medium	Processes updated to require: <ul style="list-style-type: none"> <li>Criminal history search</li> <li>Pre-employment reference check includes asking about child safety</li> </ul>	Principal, School Council, leadership team	Low
Engagement with children online	Child safety code of conduct Strategies developed to embed culture of child safety	Possible	Moderate	Medium	<ul style="list-style-type: none"> <li>Train students and staff to detect inappropriate behaviour</li> <li>Ensure appropriate settings on all student technologies</li> </ul>	Principal, School Council, IT Technicians	Low
Unknown people and environments at excursions and camps	Child safety code of conduct Strategies developed to embed culture of child safety Clear child safety reporting procedures	Unlikely	Moderate	Medium	<ul style="list-style-type: none"> <li>Assessment of new or changed environments for child safety risks</li> <li>Ensure Code and strategies apply in all school contexts</li> </ul>	Principal, School Council, all staff	Low

Risk Event or Environment	Existing risk management strategies or existing controls	Likelihood	Consequence	Current risk rating	New risk management strategies or treatments	Who is responsible?	Target risk rating
Ad-hoc contractors on the premises (eg <sup>work</sup> maintenance)	Child safe environments Information and awareness for visitors, staff, volunteers and contractors Adequate monitoring	Unlikely	Moderate	Medium	<ul style="list-style-type: none"> <li>Refresher training for frequent contractors</li> </ul>	Principal, School Council, Business Manager	Low





## Appendix 2: Child Safety Policy

Oak Park Primary School is committed to **keeping all children safe from harm**. This commitment is central to all of the school's procedures, practices and decision making processes and applies to all school environments (including physical and online environments).

The school further commits to a **zero tolerance of child abuse in any form**.

### **What is child abuse?**

**Child abuse is an act by parents or caregivers which endangers a child or young person's physical or emotional health or development. Child abuse can be a single incident, but usually takes place over time.**

In Victoria, under the Children Youth and Families Act 2005 a child or young person is a person under eighteen years of age.

### **Physical abuse**

Physical abuse occurs when a child suffers or is likely to suffer significant harm from an injury inflicted by a child's parent or caregiver. The injury may be inflicted intentionally or may be the inadvertent consequence of physical punishment or physically aggressive treatment of a child. The injury may take the form of bruises, cuts, burns or fractures.

### **Sexual abuse**

Sexual abuse occurs when a person uses power or authority over a child to involve the child in sexual activity and the child's parent or caregiver has not protected the child. Physical force is sometimes involved. Child sexual abuse involves a wide range of sexual activity. It includes fondling of the child's genitals, masturbation, oral sex, vaginal or anal penetration by a penis, finger or other object, or exposure of the child to pornography.

### **Emotional abuse**

Emotional Abuse occurs when a child's parent or caregiver repeatedly rejects the child or uses threats to frighten the child. This may involve name calling, put downs or continual coldness from the parent or caregiver, to the extent that it significantly damages the child's physical, social, intellectual or emotional development.

### **Neglect**

Neglect is the failure to provide the child with the basic necessities of life such as food, clothing, shelter, medical attention or supervision, to the extent that the child's health and development is, or is likely to be, significantly harmed.

## Our staff and volunteers

This policy guides our staff and volunteers on how to behave with children in our organisation.

All of our staff and volunteers must agree to abide by our code of conduct which specifies the standards of conduct required when working with children. All staff and volunteers, as well

as children and their families, are given the opportunity to contribute to the development of the code of conduct.

### **Training and supervision**

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

Our organisational culture aims for all staff and volunteers (in addition to parents/carers and children) to feel confident and comfortable in discussing any allegations of child abuse or child safety concerns. We train our staff and volunteers to identify, assess, and minimise risks of child abuse and to detect potential signs of child abuse.

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

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

### **Our School Values**

The values and commitments outlined below are the foundations of everything we do at Oak Park Primary School. They are embedded in the curriculum and expressed through our learning outcomes. These values are not just about what we expect the children to do, but it is expected that all members of our school community, including visitors will consistently display and live the values.

