



BADEN POWELL COLLEGE

# Child Safe Standards



Statement of commitment to Child Safety.....	3
Background to the Child Safe Standards.....	3
Victorian Child Safe Standards.....	4
Child Safety and Diversity.....	4
Promoting the cultural safety of Aboriginal Children.....	4
Promoting the cultural safety of children from culturally and/or linguistically diverse backgrounds	5
Promoting the safety of children with a disability.....	5
<b>CHILD SAFE STANDARDS</b>	
<b>Standard 1:</b> Strategies to embed an organisational culture ..... of child safety, including through effective leadership arrangements	6
<b>Standard 2:</b> A Child Safe Policy or ..... Statement of Commitment to Child Safety	7
<b>Standard 3:</b> A Code of Conduct that establishes clear expectations..... for appropriate behaviour with children	7
<b>Standard 4:</b> Screening, supervision, training and other human..... resource practices that reduce the risk of child abuse by new and existing personnel	8
<b>Standard 5:</b> Processes for responding to and reporting..... suspected child abuse	9
<b>Standard 6:</b> Strategies to identify and reduce or remove risks..... of child abuse	12
<b>Standard 7:</b> Strategies to promote the participation and..... empowerment of children	13
<b>Appendix</b> .....	14
Appendix 1: Child Safety Policy.....	
Appendix 2: Child Safe Code of Conduct.....	
Appendix 3: Child Protection – Mandatory Reporting Obligation Policy.....	
Appendix 4: Mandatory Reporting Policy and Procedure.....	
Appendix 5: Responding to Incidents, Disclosures and Suspicions..... of Child Abuse	
Appendix 6: Child Safe Risk Assessment.....	
Appendix 7: Child Safety Incident Report.....	

# Statement of Commitment to Child Safety

Baden Powell College is committed to being a Child Safe organisation and embedding a child safe culture into our practices and processes to ensure all children who attend the College are safe at all times

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

Baden Powell College has zero tolerance for child abuse. All staff employed at Baden Powell College 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 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 the Victorian government.

These include:

**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 a 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* in 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 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 introduced the compulsory minimum standards that apply to organisations that provide services for children to help protect children from abuse. To comply with the compulsory Child Safe Standards, the College 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 College must have

- Strategies to embed an organisational culture of child safety, including through effective leadership arrangements.
- A child safe policy or statement of commitment to child safety.
- A code of conduct that establishes clear expectations for appropriate behaviour with children.
- Screening, supervision, training and other human resources 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

Baden Powell College 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 and 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

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 the 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 on their sense of safety.

To create a physical environment that is respectful of Aboriginal culture, Baden Powell College ensures that the Aboriginal flag is flown on significant occasions. An acknowledgement of Traditional Owners occurs at the commencement of each assembly. The college will also feature Aboriginal Art within the College grounds.

## Cultural safety for children from a culturally and/or linguistically diverse background

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 background, 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.

Baden Powell College will promote the cultural safety of children from culturally and/or linguistically diverse Backgrounds by:

- Ensuring the College clearly demonstrates zero tolerance to discrimination
- Being respectful, inclusive and welcoming 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

## Promoting the safety of children with a disability

Baden Powell College acknowledges that people with a disability have the same rights and responsibilities as other members of the community and should 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.

Children with a disability have an increased risk of being abused compared with children without a disability. A number of factors may contribute to the risk of abuse including physical impairments or difficulties with speech and communication, memory, literacy, vision and hearing impairments, and reliance on caregivers. People with a disability often receive less sexual education than their peers. These factors may also contribute to poor recognition of abuse of children with a disability. Children with a disability are also less likely to receive the protection and support they need if they have been abused. Children with a disability are very diverse, with a wide range of needs depending on the nature of their disability and the individual characteristics and circumstances of the child. 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

Baden Powell College will 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 the College clearly demonstrates 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**

Baden Powell College Council has the responsibility to embed a culture of child safety and ensure policies and procedures demonstrate zero tolerance of child abuse in the College.

#### **To comply with this Standard, a school must:**

1. Develop strategies to embed a culture of child safety at the school
2. Allocate individuals' roles and responsibilities for achieving these strategies
3. Inform the school community about the strategies and the allocated roles and responsibilities
4. Implement the strategies and inform the school community about the implementation
5. Periodically review the effectiveness of the strategies and continually improve them

#### **Actions and responses to comply with standard 1:**

1. Develop strategies to embed a culture of child safety at the school

**Creating a culture of child safety is vital to lowering the risk of harm to children. Baden Powell College has**

- Developed a Child Safe Policy
- Developed a Child Safe Code of Conduct
- Conducted a Child Safe Risk Assessment
- Expect all staff to complete on-line modules each year related to child safety and mandatory reporting

2. Staff responsible for achieving these standards are

#### **Principal:**

- ensure all staff, contractors and volunteers are aware of relevant laws, College policies and procedures
- ensure all staff, contractors and volunteers are aware of their obligations to observe the Child safety Code of Conduct
- ensure all adults within the college community are aware of their obligation to report suspected sexual abuse of a child, in accordance with the policies.
- ensure staff, contractors and volunteers undertake their child protection responsibilities
- deal with and investigating reports of child abuse

**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 and fulfil their responsibilities as mandatory reporters
  - Report any suspicion that a child's safety may be at risk to Child Safety Officer or Principal
  - Provide an environment that is supportive of all children's emotional and physical safety
3. Inform the school community about the strategies and the allocated roles and responsibilities  
Baden Powell College will communicate the Child Safe Policy and The Child Safe Code of Conduct through College newsletters, the College Website and other communication channels through the College.
  4. Implement the strategies and inform the school community about the implementation  
College will be kept informed about the implementation of these strategies as they occur via College Newsletters, staff communication channels, College website, at College Council meetings, school portals.
  5. Periodically review the effectiveness of the strategies and continually improve them.

Senior leadership will review this policy each year and conduct the Child Safe Risk Assessment at the commencement of each year. This will ensure the College maintains its commitment to a Child Safe environment.

## **STANDARD 2:**

### **A CHILD SAFE POLICY or STATEMENT OF COMMITMENT TO CHILD SAFETY**

The College's policies and procedures provide the foundation and commitment to child safety at the College.

#### **To comply with this Standard, a school must:**

1. clearly articulate the values and principles that guide it in developing a child safe school environment;
2. set out the actions the school proposes to take to:
  - demonstrate its commitment to child safety matters
  - monitor its adherence to its child safety policy
  - support, encourage and enable school staff, parents and children to understand, identify, discuss and report child safety matters
  - support or assist children who disclose child abuse, or are otherwise linked to child abuse.
3. Inform the school community about the policy or statement, and make the policy or statement publicly available

#### **Actions and responses to comply with standard 2:**

Baden Powell College has developed a Child Safe Policy that outlines the College's commitment to Child Safety. The Child Safe Policy applies to all staff members, volunteers, College Council members and the College parent community. The Child Safe Policy is the overarching document that provides key elements of the College's approach to child safety. This policy outlines the processes for reporting concerns and allegations and refers people to where these processes can be found.

Any new member to the College will be taken through the College Child Safe Policy as part of the induction process.

The Child Safe Policy has been endorsed by College Council.

The policy is published on the College Website, on staff and Parent portals ( eg Compass) and is provided as a hard copy to each PLC. The policy will be reviewed on an annual basis.

Our Child Safe statements will be clearly displayed in the foyer of each campus and communicated on our website, via newsletter, annual reports, recruitment advertisements and in our information packs.

## **STANDARD 3:**

### **A CODE OF CONDUCT THAT ESTABLISHES CLEAR EXPECTATIONS FOR APPROPRIATE BEHAVIOUR WITH CHILDREN**

All College 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.

#### **To comply with this Standard, a school must:**

1. have the objective of promoting child safety in the school environment
2. set standards about the ways in which adults are expected to behave with children connected with the school
3. take into account the interests of school staff and other industry or professional codes that regulate certain staff
4. take into account the needs of children from culturally and linguistically diverse backgrounds and children with disabilities

### **Actions and responses to comply with standard 3:**

The Child Safety Code of Conduct is communicated to all staff and volunteers via the website and staff portals and is included in the Induction process for new staff. The College leadership will provide training to educate all staff in the Code of Conduct ensuring they are familiar with the expectations outlined within the document.

### **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.

### **To comply with this Standard, a school needs to implement human resources practices that ensure:**

1. each job that involves child connected work has a clear statement of the job occupant's duties, responsibilities, essential qualifications, experience (if any) and attributes
2. job applicants are informed of the school's child safe practices
3. comprehensive pre-employment screening procedures are undertaken for potential staff and volunteers that go beyond working with children check clearances
4. specific procedures are implemented relating to child protection induction for staff and volunteers
5. staff are trained with respect to the school's policies, codes, practices and procedures governing child safety
6. ongoing procedures are in place to assess a person's performance in a job and their ongoing suitability for the role

### **Actions and responses to comply with standard 4:**

Baden Powell College recruitment advertisements state that the College is committed to child safety. This statement is included in all advertisements, position descriptions and employment contracts. The College's recruitment guidelines outlines the processes for reference checking. The College recognises that screening potential staff and volunteers is essential and reference checks must occur for all potential employees prior to beginning employment at the College.

Compliance checks prior to commencement at Baden Powell College:

- All teaching staff employed at Baden Powell College must be registered with VIT (Victorian Institute of Teaching)
- All staff must provide evidence of a Working with Children Check and Police record check prior to commencement
- All volunteers must provide a Working with Children Check
- All CRT's (Casual Relief Teacher) must have a Working with Children Check
- All parents who volunteer for the classroom/excursions/camps must have a Working with Children Check

The College will maintain records of the Working with Children Check receipt or card number.

Staff induction:



All staff must complete the College's induction program upon their commencement. This will involve reading and signing the Child Safe Code of Conduct, the Child safe Policy and being instructed on the College's processes for reporting child safety concerns.

## **STANDARD 5:**

### **PROCESSES FOR RESPONDING TO AND REPORTING SUSPECTED CHILD ABUSE**

The college'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.

**To comply with this Standard, a school needs to create a set of clear procedures for responding to allegations of suspected child abuse that:**

1. comply with the Standards, the Ministerial Order and other legal obligations
2. cover all forms of child abuse as defined in the Education and Training Reform Act 2006;
3. apply to all allegations or disclosures of child abuse made by or in relation to a child, staff, visitors or others connected to the school
4. identify people within the school who are responsible for promptly managing the school's response to an allegation or disclosure of child abuse, responding appropriately, and monitoring the school's overall compliance with reporting procedures (Child Safety Officers/Champions)
5. includes a statement that fulfilling the roles and responsibilities contained in the procedures does not displace or discharge any other legal obligations that arise if a person reasonably believes that a child is at risk of child abuse
6. clearly describe the actions the school will take to respond to an allegation of child abuse;
7. do not prohibit or discourage school staff from reporting an allegation of abuse to a person external to the school
8. do not state or imply that it is the victim's responsibility to report allegations to the police or other authorities
9. do not require staff to make a judgment about the truth of the allegation of child abuse
10. do not prohibit staff from making records in relation to an allegation or disclosure of child abuse
11. are widely available so that all school staff and the school community are aware of the actions the school will take in response to an allegation of child abuse

### **Actions and responses to comply with standard 5:**

Baden Powell College has a Child Protection – Mandatory Reporting Policy and Mandatory Reporting Policy and Procedure which outline the procedures 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. These policies together with the Child Safe Policy applies to all staff involved in child-connected work at Baden Powell College including outside of school hours – eg Camp Australia/after school care

Baden Powell has appointed Sam Mahoney, Social Worker, as the Child Safe Officer at the College. She will be supported by all members of the Principal Team.

