

# Milawa Primary School

This document outlines strategies to embed an organisational culture of child safety, through the implementation of a number of policies and procedures.

## Standard 1

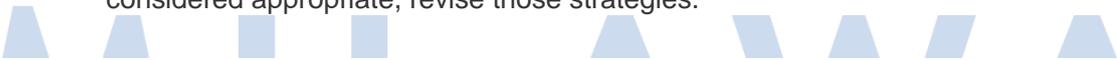
Organisations must have strategies to embed an organisational culture of child safety, including thorough effective leadership arrangements.

**What is the intent of this standard?** The organisation governing authority has the responsibility to embed a culture of child safety and ensure that policies and procedures demonstrate zero tolerance of child abuse in the organisation.

### For schools: Ministerial Order No. 870 requirements

Minimum child safety standard: Strategies to embed an organisational culture of child safety in accordance with clause 7.

#### Clause 7

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1. The **school governing authority** must:
    - a. develop strategies to embed a culture of **child safety** at the school;
    - b. allocate roles and responsibilities for achieving the strategies;
    - c. inform the school community about the strategies, and allocated roles and responsibilities;
    - d. put the strategies into practice, and inform the school community about these practices; and
    - e. periodically review the effectiveness of the strategies put into practice and, if considered appropriate, revise those strategies.
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# Milawa Primary School

## Child Protection – Child Safe Policy

### **Rationale:**

This policy was written to demonstrate the strong commitment of the whole school community of Milawa Primary School, leaders, staff, volunteers, students, their families, to child safety and to provide an outline of the policies and procedures developed to keep everyone safe from harm, including all forms of abuse.

### **Commitment to Child Safety:**

All students enrolled, and any child visiting, have a right to feel safe and be safe. The wellbeing of children in our care will always be our first priority and we have zero tolerance to child abuse. We aim to create a child safe and child friendly environment where children feel safe and are free to enjoy life to the full without any concern for their safety.

### **Children's Rights to Safety and Participation:**

The staff and volunteers of Milawa Primary School encourage students to express their views. We listen to their suggestions, especially on matters that directly affect them. We actively encourage all students to openly express their views and feel comfortable about giving voice to the things that are important to them.

We teach students about what they can do if they feel unsafe. We listen to and act on any concerns students, or their parents or carers, raise with us.

### **Valuing Diversity and Inclusion:**

We value and celebrate diversity, including cultural diversity, and we do not tolerate discriminatory practices. To achieve this we:

- promote the cultural safety, participation and empowerment of Aboriginal students and their families
- promote the cultural safety, participation and empowerment from culturally and/or linguistically diverse backgrounds (CALD) and their families
- promote the personal safety, participation and empowerment of students with a disability and make them feel welcome and part of all aspects of school life

### **Recruiting Staff and Volunteers:**

Milawa Primary School will apply the most thorough and rigorous standards in the recruitment and screening of staff and volunteers. We interview and conduct referee checks on all staff and volunteers and require police checks and Working With Children Checks (WWCC) for all staff and volunteers. Our commitment to Child Safety and our screening requirements will be included in all advertisements for staff and volunteer positions.

### **Supporting Staff and Volunteers:**

Milawa Primary School provides support and supervision to all staff and volunteers so people feel valued, respected, affirmed in their work and fairly treated.

The Principal has been appointed as the Child Safety Officer with specific responsibility for responding to any complaints made by staff, volunteers, parents or students in relation to Child Safety.

### **Risk Management:**

Risk management is an approach that minimises the potential for child abuse or harm to occur. Our Emergency Management Plan outlines and details all aspects of risk across our whole school environment (on site and off site school activities) with specific activity risk assessments. In addition to our general Occupational Health and Safety (OH&S) risks, we proactively manage risks of abuse and harm to our students.

### **Related Documentation:**

This policy should be read in conjunction with the other policies and procedures of Milawa Primary School concerned with Child Safety and Pastoral Wellbeing:

- Milawa Primary School WWCC Register Procedures
- Milawa Primary School WWCC List
- Milawa Primary School Duty of Care Policy
- Milawa Primary School Excursions Policy
- Milawa Primary School Incursions Policy
- Milawa Primary School On Site Supervision Policy
- Milawa Primary School Privacy Policy
- Milawa Primary School Staff Registers Policy
- Milawa Primary School Student Engagement and Well Being Policy
- Milawa Primary School Visitors in School Policy
- VIT Legal Obligations of a Teacher
- VIT Teacher Code of Conduct
- Child Protection and Safety Policy
- Child Protection – Mandatory Reporting Policy
- Child Protection – Working With Children Checks Policy
- Child Protection – Failure to Protect Policy
- Child Protection – Grooming Policy

**References:**

- Crimes Amendment (Protection of Children) Act 2014, online, [http://www.austlii.edu.au/au/legis/vic/num\\_act/caoca201436o2014417](http://www.austlii.edu.au/au/legis/vic/num_act/caoca201436o2014417)
- Children, Youth and Families Act (Vic) 2005
- Victorian Parliamentary Inquiry into the Handling of Child Sexual Abuse by Religious and Other Non-Government Organisations, Final Report, *Betrayal of Trust*, November 2013.

<b>Date Implemented</b>	August 1st, 2016
<b>Author</b>	Ash Campbell
<b>Approved By</b>	School Council
<b>Responsible for Review</b>	Principal
<b>Review Date</b>	August 2019

# CHILD PROTECTION REPORTING POLICY AND PROCEDURES

## 1. Purpose of this policy

The purpose of this policy is to explain the roles and responsibilities of school staff to protect the safety and wellbeing of children and young people. The full policy with detailed information that all staff in Victorian government schools must follow is found at:  
<http://www.education.vic.gov.au/school/principals/spag/safety/Pages/childprotection.aspx>

## 2. Mandatory Reporters

All staff who are Victorian Institute of Teaching (**VIT**) registered teachers (including principals) or who have been granted permission to teach by the VIT are 'mandatory reporters'. This means that in the course of undertaking their professional duties, they must report to the Department of Health and Human Services (**DHHS**) Child Protection a belief on reasonable grounds that a child is in need of protection from significant harm as a result of sexual abuse or physical injury and the child's parents are unable or unwilling to protect the child. They must report as soon as practicable after forming the belief.

There may be times when two or more mandated staff members, for example a teacher and a principal, have formed a belief about the same child or young person on the same occasion. In this situation it is sufficient for only one of the mandated staff members to report to Child Protection. The other staff member is obliged to ensure that the report has been made and that all of the grounds for their own belief were included in the report made by the other staff member.

If one staff member has a different view from another staff member about making a report and the staff member continues to hold the belief that a child is in need of protection, that person is obliged to make a report to Child Protection.

## 3. Non-mandated staff members

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

In order to discharge duty of care, staff members, **whether or not mandated**, need to report a belief formed in the course of undertaking their professional duties. A report must be made as soon as practicable after forming the belief, and on each occasion on which they become aware of any further reasonable grounds for the belief.

#### 4. Failure to disclose offence

In addition to mandatory reporting and duty of care obligations, **any adult** who forms a reasonable belief that a sexual offence has been committed by an adult against a child under 16 must report that information to police. Failure to disclose the information to police is a criminal offence except in limited circumstances, such as where the information has already been reported to Child Protection or the child is older than 16 when the belief is formed. More information about the offence can be found at <http://www.justice.vic.gov.au/home/safer+communities/protecting+children+and+families/failure+to+disclose+offence>.

#### 5. Duty of care

School staff have a duty of care to take reasonable steps to protect the safety, health and wellbeing of children in their care.

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

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

- Reporting their concerns to Child Protection, Victoria Police or another appropriate agency
- Notifying the principal or a member of the school leadership team of their concerns and the reasons for those concerns.

Duty of care obligations are separate and additional to mandatory reporting and 'failure to disclose' reporting obligations.

#### 6. Making a report

Staff **do not require** the permission of parents, carers or guardians to make a report to Child Protection, nor are they required to tell parents, carers or guardians that they have done so.

Staff are expected to follow the Department policy for making a report set out at: <http://www.education.vic.gov.au/school/principals/spag/safety/Pages/childprotection.aspx>

Reports to Child Protection and Victoria Police are confidential unless you consent or a court or tribunal decides that it is necessary in the interests of justice for your identity to be disclosed.

#### 7. Staff training

As part of their initial induction to the school, staff will be informed of child protection reporting requirements and Department policy

(<http://www.education.vic.gov.au/school/principals/spag/safety/Pages/childprotection.aspx>)

and will be provided with support to complete the Mandatory Reporting Modules on the ELMO portal.

## 8. Policy Review

### Related Documentation:

This policy should be read in conjunction with the other policies and procedures of Milawa Primary School concerned with Child Safety and Pastoral Wellbeing:

- Milawa Primary School WWCC Register Procedures
- Milawa Primary School WWCC List
- Milawa Primary School Duty of Care Policy
- Milawa Primary School Excursions Policy
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- Child Protection – Grooming Policy

### References:

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<b>Date Implemented</b>	August 1st, 2016
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## MANDATORY REPORTING POLICY AND PROCEDURES

### **Statement**

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

The following professionals are prescribed as mandatory reporters under section 182 of the CYFA:

- primary and secondary school teachers and principals (including students in training to become teachers)
- registered medical practitioners (including psychiatrists)
- nurses (including school nurses)
- police.

There may be times when two or more mandated staff members, for example a teacher and a principal, have formed a belief about the same child or young person on the same occasion. In this situation it is sufficient for only one of the mandated staff members to make a report. The other staff member is obliged to ensure that the report has been made and that all of the grounds for their own belief were included in the report made by the other staff member.

### **Non-mandated staff members**

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

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

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

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

- a child or young person states that they have been physically or sexually abused

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

### **Reporting a belief**

Staff members, whether or not mandated, need to report their belief when the belief is formed in the course of undertaking their professional duties. A report must be made as soon as practicable after forming the belief and on each occasion on which they become aware of any further reasonable grounds for the belief.

If one staff member has a different view from another staff member about making a report and the staff member continues to hold the belief that a child is in need of protection, that person is obliged to make a report to Child Protection.

### Protecting the identity of the reporter

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

The identity of a reporter must remain confidential unless:

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

Information provided during a protective investigation may be used in a court report if the risks to the child or young person require the case to proceed to court. In these circumstances, the source of the information may be required to provide evidence to the court.

If Child Protection decides that the report is about a significant concern for the wellbeing of a child, they may refer the report to a community-based child and family service and disclose the identity of the reporter to that service. However, the CYFA provides that neither Child Protection nor the community-based child and family service may disclose the reporter's identity to any other person without the reporter's consent.

### **Professional protection for reporters**

If a report is made in good faith:

- it does not constitute unprofessional conduct or a breach of professional ethics on the part of the reporter
- the reporter cannot be held legally liable in respect of the report.

This means that a person who makes a report in accordance with the legislation will not be held liable for the eventual outcome of any investigation of the report.

### **Failure to report**

A failure by mandated professionals and staff members to report a reasonable belief that a child is in need of protection from significant harm as a result of physical or sexual abuse may result in the person being prosecuted and a court imposing a fine under the CYFA.

### **Making a report to Child Protection**

The CYFA allows for two types of reports to be made in relation to significant concerns for the safety or wellbeing of a child – a report to Child Protection or a referral to Child FIRST.

A report to Child Protection should be considered if, after taking into account all of the available information, the staff member forms a view that the child or young person is in need of protection because:

- the harm or risk of harm has a serious impact on the child's immediate safety, stability or development
- the harm or risk of harm is persistent and entrenched and is likely to have a serious impact on the child's safety, stability or development
- the child's parents cannot or will not protect the child or young person from harm.

Where during the course of carrying out their normal duties, a school staff member forms the belief on reasonable grounds that a child is in need of protection, the staff member must make a report to Child Protection regarding this belief and the reasonable grounds for it as soon as practicable.

Staff members may form a professional judgement or belief, in the course of undertaking their professional duties based on:

- warning signs or indicators of harm that have been observed or inferred from information about the child
- legal requirements, such as mandatory reporting
- knowledge of child and adolescent development
- consultation with colleagues and other professionals
- professional obligations and duty-of-care responsibilities
- established protocols
- internal policies and procedures in an individual licensed children's service or school.

Upon receipt of a report, Child Protection may seek further information, usually from professionals who may also be involved with the child or family, to determine whether further action is required.

In most circumstances, Child Protection will inform the reporter of the outcome of the report. When the report is classified by Child Protection as a Wellbeing Report, Child Protection will, in turn, make a referral to Child FIRST.

Any person who is registered as a teacher under the Education and Training Reform Act 2006, or any person who has been granted permission to teach under that Act, including principals, is mandated to make a report to Child Protection. In the course of undertaking their professional duties, mandated staff members are required to report their belief, when the belief is formed on reasonable grounds, that a child is in need of protection from significant harm as a result of sexual abuse or physical injury.

School policy and procedures stipulate how teaching staff fulfil their duty of care towards children and young people in their school.

Teachers are encouraged to discuss any concerns about the safety and wellbeing of students with the principal or a member of the school leadership team. If a principal or member of the leadership team does not wish to make a mandatory report, this does not discharge the teacher's obligation to do so if they have formed a reasonable belief that abuse may have occurred. If the teacher's concerns continue, even after consultation with the principal or member of the leadership team, that teacher is still legally obliged to make a mandatory report of their concerns.

Information about the identity of a person making a report to Child Protection must be kept confidential unless the reporter consents to the disclosure of their identity. If the staff member wishes to remain anonymous, this information should be conveyed at the time that the reporter makes the mandatory report.

### **The role of school staff**

School staff have a duty of care to protect and preserve the safety, health and wellbeing of children and young people in their care and staff must always act in the best interests of those

children and young people. If a staff member has any concerns regarding the health, safety or wellbeing of a child or young person it is important to take immediate action.

Note: The role of investigating an allegation of child abuse rests solely with Child Protection and/or Victoria Police.

The roles and responsibilities of staff in supporting children and young people who are involved with Child Protection may include acting as a support person for students, attending Child Protection case plan meetings, observing and monitoring students' behaviour, and liaising with professionals.

### **Confidentiality**

Staff must respect confidentiality when dealing with a case of suspected child abuse and neglect, and may discuss case details and the identity of the child or the young person and their family only with those involved in managing the situation.

When a child or young person has moved to another school, professional judgement should be exercised as to what information needs to be passed on. This will be guided by usual procedures for passing on information about a child's general wellbeing or special needs, and the role of the school in any ongoing care plans.

### **Interviews at Victorian schools**

Child Protection may conduct interviews of children and young people at school without parental knowledge or consent. However, a child will be interviewed at a Victorian school only in exceptional circumstances and if it is in the child's best interests to proceed in this manner. Child Protection will notify the school of any intention to interview a child or young person. This may occur regardless of whether the school is the source of the report to Child Protection.

When Child Protection practitioners arrive at the school, the principal or their nominee should ask to see their identification before allowing Child Protection to have access to the child or young person.

### **Support persons**

Children and young people should be advised of their right to have a supportive adult present during interviews. If a child is too young to understand the significance of the interview, a staff member should make arrangements for a supportive adult to attend with the child.

A staff member may be identified as a support person for the child or young person during the interview. Prior to the commencement of the interview, the Child Protection practitioner should always authorise the staff member to receive information regarding Child Protection's investigation.

This may occur verbally or in writing using the relevant Child Protection proforma.

Independent persons must refrain from providing their opinions or accounts of events during interviews. A principal or their delegate may act as an independent person when the child or young person is to be interviewed, unless they believe that doing so will create a conflict of interest.

### **Advising parents, carers or guardians**

Staff do not require the permission of parents, carers or guardians to make a report to Child Protection, nor are they required to tell parents, carers or guardians that they have done so.

It is the responsibility of Child Protection to advise the parents, carers or guardians of the interview at the earliest possible opportunity. This should occur either before, or by the time the child arrives home

### **Ensuring that a Child Protection interview takes place**

The school does not have the power to prevent parents, carers or guardians from removing their children from the school and should not attempt to prevent the parents, carers or guardians from collecting the child. If a parent/carer or guardian removes a child before a planned interview has taken place, the principal and/or their nominee should contact Child Protection or Victoria Police immediately.

### **Staff Training**

Staff will be informed of Mandatory Reporting requirements as part of their initial induction to the school.

Updates will take place annually as part of the Performance and Development/Staff meeting rotation.

### **References:**

<http://www.education.vic.gov.au/school/principals/health/Pages/childprotection.aspx>

<http://www.dhs.vic.gov.au/for-individuals/children,-families-and-young-people/child-protection/protecting-children-together>

<http://www.dhs.vic.gov.au/for-service-providers/children%2c-youth-and-families/child-protection/specialist-practice-resources-for-child-protection-workers/child-development-and-trauma-specialist-practice-resource>

[http://www.dhs.vic.gov.au/\\_\\_data/assets/pdf\\_file/0007/586465/information-guide-registered-teachers-principals.pdf](http://www.dhs.vic.gov.au/__data/assets/pdf_file/0007/586465/information-guide-registered-teachers-principals.pdf)

<http://www.dhs.vic.gov.au/for-individuals/children,-families-and-young-people/child-protection/about-child-abuse>

### **Related Documentation:**

This policy should be read in conjunction with the other policies and procedures of Milawa Primary School concerned with Child Safety and Pastoral Wellbeing:

- Milawa Primary School WWCC Register Procedures
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<b>Date Implemented</b>	August 1st 2016
<b>Author</b>	Ash Campbell
<b>Approved By</b>	School Council
<b>Responsible for Review</b>	Principal
<b>Review Date</b>	August 2019

## Standard 2

Organisations must have a child safe policy or statement of commitment to child safety.

**What is the intent of this standard?** An organisation's policies and procedures provide the foundation for and commitment to child safety in the organisation.

**For schools: Ministerial Order No. 870 requirements** Minimum child safety standard: A child safety policy or a statement of commitment to child safety in accordance with clause 8.

### Clause 8

1. The school governing authority must ensure that the school has a *child safety* policy or statement of commitment to *child safety* that details:
  - a. the values and principles that will guide the school in developing policies and procedures to create and maintain a child safe *school environment* ; and
  - b. the actions the school proposes to take to:
    - i. demonstrate its commitment to *child safety* and monitor the school's adherence to its *child safety* policy or statement of commitment;
    - ii. support, encourage and enable *school staff* , parents, and children to understand, identify, discuss and report *child safety* matters; and.
    - iii. support or assist children who disclose *child abuse* , or are otherwise linked to suspected *child abuse* .
2. The *school governing authority* must inform the school community about the policy or statement, and make the policy or statement publicly available.

# Milawa Primary School

## Child Protection – Child Safe Policy

See Above

## Standard 3

Organisations must have a code of conduct that establishes clear expectations for appropriate behaviour with children.

**What is the intent of this standard?** All staff in the organisation's environment must be covered by a code of conduct which addresses child safety. Organisations should recognise and consider existing professional codes of conduct when developing child safety codes of conduct.

**For schools: Ministerial Order No. 870 requirements**

Minimum child safety standard: A child safety code of conduct in accordance with clause 9.

### Clause 9

1. The *school governing authority* must develop, endorse, and make publicly available a code of conduct that:
  - a. has the objective of promoting *child safety* in the school environment;
  - b. sets standards about the ways in which *school staff* are expected to behave with children;
  - c. takes into account the interests of *school staff* (including other professional or occupational codes of conduct that regulate particular *school staff*), and the needs of all children; and
  - d. is consistent with the school's *child safety* strategies, policies and procedures as revised from time to time.

# Milawa Primary School

## Code of Conduct

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

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

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

**Staff and volunteers must not:**

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

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

By observing these standards you acknowledge your responsibility to immediately report any breach of this code to Milawa Primary School Child Safety Officer Milawa Primary School / leadership.

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

I agree to adhere to this Code of Conduct:

Name: .....

Signature: .....

Date: .....

