



# **Volunteer Induction Booklet**

***GRATITUDE, RESILIENCE, HONESTY, RESPECT,  
EMPATHY***

2025

# Introduction

## Purpose

Thank you for your interest in volunteering at our school. The purpose of this induction pack is to ensure Glen Iris Primary School volunteers are familiar with our policies and procedures relating to child safety and understand the important role they play in maintaining and promoting the safety of our students.

Volunteers must read the suite of policies and procedures in the links below before commencing any work where children are likely to be present.

## Key messages

- Glen Iris Primary School is committed to the safety and wellbeing of all children. We want children attending our school to be safe, happy and respected.
- We are committed to creating inclusive environment where diversity is supported and students feel safe to bring their whole selves to school.
- Allegations and concerns relating to the safety and wellbeing of our school community will be treated very seriously and consistently with our policies and procedures.
- We are committed to preventing child abuse, identifying risks early and removing and reducing these risks.
- Everyone has a role to ensure children are safe – if something doesn't feel right, speak up. If you have any concerns about any inappropriate behaviours in the school community you should speak to the Principal or Assistant Principal. If this would not be appropriate in the circumstances, you can contact the North East Regional Office of the Department of Education and Training on 1300 338 691.

## Induction materials – must read

This induction pack contains the following documents that all new volunteers must read and familiarise themselves with. Please click on the hyperlinks to access each document. If you would prefer a hard copy of this pack, please contact the team in the office who will happily provide you with one.

- Glen Iris Primary School Volunteers Policy
- Glen Iris Primary School Child Safety and Wellbeing Policy
- Glen Iris Primary School Child Safety Responding and Reporting Obligations Policy and Procedures
- Glen Iris Primary School Child Safety Code of Conduct
- [PROTECT: Four Critical Actions for Schools – Responding to incidents, disclosures and suspicions of child abuse](#)
- [PROTECT: Identify child abuse](#)

## Contact

We value your feedback on ways we can continue to improve and strengthen our child safety approach and encourage you to contact our Assistant Principal at (03) 9885 3624 or [glen.iris.ps@education.vic.gov.au](mailto:glen.iris.ps@education.vic.gov.au) with any comments or questions.

Warm Regards, Maddie Witter

# Qualification Process

This induction booklet contains information that all new volunteers must read and familiarise themselves with. If you would prefer a hard copy of this pack, please contact the team in the office who will happily provide you with one.

Set out below is a summary of what you will need to read and complete:

<p><b>Read</b> <i>Volunteer Induction Booklet</i></p>	<p>This Booklet will outline important key messages regarding School Child Safety and OHS that all volunteers need to be aware of.</p> <p>We kindly ask you to read this booklet and familiarise yourself with the following:</p> <ul style="list-style-type: none"> <li>• Glen Iris Primary School Volunteers Policy</li> <li>• Glen Iris Primary School Child Safety and Wellbeing Policy</li> <li>• Glen Iris Primary School Child Safety Responding and Reporting Obligations Policy and Procedures</li> <li>• Glen Iris Primary School Child Safety Code of Conduct</li> <li>• <a href="#">PROTECT: Four Critical Actions for Schools – Responding to incidents, disclosures and suspicions of child abuse</a></li> <li>• <a href="#">PROTECT: Identify child abuse</a></li> </ul>
<p><b>Sign and submit to the office</b> the <i>Volunteer Confidentiality &amp; Child Safety Form (Appendix A)</i></p>	<p>This document will be kept on file for future reference.</p>
<p><b>Sign and submit to the office/delegate</b> the <i>Volunteer Induction Checklist: Part 1 (General) and Part 2 (OHS) Checklist (Appendix B)</i></p>	<p>This document will be kept on file for future reference.</p> <p>This form/checklist is specific to occupational health and safety and will bring to your attention site specific hazards.</p>
<p><b>Provide the Office with a copy of your valid Working with Children's Card</b></p>	<p>This document will be kept on file for future reference. It is important that when your card expires, a new and current copy is submitted to the office asap so that you can continue in your role as a parent/volunteer helper. Before you start volunteering at GIPS, Individuals must update their details to include the name of your organisation via their MyCheck account.</p>

# Confidentiality at GIPS

You may become aware of many things that most parents do not experience. It is paramount that what you might observe is kept confidential. At Glen Iris Primary School we ask you to:

- *Please respect and value individual children's strengths and areas for growth.*
- *Please respect and value difference in learning styles and behaviour.*
- *Please respect the various teaching styles you may encounter.*
- *Please respect the variety of student-teacher relationships you observe.*
- *Please do not discuss "incidents" you may observe with anyone else other than the classroom teacher.*
- *Please do not take photos of other children.*

# Emergency Contacts

## School Contacts

<b>Workplace Manager</b>	Maddie Witter (Principal)	9885 3624
<b>Assistant Principal</b>	Deborah McDermott	9885 3624
<b>Asbestos Coordinator</b>	Madeleine Witter	9885 3624
<b>Business Manager</b>	David Patmore	9885 3624
<b>General Office Number</b>		9885 3624

## School After Hours Contacts

<b>Workplace Manager</b>	Maddie Witter
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## Emergency Contacts

<b>Police</b>	000
<b>Fire</b>	000
<b>Ambulance</b>	000
<b>Poisons</b>	13 11 26

# First Aid & Amenities

## FIRST AID

In the event of an injury:

1. If the injury is not serious, report or escort the injured party to the administration office for assistance
2. If the injury is serious ring 000, do not wait for first aid officer
3. Stay with injured party. Send someone else to find the first aid officer or workplace manager
4. If no one else is available, ring the school number and inform the office that someone is injured at your location
5. If trained, apply first aid to the injured party
6. Once incident is over, fill in an incident report at the office with staff.

## HAZARD & INCIDENT REPORTING

Any hazard or incident which poses a risk to the safety of a student, parent, visitor, contractor or employee must be reported.

- Call 000 immediately to report any incident threatening life or property. This number will connect you to the following emergency services:
  - police for crime, injury that may not be accidental, or assault
  - ambulance for injury and medical assistance
  - fire brigade for fires, gas leaks and incidents involving hazardous and dangerous materials.
- Notify the administration office in person, or, if unable or unsafe to do so, notify someone via the emergency contact list.
- Workplace Manager is to report the incident on EduSafe Plus.

## AMENITIES

Please refer to the map (Appendix C) to locate amenities. Any queries, please ask the staff.



# Glen Iris

PRIMARY SCHOOL

## VOLUNTEER CONFIDENTIALITY & CHILD SAFETY FORM

<b>Students Name:</b>		<b>Class:</b>
<b>Students Name:</b>		<b>Class:</b>
<b>Students Name:</b>		<b>Class:</b>
<b>Confidentiality, Child Safety, &amp; OHS Agreement</b>		
As a volunteer, I undertake to: <ul style="list-style-type: none"> <li>• Maintain confidentiality at all times</li> <li>• Adhere to Glen Iris Primary School             <ul style="list-style-type: none"> <li>○ Child Safety Code of Conduct</li> <li>○ Child Safety &amp; Wellbeing Policy</li> </ul> </li> </ul>		
<b>Signed:</b>		
<b>Name:</b>		<b>Date:</b>
<b>Working with Children Check</b>		
I have a current Working with Children and have provided a copy of the card to the school.		
<b>Signed:</b>		
<b>Name:</b>		<b>Date:</b>
<b>Office to Complete:</b>	<b>Date:</b>	<b>Signed:</b>
<i>Form completed and filed</i>		
<i>WWC copy taken</i>		
<i>Entered in CASES (final step for qualification)</i>		

# Parent/Volunteer Induction Checklist

## Part 1: General

At Glen Iris Primary School, we have a strong family-school partnership and culture. One valuable and much appreciated part of this is the help we receive from families. Families who wish to assist in the classroom, on excursions or with fundraising activities must complete an annual OHS induction process by signing and accepting the items in this form.

<b>I acknowledge that:</b>	
I will conduct myself in accordance with the Department of Education rules and guidelines	<input type="checkbox"/> Yes
It is the teacher's responsibility to monitor and address student behaviour	<input type="checkbox"/> Yes
I must sign in and out at the office via the Kiosk at front reception and carry a visitors pass each time I help	<input type="checkbox"/> Yes
I am not permitted to take photographs unless specifically requested by the teacher	<input type="checkbox"/> Yes
I am there to assist the teacher and am always under the teacher's direction	<input type="checkbox"/> Yes
I must maintain a high level of confidentiality	<input type="checkbox"/> Yes
I have read and will abide by the GIPS Child Safe Code of Conduct	<input type="checkbox"/> Yes
In the case of an emergency whilst I am helping a continuous alarm will be sounded over the PA system and I am to report to the staff member I am helping or to the administration office for further instructions	<input type="checkbox"/> Yes
I know the location of the staff amenities	<input type="checkbox"/> Yes
If I become aware of any first aid issues, I will notify the staff member I am helping or the First Aid staff member at the administration office immediately	<input type="checkbox"/> Yes
If I am aware of an incident occurring eg. injury or hazard, I will report this to the staff member I am helping or the office immediately	<input type="checkbox"/> Yes
I must provide a copy of a current Working with Children's Card along with a signed copy of this form.	<input type="checkbox"/> Yes
<b>Parent Signature:</b>	
<b>Workplace Manager</b>	
<i>I certify that the below mentioned volunteer has completed an OHS induction.</i>	
Name:	Signature:
	Date:



# Parent/Volunteer Induction Checklist

## Part 2: OHS (for specific events eg. weekend working bee)

<b>Workplace</b>		
<b>Brief description of works</b>		
<b>General OHS Induction</b> – The principal or their delegate is to ensure that volunteers have been provided with the following information and/or instructions.		<b>Provided</b>
Department Health and Safety and Wellbeing (HSW) Policy		<input type="checkbox"/> Yes
Required conduct/behaviour		<input type="checkbox"/> Yes
Security access arrangements / Traffic Management Plan		<input type="checkbox"/> Yes
Introduction to First Aid Officer(s) and location of First Aid Room/Kits		<input type="checkbox"/> Yes
Location of emergency evacuation plans for your area		<input type="checkbox"/> Yes
Location of Emergency Exits		<input type="checkbox"/> Yes
Introduction to workplace Wardens / Incident Controller		<input type="checkbox"/> Yes
Location of amenities		<input type="checkbox"/> Yes
Location of Chemical Register and associated Safety Data Sheets		<input type="checkbox"/> Yes
Information on hazard and incident reporting process		<input type="checkbox"/> Yes
Current School Asbestos Management Plan and Division 5 Audit Report		<input type="checkbox"/> Yes <input type="checkbox"/> NA
Introduction to school Asbestos Coordinator		<input type="checkbox"/> Yes <input type="checkbox"/> NA