All notifications made related to child safety or a response to an incident will be kept, collated and filed in the confidential filing cabinet located in the Administration building. The Child Safe Officer and Principal team will be responsible for the maintenance of these reports.

All staff, after forming a reasonable belief that a child is at risk, will immediately follow procedures outlined in Responding to Incidents, Disclosures and Suspicions of Child Abuse (**Appendix 5**).

## CHILD SAFETY REPORTING PROCESS

**Who can  
report?**

Parent

Child

Staff member  
or volunteer

**What to  
report?**

Any child safety concerns, including:  
disclosure of abuse or harm  
allegation, suspicion or observation  
breach of Code of Conduct  
environmental safety issues.

**Call 000 if a child is in immediate danger**

**How?**

Face-to-face verbal report, letter, email, telephone call, meeting

**Who to?**

Child Safety Person, manager, supervisor

**What happens  
next?**

The Child Safety Person, manager or supervisor will:

- offer support to the child, the parents, the person who reports and the accused staff member or volunteer
- initiate internal processes to ensure the safety of the child, clarify the nature of the complaint and commence disciplinary process (if required)
- decide, in accordance with legal requirements and duty of care, whether the matter should/must be reported to the police or Child Protection and make report as soon as possible if required.

**Outcome**

Investigation; outcome decided; relevant staff, volunteers, parents and child notified of outcome of investigation; policies, procedures updated where necessary.

**A Guide to Managing a Disclosure of Child Abuse**

- Stay calm and control expressions of panic and shock
- State clearly that the abuse was not the child/young person's fault – no matter what the circumstances
- Always accept what the child says, no matter how fanciful it may appear to you — let them know you believe them
- Allow the child/young person to talk at their own pace, and use their own language.
- Listen attentively and only ask open-ended questions. Avoid using leading questions, and remember: you are not investigating the allegation.
- Do not pressure the child/young person into telling you more than they want to.
- Encourage the child/young person to talk about their concerns, as this can be helpful in dealing with difficult experiences.
- Not all the information will be necessarily expressed in one conversation or discussion.
- Tell the child/young person you are pleased they told you.
- At some point in the disclosure ensure that you inform the child or young person that you cannot offer absolute confidentiality or protection. Do not make promises that you may not be able to keep.
- Take careful notes throughout, if appropriate, or very soon after the child/young person has left. Keep to the facts, and use the words as they were spoken to you. Note date, time and place.
- You may wish to stop the interview if you think it is better handled by another person or staff member, or if it is too stressful for the child/young person.
- Avoid going over the information time and time again; you are only gathering information to help you form a belief on reasonable grounds that you need make a notification to Department of Human Services (DHS) Child Protection.
- DHS Child Protection and/or police are responsible for investigating the allegations after a notification to Child Protection has been made.

## **STANDARD 6:**

### **STRATEGIES TO IDENTIFY AND REDUCE OR REMOVE RISKS OF CHILD ABUSE**

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

**To comply with this Standard, a school needs to develop and implement risk management strategies regarding child safety within the school that:**

1. identify and mitigate the risk(s) of child abuse in the school environment
2. take into account the nature of the school environment
3. take into account the activities expected to be conducted within the school environment (including the provision of services by contractors or outside organisations)
4. take into account the characteristics and needs of all children expected to be present in that environment
5. include extensive record keeping procedures to record identified risks and specify the action(s) the school will take to reduce or remove the risks (risk controls)
6. include the governing authority monitoring and evaluating the effectiveness and implementation of risk controls
7. include the provision of guidance and training to the school's governing authority and staff, at least annually, detailing 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

#### **Actions and responses to comply with standard 6:**

The College has the following practices:

- A sick bay register which clearly states any incidences which may occur at either campus during school hours
- A risk assessment will be conducted each year
- All programs are scrutinised to determine that all students can access and are inclusive of these programs. Students with disabilities, EAL, Aboriginal origin, are always considered when developing programs so that they are included and catered for. Eg camp program, outdoor education
- Our induction program will inform all new staff of our Child Safe policies, practices and expectations
- All staff will record details, using the Child Safe Incident Report template, of any incidences involving our students. These reports will be filed in a confidential area in the administration building.
- All Student Support Group [SSG] meetings will include reference to the child safe standards



## **STANDARD 7:**

### **STRATEGIES TO PROMOTE THE PARTICIPATION AND EMPOWERMENT OF CHILDREN**

Schools must ensure that children feel safe to report child abuse and have processes in place to ensure 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.

#### **To comply with this Standard, a school needs to:**

1. develop strategies to deliver age appropriate education about standards of behaviour for students, healthy and respectful relationships (including sexual), resilience, and child abuse awareness and prevention
2. promote the child safety standards required by the Ministerial Order in ways that are readily accessible, easy to understand and user-friendly to children
3. recognise that children from culturally diverse backgrounds may require specific care and support regarding child safety issues, and implement strategies to achieve this
4. recognise that children who have any kind of disability may require specific care and support regarding child safety issues, and implement strategies to achieve this

#### **Actions and responses to comply with standard 7:**

At Baden Powell College we raise awareness to our community by:

- Friendly Kids Friendly Classroom's unit delivered at the beginning of each school year from Prep – 9
- Respectful Relationships unit is provided by trained staff and delivered to our Year 8 students.
- Personal Development program: students develop their safety network (Daniel Morecombe awareness program)
- All staff participate in Professional Development related to Respectful Relationships.

We promote the participation of children by:

- Students establish and agree to their own class Code of Conduct (rules, expectations, and agreements) at the beginning of each year which are clearly displayed.
- Survey students seeking to find out about their safety at school (P-4 Transition Survey, 5-9 Attitude to School Survey). The results are shared with students seeking to understand more.
- Building their communication and leadership skills: student voice
- Peer Mediation: training 5/6 students to problem solve and become mediators. The younger children develop confidence to approach the peer mediator to express their concerns
- All classrooms have a pastoral care aspect to the planning week where they use a chat circle / student conference as an opportunity for students to discuss matters which affect them.
- Conducting a meaningful consultation with students to inform the development of our Child Safe Policy – asking students about what makes them feel safe and unsafe at Baden Powell College?
- A commitment to implementing the Restorative Justice approach as common practice when resolving student disagreements

We build cultural understanding and inclusivity by:

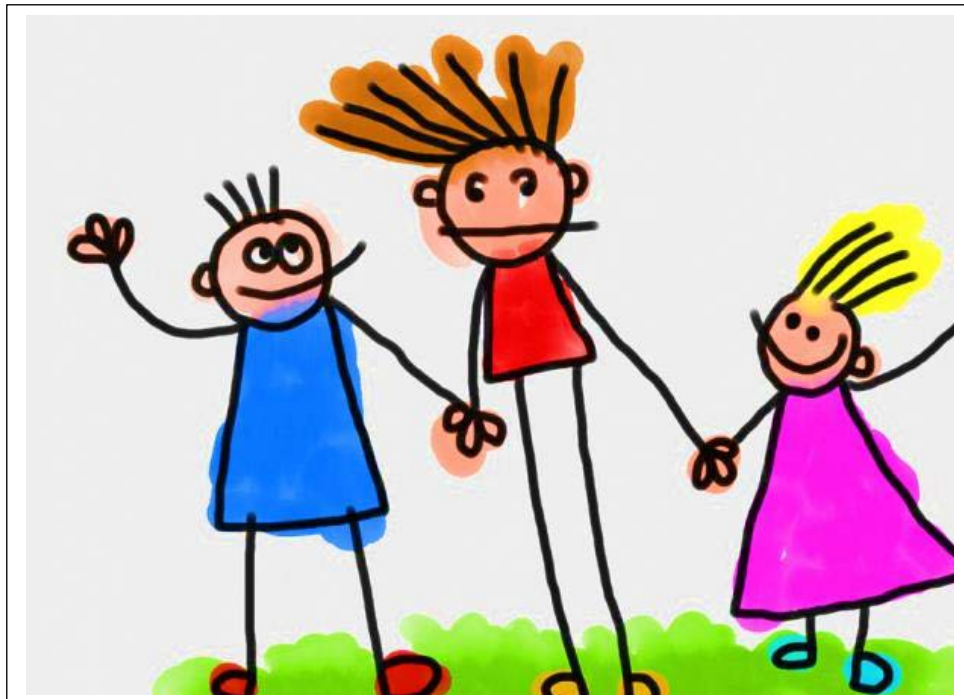
- Celebrating cultural diversity through a variety of programs which include parent/community participation



- We show respect for the Indigenous culture by flying the Aboriginal flag, and acknowledging the traditional owners at Assemblies.
- We promote all cultures through our curriculum

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

- Our website
- Posters and other resources displayed around the College



## APPENDIX

<b>Appendix 1: Child Safety Policy.....</b>	
<b>Appendix 2: Child Safe Code of Conduct.....</b>	
<b>Appendix 3: Child Protection – Mandatory Reporting Obligation Policy.....</b>	
<b>Appendix 4: Mandatory Reporting Policy and Procedure.....</b>	

**Appendix 5: Responding to Incidents, Disclosures and Suspicions.....  
of Child Abuse****Appendix 6: Child Safe Risk Assessment.....****Appendix 7: Child Safe Incident Report.....****Appendix 8: Supervision and Duty of Care.....**

## CHILD SAFE POLICY

### Introduction

At Baden Powell College, we believe in creating an inclusive school environment that is nurturing and forward thinking and that is a place where students feel safe, valued and listened to. This approach is reflected in our school guiding principles, which form the basis of our decisions and help us to positively shape our school environment to ensure we reflect this. For us to achieve our vision 'Look Forward, Staying Ahead' we have put in place a series of structures, programs and processes designed to promote student engagement, improve student attendance and enhance student connectedness. The school mantra ***I am Responsible, I am Respectful, I Prepared to Learn, I am Safe*** are explicitly taught to all students and provide a common language across the school. At Baden Powell College we hold the care, safety and wellbeing of children and young people as a central and fundamental responsibility of our school.

### PURPOSE:

The purpose of this policy is to demonstrate the strong commitment of Baden Powell College to the care, safety and wellbeing of all students at our school. It provides an outline of the policies, procedures and strategies developed to keep students safe from harm, including all forms of abuse in our school environment, on campus, online and in other locations provided by the school.

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

This policy applies to school staff, including school employees, volunteers and contractors.

### Principles:

We have a moral and legal responsibility to create nurturing school environments where children and young people are respected, their voices are heard and they are safe and feel safe.