**Related Documentation:**

This policy should be read in conjunction with the other policies and procedures of Milawa Primary School concerned with Child Safety and Pastoral Wellbeing:

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<b>Review Date</b>	August 2019

## Standard 4

Organisations must have screening, supervision, training and other human resources practices that reduce the risk of child abuse by new and existing personnel

**What is the intent of this standard?** Organisations must ensure that recruitment processes are in place to manage and reduce the risk of child abuse. In addition, processes must be in place to ensure that there are appropriate staff induction programs, staff professional development and staff supervision arrangements to ensure a child safe environment.

### For schools: Ministerial Order No. 870 requirements

Minimum child safety standard: Screening, supervision, training and other human resources practices that reduce the risk of child abuse in accordance with clause 10.

#### Clause 10

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

Explanatory note: To be 'satisfied', it is not necessary that the school governing authority make each decision about the selection and supervision of school staff engaged in child-connected work. The school governing authority needs to be satisfied about the appropriateness of the school's arrangements that would regulate or guide other people who make such decisions for or on behalf of the school about child safety matters and child-connected work.

# Milawa Primary School

## Working with Children Check Policy

### Preamble

The Working with Children (WWC) check aims to assist in protecting children from sexual or physical harm. It is designed to complement good selection, supervision and training practices (including rigorous reference checking).

The intent of this procedure is to outline which positions at the School require a WWC check and the process to be followed.

This procedure applies to all positions at The School including volunteer, honorary, consultant and contractor positions. Any reference to 'candidates' also extends to staff currently occupying a position.

Parents will be reminded each term via the newsletter of how they can obtain a working with children's check.

### Definitions

Child: a person who is under the age of 18 years.

Student: any child who is enrolled at the School

### What is the WWC check?

The WWC check verifies a person's history to make sure they do not have any relevant criminal offences or findings from professional disciplinary bodies. The WWC check is valid for 5 years (unless revoked). During this time the cardholder continues to be checked for new relevant offences or findings. The WWC check is administered by the Department of Justice.

### When is a WWC check required?

A WWC check is required for positions that meet all of the following criteria:

- involve contact with children in connection with our school
- the contact happens on a regular (everyday) basis;
- involve direct contact with children and this contact is not directly supervised; and
- the position does not qualify for an exemption as listed under the act.

## **What is the application process?**

The candidate must complete a Working with Children Check application form. The forms are available online or at Australia Post outlets in Victoria.

Under the section marked 'Details of Organisation', candidates should ensure they state The School

If the applicant passes the check they will be sent a successful Assessment Notice, followed by a WWC check card 2-3 weeks later.

Further information about the application process is available on the [Department of Justice webpage](#).

## **What if the applicant does not pass the check?**

If the applicant does not pass the check they will be given an Interim Negative Notice. The applicant can then make a submission to the Department of Justice to explain why they believe they should pass. If this submission is not successful the applicant will be issued with a Negative Notice. This means they have failed the WWC Check and cannot undertake 'child-related work' or work in The School

## **When can the candidate commence?**

Commencement in The School is conditional upon receipt of a successful Assessment Notice or WWC check card. Any queries should be directed to the Principal.

## **Who pays for the WWC check?**

Candidates who are required to undergo a WWC check as a condition of working in the School will not be able to receive reimbursement for the cost from The School.

## **Responsibilities**

The School must:

- identify all staff who require a Working with Children check;
- ensure existing staff and volunteers are informed of the requirement to undergo the check;
- ensure prospective staff and volunteers have passed a WWC check before commencement;
- check the card's validity on the [Department of Justice webpage](#);
- have a photocopy of the WWC card and with details updated on the school register (if individual is a staff member, copy to be kept on the staff member's personnel file)
- ensure suitable monitoring procedures are in place to ensure staff members hold a valid WWC check card at all times.

The staff member or volunteer must:

- provide the successful WWC check card prior to commencement at The School
- notify the office if there has been a relevant change in circumstances, for example, if they have been charged or found guilty of a new relevant offence.
- apply for a new WWC check before their card expires.

### **What is the difference between a WWC Check and a police records check?**

A police records check gives information about a person's past criminal record and is only valid at the time of issue. The WWC check is valid for 5 years (unless revoked). During this time, cardholders continue to be checked for new relevant offences or disciplinary findings from professional bodies such as the Victorian Institute of Teaching. In addition, not all criminal offences are relevant to the WWC check. Broadly, the WWC check considers serious sexual and violent drug offences.

A staff member or volunteer is required to undertake a WWC check even if they have already completed a police records check.

### **Related Procedures**

- [Police Records Check Procedure](#)

### **Related Documents**

- [Working with Children Act 2005 \(Vic\)](#)

Further information is available from the [Department of Justice Working with Children webpage](#) or the Working with Children information line on 1300 652 879

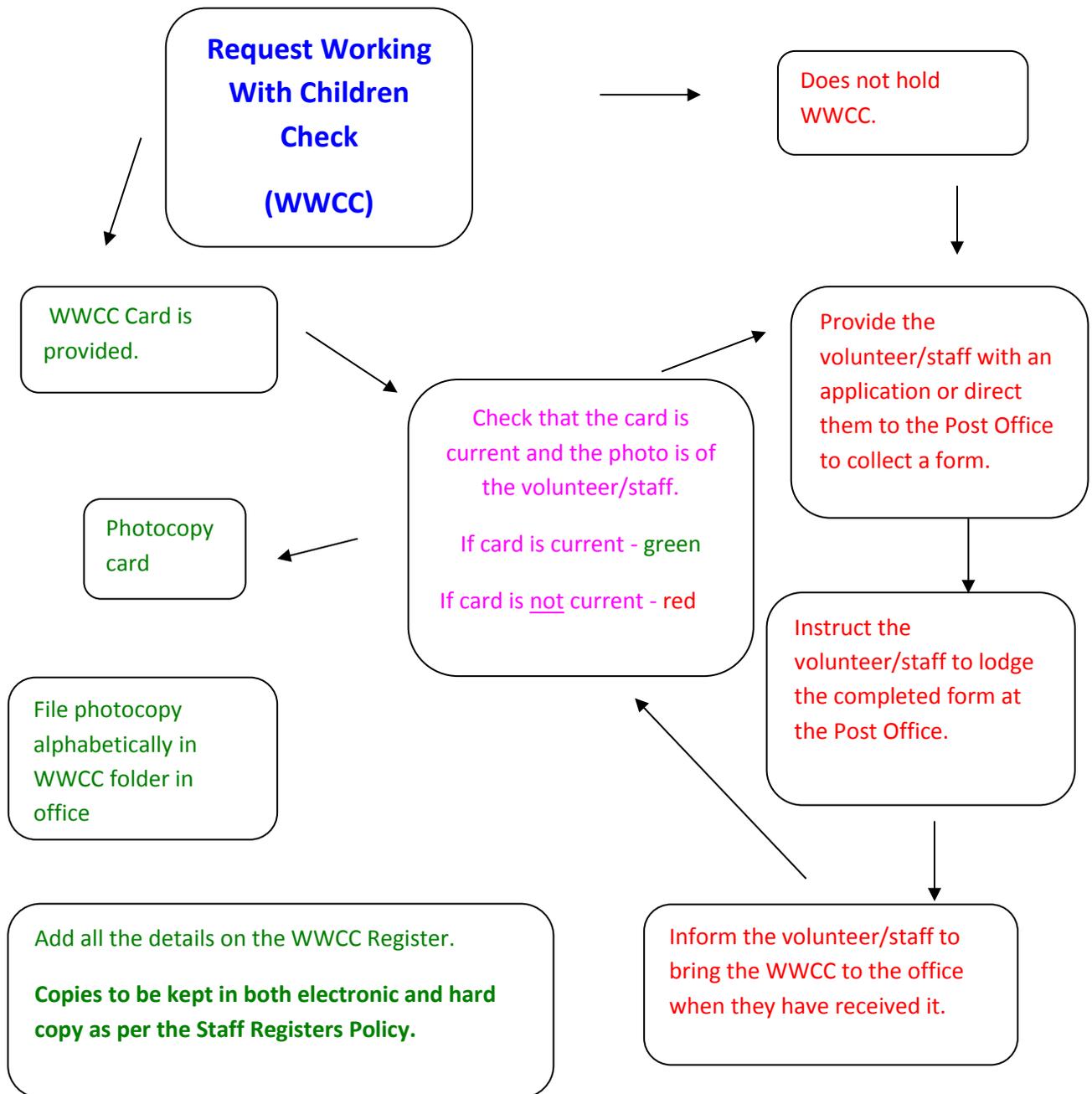
### **School Register**

The School will take a copy of each WWCC and filed in the Administration Filing Cabinet as per the Staff Registers Policy.

The register will be placed on the admin network.

MILAWA  
Primary School

# FLOWCHART for WORKING WITH CHILDREN CHECKS



**NB: It is mandatory that All volunteers and Locally Employed staff hold current Working with Children Checks.**

Business Manager has primary responsibility for checking and processing WWCCs.

All Administration staff are also responsible for fully implementing this process in the event of the Business Manager's absence or at the instruction of the Business Manager.

# Standard 5

Organisations must have processes for responding to and reporting suspected child abuse.

**What is the intent of this standard?** The organisations policies and procedures for reporting and responding to suspected child abuse must enable individuals to take the appropriate course of action to protect the safety of students.

## For schools: Ministerial Order No. 870 requirements

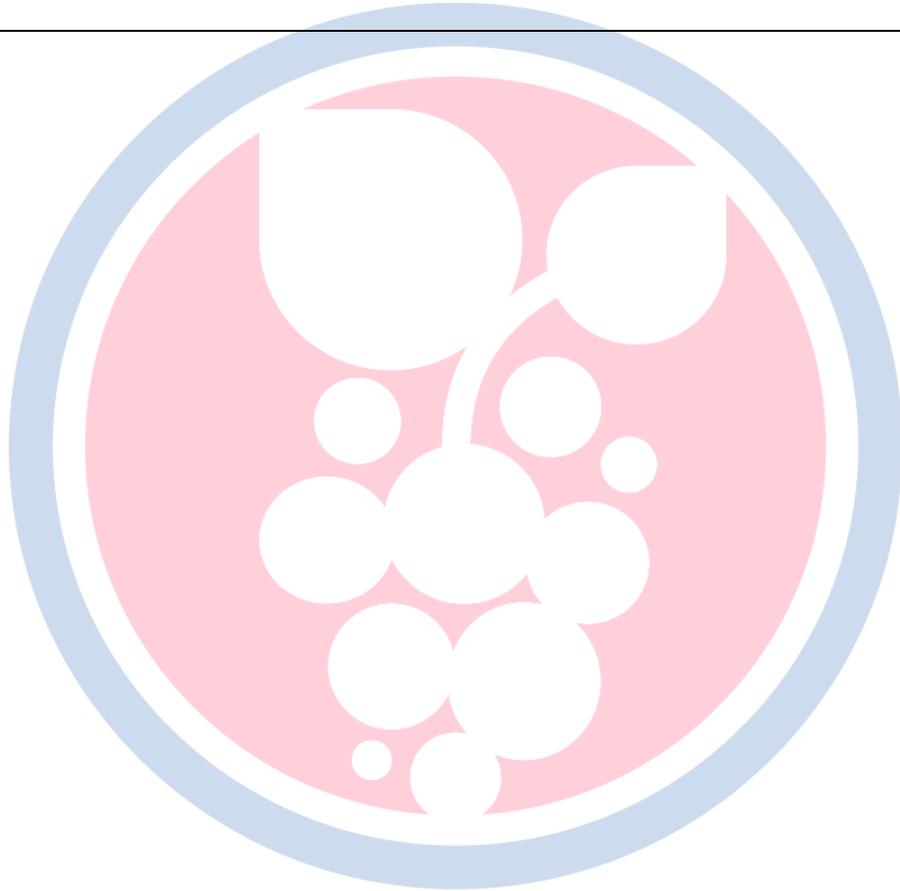
Minimum child safety standard: Procedures for responding to and reporting suspected child abuse in accordance with clause 11.

### Clause 11

1. The *school governing authority* must have a clear procedure or set of procedures for responding to allegations of suspected *child abuse* in accordance with this requirement and other legal obligations.
2. The *school governing authority* must ensure that the procedure is:
  - a. sensitive to the diversity characteristics of the school community;
  - b. made publicly available; and
  - c. accessible to children, *school staff*, and the wider community.
3. The procedure must:
  - a. cover all forms of ‘*child abuse*’ as defined in the *ETR Act* ;
  - b. apply to allegations or disclosures of *child abuse* made by or in relation to a child, *school staff*, visitors, or other persons while connected to a *school environment* ;
  - c. identify the positions of the person or people who are responsible for:
    - i. promptly managing the school’s response to an allegation or disclosure of *child abuse*, and ensuring that the allegation or disclosure is taken seriously;
    - ii. responding appropriately to a child who makes or is affected by an allegation of *child abuse* ;
    - iii. monitoring overall school compliance with this procedure; and
    - iv. managing an alternative procedure for responding to an allegation or disclosure if the person allocated responsibility under clause (3)(c)(i), above cannot perform his or her role;
  - d. include a statement that fulfilling the roles and responsibilities contained in the procedure does not displace or discharge any other obligations that arise if a person reasonably believes that a child is at risk of child abuse;
  - e. clearly describe the actions the school will take to respond to an allegation of *child abuse*, including actions to:
    - i. inform appropriate authorities about the allegation (including but not limited to mandatory reporting);
    - ii. protect any child connected to the alleged *child abuse* until the allegation is resolved; and
    - iii. make, secure, and retain records of the allegation of *child abuse* and the school’s response to it.
4. The procedure must not:
  - a. prohibit or discourage school staff from reporting an allegation of *child abuse* to a person external to the school;
  - b. state or imply that it is the victim’s responsibility to inform the police or other authorities of the allegation;
  - c. require staff to make a judgment about the truth of the allegation of *child abuse* ; or
  - d. prohibit staff from making records in relation to an allegation or disclosure of *child abuse* .

**MANDATORY REPORTING POLICY AND PROCEDURES**

**See Above**



**MILAWA**  
Primary School

# Milawa Primary School

## Child Protection - Grooming Policy

Milawa Primary School believes that, while protecting children and young people against sexual abuse is a community wide responsibility, schools have particular moral and legal responsibilities to ensure children and young people are safe in their care and to actively and intentionally work to eliminate all forms of abusive behaviours towards children. There are also particular moral and legal obligations for those in authority to prevent, reduce and minimise child abuse and exploitation in all forms.

### Rationale:

This policy applies to the whole school community in supporting a safe environment for all children and young people.

It concerns the *Crimes Act 1958 (Vic)* and the *Crimes Amendment (Grooming) Act 2014* which commenced in Victoria on 9 April 2014, introducing the offence of Grooming for sexual conduct with a child under the age of 16 years. The Crimes Amendment (Grooming) offence provides that the offence of grooming concerns:

- a. predatory conduct designed to facilitate later sexual activity with a child.
- b. an adult communicating, in person or electronically, by word or conduct, with a child under the age of 16 years or with a person who has care, supervision or authority for the child with the intention of facilitating the child's involvement in sexual conduct, either with the groomer or another adult.
- c. sexual conduct which constitutes an indictable offence.

**Note:** Grooming does not necessarily involve any sexual activity or even discussion of sexual activity – for example it may involve establishing a relationship with a child, parent or carer for the purpose of facilitating sexual activity at a later time.

The offence can be committed by any person aged 18 years and over. It does not apply to communication between people who are both under 18 years of age.

The offence applies to communication with children under 16 years, but not to communication with 16 and 17 year old children. This distinction between children aged below 16 and those aged 16 or 17 reflects the general age of consent (16 years) recognised by the criminal law in relation to sexual offences.

## Key Principles:

- A safe environment is required to protect children and young people from harm and to prevent staff from abusing their position of authority and trust.
- The child and young person's ongoing safety and wellbeing must be the primary focus of all decision making.
- School leaders and staff must be fully self-aware of, and comply with, their professional obligations and responsibilities.
- The commitment to protecting children is embedded in the organisation's culture and responsibility for taking action is understood and accepted at all levels of the organisation.

## Definitions:

### Child

A child is legally defined as a person under the age of 16 years.

### Grooming

Grooming refers to predatory conduct undertaken to prepare a child for sexual activity at a later time. It may involve communication, in person or electronically, by words or conduct, with a child under the age of 16 years or with a person who has care, supervision or authority for the child with the intention of facilitating the child's involvement in sexual conduct either with the groomer or another adult. There may be no sexual activity or even discussion of sexual activity. The sexual conduct must constitute an indictable sexual offence.

### Indictable sexual offence

This includes offences such as sexual penetration of a child, indecent assault and indecent act in the presence of a child. It does not include summary offences, such as up-skirting and indecent behaviour in public.

Note: The committing of these offences does not come under the definition of grooming, rather grooming is conduct in preparation of these offences.

### Person in authority

A person in authority is someone who, by reason of their position within a relevant organisation, has the power or responsibility to reduce or remove a substantial risk that a child under the age of 16 years, who is under their care, supervision or authority, may become the victim of sexual abuse committed by an adult associated with the organisation. The role may be a formal, management role but may also apply to less formal roles such as a volunteer coach for a sports team.

### Reasonable belief

A 'reasonable belief' is formed if a reasonable person in the same position would have formed the belief on the same grounds. A 'reasonable belief' is not the same as having proof.

### **Sexual abuse**

Sexual abuse occurs when a person uses power or authority over a child to involve the child in sexual activity and the child's parent or caregiver has not protected the child. Physical force is sometimes involved. Child sexual abuse involves a wide range of sexual activity, including physical activity and/or exposure of the child to pornography.

### **Implementation:**

This policy applies to the whole school community in supporting a safe environment for all children and young people.