Plant and equipment Safe Work Procedures and personal protective equipment <i>(Note: all electrically powered plant and equipment are to be tested and tagged prior to use)</i>	<input type="checkbox"/> <b>Yes</b> <input type="checkbox"/> <b>NA</b>
An overview of task(s) and relevant hazards and risks controls are communicated to volunteer workers as detailed in the Risk Assessment	<input type="checkbox"/> <b>Yes</b> <input type="checkbox"/> <b>NA</b>
<b>Signatures</b>	
<b>Principal or delegate</b>	
<i>I certify that the below mentioned volunteer workers have completed an OHS induction.</i>	
Name:	Signature: Date:

**Volunteers**

*I have been provided with and understand (as indicated above) and will comply with all safety instructions.*

Name:

Signature:

Date:

Name:

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**Volunteers**

*I have been provided with and understand (as indicated above) and will comply with all safety instructions.*

Name:

Signature:

Date:

# Department Health, Safety & Wellbeing Policy

## SCOPE

This Policy applies to all employees, visitors, volunteers and contractors in Department of Education and Training (Department) workplaces and activities, and instances when performing work offsite. The Department commits, so far as reasonably practicable, to:

<b>Management Commitment.</b>  Support and value its people and recognise a legal and moral commitment to building a positive workplace culture, ensuring healthy and safe working and learning environments by:	<ul style="list-style-type: none"><li>• providing and integrating a robust and credible Occupational Health and Safety (OHS) Management System that aligns with legislative requirements and the Department's strategic direction and operations</li><li>• providing and maintaining inclusive workplaces that mitigate risks to physical and psychological health and safety</li><li>• outlining expectations and accountabilities, and empowering leaders and employees to play an active role in maintaining healthy and safe workplaces</li><li>• embedding and promoting a culture of shared responsiveness, willingness, and ownership, relating to reporting, and addressing health, safety and wellbeing risks</li><li>• providing and applying a robust injury management framework to foster and build a strong culture of early intervention, rehabilitation and return to work.</li></ul>
<b>Consultation Commitment.</b>  Consult, collaborate, and communicate with employees including health and safety representatives on:	<ul style="list-style-type: none"><li>• identifying hazards, assessing risks, and making decisions about the measures to control risks to health and safety and proposed changes to the workplace that may affect the health, safety, and wellbeing of persons</li><li>• health, safety, and wellbeing issue resolution</li><li>• provision of health, safety and wellbeing information, training, instruction, and supervision</li><li>• the importance of giving employees a reasonable timeframe to express their views and concerns and that these are taken into account when making decisions that may affect</li></ul>

	<p>their health, safety and wellbeing</p> <ul style="list-style-type: none"> <li>flexible work arrangements and family friendly work practices to support and maintain an inclusive, diverse, respectful adaptive, workforce.</li> </ul>
<p><b>Driving Continuous HSW Improvement Commitment.</b></p> <p>Support continual health, safety and wellbeing improvement by:</p>	<ul style="list-style-type: none"> <li>improving the suitability and effectiveness of the OHS Management System through regular monitoring and review of policies and procedures</li> <li>establishing and monitoring progress towards measurable objectives and targets aimed at reducing work-related injury and ill health and improving safety performance</li> <li>using data to provide an evidence-based approach for setting the Department's strategic direction and identifying measurable objectives and targets</li> <li>allocating adequate resources to efficiently integrate and maintain the OHS Management System to comply with relevant legal and compliance obligations.</li> </ul>
<p><b>Building Capability Commitment.</b></p> <p>Support building capability by:</p>	<ul style="list-style-type: none"> <li>embedding individual health, safety, and wellbeing accountabilities for all employees across the Department</li> <li>embedding legislative and Department health and safety requirements in all policies and procedures</li> <li>increasing awareness and improving utilisation of the safety supports and resources available</li> <li>providing access to transparent and robust health, safety and wellbeing information, training, instruction, and documentation</li> <li>strengthening leadership capability by improving understanding of applying and implementing health, safety and wellbeing supports and resources available.</li> </ul>
<p><b>Risk Management Commitment.</b></p> <p>Support the prevention of workplace injuries and ill health by:</p>	<ul style="list-style-type: none"> <li>strengthening systems of work for identifying, assessing, controlling, monitoring, and reviewing hazards and associated risks arising from task / workplace activities</li> <li>proactively aiming to identify hazards and eliminate (if not possible, minimise) risks, in the workplace by implementing controls in a timely manner</li> <li>promoting and improving the reporting of incidents, near misses, injuries and hazards and</li> </ul>

	<p>investigating where appropriate, to prevent re-occurrence</p> <ul style="list-style-type: none"><li>• providing an OHS Management System that is flexible and adaptable to the risk profile of Department workplaces</li><li>• implementing risk controls to achieve improved mental health and wellbeing outcomes and reduce psychosocial hazards in the workplace</li></ul>
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**The Department employees, visitors, volunteers, and contractors** are required to take reasonable care for their own health, safety and wellbeing and others that may be affected by their actions or omissions. These parties will cooperate with the Department in adhering to health and safety requirements including following the Department's policies, procedures and/or instructions and participating in consultation and training.

The Department's OHS Management System sets out how this policy is to be implemented.

**Jenny Atta**

**Secretary**

**19 / 1 / 2022**

# **Occupational Health & Safety (OHS) Parent/Volunteer Information**

## **Scope**

To comply with the requirements of the Victorian Occupational Health and Safety (OHS) Act 2004 and the Victorian OHS Regulations 2007 the Department of Education and Training (DET) has implemented an OHS Management System (OHSMS) in all Victorian Government schools.

The OHSMS requires all parents/helpers to:

- report to the general office upon arrival
- complete an OHS induction using the Parent/Volunteer OHS Induction Checklist
- sign in/out and ensure they carry/wear their visitors pass at all times whilst on DET premises

## **Required Conduct**

All parents/helpers/visitors are expected to abide by the workplaces code of conduct while on site. This includes:

- No smoking on school grounds or within four metres of an entrance to all DET workplaces.
- No alcohol or drugs are to be consumed on any DET premises. Any volunteer under the influence will be dismissed.
- No offensive language is permitted on any DET premises.
- Noise must be kept to a minimum. If this is not practicable, then non-urgent work should be scheduled outside of school hours, where possible.
- Possessions, materials, and equipment should be secured and not be left unattended.
- Abide by the workplaces traffic management procedures.



- Entrance to other areas of the DET workplace aside from the work area is prohibited, unless otherwise agreed to.
- Remove all litter and debris from the workplace.
- Report any problems, hazards, or incidents to the Workplace Manager or relevant delegate.
- Dress appropriately and wear the correct personal protective equipment suitable.
- **No pets are permitted on DET premises.**

## Volunteer OHS Management & Site Specific Hazards

### Summary

- The [Occupational Health and Safety \(OHS\) Act 2004 \(Vic\)](#) requires the department to provide and a working environment that are, so far as is reasonably practicable, is safe and without risk to health, including for school volunteers.
- The principal and/or their delegate (as the local management representative must manage OHS risks associated with the tasks carried out by volunteers engaged at the school and ensure that volunteers are provided with relevant OHS induction, training, information and supervision.
- Under the OHS Act 2004, volunteers while at a school must take reasonable care for their own health and safety and the safety of others who may be affected by their actions or omissions.

### Details

Prior to work commencing the principal and/or their delegate — for example, facilities manager, must ensure that all volunteers:

- are inducted using the [Volunteer OHS induction checklist \(Appendix\)](#), or equivalent template
- are informed, prior to the commencement of any works or services, to report to the general office upon arrival (or an equivalent process agreed and documented locally, based on a risk assessment)
- who work with children (for example, music lessons, cooking demonstrations, or sports coaching) have a Working With Children Check, refer to the department's policy on [Working with Children and other Suitability Checks for School Volunteers and Visitors](#) for further information.

# Site Specific Hazards

## Asbestos

All schools are expected to have a Schools Asbestos Management Plan in the event of the discovery of suspected asbestos containing material (ACM) or the accidental disturbance of existing ACM.

If ACM has been identified in the school, the following process must be followed prior to the commencement of works:

- Asbestos Register **MUST** be checked at the time of sign-in when the proposed work involves drilling, scraping, sanding, sawing or any other destructive process.
- if work is to be carried out in the vicinity of Asbestos Containing Material the Asbestos Coordinator [**Insert Asbestos Coordinator's name and work phone number**] must be consulted prior to the commencement of work.
- asbestos containing material may only be removed by a licensed removalist.

## Hazardous Substances and Dangerous Goods

If transporting hazardous substances or dangerous goods onto site, the principal or their delegate must be informed. You must complete a Safe Work Method Statement or equivalent to outline the controls methods you will use to ensure that the risks of the hazardous substances and/or dangerous goods are managed.

Such controls may include, but are not limited to:

- the provision of Safety Data Sheets (SDS)
- correct labelling of containers
- correct storing and handling of containers
- correct disposal of any waste
- provision of personal protective equipment (PPE).

## Potential to fall two metres or more

Where there is the potential to fall two metres or more including:

- work at a height of two metres or above (measured from the ground to foot position on ladder rung/work platform) or
- undertake excavation work (depth of one and a half metres or more)

A Safe Work Method Statement or equivalent e.g., Job Safety Analysis must be supplied to the school demonstrating how you will manage the risks.

## Hot Work

If a hot work task is to be undertaken (e.g., welding, burning, soldering, grinding) a Safe Work Method Statement or equivalent, must be supplied to the school, demonstrating how you will manage the risks.

## Animals/Wildlife

There is the potential to come into contact with domestic animals and wildlife while on this site. Should this occur, you must:

- do not approach any domestic animals (e.g., dogs) or dangerous wildlife
- report the sighting of any domestic animals or dangerous wildlife to the principal or their delegate.
- do not reach into any holes or gaps in the buildings without first checking to see if it is safe.