**The following principles underpin our commitment to child safety at Baden Powell College:**

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

Definitions used in this Policy:

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

**Child abuse** includes:

- (a) any act committed against a child involving:
  - (i) a sexual offence
  - (ii) an offence under section 49B(2) of the **Crimes Act 1958** (grooming)
- (b) the infliction, on a child, of:
  - (i) physical violence
  - (ii) serious emotional or psychological harm
- (c) serious neglect of a child. ([Ministerial Order No. 870](#))

**Child safety** encompasses matters related to protecting all children from child abuse, managing the risk of child abuse, providing support to a child at risk of child abuse, and responding to incidents or allegations of child abuse. ([Ministerial Order No. 870](#))

**Child neglect:** The failure by a parent or caregiver to provide a child (where they are in a position to do so) with the conditions that are culturally accepted as being essential for their physical and emotional development and wellbeing. ([Safe Schools Hub](#))

**Child physical abuse:** Generally, child physical abuse refers to the non-accidental use of physical force against a child that results in harm to the child. Physically abusive behaviours include shoving, hitting, slapping, shaking, throwing, punching, kicking, biting, burning, strangling and poisoning. The fabrication or induction of an illness

by a parent or carer (previously known as Munchausen syndrome by proxy) is also considered physically abusive behaviour. ([Safe Schools Hub](#))

**Child protection:** Statutory services designed to protect children who are at risk of serious harm. ([Safe Schools Hub](#))

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

Child sexual abuse can also be:

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

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

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

**School environment** means 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) a campus of the school
- (b) online school environments (including email and intranet systems)
- (c) other locations provided by the school for a child's use (including, without limitation, locations used for school camps, sporting events, excursions, competitions, and other events). ([Ministerial Order No. 870](#))

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

- (a) directly engaged or employed by a school governing authority
- (b) a volunteer or a contracted service provider (whether or not a body corporate or any other person is an intermediary) ([Ministerial Order No. 870](#))

**Policy Commitments:**

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

**Our commitment to our students:**

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

**Our commitment to parents and guardians:**

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

**Our commitment to our school staff (school employees, volunteers and contractors.):**

- (a) We commit to providing all Baden Powell College staff with the necessary support to enable them to fulfil their roles. This will include regular and appropriate learning opportunities.
- (b) We commit to providing regular opportunities to clarify and confirm policy and procedures in relation to child safety and young people's protection and wellbeing. This will include annual training in the principles and intent of the Child Safety Policy and Child Safety Code of Conduct, and staff responsibilities to report concerns.
- (c) We commit to listening to all concerns voiced by Baden Powell College staff, volunteers, and contractors about keeping children and young people safe from harm.
- (d) We commit to providing opportunities for Baden Powell College employees, volunteers and contractors to receive formal debriefing and counselling arising from incidents of the abuse of a child or young person.

**Responsibilities and Organisational Arrangements:**

Everyone employed or volunteering at Baden Powell College has a responsibility to understand the important and specific role he/she plays individually and collectively to ensure that the wellbeing and safety of all students is at the forefront of all they do and every decision they make.

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

**Guide to Responsibilities of School Leadership:**

The Principal, the school governing authority and school leaders at Baden Powell College recognise their particular responsibility to ensure the development of preventative and proactive strategies that promote a culture of openness, awareness of and shared responsibility for child safety. Responsibilities include:

- creating an environment for children and young people to be safe and to feel safe
- upholding high principles and standards for all staff, volunteers, and contractors
- promoting models of behaviour between adults and children and young people based on mutual respect and consideration



- ensuring thorough and rigorous practices are applied in the recruitment, screening and ongoing professional learning of staff
- ensuring that school personnel have regular and appropriate learning to develop their knowledge of, openness to and ability to address child safety matters
- providing regular opportunities to clarify and confirm legislative obligations, policy and procedures in relation to child and young people's protection and wellbeing
- ensuring the school meets the specific requirements of the Victorian Child Safe Standards as set out in [Ministerial Order No. 870](#).

#### Guide to Responsibilities of School Staff:

Responsibilities of school staff (school employees, volunteers and contractors) include:

- treating children and young people with dignity and respect, acting with propriety, providing a duty of care, and protecting children and young people in their care
- following the legislative and internal school processes in the course of their work, if they form a reasonable belief that a child or young person has been or is being abused or neglected
- providing a physically and psychologically safe environment where the wellbeing of children and young people is nurtured
- undertaking regular training and education in order to understand their individual responsibilities in relation to child safety and the wellbeing of children and young people
- assisting children and young people to develop positive, responsible and caring attitudes and behaviours which recognise the rights of all people to be safe and free from abuse
- following the school's Child Safety Code of Conduct.

### 6.3 Organisational Arrangements

At Baden Powell College the child safety organisation arrangements are:

#### **Expectation of our School Staff – Child Safety Code of Conduct:**

At Baden Powell College we expect our community, school employees, volunteers and contractors to proactively ensure the safety of students at all times and to take appropriate action if there are concerns about the safety of any child at the school. All school staff must remain familiar with the relevant laws, the code of conduct, and policies and procedures in relation to child protection and to comply with all requirements. We have developed a Child Safety Code of Conduct, which recognises the critical role that school staff play in protecting the students in our care and establishes clear expectations of school employees, volunteers and contractors for appropriate behaviour with children in order to safeguard them against abuse and or neglect.

Our Code also protects school staff through clarification of acceptable and unacceptable behaviour.

#### **Student Safety and Participation:**

At Baden Powell College, we actively encourage all students to openly express their views and feel comfortable about giving voice to the things that are important to them. We teach students about what they can do if they feel unsafe and enable them to understand, identify, discuss and report on child safety. We listen to and act on any concerns students, or their parents or carers, raise with us.

#### **Reporting and Responding:**

Our school records any child safety complaints, disclosures or breaches of the Child Safety Code of Conduct, and stores the records in accordance with security and privacy requirements. Our school complies with legal

obligations that relate to managing the risk of child abuse under the *Children, Youth and Families Act 2005* (Vic.), the *Crimes Act 1958* (Vic.) and the recommendations of the [Betrayal of Trust](#) report.

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

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

Our policy assists staff, volunteers and families to:

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

Our school has also established internal processes to ensure that appropriate action is taken to respond to concerns about the wellbeing and/or safety of a student. Our complaints and disclosure processes are outlined and detailed in our grievance policy, discipline policy and the student engagement policy.

### **Screening and Recruitment of School Staff**

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

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

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

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

### **Child Safety – Education and Training for School Staff:**

Baden Powell College provides employees and volunteers with regular and appropriate opportunities to develop their knowledge of, openness to and ability to address child safety matters. This includes induction, ongoing training, DET online modules and professional learning to ensure that everyone understands their professional and legal obligations and responsibilities, and the procedures for reporting suspicion of child abuse and neglect.

#### **Risk Management:**

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

**Relevant Legislation:**

- *Children, Youth and Families Act 2005* (Vic.)
- *Working with Children Act 2005* (Vic.)
- *Education and Training Reform Act 2006* (Vic.)
- *Equal Opportunity Act 2010* (Vic.)
- *Privacy Act 1988* (Cth)
- *Crimes Act 1958* (Vic.) – Three new criminal offences have been introduced under this Act:
  - a) **Failure to disclose offence:** Any adult who forms a reasonable belief that a sexual offence has been committed by an adult against a child under 16 has an obligation to report that information to police. Failure to disclose the information to police is a criminal offence.
  - b) **Failure to protect offence:** The offence will apply where there is a substantial risk that a child under the age of 16 under the care, supervision or authority of a relevant organisation will become a victim of a sexual offence committed by an adult associated with that organisation. A person in a position of authority in the organisation will commit the offence if they know of the risk of abuse and have the power or responsibility to reduce or remove the risk, but negligently fail to do so.
  - i) **Grooming offence:** This offence targets predatory conduct designed to facilitate later sexual activity with a child. Grooming can be conducted in person or online, for example via interaction through social media, web forums and emails.

**Department of Education Policies:**

- Policy 2.2: Guidelines Relating to the Employment of Staff (currently under review)
- Policy 2.19: Child Protection – Reporting Obligations
- Policy 2.19a: School Guidelines –Police and DHHS Interview Protocols
- Ministerial Order 199
- Mandatory Reporting

**Breach of Policy:**

Where an **employee** is suspected of breaching any obligation, duty or responsibility within this Policy, Baden Powell College may start the process under Complaints, Misconduct and Unsatisfactory Performance guidelines for managing employment concerns. This may result in disciplinary consequences.

Where the **principal** is suspected of breaching any obligation, duty or responsibility within this policy, the concerned party is advised to contact the Regional Director. Relevant notification should also be made to the Department of Education and Training.

**References:**

Responding to allegations of student sexual assault

[www.education.vic.gov.au/school/principals/spag/safety/Pages/sexualassault.aspx#1](http://www.education.vic.gov.au/school/principals/spag/safety/Pages/sexualassault.aspx#1)

Government Schools Website:

[www.education.vic.gov.au/childhood/providers/regulation/Pages/childsafestandards](http://www.education.vic.gov.au/childhood/providers/regulation/Pages/childsafestandards)

Safe Schools Hub 2014, [National Safe Schools Framework Glossary](#), Australian Government Department of Education and Training.

State of Victoria 2016, [Child Safe Standards](#) – *Managing the Risk of Child Abuse in Schools: Ministerial Order No. 870*, Education & Training Reform Act 2006, Victorian Government Gazette No. S2.

Victorian Government Department of Justice 2016, [Betrayal of Trust Implementation](#).

Victorian Institute of Teaching For Victorian Teaching Profession Codes of Conduct and Ethics and information about employee responsibilities to report action against registered teachers in response to allegations and concerns about registered teachers.

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

## EVALUATION:

- This policy to be reviewed as part of the school's two year review cycle, individually, in teams and with the community in 2017 or more often if necessary due to changes in regulations or circumstances.

This policy was last ratified by School Council in ....

2019



**BADEN POWELL COLLEGE**

## CHILD SAFE CODE OF CONDUCT

### Safe guarding Children and Young People

At Baden Powell College, we believe in creating an inclusive school environment that is nurturing and forward thinking and that is a place where students feel safe, valued and listened to. This approach is reflected in our school guiding principles, which form the basis of our decisions and help us to positively shape our school environment to ensure we reflect this. For us to achieve our vision 'Looking Forward Staying Ahead', we have put in place a series of structures, programs and processes designed to promote student engagement, improve student attendance and enhance student connectedness. The student mantra: ***I am respectful, I am responsible, I am prepared to learn and I am safe and our College Values*** are explicitly taught to all students and provide a common language across the school.

### Purpose:

This Code of Conduct has a specific focus of safeguarding children and young people at Baden Powell College against sexual, physical, psychological and emotional abuse or neglect. It is intended to complement other professional and/or occupational codes.

All staff, volunteers, contractors and school council members at Baden Powell College are expected to actively contribute to a school culture that respects the dignity of its members and follows the school's core values. They are required to observe child safe principles and expectations for appropriate behaviour towards and in the company of children, as noted below.

### Acceptable behaviours:

All staff, volunteers, contractors and school council members are responsible for supporting the safety of children by:

- adhering to the school's child safe policy and upholding the school's statement of commitment to child safety at all times
- taking all reasonable steps to protect students from abuse
- treating everyone in the school community 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 or that they are worried about their safety/or the safety of another child.

- promoting the cultural safety, participation and empowerment of Aboriginal and Torres Strait Islander children (for example, by never questioning an Aboriginal and Torres Strait Islander child's self-identification)
- promoting the cultural safety participation and empowerment of children with culturally and/or linguistically diverse backgrounds
- promoting the safety, participation and empowerment of children with a disability
- ensuring as far as practicable that adults are not alone with a child
- reporting any allegations of child abuse and/or child safety concerns to the school's principal class team
- understanding and complying with all reporting obligations as they relate to mandatory reporting and reporting under the Crimes Act 1958
- if an allegation of child abuse is made, ensuring as quickly as possible that the child(ren) are safe
- reporting to the Victorian Institute of Teaching, any charges, committals for trial or convictions in relation to a sexual offence by a registered teacher, or certain allegations or concerns about a registered teacher

### **Unacceptable behaviours:**

All staff, volunteers, contractors and school council members must not:

- ignore or disregard any suspected or disclosed child abuse
- develop any 'special' relationships with children that could be seen as favouritism
- exhibit or initiate behaviours with children that may be construed as unnecessarily physical contact
- put children at risk of abuse
- engage in open discussion of a mature or adult nature in the presence of children
- 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 age, gender, race, culture, vulnerability, sexuality, ethnicity or disability
- have contact with a child outside or their family outside the school without the school's leadership knowledge or consent of school council (for example, unauthorised after hours tutoring, private instrumental/other lessons or sport coaching) accidental contact, such as seeing people in the street, is appropriate
- have any online contact with the child (including by social media, email, instant messaging etc) or their family (unless necessary eg by providing families with e-newsletters or assisting students with their school work)
- use any personal communication channels/device such as a personal email account
- exchange personal contact details such as phone number, social networking sites or personal email addresses
- photograph or video a child without the consent of the parent or guardians
- work with children whilst under the influence of alcohol or illegal drugs
- consume alcohol or drugs at school or school events in the presence of children

I, \_\_\_\_\_, confirm I have been provided with a copy of the above Code of Conduct.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_





## CHILD PROTECTION – MANDATORY REPORTING OBLIGATIONS POLICY

### Introduction:

Protection for children and young people is based upon the belief that the inherent dignity of all should be recognised and fostered.