- It applies to all persons in positions of authority, care or supervision, all employees of the school, and students of 18 years or over to ensure they understand their role and responsibility in protecting the safety and wellbeing of children and young people under the age of 16 in accordance with the Crimes Act 1958 (Vic).
- It applies to any member of the school community aged 18 and over who becomes aware of grooming behaviour by a person aged 18 years or over, they should notify the police and/or the Principal immediately.
- Staff will be fully informed annually of and committed to their obligations and responsibilities to proactively protect children from abuse
- This policy and its requirements will be communicated annually to all staff and the wider community annually
- This policy and its requirements will be communicated to new staff during induction
- This policy will be made available on the School website
- School staff will be trained in personal safety and the identification of possible sexual abuse, including the recognition of 'grooming'
- Thorough and systematic education in personal safety including safety in relationships, provided for all children/young people
- Prompt and full responses to any allegations will be undertaken promptly, with well documented records retained securely and confidentially
- Risks associated with 'Grooming' will be included, assessed and mitigated in ongoing risk identification and management processes
- Under 'Failure to Protect' requirements, the Principal or others with authority or responsibility, will take action upon becoming aware of suspected grooming behaviour, regardless of the time or location of that behaviour

### **Related Documentation:**

This policy should be read in conjunction with the other policies and procedures of Milawa Primary School concerned with Child Safety and Pastoral Wellbeing:

- Milawa Primary School WWCC Register Procedures

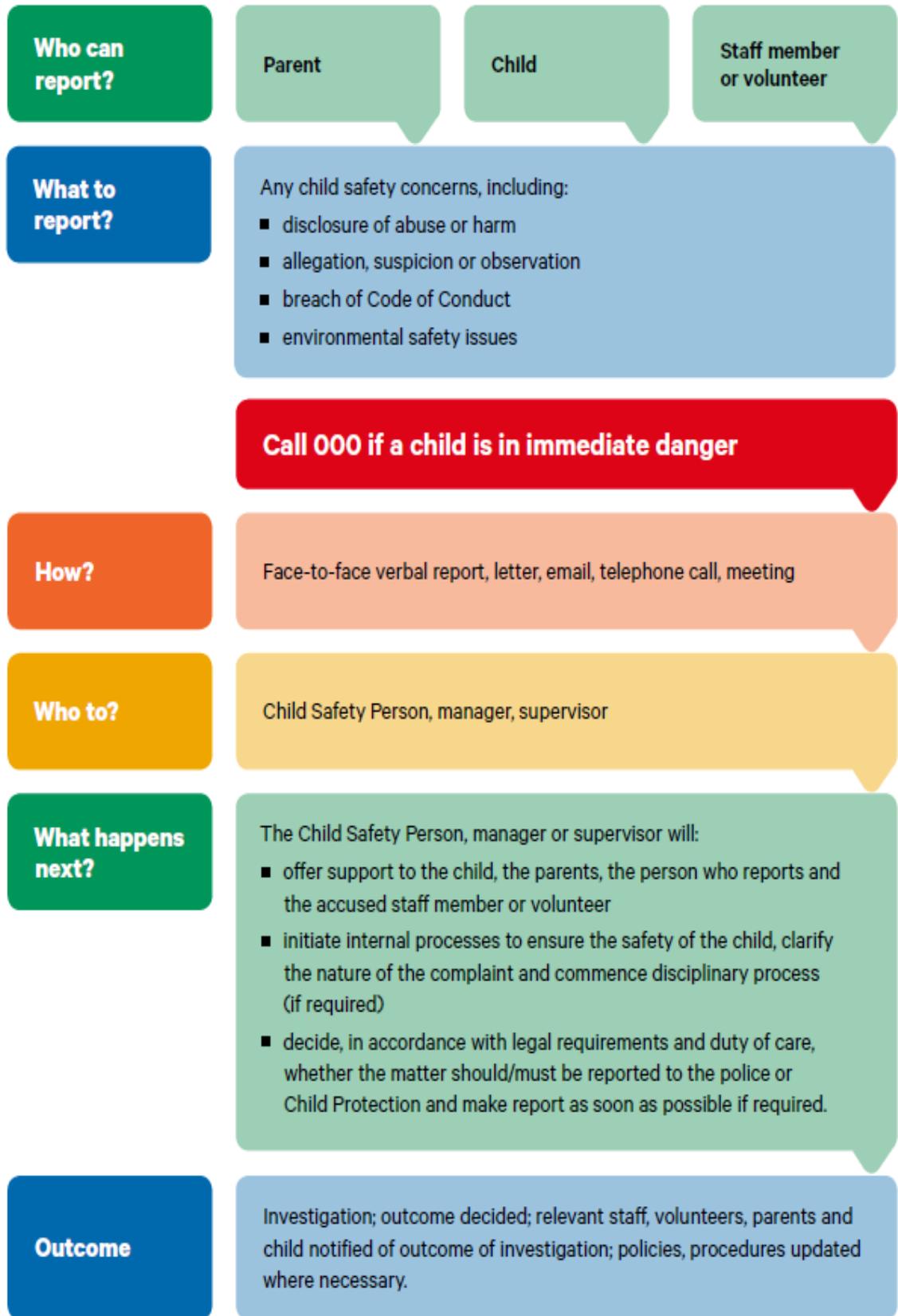
- Milawa Primary School WWCC List
- Milawa Primary School Duty of Care Policy
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- VIT Teacher Code of Conduct
- Child Protection and Safety Policy
- Child Protection – Mandatory Reporting Policy
- Child Protection – Working With Children Checks Policy
- Child Protection – Failure to Protect Policy
- Child Protection – Grooming Policy

**References:**

- Crimes Amendment (Protection of Children) Act 2014, online, [http://www.austlii.edu.au/au/legis/vic/num\\_act/caoca201436o2014417](http://www.austlii.edu.au/au/legis/vic/num_act/caoca201436o2014417)
- Children, Youth and Families Act (Vic) 2005
- Victorian Parliamentary Inquiry into the Handling of Child Sexual Abuse by Religious and Other Non-Government Organisations, Final Report, *Betrayal of Trust*, November 2013.

<b>Date Implemented</b>	August 1st, 2016
<b>Author</b>	Ash Campbell
<b>Approved By</b>	School Council
<b>Responsible for Review</b>	Principal
<b>Review Date</b>	August 2019

Flowchart: Child safety reporting process



## Standard 6

Organisations must have strategies to identify and reduce or remove risks of child abuse.

**What is the intent of this standard?** The organisation governing authority must develop, implement, monitor and evaluate risk management strategies to ensure child safety in the organisation's environments.

### **For schools: Ministerial Order No. 870 requirements**

Minimum child safety standard: Strategies to identify and reduce or remove risks of child abuse in accordance with clause 12.

#### **Clause 12**

1. The **school governing authority** must develop and implement risk management strategies regarding **child safety in school environments** .
2. The school's risk management strategies regarding **child safety** must identify and mitigate the risk(s) of **child abuse** in **school environments** by taking into account the nature of each **school environment** , the activities expected to be conducted in that environment (including the provision of services by contractors or outside organisations), and the characteristics and needs of all children expected to be present in that environment.
3. If the **school governing authority** identifies risks of **child abuse** occurring in one or more **school environments** the authority must make a record of those risks and specify the action(s) the school will take to reduce or remove the risks (risk controls).

*Explanatory note: Different risk controls may be necessary for particular groups of children depending on the nature of the risk and the diversity characteristics of children affected by the risk.*

4. As part of its risk management strategy and practices, the school governing authority must monitor and evaluate the effectiveness of the implementation of its risk controls.
5. At least annually, the **school governing authority** must ensure that appropriate guidance and training is provided to the individual members of the **school governing authority** and **school staff** about:
  - a. individual and collective obligations and responsibilities for managing the risk of **child abuse** ;
  - b. **child abuse** risks in the school environment; and
  - c. the school's current **child safety** standards.

## Risk Management In Schools

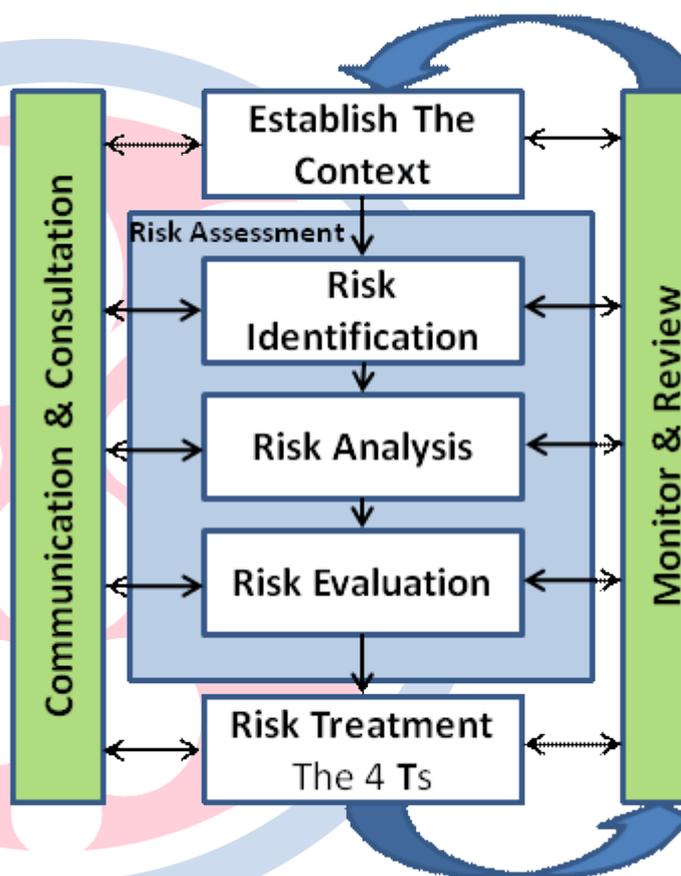
The standard approach to proactive management of risks and opportunities can greatly help schools to improve decisions and outcomes as well as prioritise resources.

Each school has its own unique operating environment, goals and vision. Being able to clearly identify the potential risks and opportunities within this environment aids decision making that will help deliver the unique outcomes your school community is seeking. Risk can not eliminated, but effective risk management will identify those areas where resources need to be prioritised to maximise the achievement of outcomes for the school including in areas such as:

- the strategic plan
- educational outcomes
- financial management
- human resources
- [education outdoors](#) e.g. overseas travel
- well being
- reputation

Each school in Victoria should have an operational register of the key risks to the achievement

## Risk Management Process



login for online module

Username: deecd

of priorities and outcomes which is based on the DET [Enhanced Risk Management Framework](#).

Password: risk

Below are a number of useful tools (including a register which has been pre-populated with some risks which may be relevant to each school and which can be edited and tailored) which will help to identify and manage risks. Subordinate risk registers may also be established for specific activities such as [overseas travel](#) / excursions or projects.

*A strong risk culture does not mean a culture of risk aversion.*

REMEMBER: Management of risks in schools is more than OH&S, important as this is (for details on EduSafe use the link at the bottom of this page)

MILAWA  
Primary School

Risk Toolkit & Guides	Blank Risk Register <b>*New Version (Details)</b>	Example Risk Registers	Useful Links				
<p>To assist with undertaking risk assessments and for making treatment decisions there are a number of Tools &amp; guides provided by the Audit &amp; Risk division</p> <p><a href="#">Download the Assessment Toolkit</a>  <a href="#">Download the Pocket Guide</a>  <a href="#">Overseas Travel Advice Guide</a>  <a href="#">Introduction to risk management</a>  <a href="#">Glossary of Risk Terms</a>  <a href="#">Sample school risk policy</a></p>	<p>This is an excel tool for capturing the information for Risks. Save a copy of this register and renam for your purposes.</p> <p><a href="#">Download the Risk Register</a></p> <p><b>**Note: When saving as use either Macro-Enabled Workbook or Excel 97-2003 Workbook as the Type</b></p> <p>The latest <b>Version</b> of the register is <b>3.0f</b> this will be written in cell Q1 on the RiskRegister Sheet.</p>	<p>These files have some example risks for certain scenarios. You can either save a copy and use as the basis of your register and tailor for your context or you can import some or all of the risks into your own existing register (instructions for import are in the step-by-step guide).</p> <p><a href="#">Example Risks for a School</a>  <a href="#">Example Risks for Overseas Travel</a></p> <p><b>Note:</b> Assessments on example risks are for illustration and need to be reconsidered for your context.</p>	<p>These are some links to other relevant web sites:</p> <p><a href="#">SPAG Risk Management</a>  <a href="#">Insurance</a>  <a href="#">EduSafe</a>  <a href="#">Education Outdoors</a></p>				
 <p><b>Feedback</b></p> <p>Please click below to provide feedback regarding this site</p> <p><a href="#">Click Here</a></p>	<p><b>External Resources</b></p> <p>These are further Risk Management readings and links to external web sites</p> <p><a href="#">ISO31000: 2009 RM Standard Summary</a></p> <p><a href="#">Victorian Government RM Framework</a></p> <p><a href="#">ISO31000: 2009 RM Standard</a></p> <p><a href="#">VMIA Risk Management Courses</a></p>	<p><b>Related References</b></p> <p>These are links to other DET policies and frameworks affected or affecting Risk.</p> <p><a href="#">Emergency Management Framework</a></p> <p><a href="#">Fraud &amp; Corruption Framework</a></p> <p><a href="#">Business Continuity Management</a></p> <p><a href="#">Financial Risk Management Policy</a></p> <p><a href="#">Foreign Exchange Risk Management Policy</a></p> <p><a href="#">DET's OHS Management System</a></p>	<p><b>Contacts</b></p> <p>If you require assistance or advice about risk management, the Risk Unit (in the Governance &amp; Executive Services Division, People &amp; Executive Services Group) can provide support.</p> <p>Email the <a href="#">Risk Unit</a> or contact;</p> <table border="1" data-bbox="1166 1619 1442 1742"> <tr> <td>Michael Kral</td> <td>9651 3072</td> </tr> <tr> <td>Doug Taylor</td> <td>9637 3401</td> </tr> </table> <p>Physical address: <b>Level 1, West Wing, 2 Treasury Place (next to Minister Dixon's office)</b></p>	Michael Kral	9651 3072	Doug Taylor	9637 3401
Michael Kral	9651 3072						
Doug Taylor	9637 3401						

## Key risks

Some of the key risks to children in organisational settings are outlined below:

Risks to children	
<b>Unintentional/accidental harm</b>	<b>Physical abuse</b>
<ul style="list-style-type: none"><li>■ Poor physical environment leading to injury</li><li>■ Poor supervision</li><li>■ High-risk activity</li><li>■ Lack of risk mitigation strategies in place</li></ul>	<ul style="list-style-type: none"><li>■ Physical punishment</li><li>■ Pushing, shoving</li><li>■ Punching, slapping, biting, kicking</li></ul>
<b>Psychological abuse</b>	<b>Cultural abuse</b>
<ul style="list-style-type: none"><li>■ Bullying</li><li>■ Threatening language</li><li>■ Shaming</li><li>■ Intentional ignoring and isolating (either face-to-face, online or via other technology)</li></ul>	<ul style="list-style-type: none"><li>■ Lack of cultural respect</li><li>■ Racial or cultural vilification or discrimination</li><li>■ Lack of support to enable a child to be aware of and express their cultural identity</li></ul>
<b>Neglect</b>	<b>Sexual abuse</b>
<ul style="list-style-type: none"><li>■ Lack of supervision</li><li>■ Not providing adequate nourishment</li><li>■ Not providing adequate clothing or shelter</li><li>■ Not meeting the specific physical or cognitive needs of children</li></ul>	<ul style="list-style-type: none"><li>■ Sexual abuse, assault and exploitation</li><li>■ Grooming</li><li>■ Inappropriate touching</li><li>■ Inappropriate conversations of a sexual nature (either face-to-face, online or via other technology)</li><li>■ Crossing professional boundaries</li></ul>

Adapted from the NSW Office of the Children's Guardian, [www.kidsguardian.nsw.gov.au](http://www.kidsguardian.nsw.gov.au)

Once you have identified the risks faced by children in your organisation, you have a better understanding of what policies and procedures your organisation requires and how these should be communicated.

## Related Documentation:

This policy should be read in conjunction with the other policies and procedures of Milawa Primary School concerned with Child Safety and Pastoral Wellbeing:

- Milawa Primary School WWCC Register Procedures
- Milawa Primary School WWCC List
- Milawa Primary School Duty of Care Policy
- Milawa Primary School Excursions Policy
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- Child Protection – Grooming Policy

## References:

- Crimes Amendment (Protection of Children) Act 2014, online, [http://www.austlii.edu.au/au/legis/vic/num\\_act/caoca201436o2014417](http://www.austlii.edu.au/au/legis/vic/num_act/caoca201436o2014417)
- Children, Youth and Families Act (Vic) 2005
- Victorian Parliamentary Inquiry into the Handling of Child Sexual Abuse by Religious and Other Non-Government Organisations, Final Report, *Betrayal of Trust*, November 2013.

<b>Date Implemented</b>	August 1st, 2016
<b>Author</b>	Ash Campbell
<b>Approved By</b>	School Council

# MILAWA PRIMARY SCHOOL

## STUDENT ENGAGEMENT and WELLBEING POLICY

### Introduction

For students to be successful learners it is critical that we develop and promote positive school cultures and increase student wellbeing. This policy focuses on the development of pro-social behaviours and **emphasises** prevention and early intervention rather than punishment as a way to respond to inappropriate behaviour.

Our Student Engagement Policy sets out the rights, responsibilities and shared expectations of everyone in the school community, including students, parents and staff. It has been developed through a consultative process with students, parents and staff. The policy is framed within the *Effective Schools are Engaging Schools: Student Engagement Policy Guidelines* and associated legislative requirements.

### Section 1: SCHOOL PROFILE

Milawa Primary School is situated 17 kilometres east of Wangaratta, approximately 260 kilometres from Melbourne. The School has served the rural population of the area since 1906. Students come from Milawa, Oxley, Tarrawingee, Bobinawarrah and Carboor. Most students travel to school by car or school bus. Parents' occupations are broad and varied; they include farmers, business owners, accountants, teachers, shop employees, CFA employees, and interior designers, to name a few. The school is 0.39 on the Student Family Occupation scale. Employment levels across the school families are very high. Although situated in a rural area, only about 25% of school families really solely on primary production as their main source of income.

Milawa Primary School is a member of the Ovens Learning Community of schools, which includes Whorouly, Oxley, Glenrowan, Winton, Everton and Carraragarmungee.

Milawa Primary School prides itself on the sense of community and belonging – we are 'Large enough to excel, small enough to care'. Providing a challenging and diverse curriculum based on an integrated curriculum model, the school has the support of the community, parents and staff. Based on the Department of Education and Early Childhood Development's (DEECD) Effective Schools Model, the school has demonstrated that it is an effective school.

Milawa Primary School stresses the importance of literacy and numeracy, encouraging the use of technology to support learning. The school provides programs in all domains of the Victorian Curriculums. Specialist teachers present the Library, Art, EQ, Music, Bluearth and Italian programs. The classroom programs are enriched through camps, excursions, performances, cluster activities and staff Professional Learning.

Milawa Primary School places great emphasis and value on being a community school with parents, students, teachers and the community working closely together to provide a quality education. Many of our school programs could not operate without the support of parents. Participation of different groups within the school community is essential to the success of our classroom and out-of-school programs.

The school currently operates with a three classroom structure: Foundation/One, Two/Three/Four and Five/Six with a teaching staff of two full time teachers, 3 part time teachers and a Principal.. The school is supported by a Business Manager, and Education Support Officers.

The following values underpin the beliefs of the Milawa Primary School community and provide the basis for our actions:

**Engage:** Students demonstrate engagement in their learning at school and at home by listening, paying attention, making eye contact, asking questions and being willing to try new things with a positive attitude.

**Respect:** Respect for themselves, others, diversity, opinions, property, time and cultures. This is demonstrated through kindness, honesty, care, responsibility, organisation, by speaking up, lending a hand, being polite, using manners and giving everything your personal best.

**Create:** We encourage students to take what they have learned and use concepts and knowledge to imagine, aspire, to have ideas, to express themselves, design, write, invent and produce.

**Connect:** Connect with learning, with other students, teachers, parents, the Ovens Learning Community, the local community, the environment and the world. Connect through friendships, make links with learning, online in the digital world, through reading and participation in a wide and varied experiences.

## WHOLE SCHOOL PREVENTION STATEMENT

**The School is committed to providing a safe, nurturing, stimulating and inclusive learning environment.** We aim to recognise and cater for all children, regardless of academic, religious, economic or cultural background, and we aim to provide programs which enhance the individual's talents. **Students can reach their full academic potential only when they are happy, safe and healthy, and when there is a positive school culture to support them.**

The school values form the foundation of our whole school prevention program which consists of the following:

- A behaviour management program which encourages positive behaviours and sets out clear consequences for inappropriate behaviour both in the yard and in the classroom
- Ensuring effective Individual Behavioural Management Plans are put in place when appropriate
- Specific engagement and alternative programs for children at risk
- Support from the school's support services are available to parents, students and staff
- A school environment where students are engaged and want to come to school.
- Support programs offered for students who have difficulty in learning or who have been recognised as having a disability

The Whole School Prevention strategies listed are aimed at supporting the majority of students who behave appropriately and demonstrate the school's values in their interactions with others. The main emphases in this set of strategies are on:

- High behavioural and learning expectations of all students in all situations
- Explicit instruction of emotional intelligence through programs including Bounce Back, Circle Time, Restorative Practices, Parking Lot, Blueearth and through the music classroom.
- Consistent behavioural expectations clearly articulated and displayed in all learning environments
- Ensuring a learning environment where all students are able to participate in a learning program that meets their individual needs, including SMART goals and an individual learning plan for each student
- Providing opportunities for authentic Student Voice through a Ministerial Council, Circle Time and Student Leadership
- Working in partnership with families and the local community

- Developing 'start up' behaviours in all learners (eg Listening skills, organisational skills, questioning skills) through direct instruction, modelling and positive verbal feedback
- All consequences for inappropriate behaviour are to meet the needs of the student in question

In all schools, and across the wider community, there are individuals who may require additional support or intervention to ensure they do not impact on the learning, wellbeing and safety of others. For this small percentage of our student population, the school will implement actions and consequences as described in Appendix 1: *A Staged Response*.