## Emergency Management

On hearing the alarm:


- Follow the advice of the GIPS Staff Member/Delegate and proceed to the advised assembly area (Oval).

**Do not leave the assembly area until advised.**






# Department Health, Safety and Wellbeing (HSW) Policy

The Department has the Health, Safety and Wellbeing Policy, which has been endorsed by the Department Secretary and can be seen below:

## Health, Safety and Wellbeing Policy



Education and Training

**Scope:** This Policy applies to all employees, visitors, volunteers and contractors in Department of Education and Training (DET) workplaces and activities, and instances when performing work offsite. The Department commits, so far as reasonably practicable, to:

<b>Management Commitment</b> 	<p><b>Support and value its people and recognise a legal and moral commitment to building a positive workplace culture, ensuring healthy and safe working and learning environments by:</b></p> <ul style="list-style-type: none"> <li>providing and integrating a robust and credible, Occupational Health and Safety (OHS) Management System that aligns with legislative requirements and the Department's strategic direction and operations</li> <li>providing and maintaining inclusive workplaces that mitigate risks to physical and psychological health and safety</li> <li>outlining expectations and accountabilities, and empowering leaders and employees to play an active role in maintaining healthy and safe workplaces</li> <li>embedding and promoting a culture of shared responsiveness, willingness, and ownership, relating to reporting, and addressing health, safety and wellbeing risks</li> <li>providing and applying a robust injury management framework to foster and build a strong culture of early intervention, rehabilitation and return to work.</li> </ul>
<b>Consultation Commitment</b> 	<p><b>Consult, collaborate, and communicate with employees including health and safety representatives on:</b></p> <ul style="list-style-type: none"> <li>identifying hazards, assessing risks, and making decisions about the measures to control risks to health and safety and proposed changes to the workplace that may affect the health, safety, and wellbeing of persons</li> <li>health, safety, and wellbeing issue resolution</li> <li>provision of health, safety and wellbeing information, training, instruction, and supervision</li> <li>the importance of giving employees a reasonable timeframe to express their views and concerns and that these are taken into account when making decisions that may affect their health, safety and wellbeing</li> <li>flexible work arrangements and family friendly work practices to support and maintain an inclusive, diverse, respectful adoptive workforce.</li> </ul>
<b>Drive Continuous HSW Improvement Commitment</b> 	<p><b>Support continual health, safety and wellbeing improvement by:</b></p> <ul style="list-style-type: none"> <li>improving the suitability and effectiveness of the OHS Management System through regular monitoring and review of policies and procedures</li> <li>establishing and monitoring progress towards measurable objectives and targets aimed at reducing work-related injury and ill health and improving safety performance</li> <li>using data to provide an evidence-based approach for setting the Department's strategic direction and identifying measurable objectives and targets</li> <li>allocating adequate resources to efficiently integrate and maintain the OHS Management System to comply with relevant legal and compliance obligations.</li> </ul>
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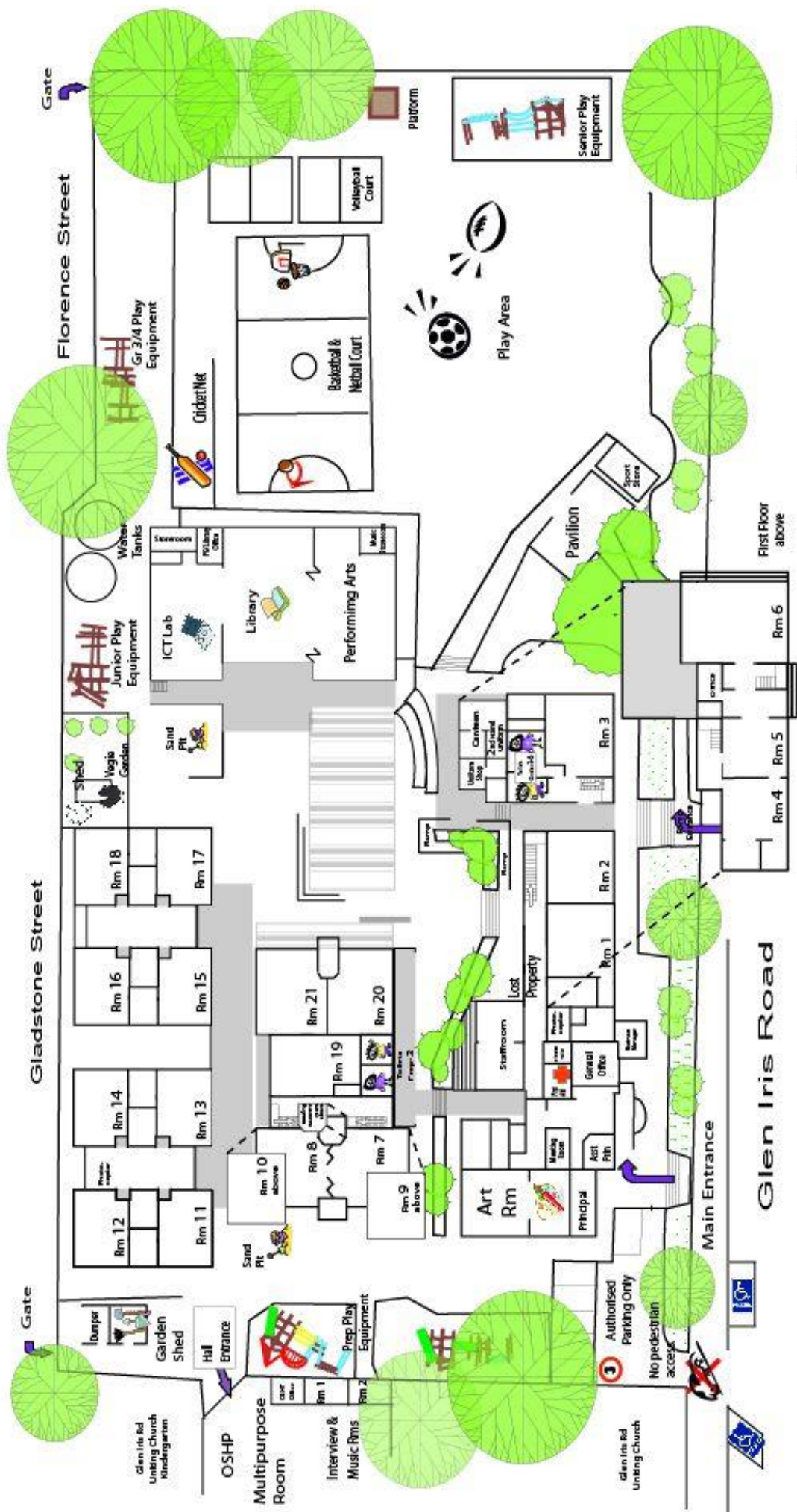
**The Department employees, visitors, volunteers and contractors** are required to take reasonable care for their own health, safety and wellbeing and others that may be affected by their actions or omissions. These parties will cooperate with the Department in adhering to health and safety requirements including following the Department's policies, procedures and/or instructions and participating in consultation and training.

The Department's OHS Management System sets out how this policy is to be implemented.



**Jenny Atta**  
Secretary  
19/01/2022

# Map of Glen Iris Primary School





## FOUR CRITICAL ACTIONS FOR SCHOOLS

# Responding to Incidents, Disclosures and Suspicions of Child Abuse

### 1 RESPONDING TO AN EMERGENCY

If there is no risk of immediate harm go to **Action 2**.

If a child is at immediate risk of harm you **must** ensure their safety by:

- separating alleged victims and others involved
- administering first aid
- calling **000 for urgent medical and/or police assistance** to respond to immediate health or safety concerns
- identifying a contact person at the school for future liaison with Police.

Where necessary you may also need to maintain the integrity of the potential crime scene and preserve evidence.

### 2 REPORTING TO AUTHORITIES / REFERRING TO SERVICES

As soon as immediate health and safety concerns are addressed you **must** report all incidents, suspicions and disclosures of child abuse as soon as possible. Failure to report physical and sexual child abuse may amount to a criminal offence.

Q: Where does the source of suspected abuse come from?

#### WITHIN THE SCHOOL

##### VICTORIA POLICE

You **must** report all instances of suspected child abuse involving a school staff member, contractor, volunteer or visitor to Victoria Police.

You **must also** report **internally** to:

##### GOVERNMENT SCHOOLS

- School principal and/or leadership team
- Employee Conduct Branch
- DET Incident Support and Operations Centre.

##### CATHOLIC SCHOOLS

- School principal and/or leadership team
- Diocesan education office.

##### INDEPENDENT SCHOOLS

- School principal and/or school chairperson
- Commission for Children and Young People on **1300 782 978**.

All allegations of 'reportable conduct' **must** be reported as soon as possible to:

##### GOVERNMENT SCHOOLS

- Employee Conduct Branch

##### CATHOLIC SCHOOLS

- Diocesan education office

##### INDEPENDENT SCHOOLS

- Commission for Children and Young People on **1300 782 978**.

#### WITHIN THE FAMILY OR COMMUNITY

##### DHHS CHILD PROTECTION

You **must** report to DHHS Child Protection if a child is considered to be:

- in need of protection from child abuse
- at risk of being harmed (or has been harmed) and the harm has had, or is likely to have, a serious impact on the child's safety, stability or development.

##### VICTORIA POLICE

You **must also** report all instances of suspected sexual abuse (including grooming) to Victoria Police.

You **must also** report **internally** to:

##### GOVERNMENT SCHOOLS

- School principal and/or leadership team
- DET Incident Support and Operations Centre.

##### CATHOLIC SCHOOLS

- School principal and/or leadership team
- Diocesan education office.

##### INDEPENDENT SCHOOLS

- School principal and/or chairperson.

### YOU MUST TAKE ACTION

As a school staff member, you play a **critical role** in protecting children in your care.

- You **must** act, by following the Four Critical Actions, as soon as you witness an incident, receive a disclosure or form a reasonable belief \* that a child has, or is at risk of being abused.

- You **must** act if you form a suspicion/ reasonable belief, even if you are unsure and have not directly observed child abuse (e.g. if the victim or another person tells you about the abuse).

- It is strongly recommended that you use the **Responding to Suspected Child Abuse template** to keep clear and comprehensive notes, even if you make a decision not to report.

\* A reasonable belief is a deliberately low threshold. This enables authorities to investigate and take action.