Government schools are entrusted with the holistic education of the child in partnership with parents, guardians and caregivers, who are the primary educators of their children. Government school staff therefore have a duty of care to students by taking reasonable care to avoid acts or omissions which they can reasonably foresee would be likely to result in harm or injury to the student and to work for the positive wellbeing of the child.

Under the Ministerial Order 870, protecting children is everyone's responsibility – parents, communities, governments and business all have a role to play. In Victoria, a joint protocol, involving the Department of Health and Human Services (DHHS) Child Protection, the Department of Education and Training (DET), the Catholic Education Commission of Victoria and licensed children's services, exists to protect the safety and wellbeing of children and young people.

All school staff, as defined by Ministerial Order 870, within Victoria must understand and abide by the professional, moral and legal obligations to implement child protection and child safety policies, protocols and practices.

### Purpose of this policy:

Schools must comply with the legal obligations that relate to managing the risk of child abuse under the ***Children, Youth and Families Act 2005 (Vic.)*** the ***Crimes Act 1958 (Vic.)*** and the recommendations of the ***Betrayal of Trust Report***.

This policy is designed to assist staff to:

- identify the indicators of a child or young person who may be in need of protection

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

Child Protection reporting obligations fall under separate pieces of legislation with differing reporting requirements. This policy sets out the actions required under the relevant legislation when there is a reasonable belief that a child is in need of protection or a criminal offence has been committed and provides guidance and procedures on how to make a report.

## **Contents**

1. Children, Youth and Families Act 2005 (Vic.)
  - 1.1. Mandatory reporting
  - 1.2. Forming a reasonable belief
  - 1.3. Types of child abuse and indicators of harm
  - 1.4. Reporting child protection concerns
  - 1.5. When to make a mandatory report
  - 1.6. When a report may be required; though not mandated
  - 1.7. Flowchart - responding to a possible mandatory reporting concern
2. The Crimes Act 1958 (Vic.)
  - 2.1. Failure to disclose
  - 2.2. Failure to protect
  - 2.3. Grooming
  - 2.4. When to report criminal offences
3. How to make a report for mandatory reporting and criminal offences
  - 3.1. Making a report
  - 3.2. Potential consequences of making a report
  - 3.3. Related resource

Procedures:

### **1. Children, Youth and Families Act 2005 (Vic.)**

#### **1.1 Mandatory Reporting**

Mandatory reporting is a legal requirement under the ***Children, Youth and Families Act 2005 (Vic.)*** (Act) to protect children from harm relating to physical injury and sexual abuse. A child, for the purpose of the relevant parts of the Act, is any person **17 years** of age or younger. School personnel mandated under this Act who, in the course of carrying out their duties, form a **reasonable belief** that a child is in need of protection from physical, emotional, psychological, developmental harm or sexual abuse, and that the **child's parents are**

**unwilling or unable to protect the child**, must report that belief to DHHS Child Protection and the grounds for it as soon as possible after forming the belief. A subsequent report must be made on each occasion on which the mandatory reporter becomes aware of further reasonable grounds for the belief.

## 1.2 Forming a 'reasonable belief'

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

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

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

- a child states that they have been physically or sexually abused
- a child states that they know someone who has been physically or sexually abused (sometimes the child may be talking about themselves)
- someone who knows a child states that the child has been physically or sexually abused
- a child or young person exhibits sexually-abusive or age-inappropriate behaviours
- professional observations of the child's behaviour or development leads a professional to form a belief that the child has been physically or sexually abused or is likely to be abused
- signs of abuse lead to a belief that the child has been physically or sexually abused.

## 1.3 Types of child abuse and indicators of harm

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

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

It is **mandatory** to report concerns relating to:

- physical abuse
- sexual abuse.

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

- emotional abuse
- neglect
- medical neglect
- family violence
- human trafficking (including forced marriage)
- sexual exploitation (including pornography and prostitution)
- risk-taking behaviour
- female genital mutilation
- risk to an unborn child
- a child or young person exhibiting sexually-abusive behaviours.

**Note:** For full definitions for all of the types of child abuse and a comprehensive list of the indicators of harm refer to.

## 1.4 Reporting child protection concerns

All school staff who believe on reasonable grounds that a child or young person is in need of:

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

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

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

Mandatory reporters **must report their concern to DHS/Child Protection** if there is a reasonable belief that a child or young person is in need of protection from physical injury or sexual abuse. Refer to:

It is essential to document the concerns and observations which contributed to the suspicion that a child is in need of protection. This information may be gathered over a period of time and should be treated confidentially and held securely.

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

If more than one mandated reporter has formed a belief about the same child on the same occasion, it is sufficient for one professional to make a report. The other is obliged to ensure the report has been made and that all grounds for their own belief were included in the report made by the other staff member (Section 184 (2)).

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

The mandatory reporter may continue to suspect that a child is at risk and in need of protection. Any further observations should continue to be recorded and a report made on each separate occasion where a belief has been formed, on reasonable grounds, that a child is likely to be at risk and in need of protection. If there is any suspicion that this relates to a sexual offence involving an adult and a child **under 16** then it must be reported to the police. Refer to and the .

## 1.5 When to make a mandatory report:

Type of Reporting	By Whom	To Whom
<b>Mandatory Reporting - DHHS Child Protection</b>  Mandatory reporters must make a report as soon as practicable if, in the course of practising their profession or carrying out their duties, they form a belief on reasonable grounds that a child or young person is in need of	<b>Mandatory reporters</b> <ul style="list-style-type: none"> <li>• Teachers registered to teach or who have permission to teach pursuant to the <i>Education and Training Reform Act 2006</i> (Vic.)</li> <li>• Principals of government schools</li> </ul>	DHS Child Protection  School Principal  Victoria Police if a belief is formed that a crime has been committed

protection, as a result of physical injury or sexual abuse, and the child's parents are unable or unwilling to protect the child.

- Registered medical practitioners
- Nurses

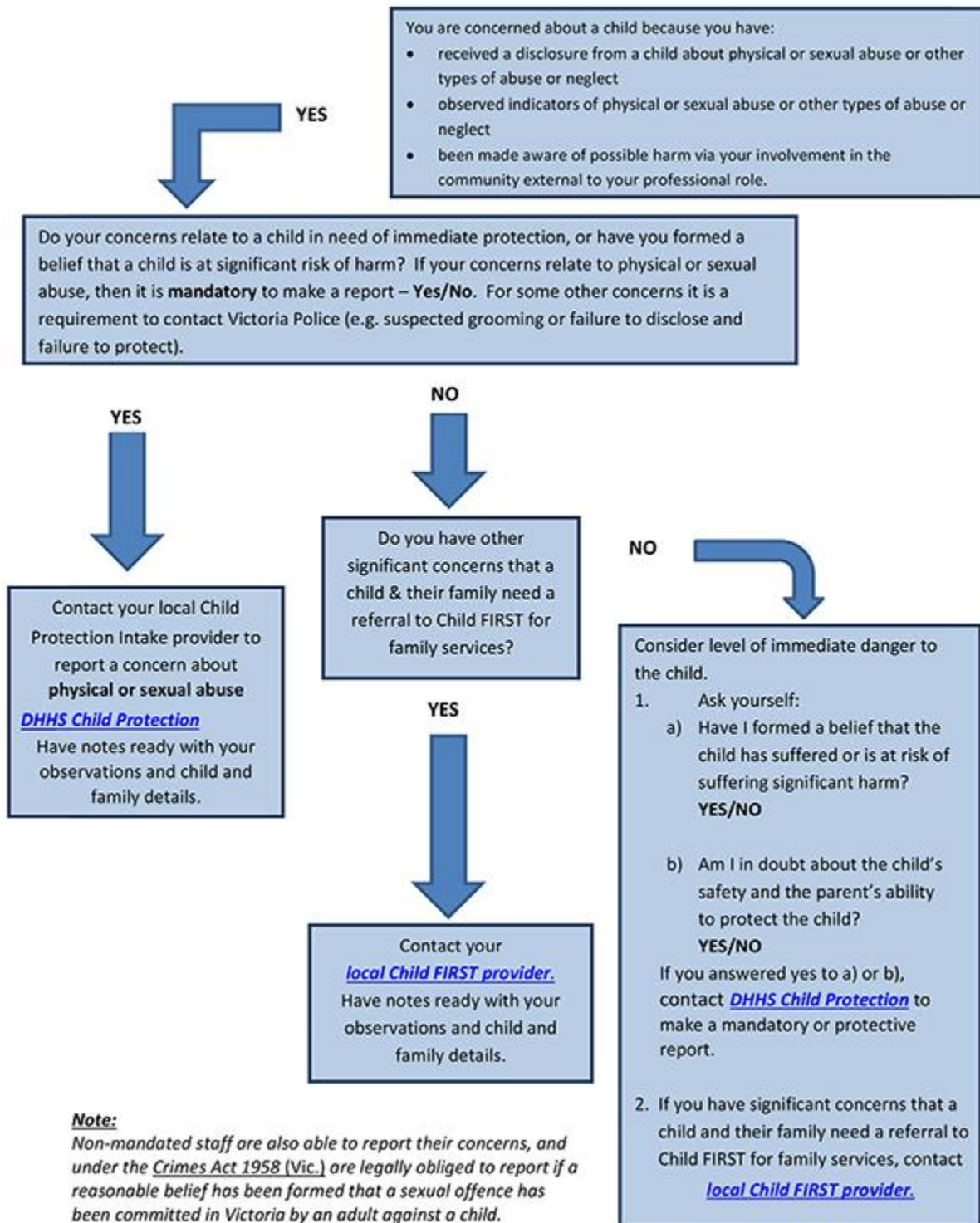
## 1.6 When a report may be required, though not mandated

Type of Reporting	By Whom	To Whom
<p><b>Child in need of protection</b> Any person may make a report if they believe on reasonable grounds that a child is in need of protection for any of the following reasons:</p> <ul style="list-style-type: none"> <li>• The child has been abandoned and there is no other suitable person who is willing and able to care for the child.</li> <li>• The child's parents are dead or incapacitated and there is no other suitable person who is willing and able to care for the child.</li> <li>• The child has suffered or is likely to suffer significant harm as a result of physical injury and the parents are unable or unwilling to protect the child.</li> <li>• The child has suffered or is likely to suffer significant harm as a result of sexual abuse and their parents are unable or unwilling to protect the child.</li> <li>• The child has suffered or is likely to suffer emotional or psychological harm and the parents are unable or unwilling to protect the child.</li> </ul> <p>The child's physical development or health has been, or is likely to be significantly harmed and the parents are unable or unwilling to provide basic care, or effective medical or other remedial care.</p>	<ul style="list-style-type: none"> <li>• Teachers registered to teach or who have permission to teach pursuant to the <i>Education and Training Reform Act 2006</i> (Vic.)</li> <li>• Principals of government schools</li> <li>• Registered medical practitioners</li> <li>• Nurses</li> <li>• Any other school staff</li> <li>• Any other person</li> </ul>	<p>DHHS Child Protection School Principal Victoria Police if a belief is formed that a crime has been committed</p>



<p><b>Child in need of therapeutic treatment</b></p> <p>Any person may make a report if they believe on reasonable grounds that a child who is 10 years of age or over, but under 15 years of age, is in need of therapeutic treatment because he or she has exhibited sexually-abusive behaviours. Contact Child FIRST if there is no significant concern about the immediate safety of the child.</p>	<p>Any person</p>	<p>Contact DHHS Child Protection or Child First School Principal</p>
<p><b>Significant concerns about wellbeing of a child</b></p> <p>School staff can seek advice from or make referral to DHHS Child Protection or Child FIRST if they have a significant concern for the wellbeing of a child and where the immediate safety of the child is not compromised.</p> <p>The staff member should share relevant information with Child FIRST to help them complete their assessment of the referral.</p>	<p>Any person</p>	<p>Contact DHHS Child Protection or Child First School Principal</p>

## 1.7 Flowchart – Responding to a possible mandatory reporting:



## 2. Crimes Act 1958 (Vic.)

Three new criminal offences have been introduced under the *Crimes Act 1958* (Vic.):

- Failure to disclose, which requires adults to report to police a reasonable belief that a sexual offence has been committed against a child
- Failure to protect, which 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 failed to do so
- Grooming, which targets communication with a child or their parents with the intent of committing child sexual abuse.