**Attendance:** Research supports the belief that regular attendance is a major factor contributing to student achievement and wellbeing. Milawa PS has a long history of excellent student attendance levels, with family holidays during school terms being the only area of concern. Where issues of student attendance appear to developing parents are immediately contacted to discuss the issue.

**Bullying:** It is everyone's right and responsibility to report any and all acts of bullying. All reports of bullying will be taken seriously and be acted on immediately by the school. Confidentiality will at all times be respected.

### **What is Bullying?**

Bullying is repeated verbal, physical, social or psychological aggressive behaviour by a person or group directed towards a less powerful person or group that is intended to cause harm, distress or fear.

There are some specific types of bullying behaviour:

- **verbal or written abuse** - such as targeted name-calling or jokes, or displaying offensive posters
- **violence** - including threats of violence
- **sexual harassment** - unwelcome or unreciprocated conduct of a sexual nature, which could reasonably be expected to cause offence, humiliation or intimidation
- **homophobia** and other hostile behaviour towards students relating to gender and sexuality
- **discrimination including racial discrimination** - treating people differently because of their identity
- **cyberbullying** - either online or via mobile phone.

There are also some behaviours, which, although they might be unpleasant or distressing, are not bullying. These behaviours will receive appropriate responses, consequences and management as required:

- **mutual conflict** - which involves a disagreement, but not an imbalance of power. Unresolved mutual conflict can develop into bullying if one of the parties targets the other repeatedly in retaliation.
- **single-episode acts** of nastiness or physical aggression, or aggression directed towards many different people, is not bullying
- **social rejection or dislike** is not bullying unless it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others.

**Anti Bullying Program;** Throughout the year all classes will discuss the many forms of bullying and continually revisit our School Values and Behaviours.

In instances of bullying, positive counselling programs will be initiated for each individual with the aim that those who have been identified as bullying will take steps to redress their own behaviour. If the student is not able to do this without support, appropriate referral will be made to a social worker or a psychologist. Parents will be informed at each step of this process.

Children who have experienced bullying will receive support with strategies to help them deal with bullying behaviour through the use of Restorative Practices strategies. Counselling may be provided by the principal, a Social Worker or a psychologist if required.

Support will be made available to parents, and clear communication will be maintained.

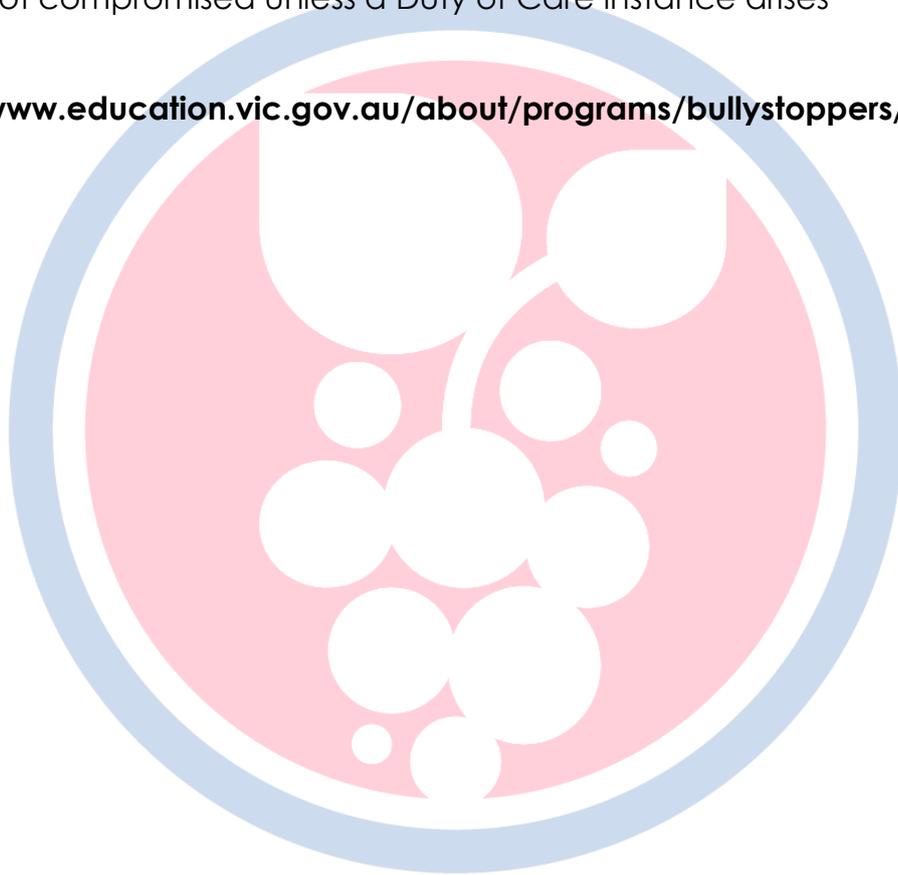
**Cyber Bullying:** Cyber bullying is an insidious form of bullying. Milawa PS minimises the opportunity for it to occur by restricting student use of mobile phones and preventing access to computer social networking sites by use of effective filtering software. We are also involved in developing as an 'eSmart' school through the Alannah and Madeline foundation.

All staff have the responsibility to ensure that:

- All forms of cyber bullying are prohibited
- Staff, parents and students are aware of cyber bullying and provide regular learning experiences to remain up to date with technology and strategies to stay safe online.
- An acceptable use policy is in use for technology, including computers, mobile phones and other mobile devices, whilst on the school premises and this code is discussed and circulated at the beginning of each school year
- All cases of cyber bullying are reported to the Principal and responded to promptly
- There is supervision of technologies where cyber bullying may occur.

- No-one participates in cyber bullying without all rights to technology being revoked
- Mobile phones, cameras or other digital devices are not used to record audio and visual material that is not an authorised part of the school curriculum.
- The privacy of students, staff and members of the school community is not compromised unless a Duty of Care instance arises

<http://www.education.vic.gov.au/about/programs/bullystoppers/Pages/what.aspx>



MILAWA  
Primary School

## RIGHTS AND RESPONSIBILITIES

We believe it is the **right** of every individual to feel safe in a supportive environment, to have an equal opportunity to learn and to have their individuality, ideas and property respected.

We further believe that it is the **responsibility** of every individual to care for themselves and others and to respect the rights of all.

### STUDENTS

RIGHTS	RESPONSIBILITIES
To be able to learn and feel secure in a safe, supportive environment.	To act in a safe, responsible manner and to be supportive of fellow students.
To have his/her opinion and property respected.	To be considerate of others' feelings and respect their belongings
To have appropriate access to school facilities	Speak respectfully to all school community members.
To have appropriate access to the teacher.	To take care of and share school equipment.
To know what is acceptable behaviour and the consequences of unacceptable behaviour.	To respect the rights of others to share the teacher's time.
To have his/her individual learning style understood and catered for.	To be aware of the school rules and accept consequences when necessary.
	To attend school unless unwell.

### STAFF

RIGHTS	RESPONSIBILITIES
To work in a pleasant, safe environment and to be treated with courtesy by all.	To act as role models and provide suitable, interesting activities while maintaining a safe environment.
To be able to implement appropriate management strategies for children who are interfering with the rights of others	To be consistent and fair in the implementation of these management techniques.
To contact parents/carers when	To be approachable, to listen and be prepared to consult with parents.

<p>necessary and to expect their support.</p> <p>To be informed of any family situation or home problem that may affect a student's learning or behaviour.</p> <p>To be involved in a collaborative decision - making model within the school.</p> <p>To be seen as an individual able to express a point of view.</p>	<p>To act appropriately and discreetly and make time to act on information.</p> <p>Encourage and celebrate regular class attendance.</p> <p>To reflect on school based issues and be prepared to consult, contribute and negotiate.</p> <p>To encourage others to think about, respect and value others' opinions.</p>
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**PARENTS**

<b>RIGHTS</b>	<b>RESPONSIBILITIES</b>
<p>To have information on school processes and curriculum.</p> <p>To be able to participate in school decision making processes.</p> <p>To expect consistent approaches to behaviour management by teachers throughout the school.</p> <p>To expect that there will be no form of discrimination against parents or children.</p> <p>To receive and offer information regarding their child's educational progress and behaviour.</p>	<p>To understand policies and policy changes within Department of Education and Early Childhood Development, Victoria.</p> <p>To make time to be involved and support their child/ren.</p> <p>To notify school of student absences.</p> <p>To reinforce/support school practices at home and advise the school of any concerns.</p> <p>To be aware of the adverse effect of discrimination and to model appropriate behaviours to the child at home.</p> <p>To ask for assistance and/or interviews and to be aware of any home problems that may affect the child's learning.</p> <p>To speak respectfully to all school community members.</p>



# MILAWA

## Primary School

## SHARED EXPECTATIONS

At Milawa Primary School we aim to educate children to be engaged in their learning, respectful of themselves and others, creative in thinking and doing, and connected to their school, community and the world.

Engage	Respect	Create	Connect
<ul style="list-style-type: none"> <li>Listen</li> <li>Eye contact</li> <li>Have-a-go</li> <li>Participate</li> <li>Positive</li> <li>Aware</li> <li>Ask questions</li> </ul>	Respect for: self, others, diversity, opinions, property, time and culture  Show respect through: Kindness Honesty Care Responsibility Organisation	<ul style="list-style-type: none"> <li>Aspire</li> <li>Ideas</li> <li>Express</li> <li>Design</li> <li>Write</li> </ul>	Connect with:  Learning Students Teachers Parents Ovens Learning Community Local Community Environment World  Connect through: Conversations Friendships

These values form the Milawa PS Values and Behaviours document that was designed by collaboration with staff, parents and students. Awards and consequences will be brought back to these values and this will be the basis of our school behaviour.

The school recognises that all children learn in different ways and at different rates. We aim to equip every student with the skills needed to ensure lifelong learning.

A cohesive and enthusiastic School Council provides strong leadership and parent participation in decision making. In addition, school based activities such as performances, sport, fundraising and special events are proving an effective means of informal communication between parents and teachers. Parents can support the school by ensuring regular attendance, modelling positive behaviours and assisting their children with their work. We also encourage parents to use the school website, Facebook page, sms and email to maintain communication with the school.

## SCHOOL ACTIONS and CONSEQUENCES

The school has clear approaches to assist all students to become and remain engaged in their educational journey. We recognise that young people need knowledge and a broad range of social, personal and thinking skills to be successful. They need to develop the capacity to manage themselves as individuals, and in relation to others, to understand the world in which they live, and act effectively within that world.

Milawa PS has developed a range of positive behaviour interventions:

- \* Acknowledging Positive play for children displaying thought for others in the school, this can be verbally or through weekly Principals awards that are related to our school values.
- \* Classroom acknowledgement for children displaying positive behaviours. This varies in each classroom, however includes things such as star charts, raffles and rewards for group success.
- \* Classroom management procedures that include positive interaction with a variety of teachers, and encourage strategies for self-discipline and development of responsibility for actions. This is managed with a Restorative Practices Approach.
- \* Explicit teaching of self-discipline and appropriate behaviour through the implementation of a whole school focus on Emotional Intelligence (EQ) through Bluearth, Music, Bounce Back, Circle Time, Parking Lot and Games Factory.

MILAWA  
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## **Appendix 1: SCHOOL ACTIONS AND CONSEQUENCES: A STAGED RESPONSE**

The school is committed to providing a safe, secure, stimulating and positive learning environment. This policy, through the whole school prevention strategies supports the school's Strategic Plan goals and priorities in improving attendance across the school, and aiming for continued high levels of student engagement and wellbeing.

The school's code of conduct and the whole school positive behaviours approaches support this safe, secure learning environment. The progressive consequences for students who have difficulty meeting the school community's high expectations of behaviour are part of our staged response in this area:

### **Consequences for unsafe play in the yard:**

- Reminders of appropriate standards of behaviour
- Warning from the yard duty teacher
- Time Out for half of lunchtime spent in supervised, outside area (parents notified of this consequence)
- For repeated breaches of our school values and behaviour expectations, parent conference with the classroom teacher. An Individual Behaviour Management Plan will be developed.
- Referral to the Principal and an extended period of Time Out allocated or limited play area allocated. Student support group established, with parents, Principal and any other agencies including SSSO.
- School suspension for severe breaches of code that impact on the safety and wellbeing of other students or staff.

### **Consequences for disruptive or challenging behaviour in classrooms:**

- Communication with parents throughout the process
- Restorative Practices approach to social and emotional intelligence used to build positive social behaviours
- Negotiated classroom plan with teachers and students with a preventative approach underpinning these plans
- Reflection on student's learning program, pre-referral protocols followed
- Referral to Principal and Student Support Group (SSG) established with Individual Behaviour Management Plan developed with consultation of SSSO
- Suspension for severe breaches of school's values and behaviours that impact on the safety and wellbeing of other students or staff

**NB:** Immediate suspension will be implemented for extreme cases where a student who behaves in a manner that puts the health, safety and wellbeing of themselves, any other student, or any staff member at significant risk. The period of suspension (up to five days) will be at the discretion of the principal.

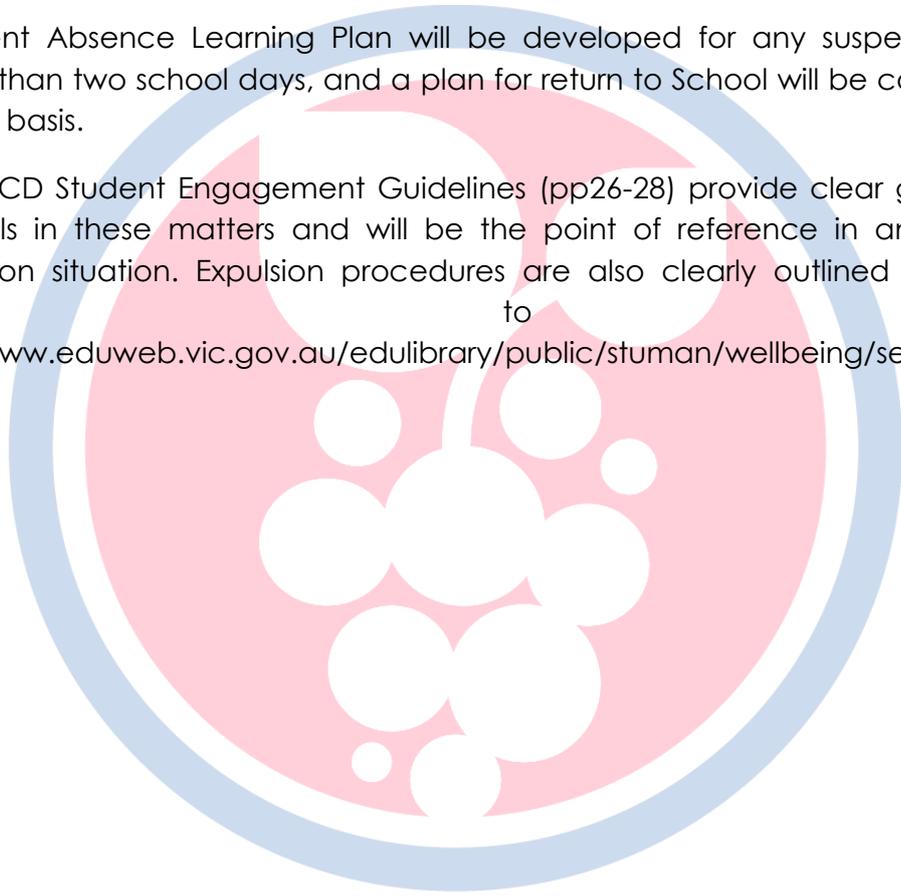
The Principal will notify parents immediately and require the student to be collected from school.

A SSG meeting will be held within 48 hours of the student being suspended.

Referral to agencies including the DEECD SSSO branch will be a consideration, as will support services for parents and carers where necessary.

A Student Absence Learning Plan will be developed for any suspension period greater than two school days, and a plan for return to School will be considered on a needs basis.

The DEECD Student Engagement Guidelines (pp26-28) provide clear guidance for principals in these matters and will be the point of reference in any extended suspension situation. Expulsion procedures are also clearly outlined and maybe referred to on: <http://www.eduweb.vic.gov.au/edulibrary/public/stuman/wellbeing/segministerorder.pdf>



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## APPENDIX: Restorative Practices Approach

### Regarding Misbehaviour:

- What happened?
- What were you thinking of at the time?
- What have you thought of since?
- Who has been affected by what you have done? In what way?
- What do you think you need to do to make things right?

### To help those affected:

- What did you think when you realized what had happened?
- What impact has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?
- **Small Impromptu Conferences:** Building on the affective questions, bringing everyone involved in the incident together and resolve the problem relatively quickly. These may include a follow-up commitment to reintegrate the students with something constructive and specific to try and achieve.
- **Circles:** As a symbol of community, circles are one of the most distinctive and flexible forms of restorative practices. These can be used proactively to build social capital or create classroom norms or as a response to wrongdoing.

### Tips for circles:

1. Set clear topics and goals for the outcome of the circle
2. Set a positive tone. If you are confident and upbeat, the students will follow your lead
3. Keep the focus. In a kind and supportive way, make sure the conversation sticks to the goal you have set
4. Make students your allies (prep some students and ask them to speak first)
5. Always sit in the circle with students and participate fully (p.33)

### • **Formal Conferences:** 2 Types

1. **Restorative conferences:** formal responses to wrongdoing where all those involved and affected by an incident come together with a trained facilitator to explore what happened, who was affected and what needs to be done to make things right. the participants include those who did the wrong and those who were affected by the wrong, often including family or friends of both parties. The conference takes a fair amount of time to organize and carry out and is facilitated by someone who has not been directly involved. The IIRP model is called "Real Justice" conference. There is a clear script to follow and training is helpful (see [www.IIRP.org](http://www.IIRP.org)).
2. **Family group decision making:** or Family group conferencing are events where decisions and plans need to be made about a young person. There is a high level of family involvement and often include extended family and friends. There are 3 parts: 1- the professionals outline the problems, legal situation or various resources available. 2- "Family alone time" where professionals leave the room and the family discuss and develop a written

plan. 3- the professionals brought back in and the family explains the plan to them. These conferences are found in social welfare and juvenile justice, but are starting to be used in educational settings to deal with ongoing behavioral difficulties, truancy, school phobia and bullying, either by or of the young person. They are sometimes used as an alternative to suspension or expulsion

**NB:** Immediate suspension will be implemented in extreme cases where a student behaves in a manner that puts the health, safety and wellbeing of themselves, any other student, or any staff member at significant risk. The period of suspension (up to five days) will be at the discretion of the principal.

The Principal will notify parents immediately and require the student to be collected from school.

A SSG meeting will be held within 48 hours of the student being suspended.

Referral to agencies including the DET SSSO branch will be a consideration, as will support services for parents and carers where necessary.

A Student Absence Learning Plan will be developed for any suspension period greater than two school days, and a plan for return to School will be considered on a needs basis.

The DET Student Engagement Guidelines (pp26-28) provide clear guidance for principals in these matters and will be the point of reference in any extended suspension situation.

Expulsion procedures are also clearly outlined and maybe referred to on:

<http://www.eduweb.vic.gov.au/edulibrary/public/stuman/wellbeing/segministerorder.pdf>

#### **Related Documentation:**

This policy should be read in conjunction with the other policies and procedures of Milawa Primary School concerned with Child Safety and Pastoral Wellbeing:

- Milawa Primary School WWCC Register Procedures
- Milawa Primary School WWCC List
- Milawa Primary School Duty of Care Policy
- Milawa Primary School Excursions Policy
- Milawa Primary School Incursions Policy
- Milawa Primary School On Site Supervision Policy
- Milawa Primary School Privacy Policy
- Milawa Primary School Staff Registers Policy
- Milawa Primary School Student Engagement and Well Being Policy
- Milawa Primary School Visitors in School Policy
- VIT Legal Obligations of a Teacher
- VIT Teacher Code of Conduct
- Child Protection and Safety Policy
- Child Protection – Mandatory Reporting Policy
- Child Protection – Working With Children Checks Policy

- Child Protection – Failure to Protect Policy
- Child Protection – Grooming Policy

**References:**

- Crimes Amendment (Protection of Children) Act 2014, online, [http://www.austlii.edu.au/au/legis/vic/num\\_act/caoca201436o2014417](http://www.austlii.edu.au/au/legis/vic/num_act/caoca201436o2014417)
- Children, Youth and Families Act (Vic) 2005
- Victorian Parliamentary Inquiry into the Handling of Child Sexual Abuse by Religious and Other Non-Government Organisations, Final Report, *Betrayal of Trust*, November 2013.