<b>We value</b>	<b>This is</b>	<b>Behaviours that demonstrate our values</b>
<b>Resilience</b>	At OPPS being resilient means being able to adapt to and learn from a challenge appropriately, no matter how big or small.	<ul style="list-style-type: none"><li>➤ We persist, even when the work is hard</li><li>➤ We are willing to try and start quickly</li><li>➤ We ask questions</li><li>➤ We seek help when needed</li></ul>
<b>Respect</b>	At OPPS we value ourselves, each other and the environment. We are considerate, open-minded and caring.	<ul style="list-style-type: none"><li>➤ We treat others the way we would like to be treated</li><li>➤ We are aware of how others are feeling</li><li>➤ We treat everyone equally and fairly</li><li>➤ We take turns</li></ul>

		<ul style="list-style-type: none"> <li>➤ We support others so that they can also 'shine'</li> <li>➤ 'if we can't say something nice, we say nothing'</li> <li>➤ We listen to others</li> <li>➤ We are accepting of differences and try hard to understand others</li> <li>➤ We try hard to help others</li> <li>➤ We support and encourage others</li> <li>➤ We celebrate successes of others</li> </ul>
<b>Responsibility</b>	At OPPS we take the actions needed to make things better, considering the impact on ourselves and others and have the courage to take ownership of all our behaviours.	<ul style="list-style-type: none"> <li>➤ We follow agreed protocols</li> <li>➤ We complete what we are meant to complete; we follow through</li> <li>➤ We do what we have to do even when it is difficult</li> <li>➤ We keep our environment clean and safe</li> <li>➤ We play safely</li> </ul>

## Children's Rights

Students at Oak Park Primary School have at least the following rights:

- to be safe and feel safe
- to be cared for at school when they are not well until a parent or carer can look after them, or get help from a doctor or other professional in the event of an emergency
- to be allowed to be a child and be treated with respect
- to feel proud and strong in my own culture
- to have a say and be heard
- to be provided with information
- to tell someone if I am unhappy
- to receive feedback on my learning that will help me to improve
- to learn and to have fun and do activities that I enjoy
- to be provided with the best possible education that Oak Park PS can provide
- to be able to develop life skills and grow up to become the best person I can

## Child Safety Standards

The Victorian government has introduced compulsory minimum child safe standards that apply from 1 January 2016 to all organisations providing regulated or funded services for children. The child safe standards form part of the Victorian Government's response to the Betrayal of Trust Inquiry, which found that more must be done to prevent and respond to child abuse in our community.

The purpose of the child safe standards is to drive continuous improvement in the way organisations prevent child abuse, encourage reporting and improve responses to allegations

of abuse. The child safe standards closely align with existing regulatory requirements for early childhood services and many services will already be taking steps to implement the standards.

In complying with the child safe standards, the following principles must be applied to each standard:

- promoting the cultural safety of Aboriginal children
- promoting the cultural safety of children from culturally and/or linguistically diverse backgrounds
- promoting the safety of children with a disability

The child safe standards are as follows:

- **Standard 1:** Strategies to embed an organisational culture of child safety, including through effective leadership arrangements
- **Standard 2:** A child safe policy or statement of commitment to child safety
- **Standard 3:** A code of conduct that establishes clear expectations for appropriate behaviour with children
- **Standard 4:** Screening, supervision, training and other human resources practices that reduce the risk of child abuse by new and existing personnel
- **Standard 5:** Processes for responding to and reporting suspected child abuse
- **Standard 6:** Strategies to identify and reduce or remove risks of child abuse
- **Standard 7:** Strategies to promote the participation and empowerment of children.

Guidance and information to assist services to understand the requirements of each of the child safe standards, is available on the [Department of Health and Human Services website](#).

## **Reporting obligations**

Mandatory reporters, who believe on reasonable grounds that a child or young person is in need of protection from physical injury or sexual abuse, must report their concerns to Department of Health and Human Services (DHHS) Child Protection.

All other school staff members who form a belief on reasonable grounds that a child or young person:

- is in need of protection, should report their concerns to DHHS Child Protection or Victoria Police.
- is displaying sexually abusive behaviours and is in need of therapeutic treatment should report their concerns to DHHS Child Protection.

If staff have significant concerns for the wellbeing of a child or young person they should report their concerns to DHHS Child Protection or Child FIRST.

In cases where staff have concerns about a child or young person, they should also discuss their concerns with the principal or a member of the school leadership team.

## Reporting criminal child sexual abuse - failure to disclose offence

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, except in limited circumstances such as where the information has already been reported to DHHS Child Protection.