### 2.1 Failure to disclose

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

For further information about the ‘failure to disclose’ offence, see: **section 327 of the Crimes Act 1958 (Victoria)**

### 2.2 Failure to protect

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

For further information about the ‘failure to protect’ offence, see: **section 49C (2) of the Crimes Act 1958(Vic.)**

### 2.3 Grooming

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

For more information about managing and responding to the risk of abuse, see: **section 49B (2) of the Crimes Act 1958 (Vic.)**.

## 2.4 When to report criminal offences

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

Types of Reporting	By Whom	To Whom
<p><b>Reasonable belief that a sexual offence has been committed by an adult against a child under 16.</b></p> <p>Any adult who forms a reasonable belief that a sexual offence has been committed in Victoria by an adult against a child under 16 must report that information to police.</p> <p>You will not be guilty of an offence if you do not report in the following circumstances:</p> <ul style="list-style-type: none"> <li>• The victim is 16 years of age or older and does not have an intellectual disability that limits his/her capacity to make an informed decision; and he/she does not want the information reported to the police.</li> <li>• The victim has disclosed the information in confidence in the course of a therapeutic relationship with you as a registered medical practitioner or counsellor.</li> <li>• The victim turned 16 years of age before 27 October 2014.</li> <li>• Reasonable excuses for failing to comply with the requirement include:</li> <li>• a reasonable belief that the information has already been reported to police or DHHS Child Protection disclosing all of the information</li> <li>• a reasonable fear that the disclosure will place someone (other than the alleged perpetrator) at risk of harm.</li> </ul>	<p>Any person aged 18 or over</p> <p>All school staff as defined by Ministerial Order 870</p>	<p>School Principal</p> <p>DHHS Child Protection</p> <p>Victoria Police</p>

## 3. How to make a report for mandatory reporting and criminal offences:

The following information provides practical guidance in relation to record-keeping for both mandatory reporting and criminal offences.

### 3.1 Making a report:

**In case of emergency or if a child is in life-threatening danger contact Triple Zero (000).**

Additionally, to report concerns about the immediate safety of a child within their family unit to DHHS Child Protection, call the local Child Protection Intake Provider (1300 664 977). If after hours call the **Child Protection Crisis Line on 13 12 78**.

The table below describes the information to include when making a mandatory report about child abuse or child protection concerns.

Step	Description
1.	<p>Keep comprehensive notes that are dated and include the following information:</p> <ul style="list-style-type: none"> <li>• a description of the concerns (e.g. physical injuries, student behaviour)</li> <li>• the source of those concerns (e.g. observation, report from child or another person)</li> <li>• the actions taken as a result of the concerns (e.g. consultation with the principal, report to DHHS Child Protection etc.).</li> </ul>
2.	<p>Discuss your concerns about the safety and wellbeing of students with the principal, a member of the school leadership team or member of the wellbeing team.</p> <p>The individual staff member should then make their own assessment about whether they should make a report about the child or young person and to whom the report should be made.</p>
3.	<p>Gather the relevant information necessary to make the report. This should include the following information:</p> <ul style="list-style-type: none"> <li>• full name, date of birth and residential address of the child or young person</li> <li>• the details of the concerns and the reasons for those concerns</li> <li>• the individual staff member's involvement with the child or young person</li> <li>• details of any other agencies which may be involved with the child or young person.</li> </ul>
4.	<p><b>Make a report to the relevant agency:</b></p> <ul style="list-style-type: none"> <li>• To report concerns which are life-threatening <b>phone 000</b></li> <li>• To find the nearest Victoria Police Sexual Offences and Child Abuse Investigation Team contact your local police station. Visit the <a href="#">Victoria Police website</a> for local contact numbers.</li> <li>• To report concerns about the immediate safety of a child within their family unit to DHHS Child Protection:</li> <li>• Call your <b>local Child Protection</b> Intake provider immediately on 1300 664 977</li> <li>• For <b>After Hours Child Protection Emergency Services</b>, call <b>13 12 78</b>.</li> </ul> <p><b>**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.</b></p>
5.	<p><b>Make a written record of the report including the following information:</b></p> <ul style="list-style-type: none"> <li>• the date and time of the report and a summary of what was reported</li> <li>• the name and position of the person who made the report and the person who received the report.</li> </ul>
6.	<p><b>Notify relevant school staff</b> of a report to DHHS Child Protection or Child FIRST.</p> <ul style="list-style-type: none"> <li>• School staff should advise the principal or a member of the leadership team or wellbeing team if they have made a report.</li> <li>• School leadership or wellbeing staff can seek further assistance by contacting the school contact Student Support Services Officer</li> </ul>
7.	<p>In the case of international students, the principal must notify the International Education Division of the Department of Education and Training on (03) 9637 2990 to ensure that appropriate support is arranged for the student.</p>

In the case of Koorie students, the principal must notify the Regional Office (as appropriate) to ensure the regional Koorie support officer can arrange appropriate support for the student.

### 3.2 Potential consequences of making a report:

This table describes the potential consequences of making a report.

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



	In certain circumstances, DHHS Child Protection can also direct school staff and Department staff to provide information or documents about the protection or development of the child. Such directions should be in writing and only be made by authorised persons within DHHS Child Protection: see the Department of Education & Training website:
Witness Summons	If DHHS Child Protection makes a Protection Application in the Children's Court of Victoria, any party to the application may issue a Witness Summons to produce documents and/or to give evidence in the proceedings: see the Department of Education & Training website:

### 3.3 Related resources

#### Victorian Registration and Qualifications Authority

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

#### Department of Education and Training

- [Responding to Allegations of Sexual Abuse](#)
- [www.education.vic.gov.au/childhood/providers/regulation/Pages/chilsafestandards](http://www.education.vic.gov.au/childhood/providers/regulation/Pages/chilsafestandards)

#### Related legislation

- Children, Youth and Families Act 2005 (Vic.)
- Crimes Act 1958 (Vic.)
- Education and Training Reform Act 2006 (Vic.)
- Victorian Institute of Teaching Act 2001 (Vic.).

#### Department of Health and Human Services

- <http://www.dhs.vic.gov.au/about-the-department/documents-and-resources/policies,-guidelines-and-legislation/child-safe-standards>

#### Victoria Police

Werribee Police: 9742 9444

Wyndham North Police: 8734 1100

This policy was last ratified by School Council in...

**2019**

## Mandatory Reporting Policy and Procedure

## PURPOSE:

- to define the roles and responsibilities of school staff including volunteers and contractors as well as the broader school community in protecting the safety and wellbeing of children and young people
- to enable staff to identify the indicators of a child or young person who may be in need of protection.
- enable staff to make a report of a child or young person who may be in need of protection
- comply with reporting obligations under child protection law and criminal law.

## GOALS:

*Ministerial Order No. 870 - Child Safe Standards - Managing the Risk of Child Abuse in Schools* in order to be registered, and remain registered with the Victorian Registration and Qualifications Authority (VRQA).

The Order comes into effect on 1 August, 2016 and specifies how every Victorian schools must:

- embed a culture of 'zero tolerance' for child abuse
- comply with the prescribed seven minimum child safe standards.

This Guide is intended to assist mandatory reporters who have become concerned about possible abuse or neglect of a child/young person and must make a decision whether or not to report their concerns to a relevant agency.

## GUIDELINES:

### Related policies

- [Duty of care](#)
- [Police and DHS Interviews](#)
- [Responding to Student Sexual Assault](#)
- [Requests for Information about Students](#)
- [Subpoenas and Witness Summonses](#)

### Related legislation

- *Ministerial Order No. 870 - Child Safe Standards - Managing the Risk of Child Abuse in Schools*
- Children, Youth and Families Act 2005
- Crimes Act 1958
- Education and Training Reform Act 2006
- Victorian Institute of Teaching Act 2001

## Department resources

- Flowchart: [A step-by-step guide to making a report to Child Protection or Child FIRST \(PDF - 270Kb\)](#)
- [Protecting the safety and wellbeing of children and young people](#)
- [Mandatory Reporting eLearning Module](#)

## Other resources

Daniel Morcombe Child Safety Curriculum:

Government schools, see: FUSE (Edumail password is required before searching [Daniel Morcombe Child Safety Curriculum](#))

- Four Critical Actions for Schools: Responding to Incidents, Disclosures or Suspicions of Child Abuse
- Disclosure Flowchart
- BPC DHS Notification Checklist
- Parents, see: [Daniel Morcombe Child Safety Curriculum Parent Guides - Queensland Department of Education, Training and Employment](#).
- [Child Safe Standards - Schools Guide](#)

## Department of Human Services:

- [Child Protection](#)
- [Child FIRST](#)
- [Victoria Police Sexual Offences and Child Abuse Investigation Teams \(SOCIT\)](#)

## Department of Justice:

- [Failure to disclose offence](#)

## Mandated staff members

A broad range of professional groups are identified in the *Children Youth and Families Act 2005* (CYFA) as mandatory reporters. Mandated staff members must make a report to Child Protection as soon as practicable after forming a belief on reasonable grounds that a child or young person is in need of protection from significant harm as a result of physical injury or sexual abuse, and the child's parents are unable or unwilling to protect the child.

## Non-mandated staff members

Section 183 of the CYFA states that **any person**, who believes on reasonable grounds that a child is in need of protection, may report their concerns to Child Protection. This means that any person, including non-mandated school staff, is able to make a report to Child Protection when they believe that a child or young person is at risk of harm and in need of protection, and the child's parents are unable or unwilling to protect the child.

- ESO's are NOT REQUIRED by law to report to the DHS regarding disclosures of abuse.
- ESO's are ETHICALLY REQUIRED to report if they have a concern regarding a student.

- ESO's are REQUIRED to report to the class teacher of the student who disclosed.
- ESO's are REQUIRED to report to a member of leadership or wellbeing of their concerns.
- ESO's are REQUIRED to speak to a member of staff rather than email. Staff are not to leave the campus until the concern has been followed up.

### **Forming a belief on reasonable grounds**

A person may form a belief on reasonable grounds that a child is in need of protection after becoming aware that a child or young person's health, safety or wellbeing is at risk and the child's parents are unwilling or unable to protect the child.

There may be reasonable grounds for forming such a belief if:

- a child or young person states that they have been physically or sexually abused
- a child or young person states that they know someone who has been physically or sexually abused (sometimes the child may be talking about themselves)
- someone who knows the child or young person states that the child or young person has been physically or sexually abused
- a child shows signs of being physically or sexually abused.
- the staff member is aware of persistent family violence or parental substance misuse, psychiatric illness or intellectual disability that is impacting on the child or young person's safety, stability or development
- the staff member observes signs or indicators of abuse, including non-accidental or unexplained injury, persistent neglect, poor care or lack of appropriate supervision
- a child's actions or behaviour may place them at risk of significant harm and the child's
- parents are unwilling or unable to protect the child.