### 3 CONTACTING PARENTS/CARERS

Your principal **must** consult with DHHS Child Protection or Victoria Police to determine what information can be shared with parents/carers. They may advise:

- **not to contact** the parents/carer (e.g. in circumstances where the parents are alleged to have engaged in the abuse, or the child is a mature minor and does not wish for their parent/carer to be contacted)
- **to contact** the parents/carers and provide agreed information (this must be done as soon as possible, preferably on the same day of the incident, disclosure or suspicion)
- **how to communicate** with all relevant parties with consideration for their safety.

### 4 PROVIDING ONGOING SUPPORT

Your school **must** provide support for children impacted by abuse. This should include the development of a **Student Support Plan** in consultation with wellbeing professionals. This is an essential part of your duty of care requirements.

Strategies may include development of a safety plan, direct support and referral to wellbeing professionals and support.

You **must** follow the **Four Critical Actions** every time you become aware of a further instance or risk of abuse. This includes reporting new information to authorities.

#### OTHER CONCERNS

If you believe that a child is not subject to abuse, but you still hold **significant concerns** for their wellbeing you **must** still act. This may include making a referral or seeking advice from:

- Child FIRST/The Orange Door (in circumstances where the family are open to receiving support)
- DHHS Child Protection
- Victoria Police.

### CONTACT

#### DHHS CHILD PROTECTION AREA

North Division **1300 664 977**  
South Division **1300 655 795**  
East Division **1300 360 391**  
West Division (Rural) **1800 075 599**  
West Division (Metro) **1300 664 977**

#### AFTER HOURS

After hours, weekends, public holidays **13 12 78**.

#### CHILD FIRST

<https://services.dhhs.vic.gov.au/referral-and-support-teams>

#### ORANGE DOOR

<https://www.vic.gov.au/familyviolence/the-orange-door.html>

#### VICTORIA POLICE

**000** or your local police station

DET INCIDENT SUPPORT AND OPERATIONS CENTRE  
**1800 126 126**

INCIDENT MANAGEMENT AND SUPPORT UNIT  
**1800 126 126**

EMPLOYEE CONDUCT BRANCH  
**(03) 9637 2595**

#### DIOCESAN OFFICE

Melbourne **(03) 9267 0228**  
Ballarat **(03) 5337 7135**  
Sale **(03) 5622 6600**  
Sandhurst **(03) 5443 2377**

INDEPENDENT SCHOOLS VICTORIA  
**(03) 9825 7200**

#### THE LOOKOUT

The LOOKOUT has a service directory, information, and evidence based guidance to help you respond to family violence: <http://www.lookout.org.au>.

Family violence victims/survivors can be referred to **1800 Respect** for counselling, information and a referral service: **1800 737 732**.

PROTECT

THE EDUCATION STATE

VICTORIA State Government Education and Training

cecv catholic education commission of victoria ltd

Independent Schools Victoria



# VOLUNTEER POLICY

## PURPOSE

To outline the processes that Glen Iris Primary School will follow to recruit, screen, supervise and manage volunteers to provide a child safe environment, and to explain the legal rights of volunteers.

## SCOPE

This policy applies to the recruitment, screening, supervision and management of all people who volunteer at our school.

## DEFINITIONS

*Child-connected work:* work authorised by the school governing authority and performed by an adult in a school while children are present or reasonably expected to be present.

*Child-related work:* work that usually involves direct contact (including in person, over the phone, written and online communication) with a child that is a central part of that person's duties. It does not include work that involves occasional contact with children that is incidental to the work.

*Closely related family member:* parent, carer, parent/carer's spouse or domestic partner, stepparent, parent/carer's mother or father in-law, grandparent, uncle or aunt, brother or sister, including step or half siblings.

*Volunteer worker:* A volunteer school worker is a person who voluntarily engages in school work or approved community work without payment or reward.

*School work:* School work means:

- Carrying out the functions of a school council
- Any activity carried out for the welfare of a school, by the school council, any parents' club or association or any other body organised to promote the welfare of the school
- Any activity carried out for the welfare of the school at the request of the principal or school council
- Providing assistance in the work of any school or kindergarten
- Attending meetings in relation to government schools convened by any organisation which receives government financial support

This is a broad definition and means that volunteers who participate in school community activities, such as fundraising and assisting with excursions, are legally protected (i.e. indemnified) from action by others in the event of an injury or accident whilst they are performing volunteer school work in good faith.

## POLICY

Glen Iris Primary School is committed to implementing and following practices which protect the safety and wellbeing of children and our staff and volunteers. Glen Iris Primary School recognises that education is a collaborative partnership involving staff, parents, caregivers and members of the community. We recognise the valuable contribution that volunteers provide to our school community and the work that they do.

The procedures set out below are designed to ensure that Glen Iris Primary School's volunteers are suitable to work with children and are well-placed to make a positive contribution to our school community.

### Becoming a volunteer

The School will regularly communicate opportunities for Volunteers to participate in activities including by publishing notices in the parent newsletter each term, advising parents at year level information evenings and in other informal ways.

### Suitability checks including Working with Children Checks

#### *Working with students*

Glen Iris Primary School values the many volunteers that assist our school community, e.g. in our classrooms/with sports events/camps/excursions/school concerts/other events and programs. To ensure that we are meeting our legal obligations under the *Working with Children Act 2005* (Vic) and the Child Safe Standards, Glen Iris Primary School is required to undertake suitability checks which may include a Working With Children Check, proof of identity, qualification and work history involving children checks.

Considering our legal obligations, and our commitment to ensuring that Glen Iris Primary School is a child safe environment, we will require volunteers to obtain a WWC Check and produce their valid card to the office for verification in the following circumstances:

- **Volunteers who are not parent/family members** of any student at the school are required to have a WWC Check if they are engaged in child-related work regardless of whether they are being supervised. This is a legal requirement under the *Working with Children Check Act* and must not be changed.
- **Parent/family volunteers** who are assisting with any classroom or school activities involving direct contact with children in circumstances where the volunteer's child is **not** participating, or does not ordinarily participate in, the activity. This is a legal requirement under the *Working with Children Check Act*.
- **Parent/family volunteers** who assist with excursions (including swimming), camps and similar events, regardless of whether their own child is participating or not.
- **Parent/family volunteers** who regularly assist in school activities, regardless of whether their own child is participating or not
- **Parent/community School Council members** sitting on School Council with student School Council members, regardless of whether their own child is a student member or not.



In addition, depending on the nature of the volunteer work, our school may ask the volunteer to provide other suitability checks at its discretion (for example, references, work history involving children and/or qualifications). Proof of identity may also be required in some circumstances.

### ***Non child-related work***

On some occasions, parents and other members of the school community may volunteer to do work that is not child-related. For example, volunteering on the weekend for gardening, maintenance, working bees, parents and friends club coordination, school council, participating in sub-committees of school council, fete coordination, other fundraising groups that meet in the evenings during which children will not be, or would not reasonably be expected to be, present.

Volunteers for this type of work are not required to have Working with Children or other suitability checks as they are not engaged in child-related work and children are not generally present during these activities. However, Glen Iris Primary School reserves the right to undertake suitability checks, including proof of identity, Working with Children Checks, at its discretion if considered necessary for any particular activities or circumstances.

School council members and volunteers on any sub-committee of school council will be asked to provide a valid WWC Check. Whilst we acknowledge that these volunteers will not be engaging in child-related work as part of their role, even when there is a student sitting on the school council, we believe that it is important that our volunteers who are involved in making important decisions about our school which will have an impact on students do have a valid WWC Check.

### **Training and induction**

Under the Child Safe Standards volunteers must have an appropriate induction and training in child safety and wellbeing.

To support us to maintain a child safe environment, before engaging in any work where children are present or reasonably likely to be present, volunteers must familiarise themselves with the policies, procedures and code of conduct referred to in our Child Safety Induction Pack and ensure the actions and requirements in these documents are followed when volunteering for our school.

Depending on the nature and responsibilities of their role, Glen Iris primary School may also require volunteers to complete additional child safety training.

### **Management and supervision**

Volunteer workers will be expected to comply with any reasonable direction of the Principal (or their nominee). This will include the requirement to follow our school's policies, including, but not limited to our Child Safety and Well-Being Policy, our Child Safety Code of Conduct and our Statement of Values and School Philosophy.

Volunteer workers will also be expected to act consistently with Department of Education and Training policies, to the extent that they apply to volunteer workers, including the Department's policies relating to Equal Opportunity and Anti-Discrimination, Sexual Harassment and Workplace Bullying.

The principal (or their nominee) will determine the level of school staff supervision required for volunteers, depending on the type of work being performed, and with a focus on ensuring the safety and wellbeing of students.

The Principal has the discretion to make a decision about the ongoing suitability of a volunteer worker and may determine at any time whether or not a person is suitable to volunteer at Glen Iris Primary School.

### **Privacy and information-sharing**

Volunteers must ensure that any student information they become aware of because of their volunteer work is managed sensitively and in accordance with the [Schools' Privacy Policy](#) and the Department's policy on [Privacy and Information Sharing](#).

Under these policies, student information can and should be shared with relevant school staff to:

- support the student's education, wellbeing and health;
- reduce the risk of foreseeable harm to the student, other students, staff or visitors;
- make reasonable adjustments to accommodate the student's disability; or
- provide a safe and secure workplace.

Volunteers must immediately report any child safety concerns that they become aware of to a member of staff to ensure appropriate action. There are some circumstances where volunteers may also be obliged to disclose information to authorities outside of the school such as to Victoria Police. For further information on child safety responding and reporting obligations refer to: *Child Safety Responding and Reporting Obligations Policy and Procedures*.

### **Records management**

While it is unlikely volunteers will be responsible for any school records during their volunteer work, any school records that volunteers are responsible for must be provided to office staff to ensure they are managed in accordance with the Department's policy: [Records Management – Schools](#).

### **Compensation**

#### *Personal injury*

Volunteer workers are covered by the Department of Education and Training's Workers Compensation Policy if they suffer personal injury in the course of engaging in school work.

#### *Property damage*

If a volunteer worker suffers damage to their property in the course of carrying out school work, the Minister (or delegate) may authorise such compensation as they consider reasonable in the circumstances. Claims of this nature should be directed to the Principal who will direct them to the Department's Legal Division.