<b>Date Implemented</b>	<b>1/08/2016</b>
<b>Author</b>	Ash Campbell
<b>Approved By</b>	School Council

# BULLYING and HARASSMENT POLICY and PROCEDURES (including cyber-bullying)

## POLICY STATEMENT

Our school is committed to providing a safe and caring environment and culture which enables positive relationships to be formed amongst all students and staff and which encourages self-esteem, cooperation, personal growth and a positive attitude to learning and teaching. A clear policy on bullying (including cyber bullying) and harassment will inform the community that **bullying and harassment in any of its forms will not be tolerated.**

### Aims:

- To reinforce within the school community that no form of bullying is acceptable.
- Everyone within the school community is alerted to signs and evidence of bullying and has a responsibility to report it to staff whether as observer or victim.
- To ensure that all reported incidents of bullying are followed up and that support is given to both victim and perpetrator.
- To seek parental and peer-group support and co-operation at all times.

## What are bullying, cyber bullying and harassment?

**Bullying** is repeated oppression, physical or psychological, of a less powerful person by a more powerful person or group.

**Cyber-bullying** consists of covert, psychological bullying, conveyed through the electronic mediums such as cell-phones, web-logs and web-sites, on-line chat rooms, 'MUD' rooms (multi-user domains where individuals take on different characters) and Xangas (on-line personal profiles where some adolescents create lists of people they do not like). It is verbal (over the telephone or mobile phone), or written using the various mediums available.

**Harassment** is any verbal, physical or sexual conduct (including gestures) which is uninvited, unwelcome or offensive to a person.

Our school will actively promote a positive and welcoming personal environment for all members of the school community. When people are bullied or harassed some effects might be anger, embarrassment, fear and humiliation, loss of self-confidence and reduced function and potential. Bullying and harassment will be addressed, individual differences

will be respected and students and staff will be enabled and supported in their pursuit of learning and teaching.

## **GUIDELINES**

A school-wide approach will be taken to deal with bullying (including cyber bullying) and harassment in a consistent and systematic way.

All new students and staff will be informed of the anti-harassment policy and practices at the commencement of their time at the school.

All complaints of harassment will be heard in confidence and taken seriously.

Our school will organise preventative curriculum programs that promote resilience, life and social skills, assertiveness, conflict resolution and problem solving.

Staff programs will occur periodically to keep staff informed of current issues/strategies for dealing with these issues.

There will be disciplinary consequences, covering a range of strategies, for those in breach of the Anti-Bullying (including cyber bullying) and Anti- Harassment Policy, guidelines and procedures (see Appendix A).

## **PROGRAM**

Constructive strategies to deal with harassment will include: education in coping strategies; assertiveness training; problem solving and social skills; counselling and behaviour modification. These strategies will be employed in preference to punitive sanctions and negative consequences.

The Anti-Bullying and Anti-Harassment Policy of the school will be widely promoted to students, staff, parents/carers and the local community.

A summary of the policy will be included in the Student Enrolment Package while new staff will receive extensive documentation as part of the school's induction process.

The school leadership team and the teachers will work together to ensure the safety of all school members in situations of bullying (including cyber bullying) and harassment, by thoroughly investigating all complaints while respecting the need for confidentiality, notifying parents/carers and planning interventions.

If a teacher feels a student is at serious and imminent risk from bullying (including cyber bullying) and harassment then it is their professional duty to pass on the information to an appropriate person in order to ensure appropriate support for the student. It is important that teachers document fully their interaction with the student and to verify the actions taken.

Student programs will be organized to raise student awareness about bullying (including cyber bullying) and harassment, to provide a forum for discussion of matters and to aid development of attitudes. Some matters will be dealt with formally in the curriculum, extra-curricular programs and occasional activities run by outside experts and workers. The curriculum will include anti-bullying messages and strategies in line with current DET materials e.g. 'Blue Earth' and 'Bounce Back' programs.

Professional development will be provided for staff relating to bullying (including cyber bullying) and harassment and proven strategies to address these issues in classrooms will be shared with all staff.

The school will provide specialist resources such as books, videos, kits and off site in-service activities to assist staff in responding appropriately to bullying (including cyber bullying) and harassment issues.

Disciplinary consequences for bullying (including cyber bullying) and harassment will comply with the school's Welfare and Discipline Policy. The principal or their nominee will provide disciplinary consequences including suspension in accordance with Department of Education and Training (DET) guidelines.

#### **LINKS AND APPENDICES (including processes related to this policy)**

Resources connected to this policy are:

- DET's [Effective Schools are Engaging Schools: Student Engagement Policy Guidelines](#)
- DET's [Safe Schools are Effective School's](#)
- DET's [Student Engagement Policy Guidelines](#)
- The school's Internet Use Policy (re cyber-bullying)
- DET's [Respectful Schools](#)

Appendices which are connected with this policy are:

- Appendix A: Anti-Bullying (including cyber-bullying) and Anti-Harassment Procedures

#### **EVALUATION**

This policy will be reviewed annually or more often if necessary due to changes in regulations or circumstances.

MILLAWA  
Primary School

## Appendix A

Anti-Bullying (including cyber-bullying) and  
Anti-Harassment Procedures

### What are Bullying, Cyber Bullying and Harassment?

#### Bullying

##### *Definition of Bullying*

Bullying is when someone, or a group of people, who have more power at the time, deliberately upset or hurt another person, their property, reputation or social acceptance on more than one occasion.

##### *Types of Bullying*

There are three broad categories of bullying:

1. **Direct physical bullying** – e.g. hitting, tripping, and pushing or damaging property.
2. **Direct verbal bullying** – e.g. name calling, insults, verbal abuse.
3. **Indirect bullying** – this form of bullying is harder to recognise and often carried out behind the bullied student's back. It is designed to harm someone's social reputation and/or cause humiliation. Indirect bullying includes:
  - lying and spreading rumours
  - playing nasty jokes to embarrass and humiliate
  - mimicking
  - encouraging others to socially exclude someone
  - damaging someone's social reputation and social acceptance
  - cyber-bullying, which involves the use of electronic means to humiliate and distress

##### *What Bullying is Not*

Many distressing behaviours are not examples of bullying even though they are unpleasant and often require teacher intervention and management. There are three socially unpleasant situations that are often confused with bullying:

##### *Mutual Conflict*

In mutual conflict situations, there is an argument or disagreement between students but not an imbalance of power. Both parties are upset and usually both want a resolution to the problem. However, unresolved mutual conflict sometimes develops into a bullying situation with one person becoming targeted repeatedly for 'retaliation' in a one-sided way.

### *Social Rejection or Dislike*

Unless the social rejection is directed towards someone specific and involves deliberate and repeated attempts to cause distress, exclude or create dislike by others, it is not bullying.

### *Single-episode acts of nastiness or meanness, or random acts of aggression or intimidation*

Single episodes of nastiness or physical aggression are not the same as bullying. If a student is verbally abused or pushed on one occasion they are not being bullied.

Nastiness or physical aggression that is directed towards many different students is not the same as bullying.

### **Cyber-bullying**

Consists of covert, psychological bullying, conveyed through the electronic mediums such as cell-phones, web-logs and web-sites, on-line chat rooms, 'MUD' rooms (multi-user domains where individuals take on different characters) and Xangas (on-line personal profiles where some adolescents create lists of people they do not like). It is verbal (over the telephone or mobile phone), or written using the various mediums available.

### **Harassment**

Is any verbal, physical or sexual conduct (including gestures) which is uninvited, unwelcome or offensive to a person.

### **Why do we have a Policy on these?**

To provide a safe and friendly college environment for students and staff and to encourage care, courtesy and respect for others. All persons have a legal right to protection from harassment under the *Commonwealth Sex Discrimination Act* and the *Victorian Equal Opportunity Act*.

### **What are the effects of Bullying and Harassment?**

- poor health - anxiety, depression
- lower self esteem
- reduced study performance
- missed classes, social withdrawal
- reduced career prospects

### **Am I bullying or harassing someone?**

If you are not sure about your behaviour you can:

- check it out by asking if it is offensive or inappropriate
- stop it

- apologise
- take it seriously if someone says they are feeling uncomfortable
- talk it over with an adviser or somebody who has an understanding of the issues

### **What are some of the feelings victims of bullying or harassment may experience?**

- *“I will ignore it and it will go away.”*

If anything it will make things worse - you will give the impression that you agree with the situation.

- *“I don’t want to cause trouble.”*

Most causes of harassment are sorted out quite simply. By speaking up, action can be taken to address the problem.

- *“Am I to blame?”*

Victims of harassment or bullying sometimes feel that it is their fault. Victims are made to feel guilty by the offender and often blame themselves. It is your right to have a safe environment free from harassment or bullying.

- *“Am I imagining things?”*

Often our hunches are correct. Rather than put up with nagging doubts, talk to someone about your feelings.

### **Bullying or harassment can often make people feel:**

- embarrassed or ashamed
- offended or humiliated
- intimidated or frightened
- uncomfortable

### **What should you do if you see another person being bullied or harassed?**

Tell the person that you witnessed the incident and advise them to report it to an appropriate person. However, if your friend is harassing another person, let them know that their behaviour is unacceptable.

Bystanders who do nothing to stop bullying may be contributing to the problem by providing an audience for the bully.

### **Bullying can involve**

- grabbing, aggressive staring, hitting, pinching kicking, pushing and shoving

- publicly excluding a person from your group
- knocking a person's books or belongings out of their hands or off their desk
- teasing a person because of their looks

### **Cyber-bullying can involve**

- *Flaming* – online fights using electronic messages with angry or vulgar messages
- *Harassment* – repeatedly sending nasty, mean and insulting messages
- *Denigration* – posting or sending gossip or rumours about a person to damage his/her reputation or friendships
- *Outing* – sharing someone's secrets or embarrassing information or images online
- *Exclusion* – intentionally and cruelly excluding someone from an online group
- *Cyber-stalking* – repeated, intense harassment and denigration that includes threats or creates significant fear

**Harassment is usually directed at a person because of their gender, race, creed or abilities – it can be subtle or explicit**

*Subtle (the most common)* they include:

- unwanted comments about physical appearance and sexual preference
- offensive name calling

*Explicit (obvious)* they include:

- grabbing, aggressive hitting, pinching and shoving, etc
- unwelcome patting, touching, embracing
- offensive gestures, jokes, comments, letters, phone calls or e-mail

### **What do you do if you are being bullied or harassed?**

- tell the person you don't like what they are doing and you want them to stop
- discuss the matter with a Coordinator, Student Welfare Coordinator or peer mediator, peer support leader or a teacher that you feel comfortable with
- the school will take your concerns seriously - all complaints will be treated confidentially

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## How will your complaint be dealt with?

Your concerns will be taken seriously. All complaints will be treated confidentially.

School procedures for responding to a student who bullies or harasses others are set out below.

### **Level 1**

If the bullying or harassment incident is minor or first time occurrence, teachers may elect to use one or more anti-bullying practices:

- stopping the bullying/re-statement of rules and consequences
- restorative questioning
- think time detention
- private conference
- shared control discussion

If the student does not take control over his/her behavior there will be a meeting with the parents.

Here, the classroom teacher and Principal may:

- meet with the student and parents to develop a behaviour contract
- provide discussion/mentoring of different social and emotional learning competencies including structured learning activities
- conduct a restorative conference separately with the perpetrator and “target”

### **Level 2**

For ‘at risk’ students (many risk factors, few protective factors) whose bullying or harassing behaviour is severe and for other non-at risk students whose bullying or harassing and other aggressive behaviour is resistant to change, an individual ‘strength building’ plan should be developed by the staff in consultation with student, parents/carers and teachers. Individual strength-building plans and associated interventions help connect the student to positive people, programs and actions in the community, school and home as well as develop the student’s inner social and emotional strengths (skills, values).

### **Level 3**

Students whose severe bullying or harassing behaviour resists school efforts and represents a significant threat to the safety and wellbeing should be referred to outside agencies for evaluation. Student Welfare Coordinators will need to be familiar with those community agencies and organisations that can offer more intensive services to the student and student’s family.

# Reporting on Incident of Bullying / Harassment – Template

Staff member recording incident: \_\_\_\_\_

Date: \_\_ / \_\_ / \_\_

Name of student(s) who appears to have instigated bullying

---

---

Year/Class: \_\_\_\_\_

Name(s) of target(s)

---

---

Name(s) of witnesses

---

---

Did you observe the incident?

YES

No

If 'No' who reported the incident to you? \_\_\_\_\_

Brief description of incident (what was allegedly said or done to the student who appears to have been bullied?)

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What form(s) of bullying took place?

Verbal

Physical

Indirect

Cyber

Other  Please detail: \_\_\_\_\_

Was the incident of bullying: Mild  Severe

Describe how you responded (Did you use a school anti-bullying practice?)

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Describe how student responded to your intervention

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**Where / when / time incident took place:**

Location: \_\_\_\_\_

When: before school  recess  lunch  in class  after school

Time: \_\_\_\_ : \_\_\_\_ am/pm

Date incident took place: \_\_ / \_\_ / \_\_

**Additional comments:**

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### Related Documentation:

This policy should be read in conjunction with the other policies and procedures of Milawa Primary School concerned with Child Safety and Pastoral Wellbeing:

- Milawa Primary School WWCC Register Procedures
- Milawa Primary School WWCC List
- Milawa Primary School Duty of Care Policy
- Milawa Primary School Excursions Policy
- Milawa Primary School Incursions Policy
- Milawa Primary School On Site Supervision Policy
- Milawa Primary School Privacy Policy
- Milawa Primary School Staff Registers Policy
- Milawa Primary School Student Engagement and Well Being Policy
- Milawa Primary School Visitors in School Policy
- VIT Legal Obligations of a Teacher
- VIT Teacher Code of Conduct
- Child Protection and Safety Policy
- Child Protection – Mandatory Reporting Policy
- Child Protection – Working With Children Checks Policy
- Child Protection – Failure to Protect Policy
- Child Protection – Grooming Policy

### References:

- Crimes Amendment (Protection of Children) Act 2014, online, [http://www.austlii.edu.au/au/legis/vic/num\\_act/caoca201436o2014417](http://www.austlii.edu.au/au/legis/vic/num_act/caoca201436o2014417)
- Children, Youth and Families Act (Vic) 2005
- Victorian Parliamentary Inquiry into the Handling of Child Sexual Abuse by Religious and Other Non-Government Organisations, Final Report, *Betrayal of Trust*, November 2013.

<b>Date Implemented</b>	<b>1/08/2016</b>
<b>Author</b>	Ash Campbell
<b>Approved By</b>	School Council

**Purpose:**

The purpose of this policy is to support the promotion of a safe and respectful school environment and to prevent and address all forms of bullying, cyber bullying and other unacceptable behaviours at Milawa Primary School.

At Milawa Primary school we believe everyone is important, therefore everyone has the right to feel safe, included and treated with respect all the time.

We work proactively to provide a positive culture. Bullying is not tolerated at our school.

**Definition of Cyber-bullying:**

Cyber-bullying is direct or indirect bullying behaviour using digital technologies. This includes harassment via a mobile phone, setting up a defamatory website, or deliberately excluding someone from social networking spaces. This includes people who use the internet, email, intranets, phones or similar technologies to bully others.

**Aims:**

To reinforce the fact that cyber bullying is unacceptable.

To ensure the school community is alert to signs and evidence of cyber bullying and undertakes responsibility to report it to staff, whether as observer or victim. To ensure that all reported incidents of cyber bullying are investigated appropriately and that support is given to both victims and perpetrators.

To encourage parental support and co-operation at all times.

**PREVENTION**

**Pro-active approaches in place at Olxey Primary school (Primary Prevention):**

Each classroom teacher to clarify with students at the start of each year the school policy on cyber-bullying. Specific teaching of the safe use of technologies for students. This includes ongoing specific teaching of:

Internet safety awareness presentations

Cyber-safety- presentations- you-tube, email, etiquette, Cyber Quoll

You-tube blocked for students and filters applied to educational sites.

All students sign an acceptable use agreement at the commencement of the year to encourage cybercafé behaviour.

Professional development for staff relating to all forms of bullying including cyber bullying.

Processes to be put in place to ensure tracking of student activity on the school's computer equipment and network.

- Firewalls installed to protect traffic into the school's network and intranet.

Home login pages set to the edu-web site.

Community awareness and input relating to bullying (including cyber-bullying), its characteristics and the schools' programs and response.

The use of mobile phones by students will be limited with consequences to implement for any students who use mobile phones inappropriately.

**ADDRESSING CYBER BULLYING**

**Early Intervention:**

Encourage children and staff to report bullying incidents involving themselves or others.

Classroom teachers and principal to remind students on a regular basis to report incidents of bullying.

Regular monitoring of student traffic on school's computer networks to identify potential problems.

Parents are encouraged to contact the school if they become aware of a problem.

A student may voluntarily approach a teacher for assistance if they have become aware of or have engaged in cyber bullying or related behaviour.

A student may be identified as needing help as a result of involvement in an incident requiring disciplinary action.

School staff need to inform the school executive about concerns relating to students engaging in, or being subject of cyber bullying.

**Intervention:**

School rules prohibit the inappropriate and threatening use of email, Facebook, Twitter, internet and mobile phone facilities both in the school, at any school function and away from school where the behaviour seriously impacts on other students or staff at the school.

If any of these rules are broken, investigation and possible disciplinary action will be undertaken.

A range of actions are available, depending on individual circumstances.

These include:

Students and parents to sign the code of conduct at the beginning of the year

Classroom teacher and student to discuss the issue and work out a resolution using a restorative model.

Ongoing misuse of modern technology – Parent, Teacher, Principal and Student meeting to discuss the issue. Behavioural management plan to be written up and signed by all parties.

School suspension for severe breaches of code that impact on the safety and wellbeing of other students or staff.

This Milawa Primary School Policy was:

Ratified by Staff: 1/08/2016

Ratified by School Council: 1/08/2016

**Policy to be reviewed annually**



## Standard 7

Organisations must have strategies to promote the participation and empowerment of children.

**What is the intent of this standard?** Organisations must ensure that children feel safe to report abuse and have processes in place to ensure that students are empowered to raise any child safety concerns. Organisations must support students to develop appropriate knowledge and skills so that children can identify and communicate when they don't feel safe.

### **For schools: Ministerial Order No. 870 requirements**

Minimum child safety standard: Strategies to promote child participation and empowerment in accordance with clause 13.

#### **Clause 13**

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

See policies above.

# MILAWA PRIMARY SCHOOL

## CAMPS & EXCURSIONS POLICY

### **Rationale:**

- The school's camp and excursion program enables students to further their learning and social skills development in a non-school setting. Camps and excursions complement, and are an important aspect of the educational programs offered at our school.
- Staff Members at Milawa will work with various organisations during camps and excursions but they remain in charge of children and do not relinquish obligation of care to another party without the express consent of parents.

### **Aims:**

- To reinforce, complement and extend learning opportunities beyond the classroom.
- To develop an understanding that learning is not limited to school, and that valuable and powerful learning takes place in the real world.
- To be consistent with school values, including environmental sustainability.