### **Protecting the identity of the reporter**

- Confidentiality is provided for reporters under the CYFA. The CYFA prevents disclosure of the name or any information likely to lead to the identification of a person who has made a report in accordance with legislation, except in specific circumstances.

The identity of a reporter must remain confidential unless:

- the reporter chooses to inform the child, young person or family of the report
- the reporter consents in writing to their identity being disclosed
- a court or tribunal decides that it is necessary for the identity of the reporter to be disclosed to ensure the safety and wellbeing of the child
- a court or tribunal decides that, in the interests of justice, the reporter is required to attend court to provide evidence.

## IMPLEMENTATION:

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 Human Services (DHS) Child Protection.

All other school staff who believe on reasonable grounds that a child or young person is in need of:

- protection, are encouraged to report their concerns to DHS Child Protection or Victoria Police.
- therapeutic treatment are encouraged to report their concerns to DHS Child Protection.
- If staff have significant concerns for the wellbeing of a child or young person they are encouraged to report their concerns to DHS Child Protection or Child FIRST.

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

### Reporting criminal child abuse

#### Failure to disclose

This offence applies to all adults (not just professionals who work with children) who form a reasonable belief that another adult may have committed a sexual offence against a child under 16 years of age and fail to report this information to the Victoria 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 DHS Child Protection.

The offence applies to **all adults** in Victoria, not just professionals who work with children.

*Failing to disclose a sexual offence based on concerns for the interests of the perpetrator or organisation (e.g. concerns about reputation, legal liability or financial status) will not be regarded as a reasonable excuse. [Department of Justice – Failure to disclose offence](#)*

#### Failure to protect

This offence applies to a person in a position of authority within an organisation who:

- knows of a substantial risk that a child under the age of 16, under the care, supervision or authority of the organisation will become a victim of a sexual offence committed by an adult associated with the organisation (e.g. employee, contractors, volunteer, visitor); and
- negligently fails to remove or reduce the risk of harm.

*Within a school setting, a position of authority includes Principals and Assistant Principals and staff in institutional management positions (for example in government schools this includes Regional Directors and other senior managers).*

For further information on these offences, please refer to:

*Failure to Protect offence:*

<http://www.justice.vic.gov.au/home/safer+communities/protecting+children+and+families/failure+to+protect+offence>

*Failure to disclose offence:*

<http://www.justice.vic.gov.au/home/safer+communities/protecting+children+and+families/failure+to+disclose+offence>

Government's responses to the recommendations of the *Betrayal of Trust Report*:

<http://www.justice.vic.gov.au/home/safer+communities/protecting+children>

## **Duty of care**

College staff have a duty of care to protect the safety, health and wellbeing of children in their care. If a staff member has concerns about the safety, health and wellbeing of children in their care it is important to take immediate action.

In the case of a child who may be in need of protection or therapeutic treatment, or where there are significant concerns about the wellbeing of a child, school staff can discharge this duty of care by taking action which includes the following:

- reporting their concerns to the DHS Child Protection or another appropriate agency (as identified above)
- notifying the principal or a member of the school leadership team of their concerns and the reasons for those concerns.

## **Forming a 'reasonable belief'**

A 'reasonable belief' or a 'belief on reasonable grounds' is not the same as having proof but is more than mere rumour or speculation.

A 'reasonable belief' is formed if a reasonable person in the same position would have formed the belief on the same grounds. For example, a 'reasonable belief' might be formed if:

- a child states that they have been physically or sexually abused
- a child states that they know someone who has been physically or sexually abused (sometimes the child may be talking about themselves)
- someone who knows a child states that the child has been physically or sexually abused
- professional observations of the child's behaviour or development leads a professional to form a belief that the child has been physically or sexually abused or is likely to be abused
- signs of abuse lead to a belief that the child has been physically or sexually abused.

## **Types of abuse and physical and behaviour indicators**

This section will help you to understand the different types of abuse and recognise the possible physical and behavioural indicators of:

- physical abuse
- sexual abuse
- grooming
- emotional or physiological harm
- neglect
- family violence.

## **PHYSICAL CHILD ABUSE**

- Physical child abuse can consist of any non-accidental infliction of physical violence on a child by any person. Examples of physical abuse may include beating, shaking or burning, assault with implements and female genital mutilation (FGM).

**PHYSICAL indicators of physical child abuse include (but are not limited to):**



- bruises or welts on facial areas and other areas of the body, e.g. back, bottom, legs, arms and inner thighs
- bruises or welts in unusual configurations, or those that look like the object used to make the injury, e.g. fingerprints, handprints, buckles, iron or teeth
- burns from boiling water, oil or flames or burns that show the shape of the object used to make them, e.g. iron, grill, cigarette
- fractures of the skull, jaw, nose and limbs (especially those not consistent with the explanation offered, or the type of injury possible at the child's age of development)
- cuts and grazes to the mouth, lips, gums, eye area, ears and external genitalia
- bald patches where hair has been pulled out
- multiple injuries, old and new
- effects of poisoning
- internal injuries.

**BEHAVIOURAL indicators of physical child abuse include (but are not limited to):**

- disclosure of an injury inflicted by someone else (parent, carer or guardian), or an inconsistent or unlikely explanation or inability to remember the cause of injury
- unusual fear of physical contact with adults
- aggressive behaviour
- disproportionate reaction to events
- wearing clothes unsuitable for weather conditions to hide injuries
- wariness or fear of a parent, carer or guardian
- reluctance to go home
- no reaction or little emotion displayed when being hurt or threatened
- habitual absences from school without reasonable explanation
- overly compliant, shy, withdrawn, passive and uncommunicative
- unusually nervous, hyperactive, aggressive, disruptive and destructive to self and/or others
- poor sleeping patterns, fear of the dark or nightmares and regressive behaviour, e.g. bed-wetting
- drug or alcohol misuse, suicide or self-harm.

**CHILD SEXUAL ABUSE**

- is when a person uses power or authority over a child to involve them in sexual activity
- can include a wide range of sexual activity including fondling the child's genitals, oral sex, vaginal or anal penetration by a penis, finger or other object, or exposure of the child to pornography
- does not always involve physical contact or force.
- You must follow the Four Critical Actions for Schools: Responding to Incidents, Disclosures or Suspicions of Child Abuse if you suspect that a:
  - child has, or is being sexually abused, or is at risk of sexual abuse
  - school staff member, contractor or volunteer may be engaging, or are at risk of engaging in sexual behaviour with a child/children.
- Unwanted sexual behaviour toward a student by a child 10 years or over can constitute a sexual offence and is referred to as student-to-student sexual offending.

**PHYSICAL indicators of sexual abuse include (but are not limited to):**

- injury to the genital or rectal area, e.g. bruising, bleeding, discharge, inflammation or infection
- injury to areas of the body such as breasts, buttocks or upper thighs
- discomfort in urinating or defecating
- presence of foreign bodies in the vagina and/or rectum
- sexually-transmitted diseases
- frequent urinary tract infections

- pregnancy, especially in very young adolescents
- anxiety-related illnesses, e.g. anorexia or bulimia.

**BEHAVIOURAL indicators of sexual abuse include (but are not limited to):**

- disclosure of sexual abuse, either directly (from the alleged victim) or indirectly (by a third person or allusion)
- persistent and age-inappropriate sexual activity, e.g. excessive masturbation or rubbing genitals against adults
- drawings or descriptions in stories that are sexually explicit and not age-appropriate
- fear of home, specific places or particular adults
- poor/deteriorating relationships with adults and peers
- poor self-care or personal hygiene.
- complaining of headaches, stomach pains or nausea without physiological basis
- sleeping difficulties
- regressive behaviour, e.g. bed-wetting or speech loss
- depression, self-harm, drug or alcohol abuse, prostitution or attempted suicide
- sudden decline in academic performance, poor memory and concentration
- promiscuity
- wearing layers of clothing to hide injuries and bruises.

**GROOMING**

**What is grooming?**

Grooming is when a person engages in predatory conduct to prepare a child for sexual activity at a later time. Grooming can include communicating and/or attempting to befriend or establish a relationship or other emotional connection with the child or their parent/carer.

Sometimes it is hard to see when someone is being groomed until after they have been sexually abused, because some grooming behaviour can look like "normal" caring behaviour.

**Examples of grooming behaviours may include:**

- giving gifts or special attention to a child or their parent or carer (this can make a child feel special or indebted to an adult) controlling a child through threats, force or use of authority (this can make a child fearful to report unwanted behaviour) making close physical contact sexual, such as inappropriate tickling and wrestling
- openly or pretending to accidentally expose the victim to nudity, sexual material and sexual acts (this in itself is classified as child sexual abuse but can also be a precursor to physical sexual assault).

**What is online grooming?**

Online grooming is a criminal offence and occurs when an adult uses electronic communication (including social media) in a predatory fashion to try to lower a child's inhibitions, or heighten their curiosity regarding sex, with the aim of eventually meeting them in person for the purposes of sexual activity. This can include online chats, sexting, and other interactions.

- Online grooming can also precede online child exploitation, a form of child exploitation where adults use the internet or a mobile to communicate sexual imagery with or of a child (e.g. via a webcam). Any incidents of suspected child exploitation must be reported.

**What are the behavioural indicators that a child may be subject to grooming?**

- developing an unusually close connection with an older person
- displaying mood changes (hyperactive, secretive, hostile, aggressive, impatient, resentful, anxious, withdrawn, depressed)
- using street/different language; copying the way the new 'friend' may speak; talking about the new 'friend' who does not belong to his/ her normal social circle
- possessing jewellery, clothing or expensive items given by the 'friend'

- possessing large amounts of money which he/she cannot account for
- using a new mobile phone (given by the 'friend') excessively to make calls, videos or send text messages
- being excessively secretive about their use of communications technologies, including social media
- frequently staying out overnight, especially if the relationship is with an older person
- being dishonest about where they've been and whom they've been with
- using drugs; physical evidence includes spoons, silver foil, 'tabs', 'rocks'
- assuming a new name; being in possession of a false ID, stolen passport or driver's license provided by the 'friend' to avoid detection
- being picked up in a car by the 'friend' from home/school or 'down the street'.

### **EMOTIONAL CHILD ABUSE**

Emotional child abuse occurs when a child is repeatedly rejected, isolated or frightened by threats, or by witnessing family violence.

It also includes hostility, derogatory name-calling and put-downs, and persistent coldness from a person, to the extent that the child suffers, or is likely to suffer, emotional or psychological harm to their physical or developmental health. Emotional abuse may occur with or without other forms of abuse.

#### **PHYSICAL indicators of emotional abuse include (but are not limited to):**

- speech disorders such as language delay, stuttering or selectively being mute (only speaking with certain people or in certain situations)
- delays in emotional, mental or physical development.

#### **BEHAVIOURAL indicators of emotional abuse include (but are not limited to):**

- overly compliant, passive and undemanding behaviour
- extremely demanding, aggressive and attention-seeking behaviour or anti-social and destructive behaviour
- low tolerance or frustration
- poor self-image and low self-esteem
- unexplained mood swings, depression, self-harm or suicidal thoughts
- behaviours that are not age-appropriate, e.g. overly adult, or overly infantile
- fear of failure, overly high standards, and excessive neatness
- poor social and interpersonal skills
- violent drawings or writing
- lack of positive social contact with other children.
- excessive friendliness towards strangers
- indiscriminate acts of affection
- poor, irregular or non-attendance at school
- staying at school for long hours and refusing or being reluctant to go home
- self-destructive behaviour
- taking on an adult role of caring for parent.