#### *Public liability insurance*

The Department of Education and Training's public liability insurance policy applies when a volunteer worker engaged in school work is legally liable for:

- a claim for bodily injury to a third party
- damage to or the destruction of a third party's property.

## COMMUNICATION

This policy will be communicated to our school community in the following:

- Available publicly on our school's website
- Included in induction processes for relevant staff
- Included as a link in all invitations to prospective volunteers
- Included in our staff handbook/manual
- Discussed in an annual staff briefing/meeting
- Available in hard copy from school administration upon request

## RELATED POLICIES AND RESOURCES

Related school policies are:

Statement of Values and School Philosophy

Visitors Policy

Children Safety and WellBeing Policy

Child Safety Code of Conduct

Child Safety Responding and Reporting Obligations Policy and Procedures

Inclusion and Diversity Policy

Glen Iris Primary School Child Safety Induction Pack

## POLICY REVIEW AND APPROVAL

Policy last reviewed	August 2023
Consultation	School Council
Approved by	Principal
Next scheduled review date	August 2025

# Glen Iris Primary School

## Child Safety and Wellbeing Policy



### Help for non-English speakers

If you need help to understand this policy, please contact Glen Iris Primary School.

### Purpose

The Glen Iris Primary School Child Safety and Wellbeing Policy demonstrates our school's commitment to creating and maintaining a child safe and child-friendly organisation, where children and young people are safe and feel safe.

This policy provides an overview of our school's approach to implementing [Ministerial Order 1359](#) (PDF, 363KB) which sets out how the Victorian Child Safe Standards apply in school environments.

It informs our school community of everyone's obligations to act safely and appropriately towards children and guides our processes and practices for the safety and wellbeing of students across all areas of our work.

### Scope

This policy:

- applies to all school staff, volunteers and contractors whether or not they work in direct contact with students. It also applies to school council members where indicated.
- applies in all physical and online school environments used by students during or outside of school hours, including other locations provided by for a student's use (for example, a school camp) and those provided through third-party providers
- should be read together with our other child safety and wellbeing policies, procedures, and codes – refer to the related school policies section below.

### Definitions

The following terms in this policy have [specific definitions](#):

- child
- child safety
- child abuse
- child-connected work
- child-related work
- school environment
- school boarding environment
- school staff
- school boarding premises staff

- school governing authority
- school boarding premises governing authority
- student
- volunteer.

## Statement of commitment to child safety

Glen Iris Primary School is a child safe organisation which welcomes all children, young people and their families.

We are committed to providing environments where our students are safe and feel safe, where their participation is valued, their views respected, and their voices are heard about decisions that affect their lives. Our child safe policies, strategies and practices are inclusive of the needs of all children and students.

We have no tolerance for child abuse and take proactive steps to identify and manage any risks of harm to students in our school environments.

We promote positive relationships between students and adults and between students and their peers. These relationships are based on trust and respect.

We take proactive steps to identify and manage any risk of harm to students in our school environment. When child safety concerns are raised or identified, we treat these seriously and respond promptly and thoroughly.

Particular attention is given to the child safety needs of Aboriginal students, those from culturally and linguistically diverse backgrounds, international students, students with disabilities, those unable to live at home, children and young people who identify as lesbian, gay, bisexual, trans and gender diverse, intersex, queer, questioning and asexual (LGBTIQA+) and other students experiencing risk or vulnerability. Inappropriate or harmful behaviour targeting students based on these or other characteristics, such as racism or homophobia, are not tolerated at our school, and any instances identified will be addressed with appropriate consequences.

Child safety is a shared responsibility. Every person involved in our school has an important role in promoting child safety and wellbeing and promptly raising any issues or concerns about a child's safety.

We are committed to regularly reviewing our child safe practices, and seeking input from our students, families, staff, and volunteers to inform our ongoing strategies.

## Roles and responsibilities

### School leadership team

Our school leadership team (comprising the principal, assistant principal is responsible for ensuring that a strong child safe culture is created and maintained, and that policies and practices are effectively developed and implemented in accordance with Ministerial Order 1359.

Principals and assistant principals will:

- ensure effective child safety and wellbeing governance, policies, procedures, codes and practices are in place and followed
- model a child safe culture that facilitates the active participation of students, families and staff in promoting and improving child safety, cultural safety and wellbeing
- enable inclusive practices where the diverse needs of all students are considered
- reinforce high standards of respectful behaviour between students and adults, and between students
- promote regular open discussion on child safety issues within the school community including at leadership team meetings, staff meetings and school council meetings

- facilitate regular professional learning for staff and volunteers (where appropriate) to build deeper understandings of child safety, cultural safety, student wellbeing and prevention of, and responding to abuse
- create an environment where child safety complaints and concerns are readily raised, and no one is discouraged from reporting an allegation of child abuse to relevant authorities.

### **School staff and volunteers**

All staff and volunteers will:

- participate in child safety and wellbeing induction and training provided by the school or the Department of Education and Training, and always follow the school's child safety and wellbeing policies and procedures
- act in accordance with our Child Safety Code of Conduct
- identify and raise concerns about child safety issues in accordance with our Child Safety Responding and Reporting Obligations Policy and Procedures, including following the [Four Critical Actions for Schools](#)
- ensure students' views are taken seriously and their voices are heard about decisions that affect their lives
- implement inclusive practices that respond to the diverse needs of students.

### **School council**

In performing the functions and powers given to them under the *Education and Training Reform Act 2006*, school council members will:

- champion and promote a child safe culture with the broader school community
- undertake annual training on child safety,
- approve updates to, and act in accordance with the Child Safety Code of Conduct to the extent that it applies to school council employees and members
- when hiring school council employees, ensure that selection, supervision, and management practices are child safe "At our school, school council employment duties are delegated to the principal who is bound by this policy").

### **Specific staff child safety responsibilities**

Glen Iris Primary School has nominated a child safety champion Leading Teacher Inclusion and Wellbeing to support the principal to implement our child safety policies and practices, including staff and volunteer training.

The responsibilities of the child safety champion are outlined at [Guidance for child safety champions](#). In addition to these roles, our child safety champion is also responsible for:

Our principal and child safety champion are the first point of contact for child safety concerns or queries and for coordinating responses to child safety incidents.

- The Principal is responsible for monitoring the school's compliance with the Child Safety and Wellbeing Policy. Anyone in our school community should approach the Principal if they have any concerns about the school's compliance with the Child Safety and Wellbeing Policy.
- The Assistant Principal is responsible for informing the school community about this policy, and making it publicly available
- Other specific roles and responsibilities are named in other child safety policies and procedures, including the Child Safety Code of Conduct, Child Safety Responding and Reporting Obligations (including Mandatory Reporting) Policy and Procedures, and Child Safety Risk Register.

Our school has also established a Child Safety Championship Group. The Child Safety Champion Group meet regularly to identify and respond to any ongoing matters related to child safety and wellbeing.

Our Risk Management Committee monitors the Child Safety Risk Register.

## Child Safety Code of Conduct

Our Child Safety Code of Conduct sets the boundaries and expectations for appropriate behaviours between adults and students. It also clarifies behaviours that are not acceptable in our physical and online environments.

We ensure that students also know what is acceptable and what is not acceptable so that they can be clear and confident about what to expect from adults in the school.

The Child Safety Code of Conduct also includes processes to report inappropriate behaviour.

## Managing risks to child safety and wellbeing

At our school we identify, assess and manage risks to child safety and wellbeing in our physical and online school environments. These risks are managed through our child safety and wellbeing policies, procedures and practices, and in our activity specific risk registers, such as those we develop for off-site overnight camps, adventure activities and facilities and services we contract through third party providers for student use.

Our Child Safety Risk Register is used to record any identified risks related to child abuse alongside actions in place to manage those risks. Our school leadership team will monitor and evaluate the effectiveness of the actions in the Child Safety Risk Register at least annually.

## Establishing a culturally safe environment

At Glen Iris Primary School, we are committed to establishing an inclusive and culturally safe school where the strengths of Aboriginal culture, values and practices are respected.

We think about how every student can have a positive experience in a safe environment. For Aboriginal students, we recognise the link between Aboriginal culture, identity and safety and actively create opportunities for Aboriginal students and the Aboriginal community to have a voice and presence in our school planning, policies, and activities.

We have developed the following strategies to promote cultural safety in our school community:

- Our Aboriginal and Torres Strait Islander Education Plan outlines the measures we have in place to maintain an inclusive and culturally safe school for Aboriginal children and students

## Student empowerment

To support child safety and wellbeing at Glen Iris primary School, we work to create an inclusive and supportive environment that encourages students and families to contribute to our child safety approach and understand their rights and their responsibilities.

Respectful relationships between students are reinforced and we encourage strong friendships and peer support in the school to ensure a sense of belonging, implementing our whole school approach to Respectful Relationships, our student Code of Conduct, and our school values.

We inform students of their rights through our whole school approach to Respectful Relationships and give them the skills and confidence to recognise unsafe situations with adults or other students and to speak up and act on concerns relating to themselves or their peers. We ensure our students know who to talk to if they are worried or feeling unsafe and we encourage them to share concerns

with a trusted adult at any time. Students and families can also access information on how to report concerns at Glen Iris primary School.

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

## Family engagement

Our families and the school community have an important role in monitoring and promoting children's safety and wellbeing and helping children to raise any concerns.

To support family engagement, at Glen Iris Primary School we are committed to providing families and community with accessible information about our school's child safe policies and practices and involving them in our approach to child safety and wellbeing.

We will create opportunities for families to have input into the development and review of our child safety policies and practices and encourage them to raise any concerns and ideas for improvement.

We do this by:

- all of our child safety policies and procedures will be available for students and parents at [www.gips.vic.edu.au](http://www.gips.vic.edu.au)
- Newsletters will inform families and the school community about any significant updates to our child safety policies or processes, and strategies or initiatives that we are taking to ensure student safety.

## Diversity and equity

As a child safe organisation, we celebrate the rich diversity of our students, families and community and promote respectful environments that are free from discrimination. Our focus is on wellbeing and growth for all.

We recognise that every child has unique skills, strengths and experiences to draw on.

We pay particular attention to individuals and groups of children and young people in our community with additional and specific needs. This includes tailoring our child safety strategies and supports to the needs of:

- Aboriginal children and young people
- children from culturally and linguistically diverse backgrounds
- children and young people with disabilities
- children unable to live at home or impacted by family violence
- international students
- children and young people who identify as LGBTIQ+.