The offence applies to **all adults** in Victoria, not just professionals who work with children. To read more information about the 'failure to disclose' offence, see: [Department of Justice and Regulation – Failure to disclose offence](#)

## eLearning Module

A new eLearning module that supports early childhood teachers to meet their responsibilities as mandatory reporters of child abuse is now available online.

The module *Protecting Children – Mandatory Reporting and Other Obligations for the Early Childhood Sector*, supports all professionals in early childhood settings to respond effectively to children whose safety, health or wellbeing may be at risk.

The module provides information about the roles and responsibilities for protecting children, and specific advice on how to identify, respond to and report concerns regarding the safety, health and wellbeing of children. It also provides advice about new criminal offences that have been introduced to protect children.

The module can be accessed here: [Protecting Children - Mandatory Reporting and other Obligations for the Early Childhood Sector](#)

## Making a Report to Child Protection or Child FIRST

**Please note:** There are copies of the guide outlined below in the office. Please see the Principal or the Primary Wellbeing Officer if you need further support with this.

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

#### Protective concerns

You are concerned about a child because you have:

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

#### At all times remember to:

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

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

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

Contact Numbers			
Department of Education and Early Childhood Development		Department of Human Services Child Protection	
<b>METROPOLITAN REGIONS</b> Eastern (03) 9265 2400 Northern (03) 9488 9488 Western (03) 9291 6500 Southern (03) 9794 3555 <b>RURAL REGIONS</b> Barwon South Western 5225 1000 Gippsland 5127 0400 Grampians 5337 8444 Hume 5761 2100 Loddon Mallee 5440 3111		<b>METROPOLITAN REGIONS</b> <b>Intake Unit</b> Eastern 1300 360 391 North and West 1300 664 977 Southern 1300 655 795 <b>RURAL REGIONS</b> <b>Intake Unit</b> Barwon South Western 1800 075 599 Gippsland 1800 020 202 Grampians 1800 000 551 Hume 1800 650 227 Loddon Mallee 1800 675 598 <b>Regional Office</b> Box Hill (03) 9843 6000 Preston 1300 664 977 Footscray 1300 360 462 Dandenong (03) 9213 2111 Geelong (03) 5226 4540 Traralgon (03) 5177 2500 Ballarat (03) 5333 6530 Wangaratta (03) 5722 0555 Wodonga (02) 6055 7777 Bendigo (03) 5434 5555	
<b>Office for Children and Licensed Children's Services:</b> <b>METROPOLITAN REGIONS</b> Eastern (03) 9265 2400 Northern (03) 9412 5333 Western (03) 9275 7000 Southern (03) 9096 9555 <b>RURAL REGIONS</b> Barwon South Western 5225 1000 Gippsland 5127 0400 Grampians 5337 8444 Hume 5761 2100 Loddon Mallee 5440 3111		<b>CHILD FIRST</b> <b>Local Catchment Area</b> <b>Contact</b> Barwon South Western Greater Geelong, Queenscliff, Surf Coast 1300 551 948 Colac – Otway, Corangamite 5232 5500 Warrnambool, Moyne, Glenelg, Southern Grampians 1300 889 713 Gippsland East Gippsland 5152 0052 Wellington 5144 7777 La Trobe, Baw Baw 1800 339 100 South Gippsland, Bass Coast 5662 5150 Grampians Northern Grampians, West Wimmera, Hindmarsh, Yarrambat, Horsham 1800 195 114 Ararat, Pyrenees, Hepburn, Ballarat, Golden Plains, Moorabool 1300 783 341 Hume Wodonga, Towong, Indigo 1800 705 211 Alpine, Benalla, Mansfield, Wangaratta 1800 705 211 Greater Shepparton, Strathbogie, Moira 1300 854 944 Mitchell, Murrindindi 1800 663 107 Loddon Mallee Greater Bendigo, Campaspe, Central Goldfields, Loddon, Macedon Ranges, Mount Alexander 1800 260 338 Buloke, Goonawarra, Swan Hill, Mildura 1800 625 533 1800 MALLEE Eastern Metropolitan Yarra Ranges, Knox, Maroondah 1300 369 146 Monash, Whitehorse, Manningham, Booroondarra 1300 762 125 North and West Metropolitan Nillumbik, Whittlesea, Banyule, Yarra and Darebin (03) 9450 0955 Brimbank, Melton 1300 138 180 Hume, Moreland 1300 786 433 Hobson's Bay, Manbyrmong, Melbourne, Moonee Valley and Wyndham 1300 786 433 Southern Metropolitan Casey, Cardinia, Greater Dandenong (03) 9705 3939 Aboriginal children and families (Casey, Cardinia and Great Dandenong) (03) 9794 5973 Frankston, Mornington Peninsula 1300 721 383 Kingston, Bayside, Glen Eira, Stonington, Port Phillip 1300 367 441	
<b>After hours Child Protection Emergency Services (AHCPEs)</b> Statewide number for all emergency child protection matters outside of normal business hours (24 hours, 7 days a week): <b>131 278</b>		<b>Victoria Police</b> <b>000</b> <b>Catholic Education Offices</b> Catholic Education Office, Melbourne (03) 9267 0228 Catholic Education Office, Ballarat Diocese 5337 7135 Catholic Education Office, Sale Diocese 5622 6600 Catholic Education Office, Sandhurst Diocese 5443 2377 <b>Independent Schools Victoria</b> (03) 9825 7200 <b>Other</b> Victorian Aboriginal Education Association, Inc. (03) 9481 0800 Victoria Police Sexual Offences and Child Abuse Unit (03) 9247 6666 Centre Against Sexual Assault 1800 806 292 Gatehouse Centre, Royal Children's Hospital (03) 9345 6391 (for specialist counselling and medical assistance) Child Safety Commissioner (03) 8601 5884 Victorian Aboriginal Child Care Agency (03) 8388 1855	
<b>Important information for government schools</b> Principals of Victorian Government schools must report all incidents to the Emergency and Security Management Unit on 03 9589 6266. Victorian Government schools should contact the Student Critical Incident Advisory Unit (SCIAU), Student Wellbeing Division, for advice and support when responding to allegations of student sexual assault or inappropriate sexual behaviours. The SCIAU can be contacted on 03 9637 2934 or 03 9637 2487. Victorian Government School Principals should refer to the flowchart – <i>Responding to Allegations of Student Sexual Assault Compulsory Actions for Principals</i> at <a href="http://www.education.vic.gov.au/healthwellbeing/safety/childprotection/childprotection.htm">http://www.education.vic.gov.au/healthwellbeing/safety/childprotection/childprotection.htm</a>			