### **NEGLECT**

Neglect includes a failure to provide the child with an adequate standard of nutrition, medical care, clothing, shelter or supervision to the extent that the health or physical development of the child is significantly impaired or placed at serious risk.

In some circumstances the neglect of a child:

- can place the child's immediate safety and development at serious risk
- may not immediately compromise the safety of the child, but is likely to result in longer term cumulative harm.

**PHYSICAL indicators of neglect include (but are not limited to):**

- appearing consistently dirty and unwashed
- being consistently inappropriately dressed for weather conditions
- being at risk of injury or harm due to consistent lack of adequate supervision from parents
- being consistently hungry, tired and listless
- having unattended health problems and lack of routine medical care
- having inadequate shelter and unsafe or unsanitary conditions.

**BEHAVIOURAL indicators of neglect include (but are not limited to):**

- gorging when food is available or inability to eat when extremely hungry
- begging for or stealing food
- appearing withdrawn, listless, pale and weak
- aggressive behaviour, irritability
- involvement in criminal activity
- little positive interaction with parent, carer or guardian
- poor socialising habits

**FAMILY VIOLENCE**

Family violence is behaviour towards a family member that may include:

- physical violence or threats of violence
- verbal abuse, including threats
- emotional or psychological abuse
- sexual abuse
- financial and social abuse.

A child's exposure to family violence constitutes child abuse. This exposure can be very harmful and may result in long-term physical, psychological and emotional trauma. Action must be taken to protect the child, and to mitigate or limit their trauma.

The longer a child experiences or is exposed to family violence, the more harmful it is.

**PHYSICAL indicators of family violence include (but are not limited to):**

- speech disorders
- delays in physical development
- failure to thrive (without an organic cause)
- bruises, cuts or welts on facial areas, and other parts of the body including back, bottom, legs, arms and inner thighs
- any bruises or welts (old or new) in unusual configurations, or those that look like the object used to make the injury (such as fingerprints, handprints, buckles, iron or teeth)
- internal injuries

**BEHAVIOURAL indicators of family violence include (but are not limited to):**

- violent/aggressive behaviour and language
- depression and anxiety and suicidal thoughts
- appearing nervous and withdrawn, including wariness of adults
- difficulty adjusting to change.
- psychosomatic illness

- bedwetting and sleeping disorders.
- 'acting out', such as cruelty to animals
- extremely demanding, attention-seeking behaviour
- participating in dangerous risk-taking behaviours to impress peers
- overly compliant, shy, withdrawn, passive and uncommunicative behaviour
- taking on a caretaker role prematurely, trying to protect other family members
- embarrassment about family
- demonstrated fear of parents, carers or guardians, and of going home
- disengagement from school and/or poor academic outcomes
- parent-child conflict.
- 

**For older children and young people indicators can also include:**

- moving away/running away from home
- entering a relationship early to escape the family home
- experiencing violence in their own dating relationships
- involvement in criminal activity
- alcohol and substance abuse.

## When to Report

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

Type of Reporting	By Whom	To Whom
<p><i>Mandatory Reporting - DHS Child Protection</i></p> <p>Mandatory reporters must make a report as soon as practicable if, in the course of practising their profession or carrying out their duties, they form a belief on reasonable grounds that a child or young person is in need of protection, as a result of physical injury or sexual abuse, and the child's parents are unable or unwilling to protect the child.</p>	<p><i>Mandatory reporters</i></p> <p>Teachers registered to teach or who have permission to teach pursuant to the <i>Education and Training Reform Act 2006</i> (Vic)</p> <p>Principals of government and non-government schools</p> <p>Registered medical practitioners</p> <p>Nurses</p> <p>All members of the police force</p>	<p>DHS Child Protection</p>
<p><i>Child in need of protection</i></p> <p>Any person may make a report if they believe on reasonable grounds that a child is in need of protection for any of the following reasons:</p> <p>The child has been abandoned and there is no other suitable person who is willing and able to care for the child.</p> <p>The child's parents are dead or incapacitated and there is no other suitable person who is willing and able to care for the child.</p> <p>The child has suffered or is likely to suffer significant harm as a result of physical injury and the parents are unable or unwilling to protect the child.</p> <p>The child has suffered or is likely to suffer significant harm as a result of sexual abuse and their parents are unable or unwilling to protect the child.</p>	<p>Any person</p>	<p>DHS Child Protection</p> <p>Victoria Police</p>



<p>The child has suffered or is likely to suffer emotional or psychological harm and the parents are unable or unwilling to protect the child.</p> <p>The child's physical development or health has been, or is likely to be significantly harmed and the parents are unable or unwilling to provide basic care, or effective medical or other remedial care.</p>		
<p><i>Child in need of therapeutic treatment</i></p> <p>Any person may make a report if they believe on reasonable grounds that a child who is 10 years of age or over, but under 15 years of age, is in need of therapeutic treatment because he or she has exhibited sexually-abusive behaviours.</p>	Any person	DHS Child Protection mBPC Wellbeing Leader
<p><i>Significant concerns about wellbeing of a child</i></p> <p>Any person may make a report if they have significant concerns for the wellbeing of a child.</p>	Any person	DHS Child Protection Child FIRST BPC Wellbeing Leader
<p><i>Reasonable belief that a sexual offence has been committed by an adult against a child under 16.</i></p> <p>Any adult who forms a reasonable belief that a sexual offence has been committed in Victoria by an adult against a child under 16 must report that information to police. You will not be guilty of an offence if you do not report in the following circumstances:</p> <p>The victim is 16 years of age or older and does not have an intellectual disability that limits his/her capacity to make an informed</p>	Any person aged 18 or over	Victoria Police

<p>decision; and he/she does not want the information reported to the police</p> <p>The victim has disclosed the information in confidence in the course of a therapeutic relationship with you as a registered medical practitioner or counsellor.</p> <p>The victim turned 16 years of age before 27 October 2014.</p> <p>Reasonable excuses for failing to comply with the requirement include:</p> <p>a reasonable belief that the information has already been reported to police or DHS Child Protection disclosing all of the information</p> <p>a reasonable fear that the disclosure will place someone (other than the alleged perpetrator) at risk of harm</p>		
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## Making a report

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

Step	Description
1	<p><b>In case of emergency or if a child is in immediate danger contact Triple Zero (000) or the local police station.</b></p> <p>Alternatively, to report concerns about the immediate safety of a child within their family unit to DHS Child Protection, call the Child Protection Crisis Line on 13 12 78 (24 hours 7 days, toll free)</p>
2	<p>Keep comprehensive notes that are dated and include the following information:</p> <ul style="list-style-type: none"> <li>a description of the concerns (e.g. physical injuries, student behaviour)</li> <li>the source of those concerns (e.g. observation, report from child or another person)</li> <li>the actions taken as a result of the concerns (e.g. consultation with principal, report to DHS Child Protection etc.).</li> </ul>
3	<p>Discuss any concerns about the safety and wellbeing of students with the wellbeing team/principal or a member of the school leadership team. The individual staff</p>

	member should then make their own assessment about whether they should make a report about the child or young person and to whom the report should be made.
<b>4</b>	<p>Gather the relevant information necessary to make the report. This should include the following information:</p> <ul style="list-style-type: none"> <li>• full name, date of birth, and residential address of the child or young person</li> <li>• the details of the concerns and the reasons for those concerns</li> <li>• the individual staff member's involvement with the child and young person</li> <li>• details of any other agencies who may be involved with the child or young person.</li> </ul>
<b>5</b>	<p><b>Make a report to the relevant agency</b></p> <p>To report concerns that are life threatening phone 000 or the local police station. To find the nearest Victoria Police Sexual Offences and Child Abuse Investigation Team contact your local police station or <a href="#">click here</a>)</p> <p>To report concerns about the immediate safety of a child within their family unit to DHS Child Protection, call the Child Protection Crisis Line on 13 12 78 (24 hrs 7 days, toll free)</p> <p>To report concerns to DHS Child Protection, contact your local child protection office.</p>
<b>6</b>	<p>Make a written record of the report which includes the following information:</p> <ul style="list-style-type: none"> <li>• the date and time of the report and a summary of what was reported</li> <li>• the name and position of the person who made the report and the person who received the report.</li> </ul>
<b>7</b>	<p>Notify relevant college staff and/or Department staff of a report to DHS Child Protection or Child FIRST.</p> <p>College staff should advise the principal or a member of the leadership team if they have made a report.</p> <p>In the case of international students, the principal must notify the Department's International Education Division on (03) 9637 2990 to ensure that appropriate support is arranged for the student.</p> <p>In the case of Koorie students, the principal must notify the Regional Office to ensure that the regional Koorie support officer can arrange appropriate support for the student.</p>

## Potential consequences of making a report

This table describes the potential consequences of making a report.

Potential consequence	Description
Confidentiality	<p>The identity of a reporter must remain confidential unless:</p> <ul style="list-style-type: none"> <li>the reporter chooses to inform the child, young person or parent of the report.</li> <li>the reporter consents in writing to their identity being disclosed.</li> <li>a Court or Tribunal decides that it necessary for the identity of the reporter to be disclosed to ensure the safety and wellbeing of the child.</li> <li>a Court or Tribunal decides that, in the interests of justice, the reporter is required to provide evidence.</li> </ul>
Professional Protection	<p>If a report is made in good faith:</p> <ul style="list-style-type: none"> <li>it does not constitute unprofessional conduct or a breach of professional ethics on the part of the reporter.</li> <li>the reporter cannot be held legally liable in respect of the report.</li> </ul>
Interviews	<p>DHS Child Protection and/or Victoria Police may conduct interviews of children and young people at the school without the parent's knowledge or consent.</p> <p>Interviewing children and young people at school should only occur in exceptional circumstances and if it is in the best interests of the child to proceed in this manner.</p> <p>DHS Child Protection and/or Victoria Police will notify the principal or a member of the leadership team of their intention to interview the child or young person on the school premises.</p> <p>When DHS Child Protection practitioners/Victoria Police officers come to the school premises, the principal or a member of the leadership team should request to see identification before permitting them to have access to the child or young person.</p> <p>When a child or young person is being interviewed by DHS Child Protection and/or Victoria Police, school staff must arrange to have a supportive adult present with the child or young person.</p>

	For more information on these requests and school responsibilities, see: <a href="#">Police and DHS Interviews</a>
Support for the child or young person	<p>The roles and responsibilities of staff members in supporting children who are involved with DHS Child Protection may include the following:</p> <ul style="list-style-type: none"> <li>• acting as a support person for the child or young person</li> <li>• attending DHS Child Protection case planning meetings</li> <li>• observing and monitoring the child's behaviour</li> <li>• liaising with professionals.</li> </ul>
Requests for Information	<p>DHS Child Protection and/or Child FIRST and/or Victoria Police may request information about the child or family for the purpose of investigating a report and assessing the risk to the child or young person.</p> <p>In certain circumstances, DHS Child Protection can also direct school staff and Department staff to provide information or documents about the protection or development of the child. Such directions should be in writing and only be made by authorised persons within DHS Child Protection, see: <a href="#">Requests for Information About Students</a></p>
Witness Summons	<p>If DHS Child Protection makes a Protection Application in the Children's Court of Victoria, any party to the application may issue a Witness Summons to produce documents and/or to give evidence in the proceedings, see: <a href="#">Subpoenas and Witness Summonses</a></p>

<b>EVALUATION:</b>
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- This policy to be reviewed as part of the school's two year review cycle, individually, in teams and with the community in 2019 or more often if necessary due to changes in regulations or circumstances

Ratified by College Council:	2019
Date:	September 2019

## Supervision and Duty of Care POLICY and Procedures

### PURPOSE:

To ensure that Baden Powell P-9 College (BPC) have an awareness and understanding of their duty of care obligations to provide adequate supervision to students.