### **Implementation:**

- A camp or excursion is defined as any activity beyond the school grounds.  
*School Council approval*
- School Council must approve all camps and excursions beyond Milawa Primary School. In doing so, School Council will determine a schedule of camps and excursions for the school year, will ensure that all camps and excursions are maintained at a reasonable and affordable cost, and comply with all DE&T requirements.
- Education Department form to be filled in and signed by teacher in charge and principal. This form will be presented to the school council by the principal.
- All camps and excursions require School Council approval. This approval is sought at a scheduled school council meeting generally prior to the departure date (the nature of some excursions may see them fall prior to a school council meeting. In this circumstance the school council president will be the main reference point to inform of details of the excursion).

### *Planning*

- The Teacher in Charge will ensure that all camps and excursions, transport arrangements and associated activities comply with Department of Education and Training guidelines and that the camps and excursions have been ratified by school council.
- The online DE&T 'Notification of School Activity' information will be completed three weeks in advance of the event if required at [:www.eduweb.vic.gov.au/forms/school/sal/enteractivity.asp](http://www.eduweb.vic.gov.au/forms/school/sal/enteractivity.asp).
- The teacher in charge of the camp or excursion will ensure that the necessary risk assessment is completed.
- Special opportunity camps may arise for some students such as Somers and Warrabinda. The school will implement a random draw for such camps to provide the fairest equitable opportunity for all students to attend these activities which are not official components of the school's camps and excursion program.

### *Notification to parents/guardians*

- Planned camps and excursions, including costs, will be communicated in the school newsletter, and will be updated on a needs basis.
- Prior to any child attending a camp or excursion, parents/guardians must have provided to the school a signed permission form, a signed "Confidential Medical Information for School Council Approved Excursions" form.

### *Costs*

- Parents can bulk pay for the year's excursions or pay for individual camps and excursions as they occur.
- All endeavours will be made not to exclude students simply for financial reasons. Parents experiencing financial difficulty, who wish for their children to attend a camp or excursion, will be required to discuss their individual situation with the Principal. Decisions relating to alternative payment arrangements will be made by the Principal on a case-by-case basis.
- All families will be given sufficient time to make payments for excursions. Parents will be sent notices before the camp or excursion date reminding them of the need to finalise payment and follow up accounts will be sent at the completion of each term for any outstanding payments.
- Administrative staff will be responsible for managing and monitoring the payments made by parents and will provide classroom teachers with detailed records on a regular basis.
- Parents or carers entering in to an agreement to allow their child to attend a camp and excursion must be aware that once the financial commitment is made there will be no guarantee of a refund if the child is unable to attend the camp or excursion.

### *On the excursion*

- A designated 'Teacher in Charge' will coordinate each camp or excursion.
- Copies of completed Permission forms, and signed "Confidential Medical Information for School Council Approved Excursions" forms must be carried by excursion staff at all times.
- Parents selected to assist with a camp or excursion may be required to pay costs associated with the camp or excursion. All parents need to have a "Working with Children" check.
- There may be a limit placed on the number of adults for some camps and excursions, due to factors such as cost, transport and accommodation. In these cases parents will be selected according to criteria which may include medical expertise or specific knowledge of an activity. The principal will make the selection of attending parents in these situations.
- Only children who have displayed sensible, reliable behaviour at school will be invited to participate in school camps and excursions. Parents will be notified if a child is in danger of losing their invitation to participate in a camp or excursion due to poor behaviour at school. The decision to exclude a student will be made by the Principal, in consultation with the classroom teacher.

### *Support*

- The school will continue to provide the opportunity for teachers to update their first aid skills.
- The school will provide a mobile phone, first-aid kit for all camps and excursions and a school wrist band for all students on out of town excursions.

### **Guidelines:**

- The recommendation is that grades:  
P → 2 only day excursions  
  
3 → 4 - Day excursions and camps a maximum 2 nights  
  
5 → 6 - Day excursions and camps a maximum 4 nights.

### **Evaluation:**

- This policy will be reviewed as part of the school's four-year review cycle.

### **APPENDIX:**

1. School Council approval form
2. Notification to Department of Education form
3. Day excursion proforma
4. Camp proforma
5. Student medical form

6. Check list for teachers

August 2016

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



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## Appendix A

### Pupil / Teacher Ratios

<p><b>Abseiling and Rock Climbing</b></p> <p>1:1 Rock Face 1:10 Others 2 Experienced Staff</p>	<p><b>Ropes Course</b></p> <p>1:12 3 students to any one element, 1 participating, 2 spotting <b>NOTE:</b> No student on any element unless supervised</p>
<p><b>Bass Camping</b></p> <p>1:10 Residential; canvas 1:15 Study: residential</p>	<p><b>Scuba Diving</b></p> <p>1:8 Pool training 1:4 Diving, 2 buddy systems <b>NOTE:</b> 2 qualified staff</p>
<p><b>Board Sailing</b></p> <p>1:3 Beginners 1:5 Novice; intermediate; advanced 2 Experienced sailors</p>	<p><b>Shooting</b></p> <p>1:1 New or inexperienced 1:5 On the track or mound 1:15 Observers or waiting</p>
<p><b>Boats, Small Sailing - (Dinghies, Catamarans)</b></p> <p>1:8 Enclosed Waters 1:6 Open Waters 1:4 Open Waters, Adverse</p>	<p><b>Snorkelling</b></p> <p>1:8 Closed water: pool 1:4 Open water <b>NOTE:</b> 2 qualified staff</p>
<p><b>Bushwalking</b></p> <p>1:5 Overnight 1:10 Day</p>	<p><b>Snow Activities</b></p> <p>1:8 Alpine, Nordic – overnight 1:10 Alpine, Nordic – day 1:10 Non-skiing</p>
<p><b>Canoeing</b></p> <p>1:6 2 Staff members</p>	<p><b>Surf Activities</b></p> <p>1:10 Beach 1:8 Surf <b>NOTE:</b> 1 teacher/instructor in water and <b>NOTE</b> 1 teacher/instructor on beach</p>
<p><b>Cycling</b></p> <p>1:10</p>	<p><b>Swimming</b></p> <p>1:20 Enclosed pools 1:10 Open water</p>
<p><b>Horse Riding</b></p> <p>1:1 Basics 1:5 Beginners 1:8 Semi-experienced <b>Riding School:</b> 1 Experienced teacher with instructor 2 Experienced teachers if no instructor or group exceeds 10</p>	<p><b>Water Skiing</b></p> <p>1:20 Shore 1 Student on two at any one time; if highly experienced two may be taken together 2 People in boat – driver and observer; one must be staff member</p>
<p><b>Orienteering</b></p> <p>1:10 Bush</p>	

## Appendix B

### Approval Proforma for all Excursions and Activities Requiring School Council Approval

#### *Department of Education and Early Childhood Development*

This proforma details minimum requirements for council approval. It must be submitted to the principal for school council approval prior to the excursion.

All information on this proforma is required. Add attachments if necessary.

School councils are responsible for approving:

- overnight excursions
- camps
- interstate/overseas visits
- excursions requiring sea or air travel
- excursions involving weekends or vacations
- adventure activities.

Complete the [Student Activity Locator online form](#) three weeks prior to the excursion.

Sections with an \* have explanatory notes included at the end of this document.

#### **Ensure you have the most current version of this template**

Download from the [Safety Guidelines for Education Outdoors](#) website at:

<http://www.education.vic.gov.au/school/principals/health/Pages/outdoor.aspx>

#### **PROGRAM NAME, YEAR, LOCATION, DATE(S), TEACHER-IN-CHARGE**

**Name of program:**

**Year level(s):**

**Location(s):**

**\* Date(s):**

**Name of teacher-in-charge:**

#### **\* EDUCATIONAL PURPOSE**

#### **PROGRAM DETAILS**

##### **\* Program outline, including:**

- Detailed daily itinerary (including morning, afternoon and evening activities)
- Supervision strategy for all aspects of the itinerary
- Alternative program in the event of changed circumstances

##### **\* Overnight accommodation**

*Type of accommodation*

- Accredited residential campsites     Tents/camping     Other

*Physical location. For example, name, address, or map and grid reference.*

*Contact phone number(s):*

- Residential campsite (if applicable)
- Staff mobiles
- Other

**Adventure activities**

Tick the [adventure activities](#) that have been planned to occur during the program:

- |  |  |   |
|--|--|---|
| <input type="checkbox"/> Abseiling               | <input type="checkbox"/> Base camping                  | <input type="checkbox"/> Bushwalking            |
| <input type="checkbox"/> Canoeing/kayaking – low | <input type="checkbox"/> Challenge ropes course – high | <input type="checkbox"/> Challenge ropes course |
| <input type="checkbox"/> Cycling                 | <input type="checkbox"/> Horse riding                  | <input type="checkbox"/> Indoor rock climbing   |
| <input type="checkbox"/> Orienteering            | <input type="checkbox"/> Rafting                       | <input type="checkbox"/> Rock climbing          |
| <input type="checkbox"/> Sailing                 | <input type="checkbox"/> SCUBA diving                  | <input type="checkbox"/> Snorkelling            |
| <input type="checkbox"/> Snow activities         | <input type="checkbox"/> Surfing                       | <input type="checkbox"/> Swimming               |
| <input type="checkbox"/> Water skiing            | <input type="checkbox"/> Windsurfing                   | <input type="checkbox"/> Other:                 |

The conduct of each activity will comply with the requirements outlined in the [Safety Guidelines](#) for that activity.

Staff providing instruction activities have read the relevant safety guidelines  YES



**A risk management plan for the excursion must be completed and attached with this submission.** Guidance on the risk management process is available in the section of the website called [Planning – Managing Risk](#).

**\* Transport arrangements**

- Internal     External     Both

*Type of transports and seating capacity:*

*Will a member of the supervising staff be driving students?*  Yes     No

*If yes, list driver(s).*

*Approximate distance between school and destination:*

All transport requirements comply with the advice in the School Policy and Advisory Guide, [Transporting Students](#) and [VicRoads](#) regulations.  YES

<b>Budget</b>	
<i>INCOME</i>	<i>EXPENDITURE</i>
Student Fees <i>Other income:</i>	Transport Food Accommodation Staffing Equipment <i>Other expenditure:</i>
<b>Total income:</b>	<b>Total expenditure</b>

## STUDENTS AND STAFF

### Students

Number of female students:

Number of male students:

List required [student preparation](#), if any:

### \* Supervising staff

Where possible all staff members including teachers, school support staff, parents, volunteers and external contractors should be listed. Indicate those who have a current first aid qualification. Indicate staff members with first aid and CPR training including the qualification or certification held.

## DOCUMENTATION TO BE LODGED PRIOR TO DEPARTURE

Copies of the following completed documents will be lodged with the principal or nominee and the designated school contact, before the program commences.

- Signed informed consent from parents/guardians
- Completed medical form for all students and staff
- Detailed itinerary with specific locations and contact numbers
- A copy of map(s), including map name, access routes and grid references if required
- Staff and student equipment and clothing lists
- Group equipment list(s) if necessary
- A supervision plan that outlines staffing allocations for activities and for non-programmed periods.  
This may form part of the detailed itinerary. It must maintain at least the minimum prescribed staffing for adventure activities.
- Completed staffing details proforma
- Risk management plan
- Emergency response plan, including contacts for police, ambulance, doctor, hospital, fire brigade, 24-hour school emergency contact number. This is to be held by staff on the excursion and by the nominated school contact person
- Other school-specific information:

Acknowledgement by the teacher-in-charge that all required documentation indicated on this form will be completed prior to the program starting.

Teacher-in-charge:

Name  
Date

Signed

Acknowledgement of receipt of *approval proforma* for activities requiring school council approval.

Principal:

Name  
Date

Signed

Approved and minuted at a school council meeting on \_\_\_\_\_

School Council President:

Name  
Date

Signed

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## EXPLANATORY NOTES

### Dates

Consider how the time of year may impact on the wider school program or the effect of seasonal weather conditions.

### Educational purpose and program outline

Whatever you hope the students will learn from the program is its educational purpose. The program overview should give school council a basic understanding of how the program aims to achieve the educational purpose.

For example: *A three-day residential camp including bushwalking and orienteering to encourage an understanding of the natural environment; develop team working ability; and, introduce map reading and navigational skills in an experiential way.*

The supervision strategy should include the nature and level of supervision provided throughout the excursion or activity. You must consider all programmed and non-programmed periods.

Each different location in must be detailed, including the dates at each location. This will have an impact on transport requirements and the emergency response needs of the program.

Contact land managers to determine if permit or access requirements apply for activities that are conducted on public land or in state/national parks.

Joint excursions with other schools must be approved by each school council. Each school must submit an online notification to the Emergency Management and Security Branch.

### Overnight accommodation

This includes all forms of overnight accommodation.

Residential camping is at sites with permanent facilities like dormitories, kitchen, showers, toilets, phones and recreation options.

Residential campsites operated or used by Victorian government schools must be accredited with a Department of Education and Early Childhood Development recognised accreditation provider. Refer to the School Policy and Advisory Guide, [Venue Selection](#) for current accreditation providers.

When using venues that do not require accreditation such as caravan parks, motels/hotels or ski lodges, schools may wish to refer to the accreditation criteria of a recognised accreditation provider when developing their risk management plan.

Provide details of all accommodation being used with your submission to school council.

### Transport

Internal transport is provided by school-owned or private, staff-owned vehicles. External transport is transport provided by contractors, parents or other external providers.

**The parent consent form should include a statement advising parents if a private vehicle is used as part of the emergency management plan for a camp or excursion.**

If a teacher or staff member will be driving students, the program should allow them adequate rest time prior to driving, consistent with the advice on the [transport](#) page of the Safety Guidelines.

Give careful consideration to securing equipment during transportation, including equipment on trailers, roof racks and inside vehicles.

### Supervising staff

A [Working with Children Check](#) is required for staff members who will supervise students and who are not registered teachers. This does not apply to parent volunteers whose child is participating in the activity/excursion.



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## Appendix C

### Guidelines for teachers planning a camp

#### 1. Introduction

Camps need to be planned well in advance and should relate to the curriculum being taught.

Students and their parents should be provided with information about the program's educational objectives, the nature of the activities, clothing requirements, the venue and costs well in advance.

Prior to single day excursions in which students leave the school grounds for the purpose of engaging in educational activities, the approval of the principal must be obtained.

School Council is responsible for the approval of:

- over night excursions
- camps
- interstate and overseas visits
- excursions requiring sea or air travel
- excursions involving weekends or vacations
- adventure activities

Before approving an excursion, consideration by the principal and/or School Council needs to include:

- the contribution of the activity to the School curriculum
- the adequacy of planning, preparation and organisation
- the provisions of the safety and welfare of students and staff
- the experience and competence of staff relative to the activities being undertaken
- the adequacy of student supervision
- the cost

A parent must provide written consent for their child to take part in an excursion. Parents asked to sign consent forms must be given sufficient information about the nature of the proposed activity, the risks involved and the degree of supervision.

Parental consent is required for the following reasons:

- to authorise the school to have the student in its care after normal school hours
- to authorise the school to take the student out of the school environment
- to alert the school to any medical condition or allergies of the student
- to authorise the school to consent to emergency treatment for the student
- for the parent to consent to any financial cost of the excursion

- for the parent to consent to the student being sent home in the event of any serious misbehaviour

Consent forms are to be taken on the excursion by the teacher in charge, and the designated school contact person should hold a list of participants, a copy of the consent forms and contacts in case of emergency.

In addition to any teachers employed by the DET or the School Council, excursion staff may include other adults on a volunteer or paid worker basis, such as parents, school services officers, community members, campsite staff and trainee teachers.

School uniforms **must** be worn on all school excursions except whenever specialised clothing is a requirement, e.g. snow trip.

Only students who display sensible and reliable behaviour at school will be taken on camps and excursions outside the school.

Sensible and reliable behaviour at camps and excursions will be expected at all times. ***Students can be sent home if their behaviour warrants a severe consequence.***

## 2. Planning

Forward planning takes into consideration whole school demands and must ensure that the normal school program is not consistently disrupted.

Planning should include:

- a clear aim
- costing – transport, admission, etc (the costing must be realistic in terms of the nature of the experience and the resultant learning outcomes)
- the opportunity for payment in advance, by instalments or lump sum payment may be offered to parents
- staffing needs
- pre-visit if venue is new/unknown
- consideration of children whose parents may not be able to meet costs
- excursion book maintained for evaluation of the camp/excursion for future planning
- excursion approval forms to be completed and handed in one week prior to the activity
- arrangements for covering camp staff classes while they are away from school

## 3. Preparation

Preparation for any activity should include:

- quotes for transport
- booking of transport
- confirmation time for departure and return
- informing specialist teachers, parent helpers, area coordinator
- informing parents attending activity on discipline procedures
- preliminary classroom activities
- collection of monies
- arrangement for school cheque
- medical information, precautions and First Aid kit

## Appendix D

### Notification of School Activity (camps)

School councils are responsible for ensuring that the activities listed below are thoroughly planned, checked and documented in accordance with Department of Education & Training guidelines for the planning and conduct of camps, excursions and outdoor adventure activities.

If comprehensive information is required during an emergency, schools will be expected to provide it at any time of the day or week from the documentation prepared for the activity which is held by the school.

Relevant details about School Council approved camps and excursions must be entered into the DET database using the online notification form available at:

[www.eduweb.vic.gov.au/forms/schools/sal/enteractivity.asp](http://www.eduweb.vic.gov.au/forms/schools/sal/enteractivity.asp)

This notification should be provided three weeks prior to commencing the activity.

- overnight, weekend, interstate, overseas activities
- adventure activities
- non-adventure activities which, by their nature, location or timing, may be hazardous
- School closures, pupil free days, combined sports or cluster days

#### Notes:

1. An additional sheet listing the actual dates and locations of activities should accompany this form when the same activity is to be repeated on different occasions.
2. The coordinating school should complete the form for activities involving a group of schools.
3. Day excursions should be reported if activities are to be conducted by:
  - country schools - beyond the local town/city
  - rural schools - beyond the local area
  - metropolitan schools - beyond the greater metropolitan area

CAMPS Risk Management Assessment Form

**Risk Register**

**School:**

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**Supervising teachers/staff:**

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**Program/Excursion:**

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**Year Level:**

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**Dates:**

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**Location(s):**

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MILAWA  
Primary School

Risk Description	Existing Controls	Rating			Treatment Priority <sup>1</sup>	Treatment
		Effectiveness of existing controls	Risk Consequences	Risk Likelihood		
Describe the risk event, cause/s and consequence/s. For example,  <i>Something occurs ... caused by ... leading to ...</i>	Describe any existing policy, procedure, practice or device that acts to minimise a particular risk	Effectiveness of existing controls	Risk Consequences	Risk Likelihood	If control effectiveness is poor or unknown provide further treatment	For those risks requiring treatment in addition to the existing controls. List:  <ul style="list-style-type: none"> <li>• What will be done?</li> <li>• Who is accountable?</li> <li>• When will it happen?</li> </ul>
		Satisfactory  Poor  Unknown	Major  Moderate  Minor  Insignificant	Almost certain  Likely  Unlikely  Rare	High  Medium  Low	
		Satisfactory  Poor  Unknown	Major  Moderate  Minor  Insignificant	Almost certain  Likely  Unlikely  Rare	High  Medium  Low	
		Satisfactory  Poor  Unknown	Major  Moderate  Minor  Insignificant	Almost certain  Likely  Unlikely  Rare	High  Medium  Low	

# MILWA Primary School

<sup>1</sup> Use the Risk Treatment Priority Table at the end of this document to determine the treatment priority.

**And more rows as required.** *This is one way of documenting the risk management process and does not preclude other approaches.*

**Risk Treatment Priority Table**

Use the table below to decide the overall risk rating and represent the priority of the each risk for treatment.

<b>Consequences</b>	Major				
	Moderate				
	Minor				
	Insignificant				
		Rare	Unlikely	Likely	Almost certain
		<b>Likelihood</b>			

<b>Treat</b>	<b>Monitor</b>
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MILAWA

## DUTY OF CARE POLICY and PROCEDURES

All government school staff will be made aware of their legal responsibilities. As part of the government school principal contract, government school principals are required to plan, implement and monitor arrangements to ensure the safety, security and wellbeing of students.