## Recruitment, selection and management of staff (including contractors and volunteers).

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

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

All people engaged in child-related work, including volunteers, are required to hold a Working with Children Check and to provide evidence of this Check. Please see the [Working with Children Check](http://www.workingwithchildren.vic.gov.au) website <[www.workingwithchildren.vic.gov.au](http://www.workingwithchildren.vic.gov.au)> for further information

We carry out reference checks and police record checks to ensure that we are recruiting the right people. Police record checks are used only for the purposes of recruitment and are discarded after the recruitment process is complete. We do retain our own records (but not



the actual criminal record) if an applicant's criminal history affected our decision making process.

If during the recruitment process a person's records indicate a criminal history then the person will be given the opportunity to provide further information and context.

### **Fair procedures for personnel**

The safety and wellbeing of children is our primary concern. We are also fair and just to personnel. The decisions we make when recruiting, assessing incidents, and undertaking disciplinary action will always be thorough, transparent, and based on evidence.

We record all allegations of abuse and safety concerns using our incident reporting form, including investigation updates. All records are securely stored.

If an allegation of abuse or a safety concern is raised, we provide updates to children and families on progress and any actions we as an organisation take.

### **Prevention and Risk Management**

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

We have risk management strategies in place to identify, assess, and take steps to minimise child abuse risks, which include risks posed by physical environments (for example, any doors that can lock), and online environments (for example, no staff or volunteer is to have contact with a child in organisations on social media).

### **Regular review**

This policy will be reviewed every two years and following significant incidents if they occur. We will ensure that families and children have the opportunity to contribute. Where possible we do our best to work with local Aboriginal communities, culturally and/or linguistically diverse communities and people with a disability.

### **Allegations, concerns and complaints**

Oak Park Primary School takes all allegations seriously and has practices in place to investigate thoroughly and quickly. Our staff and volunteers are trained to deal appropriately with allegations.