### GOALS:

To explain the nature of the legal duties owed by teachers and school staff towards students.

To ensure that BPC staff conduct themselves at all times consistently with these legal obligations and responsibilities.

### GUIDELINES:

Principals and teachers have a special duty of care in relation to their students to take steps that are reasonable in the circumstances to protect students from risks of injury that should reasonably have been foreseen. This duty includes the duty to provide an adequate system of supervision

The duty is not to prevent injury in all circumstances – it is a duty to take *reasonable* steps to prevent injury which is *known or foreseeable*. The question of what is reasonable steps will depend on the individual circumstances of the case, and the consideration of the following factors:

- The probability that the harm would occur if care were not taken
- The likely seriousness of the harm
- The burden of taking precautions to avoid the risk of harm
- The social utility of the activity that creates the risk of harm

The duty may, in some circumstances, extend to *outside school hours* and *outside the school premises*. This will depend on whether the relationship between staff and students extends to the individual circumstances, whether the risk was known or foreseeable, and whether there were any reasonable steps that could be taken to prevent the injury from occurring.

The duty is *non-delegable*, meaning that it cannot be assigned to another party.

### IMPLEMENTATION:

The principal is responsible for:

- ensuring that there is an adequate system of supervision in place during school hours, before and after school and on school excursions
- arrange for student supervision according to school needs
- ensure staff are aware of their responsibilities to supervise students during school times as well as before and after school.

Note: School authorities in breach of their duty of care may be liable for injuries to students.



Teachers and other school staff are responsible for following reasonable and lawful instructions from the principal, including instructions to provide supervision to students at a specific date, time and places.

In schools there must be clearly allocated specific responsibilities to staff members to undertake student supervision, as determined by the needs of the school, to protect students from reasonably foreseeable risks of injury including hazard that:

- are known
- could have been foreseen and prevented.

Note: This duty extends to intervention in single sex areas by a teacher of the other gender, if required.

### **Before school & after school**

Students must be supervised a minimum of **10 minutes** before and after school. This supervision may include some or all of the following:

- Monitoring of entry or exit points and/or designated pick up and drop off points
- Yard supervision
- Classroom supervision
- Bike shed supervision

At BPC, supervision at the beginning of the school day will commence at 8.30am at Tarneit and 8.45am at Derrimut Heath. This supervision will include: Yard, bike shed, exit and entry points and classroom supervision

Supervision at the end of the school day will be provided until 3.15pm at Tarneit and 3.30pm at Derrimut Heath. The supervision will include: Yard, bike shed, exit and entry points and classroom supervision

If a parent, guardian and carer (or other authorised person) drops off or otherwise arranges for a student to be on the school premises before the supervision commences at the beginning of the day, the principal will, as soon as practicable, follow up with parents, guardian and carer to:

- Advise of the supervision arrangements before school and
- Request that the parent, guardian or carer make alternative arrangements

If the parents, guardian or carer (or other authorised person) has failed to collect the student after school, the next steps, may include some or all of the following:

- Attempting to contact the parent, guardian or carer
- Attempting to contact the emergency contacts
- Placing the student in the out of school hours care program (if appropriate)
- Contacting the Victorian Police and/or the Department of Human Services (Child Protection) to arrange for the supervision, care and protection of the student

### **Classrooms**

The classroom teacher has ultimate responsibility for the supervision of all students in their care.

This duty cannot be delegated to an external education provider, parent or Pre Service teacher.

In addition, no student should be left unsupervised outside the classroom as a withdrawal consequence for misbehaviour. Withdrawal from the classroom is only to occur in accordance with the *Colleges Student Engagement policy*.

If a teacher needs to leave the classroom unattended at any time during lesson he or she should contact the College Administration for assistance. The teacher should then wait until alternative supervision is being provided prior to leaving the classroom.

### **Recess and lunchtimes**

The principal is responsible for ensuring that students are adequately supervised during recess and lunch. This will usually involve designating areas in the yard, and developing a roster for staff to supervise students in the designated areas for the time indicated in the roster.

At BPC Assistant Principal responsible for rosters is responsible for preparing and communicating the yard duty roster of a termly basis. At BPC the designated Yard duty areas are:

Tarneit

Area 1: Canteen/Café/E Block toilets and lockers

Area 2: Courtyard

Area 3: 3/4 play equipment/arts building/ toilets and outdoor stage

Area 4: Oval and Cricket nets

Kool Zone: Portable Building

Time Out at IRC at lunchtime

Derrimut Heath

Area 1: Prep playground and basketball court outside gym

Area 2: courtyard and passive garden

Area 3: Basketball court, play equipment and soccer pitch

Area 4: Oval

Teachers who are rostered for duty are responsible for remaining in the designated area until the end of the break period, or until replaced a relieving teacher, whichever is applicable. During yard duty, supervised teachers should be guided by the following:

- In large areas; methodically move around the area, do not remain static in one place. This increases the ability to appropriately monitor student activity
- Be alert and vigilant
- Intervene in potentially dangerous behaviour as observed in the yard
- Enforce behaviour standards and implement logical consequences from breeches of safety rules
- Ensure that students who require first aid assistance receive it as soon as possible
- Wear the High Visible vest provided
- Carry a Yard Duty Folder

If the supervising teacher is unable to conduct yard duty at the designated time, he or she should contact the *Constant Assistant Principal* to ensure that alternative arrangements are made.

If the supervising teacher needs to leave yard duty during the allocated time, he or she should contact or send a message to the *Administration Office* but should not leave the designated area until the relieving teacher has arrived in the designated area.

If a relieving teacher does not arrive for yard duty, the teacher currently on duty should send a message to the *Administration office*, but not leave the designated area until a relieving teacher has arrived in the designated area.

### **Late arrivals or early departures**

The principal will ensure that the College has a procedure in place for the safe collection and drop off of students at school during school hours (e.g. late arrival and early departure). This will include a record of the date and time, the reason for the late arrival or early departure, and the person who has authorised the late arrival or early departure.

In relation to early departure from school the procedure will also include:

- Students will only be permitted to leave the school premises under the supervision of a parent or another person authorised by parents to collect the student
- If the person collecting the student is unknown to school staff, school staff will request a photo identification to verify the person's identity and a phone call to Adult A or B from the student details
- Early Leavers: for students to be able to catch the 3pm bus, parents are to complete and sign a permission form. Students are then allocated a bus pass

At BPC the procedure is as follows:

#### **Late arrivals**

- Parents, guardians, carers or student present to the administration office and a late form is completed
- Late form is given to the teacher when student enters the classroom
- Teacher files the absence note

#### **Early departure**

- Parent, guardian or carer come to the administration office
- Complete an early Departure form
- Early departure form is signed by administration staff
- Form given to teacher when collecting student from the classroom
- Teacher files the Early departure note

### **Visitors**

The principal will ensure that there is a procedure to monitor all visitors in the college. As a minimum procedure must require all visitors arriving and departing the college premises during school hours to use a visitors' book to record their name, their signature, the date and time, and the purpose of the visit.

At BPC the procedure is as follows:

- Attend the administration office and ask for person who you will be visiting
- Complete the visitors book and clearly show the 'pass' at all times

- Administration contact visiting person to collect visitor and check visitors pass has been completed and is on show
- Visiting person to return 'pass' back to the administration office for visitor to sign out and return pass

### **Use of information and communication technologies**

Teachers and other staff at BPC also have a responsibility to reasonably supervise the use of Information Communication Technologies, and the use of online environments at the College.

In doing so, teachers and other staff are guided by the following:

- Relevant Departmental Policies (Student Engagement, Acceptable use Policy, Internet User Agreement, Anti-Bullying in the workplace, Bully stoppers)
- Relevant BPC policies (Internet Users Agreement, Privacy Policy)

It is important to note that:

- It is not reasonable or practicable for a teacher or Principal to inspect every website that will be accessed by a student. The nature of the Internet means that there can be no guarantee against inappropriate contact or changing circumstance in website content
- It is not reasonable or practicable for a teacher or principal to supervise an online learning environment 24 hours a day

The principal and teachers are expected to respond to an online incident that impacts on students at the College as soon as they have knowledge of its occurrence

At BPC the procedure is as follows

- Teacher asks student to log off internet
- Teacher informs ICT technicians and ICT AP
- Website/incident is investigated
- If required consequence given (removal to access to website/computes)
- If required parents informed

### **Incursions**

Teachers must continue to supervise their students even whilst a visitor, speaker or instructor is presenting to the class

Visitors, speakers and instructors should not be responsible for supervising students on the College premises (Including Pre service teachers, SEDA students and work experience students)

### **Excursions and Camps**

The Principal must ensure that students participating in excursions and camps are appropriately supervised.

Supervision can be provided by teachers, education support officers, trainee teachers, volunteer parents and carers, campsite staff and specialist instructors.

The Schools policy and advisory guide provides minimum requirements for staff-student ratios. However, Principals should determine the appropriate and effective level of supervision for each individual excursion or camp, taking into account the following:

- The experience, qualification and skills of staff
- The age, maturity, physical characteristics and gender of the students
- The size of the group
- The nature and location of the excursion/camp
- The activities to be undertaken

Most excursions and camps must:

- Be under the direct control of a teacher with at least one other excursion staff member present
- Have enough teachers to maintain appropriate control of the excursion and each activity
- Have teachers comprising at least half of the excursions staff

Any person who supervises student on an excursion or camp must have a Working with Children Check or equivalent.

Prior to the commencement of the excursion or camp, the Principal must ensure that the specific roles and responsibilities of each supervisor are clarified and understood by all supervisors and students

The supervision of students on a camp or excursion will include the following:

- Retaining copies of all confidential medical forms and permission slips for each student who is participating in the excursion or camp
- Regularly marking of all attendance of students – this may include at the beginning of the excursion, on the transport, and at each location and activity
- Ensuring that the venue, transport and activities conducted to adhere to Department of Education and Training (DET) guidelines
- Monitoring student behaviour, enforcing behaviour standards, and implementing logical consequences for a failure to comply with the behaviour and safety standards
- Ensure that students who require first aid assistance receive it as soon as possible
- Ensure that risk management plans and emergency management plans are implemented as necessary

## **Roles and responsibilities**

The Principal will:

- Regularly communicate the duty of care and supervision obligation and responsibilities to all staff via the staff bulletin, staff briefing and meetings
- Regularly communicate the supervision arrangement to parents via College Newsletter, Information Booklet
- Determine the level of student supervision to be provided to students in all of the circumstances
- Allocate specific responsibilities to staff members to provide the supervision that is required
- Communicate the specific supervision responsibilities allocated to staff members
- Regularly review the level of student supervision provided to students and make adjustments as and when deemed appropriate

Teachers and other staff will:

- Comply with the lawful and reasonable directions of the Principals
- Comply with all DET and BPC policies
- Perform supervisory duties as required

Parents, guardians and carers will:

- Make appropriate arrangements for the transport, care and supervise students travelling to and from College
- Make appropriate arrangements for the care and supervision of students outside the supervision times before and after school
- Comply with late arrival and early departure policies and other college based policies

The Principal will communicate this policy to all staff using the following mechanisms

- A copy of this policy will be provided in the Policy Handbook in the IRC
- New Staff will be informed of the policy as part of the Induction Program
- College staff will be directed to familiarise themselves with all relevant sections of the *Schools Policy and Advisory Guide*

<b>EVALUATION:</b>
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This policy to be reviewed as part of the school's two year review cycle, individually, in teams and with the community in 2019 or more often if necessary due to changes in legislation, policy or local circumstances.