Our Student Wellbeing and Engagement Policy provides more information about the measures we have in place to support diversity and equity.

## Suitable staff and volunteers

At Glen Iris Primary School, we apply robust child safe recruitment, induction, training, and supervision practices to ensure that all staff, contractors, and volunteers are suitable to work with children.

### Staff recruitment

When recruiting staff, we follow the Department of Education and Training's recruitment policies and guidelines, available on the Policy and Advisory Library (PAL) at:

- [Recruitment in Schools](#)
- [Suitability for Employment Checks](#)
- [School Council Employment](#)
- [Contractor OHS Management](#).

When engaging staff to perform child-related work, we:

- sight, verify and record the person's Working with Children clearance or equivalent background check such as a Victorian teaching registration
- collect and record:
  - proof of the person's identity and any professional or other qualifications
  - the person's history of working with children
  - references that address suitability for the job and working with children.
  - references that address suitability for the job and working with children.



## Staff induction

All newly appointed staff will be expected to participate in our child safety and wellbeing induction program. The program will include a focus on:

- the Child Safety and Wellbeing Policy (this document)
- the Child Safety Code of Conduct
- the Child Safety Responding and Reporting Obligations (including Mandatory Reporting) Policy and Procedures and
- any other child safety and wellbeing information that school leadership considers appropriate to the nature of the role.

## Ongoing supervision and management of staff

All staff engaged in child-connected work will be supervised appropriately to ensure that their behaviour towards children is safe and appropriate.

Staff will be monitored and assessed to ensure their continuing suitability for child-connected work. This will be done by:

- weekly staff debriefs outlining expectations
- Victoria Teacher Code of Conduct outlining expectations
- Standing item of Child Safety at all meetings
- Monthly Child Safety Championship meetings
- following the 4 Critical Actions for Schools
- yearly mandatory reporting training for all staff

Inappropriate behaviour towards children and young people will be managed swiftly and in accordance with our school and department policies and our legal obligations. Child safety and wellbeing will be paramount.

## Suitability of volunteers

All volunteers are required to comply with our Volunteers Policy, which describes how we assess the suitability of prospective volunteers and outlines expectations in relation to child safety and wellbeing induction and training, and supervision and management.

## Child safety knowledge, skills and awareness

Ongoing training and education are essential to ensuring that staff understand their roles and responsibilities and develop their capacity to effectively address child safety and wellbeing matters.

In addition to the child safety and wellbeing induction, our staff will participate in a range of training and professional learning to equip them with the skills and knowledge necessary to maintain a child safe environment.

Staff child safety and wellbeing training will be delivered at least annually and will include guidance on:

- our school's child safety and wellbeing policies, procedures, codes, and practices
- completing the [Protecting Children – Mandatory Reporting and Other Legal Obligations](#) online module annually
- recognising indicators of child harm including harm caused by other children and students
- responding effectively to issues of child safety and wellbeing and supporting colleagues who disclose harm
- how to build culturally safe environments for children and students
- information sharing and recordkeeping obligations
- how to identify and mitigate child safety and wellbeing risks in the school environment.

Other professional learning and training on child safety and wellbeing, for example, training for our volunteers, will be tailored to specific roles and responsibilities and any identified or emerging needs or issues.

### **School council training and education**

To ensure our school council is equipped with the knowledge required to make decisions in the best interests of student safety and wellbeing, and to identify and mitigate child safety and wellbeing risks in our school environment, the council is trained at least annually. Training includes guidance on:

- individual and collective obligations and responsibilities for implementing the Child Safe Standards and managing the risk of child abuse
- child safety and wellbeing risks in our school environment

## **Complaints and reporting processes**

Glen Iris Primary School fosters a culture that encourages staff, volunteers, students, parents, and the school community to raise concerns and complaints. This makes it more difficult for breaches of the code of conduct, misconduct or abuse to occur and remain hidden.

We have clear pathways for raising complaints and concerns and responding and this is documented in our school's Complaint Policy. The Complaints Policy can be found on our school website.

If there is an incident, disclosure, allegation or suspicion of child abuse, all staff and volunteers (including school council employees) must follow our Child Safety Responding and Reporting Obligations Policy and Procedures. Our policy and procedures address complaints and concerns of child abuse made by or in relation to a child or student, school staff, volunteers, contractors, service providers, visitors or any other person while connected to the school.

As soon as any immediate health and safety concerns are addressed, and relevant school staff have been informed, we will ensure our school follows:

- the [Four Critical Actions](#) for complaints and concerns relating to adult behaviour towards a child
- the [Four Critical Actions: Student Sexual Offending](#) for complaints and concerns relating to student sexual offending

Our Student Wellbeing and Engagement Policy and Bullying Prevention Policy cover complaints and concerns relating to student physical violence or other harmful behaviours.

## **Communications**

Glen Iris Primary School is committed to communicating our child safety strategies to the school community through:

- ensuring that key child safety and wellbeing policies are available on our website including the Child Safety and Wellbeing Policy (this document), Child Safety Code of Conduct, and the Child Safety Responding and Reporting Obligations (including Mandatory Reporting) Policy and Procedure
- updates in our school newsletter
- ensuring that child safety is a regular agenda item at school leadership meetings, staff meetings and school council meetings.

## **Privacy and information sharing**

Glen Iris Primary School collects, uses, and discloses information about children and their families in accordance with Victorian privacy laws, and other relevant laws. For information on how our school collects, uses and discloses information refer to: [Schools' Privacy Policy](#).

## Records management

We acknowledge that good records management practices are a critical element of child safety and wellbeing and manage our records in accordance with the Department of Education and Training's policy: [Records Management – School Records](#)

## Review of child safety practices

At Glen Iris Primary School, we have established processes for the review and ongoing improvement of our child safe policies, procedures, and practices.

We will:

- review and improve our policy every 2 years or after any significant child safety incident
- analyse any complaints, concerns, and safety incidents to improve policy and practice
- act with transparency and share pertinent learnings and review outcomes with school staff and our school community.

## Related policies and procedures

This Child Safety and Wellbeing Policy is to be read in conjunction with other related school policies, procedures, and codes. These include our:

- Bullying Prevention Policy
- Child Safety Responding and Reporting Obligations Policy and Procedures
- Child Safety Code of Conduct
- Complaints Policy
- Digital Learning Policy
- Inclusion and Diversity Policy
- Student Wellbeing and Engagement Policy
- Visitors Policy
- Volunteers Policy

### Related Department of Education and Training policies

- [Bullying Prevention and Response Policy](#)
- [Child and Family Violence Information Sharing Schemes](#)
- [Complaints Policy](#)
- [Contractor OHS Management Policy](#)
- [Digital Learning in Schools Policy](#)
- [Family Violence Support](#)
- [Protecting Children: Reporting Obligations Policy](#)
- [Policy and Guidelines for Recruitment in Schools](#)
- [Reportable Conduct Policy](#)
- [Student Wellbeing and Engagement Policy](#)
- [Supervision of Students Policy](#)
- [Visitors in Schools Policy](#)
- [Volunteers in Schools Policy](#)
- [Working with Children and other Suitability Checks for School Volunteers and Visitors](#)

### Other related documents

- [Identifying and Responding to All Forms of Abuse in Victorian Schools](#)
- [Four Critical Actions for Schools](#)
- [Identifying and Responding to Student Sexual Offending](#)
- [Four Critical Actions for Schools: Responding to Student Sexual Offending](#)
- [Recording your actions: Responding to suspected child abuse – A template for Victorian schools](#)

## Policy status and review

Principal/Assistant Principal is responsible for reviewing and updating the Child Safety and Wellbeing Policy at least every two years. The review will include input from students, parents/carers and the school council.

## Approval

<b>Created date</b>	October 2024
<b>Consultation</b>	School Council, Newsletter, Compass
<b>Endorsed by</b>	Principal
<b>Endorsed on</b>	November 2024
<b>Next review date</b>	October 2026

# CHILD SAFETY RESPONDING AND REPORTING OBLIGATIONS POLICY AND PROCEDURES



## Help for non-English speakers

If you need help to understand the information in this policy please contact  
[glen.iris.ps@education.vic.gov.au](mailto:glen.iris.ps@education.vic.gov.au)

## PURPOSE

The purpose of this policy is to outline the procedures our school has in place to respond to complaints or concerns relating to child abuse and to ensure that all staff and members of our school community understand and follow the various legal obligations that apply to the reporting of child abuse to relevant authorities.

## SCOPE

This policy applies to complaints and concerns relating to child abuse made by or in relation to a child or student, school staff, volunteers, contractors, service providers, visitors or any other person while connected to the school (physical and online).

## DEFINITIONS

### Child abuse

Child abuse includes:

- physical violence inflicted on a child
- sexual offences committed against a child
- grooming of a child by an adult
- family violence committed against or in the presence of a child
- serious emotional or psychological harm to a child
- serious neglect of a child.

The definition of child abuse is broad and can include student to student incidents and concerns, as well as behaviour committed by an adult.

### Grooming

Grooming is a criminal offence under the *Crimes Act 1958* (Vic) and is a form of child abuse and sexual misconduct. This offence targets predatory conduct undertaken by an adult to prepare a child under the age of 16 to engage in sexual activity at a later time, either with the groomer or with another adult. Grooming can include communicating (including electronic communications and communicating by conduct) and/or attempting to befriend or establish a relationship or other emotional connection with the child or their parent or carer.

### **School staff member**

For the purpose of this policy a school staff member includes a contractor engaged by the school or school council to perform child-related work.

## **POLICY**

Glen Iris Primary School understands the important role our school plays in protecting children from abuse. We have a range of policies and measures in place to prevent child abuse from occurring at our school or during school activities.

### **Information for students**

- All students should feel safe to speak to any staff member to raise any concerns about their safety or any other concerns that they have.
- If a student does not know who to approach at Glen Iris Primary School they should start with their teacher.

### **Identifying child abuse**

To ensure we can respond in the best interests of students and children when complaints or concerns relating to child abuse are raised, all staff and relevant volunteers must:

- understand how to identify signs of child abuse and behavioural indicators of perpetrators - for detailed information on identifying child abuse and behavioural indicators of perpetrators refer to [Identify child abuse](#).
- understand their various legal obligations in relation to reporting child abuse to relevant authorities - for detailed information on the various legal obligations refer to Appendix A
- follow the below procedures for responding to complaints or concerns relating to child abuse, which ensure our school acts in the best interests of students and children and complies with both our legal and Department policy obligations.