We work to ensure all children, families, staff and volunteers know what to do and who to tell if they observe abuse or are a victim, and if they notice inappropriate behaviour.

We all have a responsibility to report an allegation of abuse if we have a reasonable belief that an incident took place (see information about failure to disclose above).

If an adult has a **reasonable belief** that an incident has occurred then they must report the incident. Factors contributing to reasonable belief may be:

- a child states they or someone they know has been abused (noting that sometimes the child may in fact be referring to themselves)
- behaviour consistent with that of an abuse victim is observed
- someone else has raised a suspicion of abuse but is unwilling to report it
- observing suspicious behaviour.

### **Appendix 3: Child Safe Code of Conduct**

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

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

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

#### **Staff and volunteers must not:**

- develop any 'special' relationships with children that could be seen as favouritism (for example, the offering of gifts or special treatment for specific children)
- exhibit behaviours with children which may be construed as unnecessarily physical (for example inappropriate sitting on laps. Sitting on laps could be appropriate sometime, for example while reading a storybook to a small child in an open plan area)
- put children at risk of abuse (for example, by locking doors)
- do things of a personal nature that a child can do for themselves, such as toileting or changing clothes
- engage in open discussions of a mature or adult nature in the presence of children (for example, personal social activities)
- use inappropriate language in the presence of children
- express personal views on cultures, race or sexuality in the presence of children

- discriminate against any child, including because of culture, race, ethnicity or disability
- have contact with a child or their family outside of our organisation without our child safety officer's knowledge and/or consent (for example, no babysitting). Accidental contact, such as seeing people in the street, is appropriate)
- have any online contact with a child or their family (unless necessary, for example providing families with e-newsletters)
- ignore or disregard any suspected or disclosed child abuse.

By observing these standards you acknowledge your responsibility to immediately report any breach of this code to the Oak Park Primary School Child Safety Officer, Sue Annette and/or leadership.

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

I agree to adhere to this Code of Conduct:

Name: .....

Signature: .....

Date: .....

## Appendix 4: Working with Children Check occupational fields

### Working with Children Check

#### Occupational Fields



Service or place of work	Details	Code
Camps	All overnight camps for children	10
Child care services	Child care services including: <ul style="list-style-type: none"> <li>• centre-based long day care</li> <li>• occasional care</li> <li>• family day care</li> <li>• in-home care</li> <li>• outside school hours care</li> </ul>	14 16 18 20 22
Child employment - supervisors	Supervision of a child (under 15 years of age) in employment under the <i>Child Employment Act 2003</i>	76
Child minding	Babysitting or child minding services arranged by a commercial agency	12
Child protection services	Child protection services	24
Children's services	Children's services including kindergartens or preschools under the <i>Children's Services Act 1996</i> and <i>Education and Care Services National Law (Victoria) Act 2010</i>	26
Clubs & associations	Clubs, associations, or movements of a cultural, recreational or sporting nature	42
Coaching & tuition	Coaching or private tuition services of any kind specifically for children	28
Counselling services	Counselling or other support services for children	40
Educational institutions	Educational institutions for children, specifically: <ul style="list-style-type: none"> <li>• state schools (all primary, secondary, technical and special state schools)</li> <li>• non-government schools (all primary, secondary and special non-government schools)</li> <li>• TAFE colleges and TAFE divisions of universities providing VCE and/or Victorian Certificate of Applied Learning (VCAL) subjects</li> <li>• some adult education providers offering VCE and/or VCAL subjects</li> <li>• other institutions providing children's study or training programs</li> </ul>	44 46 48 50 52
Entertainment & party services	Commercial entertainment or party services for children unless they are merely incidental to or in support of other business activities	30
Foster care	Fostering children	54
Gym or play facilities	Commercial gym or play facilities for children unless they are merely incidental to or in support of other business activities	32
Kinship care	Caring for a child placed by Child protection under the <i>Children, Youth and Families Act 2005</i>	80
Out-of-home care services	Out-of-home care services (under the <i>Children, Youth and Families Act 2005</i> )	38
Paediatric wards	Paediatric wards of public, private or denominational hospitals as defined in the <i>Health Services Act 1988</i>	58
Photography services	Commercial photography services for children unless they are merely incidental to or in support of other business activities	34
Refuges	Refuges or other residential facilities used by children	62
Religion	Religious organisations	64
School crossings	School crossing services	66
Student exchange / homestay arrangements	Student exchange / homestay arrangement under Part 4.5A of the <i>Education and Training Reform Act 2006</i> , including accommodation in a person's home	78
Talent & beauty competitions	Commercial talent or beauty competitions for children unless they are merely incidental to or in support of other business activities	36
Transport	Publicly funded or commercial transport services specifically for children	60
Youth justice	Youth remand, residential, or justice centres, supervision units and probation services within the meaning of the <i>Children Youth and Families Act 2005</i>	56