### Definition

Whenever a student–teacher relationship exists, the teacher has a special duty of care. This is defined as: “A teacher is to take such measures as are reasonable in the circumstances to protect a student under the teacher’s charge from risks of injury that the teacher should reasonably have foreseen.” (*Richards v State of Victoria* (1969) VR 136 at p. 141) As part of that duty, teachers are required to supervise students adequately. This requires not only protection from known hazards, but also protection from those that could arise (that is, those that the teacher should reasonably have foreseen) and against which preventive measures could be taken.

**School authorities in breach of the duty of care may be liable for injuries inflicted by one student on another, as well as for injuries sustained by a student.**

Schools normally satisfy the duty of care by allocating responsibilities to different staff. For example, the principal is responsible for making and administering such arrangements for supervision as are necessary according to the circumstances in each school, and teachers are responsible for carrying out their assigned supervisory duties in such a way that students are, as far as can be reasonably expected, protected from injury. This duty extends to intervention in single-sex areas if need be by a teacher of the other gender.

### Rationale:

In addition to their professional obligations, principals and teachers have a legal duty to take reasonable steps to protect students in their charge from risks of injury that are reasonably foreseeable.

### Aims:

To ensure that staff have an understanding of their duty of care to students, and behave in a manner that does not compromise these legal obligations.

## Implementation:

Although the general duty is to take reasonable steps to protect students from reasonably foreseeable risks of injury, specific (but not exhaustive) requirements of the duty involve providing adequate supervision in the school or on school activities as well as providing safe and suitable buildings, grounds and equipment.

A teacher's duty of care is not confined to the geographic area of the school, or to school activities, or to activities occurring outside the school where a student is acting on a teacher's instructions. The duty also applies to situations both before and after school where a teacher can be deemed to have 'assumed' the teacher pupil relationship.

Quite apart from mandatory reporting requirements, a teacher has a concurrent duty of care to protect a student from harm that is reasonably foreseeable. A breach of this duty of care may lead to legal action being taken against the individual teacher or teachers concerned. A breach of this duty of care will be established if a teacher or principal failed to take immediate and positive steps after having acquired actual knowledge or formed a belief that there is a risk that a child is being abused or neglected, including sexual abuse.

The teacher's duty of care is greater than that of the ordinary citizen in that a teacher is obliged to protect a student from reasonably foreseeable harm or to assist an injured student, while the ordinary citizen does not have a legal obligation to respond.

Whilst each case regarding a teacher's legal duty of care will be judged on the circumstances that occurred at the time, the following common examples may be times when a teacher has failed to meet their legal duty of care responsibilities to their students:

- arriving late to class or leaving a class early
- arriving late to scheduled timetabled yard duty responsibilities
- failing to act appropriately to protect a student who claims to be bullied
- believing that a child is being abused but failing to report the matter appropriately
- being late to supervise the line up of students after the bell has sounded
- leaving students unattended in the classroom
- ignoring dangerous play
- leaving the school during time release without approval
- inadequate supervision on a school excursion

Staff members are also cautioned against giving advice on matters that they are not professionally competent to give (negligent advice). Advice is to be limited to areas within a teacher's own professional competence and given in situations arising from a role (such as careers teacher, year or subject teacher) specified for them by the principal.

Teachers must ensure that the advice they give is correct and, where appropriate, in line with the most recent available statements from institutions or employers. Teachers should not give advice in areas outside those related to their role where they may lack expertise.

### **Risks to students outside the school environment**

Legal cases establish that a teacher's duty of care does not start nor end at precise times during the day. The approach generally taken is that a teacher's duty applies irrespective whether the risk occurs in or outside the school environment. However, the important issue in all cases will be [whether the school took reasonable steps to protect the student from the risk.](#)

Risks outside the school environment may sometimes call for immediate and positive steps by a school depending on the age of students, urgency and threat of injury. Consider for example, if a live power line came down outside the school, no emergency workers had arrived, and primary children are about to be dismissed to walk home. No school would allow the children to walk out to that danger unsupervised.

There will be a number of other situations where the school will be under a duty to take reasonable steps. In some instances, the school's control over the activity may require it to take more active measures to satisfy the requirement that it take reasonable steps. For example, a known bully on a school bus may require the school to suspend or refuse to transport the bully. In other instances, the school may not control the activity, and the reasonable measures available to it will be limited. At our school students enjoy an open plan, adult learning environment and considerably more "freedom" than in a mainstream school.

While students are generally free to move around the buildings and work independently in break out spaces and designated study areas they must be under (indirect) adult supervision at all times. Staff are responsible for their students at all times.

The following instructions and notices [apply to all staff](#).

### **Classroom Supervision**

Staff must **not** leave the classroom unattended at any time during a lesson.

It is **not** appropriate to leave students in the care of ancillary staff, parents or trainee teachers (At law, the Duty of care cannot be delegated)

It is **not** appropriate to leave students in the care of external education providers for example incursions (At law, the duty of care cannot be delegated)

In **an emergency situation** use the phone for the Principal or contact the teacher in the next room. (if appropriate – send another student for assistance)

**No student should be left unsupervised outside the classroom** as a withdrawal consequence for misbehaviour. Withdrawal is to be conducted by sending a student to a colleague's classroom, or to the Principal. This should be accompanied by documentation and appropriate follow up. The teacher, Principal **is to be contacted first** to alert them that the student is on their way.

### **Movement of Students**

Care needs to be taken in allowing students to leave the room to work in other areas of the school.

Use of students as monitors outside the room during class time must only occur with the approval of the Principal.

Discretion is to be used when allowing students to visit the toilet or the Resource Centre during class time.

### **Yard supervision**

Yard supervision is an essential element in teachers' duty of care. It is now clearly established that in supervising students, teacher's duty of care is one of positive action.

Be aware that students are usually less constrained and more prone to accident and injury than in a more closely supervised classroom.

Be aware that yard duty supervision within the school requires the teacher to fully comply with DET guidelines and brings with it an increased duty of care. It is a teacher's responsibility to be aware of these guidelines and duty of care responsibilities. Teachers are also expected to follow school policy whilst on yard duty.

Teachers rostered for duty are to attend the designated area at the time indicated on the roster. Teachers on duty are to remain in the designated area until the end of the break period or until replaced by the relieving teacher, whichever is applicable.

The handing over of duty from one teacher to another must be quite definite and **must occur in the area of designated duty**. Where a relieving teacher does not arrive for duty, the teacher currently on duty should send a message to the office, **but not leave the area until replaced**. No changes to the yard duty roster are to be made without the approval of the Daily organiser, or Principal.

Be alert and vigilant -intervene **immediately** if potentially dangerous behaviour is observed in the yard - enforce behaviour standards and logical consequences for breaches of safety rules. You should always be on the move and highly visible.

### **Excursions, Incursions and Camps**

Be aware that students are usually less constrained and more prone to accident and injury than in a more closely supervised classroom.

Be aware that an incursion with an external provider does not absolve supervision duties of the teacher, including first aid duties. A teacher must be present at all times and remain the person designated with duty of care responsibilities.

Be aware that camps and excursions outside the school require the teacher to fully comply with DET guidelines and bring with it an increased duty of care. It is a teacher's responsibility to be aware of these guidelines and remain the person designated with duty of care.

Be aware that excursion and camp activities require the teacher to ensure that the venue and transport adhere to DET guidelines.

Be aware that school policy is for students to be counted on and off transport and at other times on a regular basis whilst on excursion or camp activities.

The teacher in charge will have copies of all confidential medical forms and permission notes with contact details. A copy of this material will also be kept at school.

Arrangements will be made for students not attending to continue their normal program at school under supervision of another classroom teacher.

The teacher in charge or designated teacher of an excursion or camp will carry a mobile phone and a first aid kit.

If the return time from an excursion or camp is delayed, the teacher in charge will contact the school to inform the Principal of the new arrival time so that parents can be contacted and a senior staff member will remain at school until they arrive.

If crossing roads students are to use designated crossing points. Staff are to walk to the middle of the crossing to ensure visibility and orderly crossing. Other staff control the flow of students across the road.

All staff must follow the DET guidelines when organising an excursion, incursion or camp. All procedural steps contained in the School camping, excursions and incursions Policy and Procedure outlines must also be followed.

### **Informing Staff of the legislative liability of Duty of Care**

All staff will be informed of their legal requirement via:-

- A copy of this document will be provided to each member of staff at the first staff meeting at the commencement of the school year, and will be placed on the intranet.
- New staff will be informed of their Duty of Care as part of the school's Induction Program

- Duty of Care will be an agenda item at staff meetings and staff will be directed to familiarise themselves with section Student Safety of the Victorian Government Schools Policy Advisory Guide.
- Staff will complete a risk assessment including duty of care when completing planning for camps, excursions and incursions.
- Staff will be directed to the student wellbeing policy annually.

**References:**

<http://www.education.vic.gov.au/school/principals/spag/safety/pages/dutyofcare.aspx>

<b>Date Implemented</b>	1 August 2016
<b>Author</b>	Principal
<b>Approved By</b>	School Council
<b>Review Date</b>	November 2019
<b>References</b>	Victorian Government Schools Policy Advisory Guide

## Failure to Protect Policy

Milawa Primary School is committed to the creation of a safe, just and respectful environment that supports wellness for all members of the school community. In this, there is a moral obligation and shared responsibility to protect the most vulnerable members of the community.

Milawa Primary School believes that, while protecting children and young people against sexual abuse is a community wide responsibility, schools have particular moral and legal responsibilities to ensure children and young people are safe in their care and to actively and intentionally work to eliminate all forms of abusive behaviours towards children. There are also particular moral and legal obligations for those in authority to prevent, reduce and minimise child abuse and exploitation in all forms.

### Rationale:

This policy applies to the whole school community in supporting safe environments for all children and young people.

It concerns the new criminal offence under the Victorian Crimes Act, introduced in 2014, of *'failure to protect'*, which provides that a person who:

- a. **by reason of the position the person occupies** within a relevant organisation, has the power or responsibility to reduce or remove a substantial risk that a relevant child will become the victim of a sexual offence committed by a person of or over the age of 18 years who is associated with the relevant organisation; and
- b. knows that there is a substantial risk that the person will commit a sexual offence against a relevant child –  
must not negligently fail to reduce or remove that risk.

**Note:** In determining whether an offence of 'failure to protect' has taken place it is not necessary to prove that a sexual offence was committed.

The offence applies only to **adults in a position of authority** within an organisation, including roles such as, but not limited to, canonical administrators, principals, senior school leaders, business managers.

This policy is enacted to sustain child safe schools, to inform all those occupying such positions are aware that they may be subject to the criminal offence of 'failure to protect' if they negligently fail to reduce or remove risks to children associated with that organisation, and to provide guidance in fulfilling their responsibilities.

## Key Principles:

- A safe environment is required to protect children and young people from harm and to prevent staff from abusing their position of authority and trust.
- The child and young person's ongoing safety and wellbeing must be the primary focus of all decision making.
- School leaders and staff must be fully self-aware of, and comply with, their professional obligations and responsibilities.
- The commitment to protecting children is embedded in the organisation's culture and responsibility for taking action is understood and accepted at all levels of the organisation.

## Definitions:

### Child and Young Person

A child is legally defined as a person under the age of 16 years. A young person is any person who comes under or may come under the care, supervision or authority of the school.

### Person in authority

A person in authority is someone who, by reason of their position within a relevant organisation, has the power or responsibility to reduce or remove a substantial risk that a child under the age of 16 years, who is under their care, supervision or authority, may become the victim of sexual abuse committed by an adult associated with the organisation. The role may be a formal, management role but may also apply to less formal roles such as a volunteer coach for a sports team.

### Reasonable belief

A 'reasonable belief' is formed if a reasonable person in the same position would have formed the belief on the same grounds. A 'reasonable belief' is not the same as having proof.

### Sexual abuse

Sexual abuse occurs when a person uses power or authority over a child to involve the child in sexual activity and the child's parent or caregiver has not protected the child. Physical force is sometimes involved. Child sexual abuse involves a wide range of sexual activity, including physical activity and/or exposure of the child to pornography.

## Implementation:

This policy applies to the community of Milawa Primary School in supporting a safe environment for all children and young people.

It applies to all persons in positions of authority, to understand their role and responsibility on protecting the safety and wellbeing of children and young people.

The successful implementation of this policy will result in Milawa Primary School having integrated the following into its policies, procedures, practices, and routines:

- This policy will be made available on the School website
- This policy and its requirements will be communicated annually to all staff
- This policy and its requirements will be communicated to new staff during induction
- Prompt and full responses to any allegations will be undertaken, with well documented records retained securely and confidentially

#### **Related Documentation:**

This policy should be read in conjunction with the other policies and procedures of Milawa Primary School concerned with Child Safety and Pastoral Wellbeing:

- Milawa Primary School WWCC Register Procedures
- Milawa Primary School WWCC List
- Milawa Primary School Duty of Care Policy
- Milawa Primary School Excursions Policy
- Milawa Primary School Incursions Policy
- Milawa Primary School On Site Supervision Policy
- Milawa Primary School Privacy Policy
- Milawa Primary School Staff Registers Policy
- Milawa Primary School Student Engagement and Well Being Policy
- Milawa Primary School Visitors in School Policy
- VIT Legal Obligations of a Teacher
- VIT Teacher Code of Conduct
- Child Protection and Safety Policy
- Child Protection – Mandatory Reporting Policy
- Child Protection – Working With Children Checks Policy
- Child Protection – Failure to Protect Policy
- Child Protection – Grooming Policy

#### **References:**

- Crimes Amendment (Protection of Children) Act 2014, online, [http://www.austlii.edu.au/au/legis/vic/num\\_act/caoca201436o2014417](http://www.austlii.edu.au/au/legis/vic/num_act/caoca201436o2014417)
- Children, Youth and Families Act (Vic) 2005
- Victorian Parliamentary Inquiry into the Handling of Child Sexual Abuse by Religious and Other Non-Government Organisations, Final Report, *Betrayal of Trust*, November 2013.

<b>Date Implemented</b>	August 1st, 2016
<b>Author</b>	Ash Campbell
<b>Approved By</b>	School Council
<b>Responsible for Review</b>	Principal
<b>Review Date</b>	August 2019

## **INCURSIONS POLICY**

### **BASIC BELIEFS**

The school's incursion program enables students to further their learning by complementing classroom lessons with experts and resources from outside the immediate school community. Incursions complement, and are an important aspect of the educational programs offered at our school. An incursion is an activity that involves school visitors who provide a performance, lesson or service for students.

### **AIMS**

- To reinforce, complement and extend the learning opportunities beyond the classroom
- To develop an understanding that learning is not limited to school and teachers, and that valuable and powerful learning is often achieved with other people and experiences.

### **GUIDELINES FOR ACTION**

- All incursions must be approved by the Principal.
- Staff wishing to organize an incursion must discuss the incursion with the Principal. All incursions must be approved at least two weeks prior to running.
- The Principal must approve incursions to ensure there are cost neutral and that they complement the curriculum and comply with all DET requirements.
- All incursions will be attended by school staff to ensure appropriate supervision of students at all times. In the event of an accident or emergency the teacher in charge will be responsible for the administration of first aid, and will contact parents as appropriate. In the event that parents cannot be contacted, the teacher in charge will follow first aid and emergency policies as set out by the school.
- All efforts will be made not to exclude students simply for financial reasons. Parents experiencing financial difficulty, who wish for their children to attend an incursion, are invited to discuss alternative arrangements with the Business Manager. Decisions relating to alternative payment arrangements will be made by the Business Manager in consultation with the appropriate staff, on an individual basis.
- All families will be given sufficient time to make payments for incursions. Parents will be provided with permission forms and incursion information clearly stating payment finalization dates.
- Office staff will be responsible for managing and monitoring the payments made by parents and will provide organizing teachers with detailed records on a regular basis.
- A designated "Teacher in Charge" will coordinate each incursion.
- The Teacher in Charge must provide the General Office with a final student list. This list must also include the location of students not involved in the incursion.
- Students not attending the incursion will be provided with suitable alternative activities.
- Where applicable, students must have returned a signed permission note and payment

to be able to attend the incursion.

- Only students that have displayed sensible, reliable behaviour at school will be permitted to participate in school incursions. Parents will be notified if their child is in danger of losing the privilege to participate in an incursion due to poor behaviour at school. The decision to exclude a student will be made by the Principal in consultation with the organizing teacher. Both the parent and student will be informed of this decision prior to the incursion.

## **DUTY OF CARE**

### **Incursions**

- Be aware that students are usually less constrained and more prone to accident and injury than in a more closely supervised classroom.
- Be aware that an incursion with an external provider does not absolve supervision duties of the teacher, including first aid duties. A teacher must be present at all times and remain the person designated with duty of care responsibilities.
- Be aware that incursions require the teacher to fully comply with DET guidelines and brings with it an increased duty of care. It is a teacher's responsibility to be aware of these guidelines and remain the person designated with duty of care.
- Be aware that incursions require the teacher to ensure that the venue adheres to DET guidelines.
- Be aware that school policy is for students to be counted and at other times on a regular basis whilst participating in the incursion.
- Arrangements will be made for students not attending the incursion to continue their normal program at school under supervision of another classroom teacher.

<b>Date Implemented</b>	August 2016
<b>Author</b>	Principal
<b>Approved By</b>	School Council
<b>Review Date</b>	November 2019

MILAWA  
Primary School

## ONSITE SUPERVISION POLICY AND PROCEDURES

### **POLICY STATEMENT**

Adequate supervision of students in the school yard is a requirement of the school's duty of care.

The school will normally satisfy the duty of care for the on-site management of students outside normal timetabled class time by allocating responsibilities for supervision to different staff.

The principal is responsible for making and administering such arrangements for supervision as are necessary according to the circumstances in the school, and teachers are responsible for carrying out their assigned supervisory duties in such a way that students are, as far as can be reasonably expected, protected from injury.

This duty extends to intervention in single-sex areas if need be by a teacher of the other gender.

### **GUIDELINES**

As part of its duty of care the school is required to adequately supervise students for a defined period before school; at recess time and lunch time; and after school.

This on-site supervision requires not only protection from known hazards, but also protection from those that could arise (that is, those the teacher should reasonably have foreseen) and against which preventive measures could be taken.

It is essential parents/carers are kept informed as to when supervision of students is available before and after school, and that outside these times supervision and/or the collection of students is the responsibility of parents/carers. This information should be clearly provided to parents/guardians on a regular basis.

Parents/carers may require their child to leave the school grounds to:

- go home for lunch
- be dismissed early from school to attend an appointment

It is important the school has a process to authorize these requests and accurate student records are maintained.

### **PROGRAM**

A roster system will be used to timetable staff members for yard supervision.

Yard supervision will include before school, recess and lunch breaks, and after school.

In determining whether supervision of students entering or exiting the school is adequate, the principal or their nominee will consider a number of factors including:

- which entry/exit points should be or are used by students
- whether any entry or exit points should be locked, designated as out of bounds, or supervised
- road traffic conditions
- designated pick up and drop off areas

The supervision of the arrival and departure of any school contract buses is a matter for the discretion of the principal who will consider the following:

- the number of students alighting from and boarding the bus at the school
- the age of students alighting from or boarding the bus
- the times of the arrival and departure of the bus(es)
- the location of the pick-up and drop-off points in relation to the other areas of the school
- whether supervision is required to protect students on the bus, or from unruly student behaviour when boarding or alighting from the bus

The supervision of the arrival and departure of any students on public transport is a matter for the discretion of the principal who will consider whether supervision is required to protect students on the bus, or from unruly student behaviour when boarding or alighting from the bus.

Parents/carers are discouraged from sending their children to school before the designated supervision time in the morning. Parents/carers are encouraged to pick up their child by the end of the designated end of day supervision period. Parents will also be informed via the school's newsletter the times when staff members will be rostered to undertake yard supervision before and after school each day.