At Glen Iris Primary School we recognise the diversity of the children, young people, and families at our school and take account of their individual needs and backgrounds when considering and responding to child safety incidents or concerns.

### **Procedures for responding to an incident, disclosure, allegation or suspicion of child abuse**

In responding to a child safety incident, disclosure, allegation or suspicion, Glen Iris Primary School will follow:

- the [Four Critical Actions for Schools](#) for complaints and concerns relating to all forms of child abuse

- the [Four Critical Actions: Student Sexual Offending](#) for complaints and concerns relating to student sexual offending
- Student Wellbeing and Engagement Policy and Bullying Prevention Policy for complaints and concerns relating to student physical violence or other harmful student behaviours.

### **School staff and volunteer responsibilities**

It is the role of school staff and volunteers to provide protection and support to protect the child and other children from any continued risk of abuse.

#### **1. Immediate action**

If a school staff member or volunteer witnesses an incident of child abuse, or reasonably believes, suspects or receives a disclosure or allegation that a child has been, or is at risk of being abused, they must:

- If a child is at immediate risk of harm, separate alleged victims and others involved, administer first aid (appropriate to their level of training) and call 000 for urgent medical or police assistance where required to respond to immediate health or safety concerns.
- Notify Principal/Assistant principal as soon as possible, who will ensure our school follows the steps in these procedures.

NOTE for staff and volunteers:

- if you are uncertain if an incident, disclosure, allegation or suspicion gives rise to a concern about child abuse you must always err on the side of caution and report the concern to Principal/Assistant Principal.
- If the Principal/Assistant Principal is unavailable, the Leading Teacher Wellbeing and Inclusion will take on this role.
- If the concerns relates to the conduct of the Leading Teacher Wellbeing and Inclusion, notify the Principal or the [relevant regional office](#) where the person nominated above is the principal who must then take on responsibility for ensuring our school follows these procedures.

Refer to Appendix B for guidance on how to respond to a disclosure of child abuse.

#### **2. Reporting to authorities and referring to services**

As soon as immediate health and safety concerns are addressed, and relevant school staff have been informed, the Principal/Assistant Principal **must** report all incidents, suspicions and disclosures of child abuse as soon as possible.

The following steps will ensure our school complies with the four critical actions as well as additional actions required under the Child Safe Standards.

The Principal/Assistant Principal must ensure:

- all relevant information is reported to the Department of Families, Fairness and Housing (DFFH) Child Protection, Victoria Police or relevant services where required
- the incident is reported to the Department's [eduSafe Plus portal](#) or the Incident Support and Operations Centre (1800 126 126) in accordance with the severity rating outlined in the [Managing and Reporting School Incidents Policy](#)
- all [reportable conduct](#) allegations or incidents are reported by the Principal to the Department's Employee Conduct Branch (03 7022 0005) – where a reportable conduct allegation is made against the Principal, the Regional Director must be informed who will then make a report to Employee Conduct Branch



NOTE: In circumstances where staff members are legally required to report child abuse to DFFH Child Protection or Victoria Police and they are unable to confirm that the information has been reported by another person at the school or the designated member of school staff does not agree that a report needs to be made, the staff member who has formed the reasonable belief must still contact DFFH Child Protection and Victoria Police to make the report.

If you believe that a child is not subject to abuse, but you still hold significant concerns for their wellbeing you must still act. This may include making a referral or seeking advice from Child FIRST or The Orange Door (in circumstances where the family are open to receiving support) DFFH Child Protection or Victoria Police.

### **3. Contacting parents or carers**

The Principal/Assistant Principal must ensure parents and carers are notified unless advised otherwise by DFFH Child Protection or Victoria Police, or there are other safety and wellbeing concerns in relation to informing parents/carers.

Principals may contact the Department of Education and Training Legal Division for advice on notifying parents and carers, and where relevant, the wider school community.

For further guidance, refer to [PROTECT Contacting parents and carers](#)

### **4. Ongoing protection and support**

The nominated staff member must ensure appropriate steps are taken by the school to protect the child and other children from any continued risk of abuse. This staff member may include, but not necessarily limited to, the Assistant Principal, Principal, wellbeing team, and classroom teacher. These steps must be taken in consultation with any relevant external agency or Department staff such as DFFH Child Protection, Victoria Police, Legal Division or Employee Conduct Branch. Ongoing protection will also include further reports to authorities if new information comes to light or further incidents occur.

Appropriate, culturally sensitive and ongoing support must be offered and provided to all affected students. Ongoing support will be based on any available advice from the Department, parents and carers, health practitioners, and other authorities (such as DFFH or Victoria Police) and may include referral to wellbeing professionals, development of a safety plan, student support group meetings, and, for student to student incidents, behaviour management and support measures.

### **5. Recordkeeping**

The Principal/Assistant Principal will ensure that:

- detailed notes of the incident, disclosure, allegation or suspicion are taken using the [Responding to Suspected Child Abuse: Template](#) or the [Responding to Student Sexual Offending: template](#) including, where possible, by the staff member or volunteer who reported the incident, disclosure, or suspicion to them
- detailed notes are taken of any immediate or ongoing action taken by the school to respond to the incident, disclosure, allegation or suspicion
- all notes and other records relating to the incident, disclosure, allegation or suspicion, including the schools immediate and ongoing actions, are stored securely in Compass.

## **For school visitors and school community members**

All community members aged 18 years or over have legal obligations relating to reporting child abuse



– refer to Appendix A for detailed information.

Any person can make a report to DFFH Child Protection or Victoria Police if they believe on reasonable grounds that a child is in need of protection. For contact details, refer to the [Four Critical Actions](#).

Members of the community do not have to inform the school if they are making a disclosure to DFFH Child Protection or the Victoria Police. However, where a community member is concerned about the safety of a child or children at the school, the community member should report this concern to the principal so that appropriate steps to support the student can be taken

### **Additional requirements for all staff**

All staff play an important role in supporting student safety and wellbeing and have a duty of care to take reasonable steps to prevent reasonably foreseeable harm to students.

Fulfilling the roles and responsibilities in the above procedure does not displace or discharge any other obligations that arise if a person reasonably believes that a child is at risk of child abuse. This means that if, after following the actions outlined in the procedure, a staff member reasonably believes that a child remains at risk of abuse, they must take the following steps:

- if they are concerned that the school has not taken reasonable steps to prevent or reduce the risk, raise these concerns with the principal in the first instance, and escalate to the regional office if they remain unsatisfied.
- report the matter to the relevant authorities where they are unable to confirm that the information has been reported by another staff member

Staff must refer to Appendix A for further information on their obligations relating to reporting to authorities.

### **COMMUNICATION**

This policy will be communicated to our school community in the following ways:

- Available publicly on our school's website (or insert other online parent, carer, student communication method)
- Included in staff induction processes and annual staff training
- Included in volunteer induction processes and training for relevant volunteers
- Discussed at annual staff briefings or meetings
- Included in staff handbook or manual
- Hard copy available from school administration upon request

### **FURTHER INFORMATION AND RESOURCES**

The following Department of Education and Training policies and guidance are relevant to this policy:

- [Child Safe Standards](#)
- [Protecting Children — Reporting and Other Legal Obligations](#)
- [Managing and Reporting School Incidents](#)
- [Reportable Conduct](#)
- [Restraint and Seclusion](#)
- [Identify child abuse](#)
- [Report child abuse in schools \(including four critical actions\)](#)

- [Identify and respond to student sexual offending](#)

The following school policies are also relevant to this policy:



- Child Safety [and Wellbeing] Policy
- Child Safety Code of Conduct
- Statement of Values and School Philosophy
- Student Wellbeing and Engagement Policy
- Volunteer Policy
- Duty of Care Policy
- Inclusion and Diversity Policy

## POLICY REVIEW AND APPROVAL

Policy last reviewed	October 2024
Consultation	School Council
Approved by	Principal
Next scheduled review date	October 2026

## APPENDIX A

### LEGAL OBLIGATIONS RELATING TO REPORTING CHILD ABUSE

The following information outlines the various legal obligations relating to the reporting of child abuse to relevant authorities.

It is important to note that the procedures outlined in the above policy ensure compliance with the below reporting obligations, and also include additional steps to ensure compliance with Department policy and our school's duty of care obligations.

#### **Mandatory reporting to Department of Families, Fairness and Housing (DFFH) Child Protection**

The following individuals are mandatory reporters under the *Children, Youth and Families Act 2005* (Vic):

- registered teachers and early childhood teachers (including principals and school staff who have been granted permission to teach by the VIT)
- school counsellors including staff who provide direct support to students for mental, emotional or psychological wellbeing, including (but not limited to) school health and wellbeing staff, primary welfare coordinators, student wellbeing coordinators, mental health practitioners, chaplains, and Student Support Services staff
- nurses
- registered psychologists
- police officers
- registered medical practitioners
- out of home care workers (excluding voluntary foster and kinship carers)
- early childhood workers
- youth justice workers
- people in religious ministry
- midwives

All mandatory reporters must make a report to the Department of Families, Fairness and Housing (DFFH) Child Protection as soon as practicable if, during the course of carrying out their professional roles and responsibilities, they form a belief on reasonable grounds that:

- a child has suffered, or is likely to suffer, significant harm as a result of physical abuse and/ or sexual abuse; and
- the child's parents or carers have not protected, or are unlikely to protect, the child from harm of that type.

A mandatory reporter who fails to comply with this legal obligation may be committing a criminal offence. It is important for all staff at Glen Iris Primary School to be aware that they are legally obliged to make a mandatory report on each occasion that they form a reasonable belief that a child is in need of protection and they must make a mandatory report even if the principal or any other mandatory reporter does not share their belief that a report is necessary.

If charged with not making a mandatory report, it may be a defence for the person charged to prove that they honestly and reasonably believed that all of the reasonable grounds for their belief had been the subject of a report to child protection made by another person.

The identity of a person who reports any protective concerns to DFFH Child Protection is protected by law. It is an offence for a person, other than the person who made the report, to disclose the name of the person who made a report or any information that is likely to lead to their identification.

At our school, all mandated school staff must undertake the *Mandatory Reporting and Other Obligations eLearning Module* annually.