## Appendix 5: Child safety incident report.



# Child Safety Incident Report

This form is designed to assist staff to report any Child Safety concerns and should be handed either to the Principal or the Primary Wellbeing Officer, Sue Annette, after completion to ensure the information is stored confidentially.

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

### Incident details

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

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

(Mark with an 'X' as applicable)

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

### Please categorise the incident

Physical violence  
Sexual offence  
Serious emotional or psychological abuse  
Serious neglect


**Please describe the incident**

When did it take place?	
Who was involved?	
What did you see?	
Other information	

**Parent/carer/child use**

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

**Office use:**

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

**Has the incident been reported?**

Child protection	
Police	
Another third party (please specify):	

**Incident reporter wishes to remain anonymous?**

(Mark with an 'X' as applicable)

Yes

☐

No

☐



## Appendix 6: Child Safe Action Plan

CHILD SAFE ACTION PLAN 2017				
Team: Sue Annett, Kira Hannah, Jane Cardamone, Carol Barry, Michael Hole, Liam Sutawan, Bryan Nolan				
CHILD SAFE STANDARDS	ACTIONS: what the school will do	WHO has responsibility	WHEN timeframe for completion	SUCCESS CRITERIA: Markers of success reflecting observable changes in practice, behaviour, and measures of progress
Strategies to embed an organisational culture of child safety, through effective leadership arrangements	<ul style="list-style-type: none"> <li>Develop a Child Safe Strategy that outlines the policies and procedures the school has implemented to ensure a Child Safe environment.</li> <li>Introduce policies and strategies as part of the school's induction processes for new staff.</li> <li>Ensure relevant references are included in the Staff Operations Manual.</li> <li>Review policies and strategies on the first day of each school year.</li> <li>Refer regularly to the relevant policies and strategies.</li> </ul>	Bryan Leadership Team Monika (induction)	Ongoing	<ul style="list-style-type: none"> <li>Strategies and policies in place and available on the school's web page.</li> <li>Appropriate references included in the Staff Operations Manual.</li> <li>Policies highlighted on first day of school year.</li> </ul>
A Child Safe Policy or Statement of Commitment to Child Safety	<ul style="list-style-type: none"> <li>Form a Child Safe Committee – to be part of the SWPB/Student Welfare Team</li> <li>Ensure all staff are aware of the school's Child Safe Policy; the policy to be cited during the first day induction each year and is referenced in the School Operations Manual.</li> <li>Provide relevant training for all staff.</li> <li>Promote the school's values.</li> <li>Ensure staff are aware of their reporting obligations as mandatory reporters.</li> <li>Promote the school's Child Safe Strategy, Child Safe Code of Conduct and Child Safe Policy.</li> </ul>	Bryan Sue  Leadership Team Everyone	Ongoing	<ul style="list-style-type: none"> <li>The Child Safe Strategy is documented and available to all staff via T: Drive.</li> <li>Induction Plan in place.</li> <li>All staff new to the school have participated in regular induction sessions including whole day induction prior to commencement at the school.</li> <li>Child Safe strategies have been included as part of the school's Professional Learning plan.</li> </ul>
A Code of Conduct that establishes clear expectations for appropriate behaviour with children	<ul style="list-style-type: none"> <li>Review current Code of Conduct and update to ensure it accords with Child Safe standards.</li> <li>Develop revised policy in accordance with child safe guidelines.</li> <li>Ensure all staff are aware of the code.</li> <li>Monitor the code.</li> </ul>	Bryan	Term 1	<ul style="list-style-type: none"> <li>Code of Conduct in place and all staff have seen it and understand it.</li> </ul>