The policy of the Department of Education and Training (DET) requires **all staff** who form a reasonable belief that a child is in need of protection to discuss their concerns with the school leadership team and to report their concerns to DFFH and in some circumstances to Victoria Police, or to ensure that all the information relevant to the report has been made by another school staff member.

Any person can make a report to DFFH Child Protection (131 278 – 24 hour service) if they believe on reasonable grounds that a child is in need of protection even if they are not a mandatory reporter listed above.

### **Reporting student wellbeing concerns to Child FIRST/Orange Door**

At Glen Iris Primary School we also encourage staff to make a referral to Child FIRST/Orange Door when they have significant concern for a child's wellbeing. For more information about making a referral to Child FIRST/Orange Door see the Policy and Advisory Library: [Protecting Children – Reporting and Other Legal Obligations](#).

### **Reportable Conduct**

The Reportable Conduct Scheme is focussed on worker and volunteer conduct and how organisations investigate and respond to suspected child abuse. The scheme aims to improve organisational responses to suspected child abuse and to facilitate the identification of individuals who pose a risk of harm to children.

There are five types of 'reportable conduct' listed in the *Child Wellbeing and Safety Act 2005*:

- sexual offences against, with or in the presence of, a child
- sexual misconduct (which includes grooming) against, with or in the presence of, a child
- physical violence against, with or in the presence of, a child
- behaviour that causes significant emotional or psychological harm to a child
- significant neglect of a child.

A reportable conduct allegation is made where a person makes an allegation, based on a reasonable belief, that a worker or volunteer has committed reportable conduct or misconduct that **may** involve reportable conduct.

If school staff or volunteers become aware of reportable conduct by any current or former employee, contractor or volunteer, they must notify the school principal immediately. If the allegation relates to the principal, they must notify the Regional Director.

The principal or regional director must notify the Department's Employee Conduct Branch of any reportable conduct allegations involving current or former employees of the school (including Department, allied health, casual and school council employees), contractors and volunteers (including parent volunteers).

- Employee Conduct Branch: 03 7022 0005 or [employee.conduct@education.vic.gov.au](mailto:employee.conduct@education.vic.gov.au)

The Department's Secretary, through the Manager, Employee Conduct Branch, has a legal obligation to inform the Commission for Children and Young People when an allegation of reportable conduct is made.

For more information about reportable conduct see the Department's *Policy and Advisory Library*: [Reportable Conduct](#) and the Commission for Children and Young People's [website](#).

## **Failure to disclose offence**

Reporting child sexual abuse is a community-wide responsibility. All adults (ie persons aged 18 years and over), not just professionals who work with children, have a legal obligation to report to Victoria Police, as soon as practicable, where they form a 'reasonable belief' that a sexual offence has been committed by an adult against a child under the age of 16 in Victoria.

Failure to disclose information to Victoria Police (by calling 000, local police station or the Police Assistance Line 131 444) as soon as practicable may amount to a criminal offence unless a person has a 'reasonable excuse' or exemption from doing so.

"Reasonable belief" is not the same as having proof. 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 when:

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

"Reasonable excuse" is defined by law and includes:

- fear for the safety of any person including yourself or the potential victim (but not including the alleged perpetrator or an organisation)
- where the information has already been disclosed to Victoria Police and you have no further information to add (for example, through a mandatory report to DFFH Child Protection or a report to Victoria Police from another member of school staff).

## **Failure to protect offence**

This reporting obligation applies to school staff in a position of authority. This can include principals, assistant principals and campus principals. Any staff member in a position of authority who becomes aware that an adult associated with their school (such as an employee, contractor, volunteer or visitor) poses a risk of sexual abuse to a child under the age of 16 under their care, authority or supervision, must take all reasonable steps to remove or reduce that risk.

This may include removing the adult (ie persons aged 18 years and over) from working with children pending an investigation and reporting your concerns to Victoria Police.

If a school staff member in a position of authority fails to take reasonable steps in these circumstances, this may amount to a criminal offence.

## **Further information**

For more information about the offences and reporting obligations outlined in this fact sheet refer to: [Protecting Children — Reporting and Other Legal Obligations](#).

## APPENDIX B: MANAGING DISCLOSURES OF CHILD ABUSE

### Important information for staff

#### ***When managing a disclosure relating to child abuse you should:***

- listen to the student and allow them to speak
- stay calm and use a neutral tone with no urgency and where possible use the child's language and vocabulary (you do not want to frighten the child or interrupt the child)
- be gentle, patient and non-judgmental throughout
- highlight to the student it was important for them to tell you about what has happened
- assure them that they are not to blame for what has occurred
- do not ask leading questions, for example gently ask, "What happened next?" rather than "Why?"
- be patient and allow the child to talk at their own pace and in their own words
- do not pressure the child into telling you more than they want to, they will be asked a lot of questions by other professionals, and it is important not to force them to retell what has occurred multiple times
- reassure the child that you believe them and that disclosing the matter was important for them to do
- use verbal facilitators such as, "I see", restate the child's previous statement, and use non-suggestive words of encouragement, designed to keep the child talking in an open-ended way ("what happened next?")
- tell the child in age appropriate language you are required to report to the relevant authority to help stop the abuse, and explain the role of these authorities if appropriate (for a young child this may be as simple as saying "I will need to talk to people to work out what to do next to help you")
- Take prompt action in relation to following the procedures outlined below.

#### ***When managing a disclosure you should AVOID:***

- displaying expressions of panic or shock
- asking questions that are investigative and potentially invasive (this may make the child feel uncomfortable and may cause the child to withdraw)
- going over the information repeatedly (you are only gathering information to help you form a belief on reasonable grounds that you need to make a report to the relevant authority)
- making any comments that would lead the student to believe that what has happened is their fault
- making any promises you will keep the information the student provided confidential
- making promises to the child about what will occur next or that things will be different given the process can be unpredictable and different for each child depending on their circumstances (instead reassure them that you and others will do your best to help).

# Glen Iris Primary School

## Child Safety Code of Conduct



### Help for non-English speakers

If you need help to understand this policy, please contact [Glen Iris Primary School].

## Purpose

Our Child Safety Code of Conduct sets out the expected behaviour of adults with children and young people in our school.

All Glen Iris Primary School staff, volunteers, contractors, service providers, school council members and any other adult involved in child-connected work must follow the Child Safety Code of Conduct.

The Child Safety Code of Conduct applies to all physical and online environments used by students. It also applies during or outside of school hours and in other locations provided by the school for student use (for example, a school camp).

## Acceptable behaviours

As Glen Iris Primary School, staff, volunteers, contractors, and any other member of our school community involved in child-connected work, we are responsible for supporting and promoting the safety of children by:

- upholding our Glen Iris Primary School commitment to child safety at all times and adhering to our Child Safety and Wellbeing Policies.
- treating students and families in our school community with respect in our school environment and outside our school environment as part of normal social and community activities
- listening and responding to the views and concerns of students, particularly if they disclose that they or another child or student has been abused or are worried about their safety or the safety of another child or student
- promoting the cultural safety, participation and empowerment of Aboriginal students, students with culturally and/or linguistically diverse backgrounds, students with a disability, international students, students who are unable to live at home and lesbian, gay, bisexual, transgender and intersex (LGBTQIA+) students
- ensuring, as far as practicable, that adults are not alone with a student – one-to-one interactions between an adult and a student are to be in an open space or in line of sight of another adult.
- reporting any allegations of child abuse or other child safety concerns to Principal/Assistant Principal.
- understanding and complying with all reporting and disclosure obligations (including mandatory reporting) in line with our child safety responding and reporting policy and procedures and the [PROTECT Four Critical Actions](#).
- if child abuse is suspected, ensuring as quickly as possible that the student(s) are safe and protected from harm.

## Unacceptable behaviours

As Glen Iris Primary School, staff, volunteers, contractors and member of our school community involved in child-connected work we must not:

- ignore or disregard any concerns, suspicions or disclosures of child abuse or harm
- develop a relationship with any student that could be seen as favouritism or amount to 'grooming' behaviour (for example, by offering gifts)
- display behaviours or engage with students in ways that are not justified by the educational or professional context
- ignore an adult's overly familiar or inappropriate behaviour towards a student
- discuss intimate topics or use sexualised language, except when needed to deliver the school curriculum or professional guidance
- treat a child or student unfavourably because of their disability, age, gender, race, culture, vulnerability, sexuality or ethnicity
- communicate directly with a student through personal or private contact channels (including by social media, email, instant messaging, texting etc) except where that communication is reasonable in all the circumstances, related to schoolwork or extra-curricular activities or where there is a safety concern or other urgent matter
- photograph or video a child or student in a school environment except in accordance with the [Photographing, Filming and Recording Students policy](#) or where required for duty of care purposes
- consume alcohol against school policy or take illicit drugs in the school environment or at school events where students are present
- have contact with any student outside of school hours except when needed to deliver the school curriculum or professional guidance and parental permission has been sought.

## Breaches to the Child Safety Code of Conduct

All Glen Iris Primary School staff, volunteers, contractors and any other member of the school community involved in child-connected work who breach this Child Safety Code of Conduct may be subject to disciplinary procedures in accordance with their employment agreement or relevant industrial instrument, professional code or terms of engagement.

In instances where a reportable allegation has been made, the matter will be managed in accordance with the Department of Education and Training. Reportable Conduct Scheme Policy and may be subject to referral to Victoria Police.

All breaches and suspected breaches of the Glen Iris Primary School Child Safety Code of Conduct must be reported to the principal and/or Assistant Principal.

If the breach or suspected breach relates to the principal, contact the Regional Office at 03 8392 9333.

## Approval and review

<b>Created date</b>	October 2024
<b>Consultation</b>	School Council
<b>Endorsed by</b>	Principal
<b>Endorsed on</b>	November 2024
<b>Next review date</b>	October 2026



# PROTECT

**Everyone has the right to be safe and be protected from abuse.**

No one should behave in a way that makes you feel unsafe or afraid, including anyone in your family, anyone at school or anywhere else in the community.

Tell a teacher or any adult at your school if you feel unsafe.



**It's everyone's responsibility.**

Adults at school must listen and respond to concerns about child abuse.

If you suspect abuse of any child or young person, you have a responsibility to report it, even if you are not sure.

**Further information & resources**  
[www.education.vic.gov.au/protect](http://www.education.vic.gov.au/protect)