Screening, supervision, training and other human resource practices that reduce the risk of child abuse by new and existing personnel	<ul style="list-style-type: none"> <li>Review current recruitment processes and procedures.</li> <li>Ensure applicants for positions are aware of the school's code of conduct.</li> <li>Gather, verify and record WWC Checks (or similar) relevant to each advertised position.</li> <li>Develop a referee checklist which includes detailed questions relevant to child safety.</li> <li>Ensure an adequate induction takes place for all new staff.</li> </ul>	Bryan, Jill and Annette  Panels and people conducting reference checks Monika (induction)	Term 1	<ul style="list-style-type: none"> <li>Code of Conduct available on the school's web site.</li> <li>Register of WWC checks in place for all relevant staff members.</li> <li>Referee checklist completed and provided to selection panels.</li> <li>Induction Plan in place that incorporates information about the child safe standards.</li> </ul>
Processes for responding to and reporting suspected child abuse	<ul style="list-style-type: none"> <li>Ensure staff complete mandatory reporting modules.</li> <li>Display the chart outlining the process for reporting abuse.</li> <li>Provide support for staff when making a report.</li> <li>Develop a 'Child Safety Incident' report for staff to use when recording details of incidents.</li> <li>Maintain written records.</li> </ul>	Bryan and the DET Sue	Ongoing Term 1  Term 2 Ongoing	<ul style="list-style-type: none"> <li>Staff up to date with online training.</li> <li>Chart on display.</li> <li>'Child Safety Incident' template available for all staff.</li> </ul>
Strategies to identify and reduce or remove risks of child abuse	<ul style="list-style-type: none"> <li>Complete Risk Assessments as relevant: camps and excursions, playground, etc.</li> <li>Ensure contractors are aware of obligations and commit to child safety</li> <li>Maintain proper supervision of all staff, volunteers and visitors at all times.</li> </ul>	Excursion and Camp coordinators	As part of the planning process. Ongoing.	<ul style="list-style-type: none"> <li>Risk Assessments completed for camps.</li> <li>Sign in procedures by volunteers, contractors and visitors are strictly adhered to.</li> </ul>
	<ul style="list-style-type: none"> <li>Provide a Parent Helpers course which includes information and obligations relevant to child safety.</li> <li>Only parents who have completed the Parent Helpers course to be allowed to work with students, attend excursions etc.</li> <li>Organise Parent Information Night relevant to online safety and with personal devices.</li> </ul>	Jill  Leadership Team	Term 1  Term 3	<ul style="list-style-type: none"> <li>Parent Helpers course implemented.</li> </ul>
Strategies to promote the participation and empowerment of children	<ul style="list-style-type: none"> <li>Introduce the School Wide Positive Behaviours matrix outlining standards of behaviour for students. Ensure teachers explicitly teach the behaviours. SWPB committee to provide supports.</li> <li>Consider registering to be a partner school in the 'Respectful Relationships' program.</li> <li>Encourage students to volunteer and participate in the school's Student Representative Council.</li> <li>Implement robust election process for School captains and maintain profile of the School Captains across the school.</li> <li>Conduct Leadership Camp to Inverloch for senior leaders with a focus on school improvement.</li> <li>Establishment of short term Student Committees – go to look at new playground</li> <li>Student Wellbeing Officer to review results of Attitudes to School survey – analyse</li> <li>Student Wellbeing Officer to run focus groups based on analysis of Student Attitudes Survey.</li> <li>Students to be made aware of how they can report incidents of bullying/abuse via the school's website.</li> </ul>	SWPB Committee Teachers  Jill  Leadership Team  Sue Annett  Class teachers/David Lu	Term 1  Term 1  Term 1 As needed.  Term 3 Ongoing.	<ul style="list-style-type: none"> <li>Student election process in place and elections held. Positions allocated.</li> <li>SRC has presented to School Council on at least two occasions during the year.</li> <li>Leadership Camp to Inverloch completed.</li> <li>'Report Bullying' link on the school's website under 'Students'.</li> <li>Helpful links for students listed on the website including eSmart Kids Helpline, #GameOn, CyberSmart Access etc.</li> <li>Student Playground Committees established and have provided feedback on the proposed new F-2 playground.</li> <li>Attitudes to School survey completed and results analysed, recommendations and proposed actions identified.</li> </ul>