The school must receive written permission from a parent/carer before the school will authorise a student to be dismissed to:

- go home for lunch
- to attend an appointment during school hour

Students must be signed out of the school if departing prior to dismissal time. A record of early departures is to be kept in the Administration Office and completed for all students departing the school early.

**Note:** When a student departs from the school (following initial attendance) without authorisation, the parent/guardian will be informed immediately.

**This policy is to be read in conjunction with the school's 'Duty of Care Policy'**

#### **LINKS AND APPENDICES (including processes related to this policy)**

Links which are connected with this policy are:

[DET Student Supervision Policy](#)

Appendices which are connected with this policy are:

Appendix A: On-Site Supervision of Students Procedures

#### **EVALUATION**

This policy will be reviewed annually or more often if necessary due to changes in regulations or circumstances.

<b>Date Implemented</b>	August 2016
<b>Author</b>	Principal
<b>Approved By</b>	School Council
<b>Review Date</b>	August 2019

## Milawa PRIMARY SCHOOL

### PRIVACY POLICY

#### 1. Scope

This policy applies to members of school staff and the school council at Milawa Primary School in relation to information collected on families. This policy will be made available on request.

#### 2. Authorisation

This policy was adopted at Milawa Primary School, School Council meeting in August 2011.

#### 3. Review Date

This policy shall be reviewed and updated if required.

#### 4. Background

All staff of Milawa Primary School are required by law to protect the personal and health information the School collects and holds.

The Victorian privacy laws, the *Information Privacy Act 2000* and *Health Records Act 2001*, provide for the protection of personal and health information.

The privacy laws do not replace any existing obligations Milawa Primary School (has under other laws. Essentially this policy will apply when other laws do not regulate the use of personal information.

#### 5. Definitions

[Personal information](#) means information or opinion that is recorded in any form and whether true or not, about an individual whose identity is apparent, or can be reasonable be determined from the information or opinion. For example this includes all paper and electronic records, photographs and video recordings.

[Health information](#) is defined as including information or opinion about a person's physical, mental or psychological health, or disability, which is also classified as personal information. This includes information or opinion about a person's health status and medical history, whether recorded or not.

[Sensitive information](#) is defined as information relating to a person's racial or ethnic origin, political opinions, religion, trade union, or other professional, or trade association membership, sexual preferences, or criminal record that is also classified as personal information about an individual.

In this policy *personal information* refers to personal information, health information and sensitive information unless otherwise specified.

[Parent](#) in this policy in relation to a child, includes step parent, an adoptive parent, a foster parent, guardian, or a person who has custody or daily care and control of the child.

[Staff](#) in this policy is defined as someone who carries out a duty on behalf of the School, paid or unpaid, or who is contracted to, or directly employed by the School or the Department of Education and Early Childhood Development (DEECD). Information provided to a School through job applications is also considered staff information.

## 6. Policy Context

Personal Information is only to be collected and used by Milawa Primary School to: provide services or to carry out the School statutory functions, assist the School services and its staff to fulfil its duty of care to students, plan, resource, monitor and evaluate School services and functions, comply with DEECD reporting requirements, comply with statutory and or other legal obligations in respect of staff, investigate incidents or defend any legal claims against the School, its services or its staff, and comply with laws that impose specific obligations regarding the handling of personal information

## 7. Collection of Personal Information

The School collects and holds personal information about students, parents and staff.

## 8. Use and disclosure of the personal information provided

### Students and Parents:

### 8.1 The purposes for which the School uses personal information of students and parents include:

keeping parents informed about matters related to their child's schooling, looking after students' educational, social and health needs, celebrating the efforts and achievements of students, day-to-day administration, satisfying the School's legal obligations, and allowing the School to discharge its duty of care.

### Staff

### 8.2 The purposes for which the School uses personal information of job applicants, staff members and contractors include:

assessing the suitability for employment, administering the individual's employment or contract, for insurance purposes, such as public liability or WorkCover, satisfying the School's legal requirements, and investigating incidents or defending legal claims about the School, its services or staff.

### 8.3 The School will use and disclose personal information about a student, parent and staff when:

it is required for general administration duties and statutory functions, it relates to the purposes for which it was collected, and for a purpose that is directly related to the reason the information was collected and the use would be reasonably expected by the individual and there is no reason to believe they would object to the disclosure.

### 8.4 The School can disclose personal information for another purpose when:

the person consents, or it is necessary to lessen or prevent a serious or imminent threat to life, health or safety or is required by law or for law enforcement purposes.

**9. Where consent for the use and disclosure of personal information is required, the school will seek consent from the appropriate person. In the case of a student's personal information, the school will seek the consent from the student and/ or parent depending on the circumstances and the student's mental ability and maturity to understand the consequences of the proposed use and disclosure.**

**9.1** The Milawa Primary School will generally seek the consent of the student's parents and will treat consent given by the parent as consent given on behalf of the student.

**10. Accessing personal information**

A parent, student or staff member may seek access to their personal information, provided by them, that is held by the School.

Access to other information maybe restricted according to the requirements of laws that cover the management of school records. These include the *Public Records Act* and the *Freedom of Information Act*.

Requests for accessing information needs to go through Principal or delegate. They will arrange supervised access.

**11. Updating personal information**

The School aims to keep personal information it holds accurate, complete and up-to-date. A person may update their personal information by contacting the Principal or delegate.

**12. Security**

**12.1** School staff and students have use of information communication technologies (ICT) provided by the School. This use is directed by:

*DEECD's Acceptable Use policy for Internet, email, and other electronic communications.*  
*DEECD's IT Security Policy*

**12.2 Web Sites**

**Information Collected:**

Milawa Primary School web and web server makes a record:  
*the Internet Protocol (IP) address of the machine from connecting to the website*  
*the top level domain name (for example .com, .gov, .au, .uk etc)*

**13. Complaints under Privacy**

Should the school receive a complaint about personal information privacy this will be investigated in accordance with *DEECD's Privacy Complaints Handling Policy*.

<b>Date Implemented</b>	August 2016
<b>Author</b>	Ash Campbell
<b>Approved By</b>	School Council
<b>Responsible for Review</b>	Principal
<b>Review Date</b>	2019

# Staff Registers Policy

## **RATIONALE:**

In order to comply with DET standards and requirements the school will maintain the following Registers in relation to training, qualification and suitability of employment to undertake certain duties:

## **AIM**

- To provide a system for the recording and monitoring/updating of staff qualifications
- To provide documentation to assist The Teacher In Charge in the identification of suitably qualified staff when planning incursions, excursions and camps.

## **IMPLEMENTATION**

### **Register of all staff**

The School will keep an electronic and hard copy Register of the following qualifications of Teaching and Education Support Staff.

- The Register will include dates for renewal of qualifications.
- A hard copy of the Register will be kept in a secure location in the administration offices.
- Original copies of all documentation will be kept in a Registration Folder in a secure location.
- **Victorian Institute of Teaching registration:**  
Current registration is required by all Teacher and Principal Class members, including Casual Relief Teachers.

It is the responsibility of the Human Resources Coordinator to ensure prior to employment, that all prospective new employees are compliant with VIT registration.

It is the responsibility of each Teacher and Principal Class member to ensure that their registration is current. This information can be accessed by visiting MyVIT at

<http://www.vit.vic.edu.au>

Any Teacher or Principal Class member whose registration lapses or is suspended will be removed from their duties as they have no registration to teach and may have no current WCC.

Provisionally registered Teachers must meet the VIT requirements to gain Full Registration within the time frame set out by the VIT.

- **Working with Children Check:**

A current satisfactory Working with Children Check E (Employment) is required by all Education Support Staff, including Casual ES Staff and any workers based at our school (even if not employed by the school such as the CRE Instructors, Regional Staff). A current satisfactory Working with Children Check V (Volunteer) is required by those volunteers whose work is unsupervised by classroom teachers.

The school also requires all visitors to the school to sign in upon arrival at the school office, present qualifications and certificates as required, currently hold a Working with Children Check, and to not be able to interact with any students or children without the direct supervision of a member of staff. These visitors include:

- registered teachers and educational support staff.
- welfare staff or those in pastoral care roles relationships with students.
- other students.
- administration and support staff.
- contractors such as specialists delivering services to students eg VET units, music, media or recreation lessons or activities.
- volunteers.
- facilities and security staff interacting with students.
- visitors to the school or other persons that may have access to students.

It is the responsibility of the Human Resources Officer to ensure prior to employment that any prospective new employees are compliant with their WWC Check. (Note if a person is registered with the VIT this replaces the requirement for a WWC Check).

WWC Checks are valid for 5 years from the date of issue. It is the responsibility of each ES Staff member, and other workers and volunteers to ensure that their registration is current. This information can be accessed by visiting

<https://online.justice.vic.gov.au/wwccu>

Eight weeks prior to the WWC Check expiring, a pre-populated renewal application form will be sent to the cardholder.

Any worker or volunteer who does not have a current satisfactory Working with Children Check will be removed from their duties.

- **First Aid Qualifications**

Only staff sufficiently trained under the OHS Act 2004 and DET First Aid Policy will be placed on the First Aid roster.

The school maintains a Register for First Aid qualifications for all staff. The Principal or Nominee is responsible for providing information to a designated ES staff member regarding the expiry date and the level of attainment for:

- CPR ( 12 months)
- First Aid Training
- Anaphylaxis Training

The Principal/Nominee will check the currency of First Aid qualifications at the beginning of each Semester when the staff duty rosters are being compiled.

Staff whose First Aid qualification expire in the next Semester are notified of this.

A copy of all First Aid qualifications is placed in the staff member's personnel file.

<b>Date Implemented</b>	August 1st 2016
<b>Author</b>	Ash Campbell
<b>Approved By</b>	School Council
<b>Responsible for Review</b>	Principal
<b>Review Date</b>	2019

MILAWA  
Primary School

# CHILD SAFETY STANDARD 4: Staff Selection Checklist

## Introduction

Registered schools have an important responsibility for keeping children safe.

All registered schools are required to meet child safety requirements for staff selection, supervision and management (clause 10 of Ministerial Order No. 870).

This information sheet outlines important considerations for schools when recruiting and selecting staff. It provides a checklist for ensuring that the selection process has regard to the applicant's suitability to undertake child-connected work and a checklist to ensure natural justice for applicants in the staff selection process.

Child safety standard four has six specific requirements.

1. Each job or category of jobs for school staff that involves child connected work must have a clear statement that sets out:
  - the job's requirements, duties and responsibilities regarding child safety; and
  - the job occupant's essential or relevant qualifications, experience and attributes in relation to child safety.
2. All applicants for jobs that involve child connected work for the school must be informed about the school's child safety practices (including the code of conduct).
3. In accordance with any applicable legal requirement or school policy, the school must make reasonable efforts to gather, verify and record the following information about a person whom it proposes to engage to perform child connected work:
  - Working with Children Check status, or similar check;
  - proof of personal identity and any professional or other qualifications;
  - the person's history of work involving children; and
  - references that address the person's suitability for the job and working with children.
4. The school need not comply with the requirements in step (3) above if it has already made reasonable efforts to gather, verify and record the information set out in steps (3)(a) to (3)(d), above about a particular individual within the previous 12 months.
5. The school must ensure that appropriate supervision or support arrangements are in place in relation to:
  - the induction of new school staff into the school's policies, codes, practices, and procedures governing child safety and child connected work; and
  - monitoring and assessing a job occupant's continuing suitability for child connected work.
6. The school must implement practices that enable the school governing authority to be satisfied that people engaged in child-connected work perform appropriately in relation to child safety.

*Explanatory note: To be 'satisfied', it is not necessary that the school governing authority make each decision about the selection and supervision of school staff engaged in child-connected work. The school governing authority needs to be satisfied about the appropriateness of the school's arrangements that would regulate or guide other people who make such decisions for or on behalf of the school about child safety matters and child-connected work.*

Please note that the Ministerial Order defines some terms broadly. Some examples are included at the end of this information sheet. A full list of definitions is available at [www.vrqa.vic.gov.au/childsafe](http://www.vrqa.vic.gov.au/childsafe).

## Considerations when Recruiting New Staff and Volunteers

When recruiting new staff or volunteers some important child safety areas for assessment include the applicant's:

- motivation to work with children (personal or professional)
- relevant and verifiable child-related work experience
- understanding of professional boundaries
- communication skills.

Specialist roles may present different child safety risks for the school. Examples of specialist roles include the roles of nurse, welfare counsellor, bus driver, sports coach, boarding facility guardian, camps instructor or music teacher.

Additional advice on matters such as handling information obtained through a criminal records check can be found in references listed at the end of the checklist.

## Checklist for Staff Selection

The checklist for staff selection can assist schools to strengthen their focus on child safety in the staff recruitment and employment process and minimise the risk of appointing a person who poses a child safety risk.

The checklist may be used to enhance existing recruitment practices and policies used by schools to select suitable and appropriately qualified staff. It may be used alongside existing practices or used to review existing practices.

The questions in the checklist are suggestions only. Each school is unique. Staff recruitment and selection process should reflect the individual school setting and each role. Schools also need to take account of the diversity of all children, (including but not limited to) the needs of Aboriginal and Torres Strait Islander children, children from culturally and/or linguistically diverse backgrounds, children with a disability, and children who are vulnerable.

The following selection procedures may be undertaken in any order. What matters is that multiple selection and screening processes are carried out during the recruitment process for child-connected work. Over-reliance on Working with Children Checks or failure to properly check references may result in a failure to protect children and schools.

### Phase 1: Pre-selection – Ensuring transparency and natural justice in the selection process

Questions	Yes	No
Has the school reviewed its position description to reflect the child safe standards?		

Has the applicant been provided with a statement that sets out the job's requirements, duties and responsibilities regarding:

- child safety, and
- essential or relevant qualifications, experience and attributes in relation to child safety?

Has the applicant been informed about the school's child safety practices including the school's child safety code of conduct?

Has the applicant been informed of their role in ensuring a child safe environment?

Has the applicant been advised that the selection process will involve a rigorous background check including a current Working with Children Check (WWCC)<sup>2</sup>?

## Phase 2: Screening/Background Check – Verifying the Applicant's Identity, Suitability and Qualifications

Questions	Yes	No
Have you checked at least two forms of personal identification eg driver's licence, passport? Is the name and address the same as those provided by the applicant?		
Does the applicant have an original academic transcript or qualification/s that confirms their claims about their qualifications or registrations?		
If the applicant is registered by the Victorian Institute of Teaching (VIT) have you verified the registration and ensured that it is current? (noting that a teacher registered with VIT does not need a Working with Children Check)		
Have you sighted and retained a copy of the applicant's current Working with Children Check?		
Are there any unexplained gaps in the applicant's employment history? If so, are there satisfactory explanations such as travel, study leave, family leave?		
Have you conducted any other background searches eg by using Google, Facebook or LinkedIn?		
Has the applicant nominated at least two referees including: <ul style="list-style-type: none"><li>• the current or most recent employer, and</li><li>• direct supervisor/line manager.</li></ul>		
Is there any personal relationship between the applicant and his or her previous supervisor/manager (this may affect the objectivity of the reference)?		
Have you checked with the referee that the work history and previous employment details the applicant has provided are accurate?		
Has the referee(s) directly supervised the applicant and observed their work with children?		
Would the referee(s) employ the person again?		

<sup>2</sup> A Working with Children Check (WWCC) is a criminal and other relevant court records check and is valid for five years. It is an important point in the screening process but does not assess someone's suitability to work with children in a particular role.

Did a referee(s) have any concerns about the applicant working directly with children?

Did a referee(s) have any concerns about the applicant's adherence to the organisation's code of conduct?

Have you asked the referee(s) about a time when they observed the applicant managing the behaviour of a child?

If the reference is in writing, have you contacted the referee to confirm authenticity?

Does the applicant have experience working with children outside their employment (eg volunteering, private tutoring or coaching, non-commercial child-minding etc)?

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## Further information

### Victorian Registration and Qualifications Authority

Child safe standards website (all schools): [www.vrqa.vic.gov.au/childsafe](http://www.vrqa.vic.gov.au/childsafe)

### Government Schools

Website:

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

Email: [child.safe.schools@edumail.vic.gov.au](mailto:child.safe.schools@edumail.vic.gov.au)

### Catholic Schools

CECV Industrial Relations (03) 9267 0228

Catholic Education Melbourne, Student Wellbeing Information Line (03) 9267 0228

Catholic Education Office Ballarat, Child Safety (03) 5337 7135

Catholic Education Office Sale, Child Protection Officer (03) 5622 6600

Catholic Education Office Sandhurst, Child Safe Officer (03) 5443 2377

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

### Seventh-day Adventist Schools

Adventist Schools Victoria Office (03) 9264 7730

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

### Lutheran Schools

Contact the regional office via phone (03) 9236 1250 or email [operations@levnt.edu.au](mailto:operations@levnt.edu.au).

### Independent Schools who are members of Independent Schools Victoria

Telephone: (03) 9825 7200

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

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

### The Victorian Institute of Teaching

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

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



MILAWA  
Primary School

# Visitors in Schools Policy

Milawa Primary School is committed to the creation of a safe, just and respectful environment that supports wellness for all members of the school community. In this, there is a moral obligation and shared responsibility to protect the most vulnerable members of the community. Milawa Primary School believes that, while protecting children and young people against sexual abuse is a community wide responsibility, schools have particular moral and legal responsibilities to ensure children and young people are safe in their care and to actively and intentionally work to eliminate all forms of abusive behaviours towards children. There are also particular moral and legal obligations for those in authority to prevent, reduce and minimise child abuse and exploitation in all forms.

All government school staff will be made aware of their legal responsibilities. As part of the government school principal contract, government school principals are required to plan, implement and monitor arrangements to ensure the safety, security and wellbeing of students.

## **Purpose of this policy:**

To ensure schools effectively manage visitors to the school.

## **Policy:**

Schools must develop school level policies and procedures to manage visitors to the school.

Principals must:

- implement Department and school level policies and procedures
- be responsible for visitors allowed into school
- ensure as a minimum a record of all visitors to the school is kept in the event of a school emergency or any future investigation
- ensure that visitors where required have the appropriate approvals to work with children
- ensure that any programs or content delivered by visitors (other than Special Religious Instruction) complies with the requirement that education in Victorian government schools is secular
- ensure that any programs delivered by visitors are delivered in a manner that supports and promotes the principles and practice of Australian democracy including a commitment to the following, as outlined in s 1.2.1 of the *Education and Training Reform Act 2006 (Vic)*:
  - elect government
  - the rule of law
  - equal rights for all before the law
  - freedom of religion
  - freedom of speech and association
  - the values of openness and tolerance.

## **Rationale:**

To increase experience of the cultural and social features of the community, the Department encourages schools to:

- ensure parents/guardians partner in their children's development
- create strong partnerships with community services, schools, businesses and the wider community.

## Types of visitors

Visitors to schools may include, but are not limited to:

prospective parents and employees

those who are addressing a learning or developmental need, such as:

- parent and community volunteers
- invited speakers
- sessional instructors
- representatives of community, business and service groups
- local members of the State and Commonwealth Parliaments

Those who are conducting business such as:

- uniform suppliers
- booksellers
- official school photographers
- commercial salespeople
- trades people
- children's services agents
- talent scouts
- instructors providing Special Religious Instruction (SRI), see: [Special Religious Instruction](#)

Other visitors may include:

Department of Health and Human Services Child Protection Workers, and Victoria Police, see: [Police and DHS Interviews](#)

Persons who are authorised to enter on to the school premises, for a specific purpose (e.g. Worksafe or Environmental Health officers). In such cases school procedures should set out:  
the process for checking the identification and authorisation of such persons  
the process for recording their attendance  
who should facilitate their entry on to the school premises in a manner consistent with the authorisation.

### **Policy and procedures:**

School policy and procedures regarding visitors to the school must, as a minimum: require all visitors arriving and departing during school hours to use a visitors book to record their name, signature, the date and time, and the purpose of the visit.

include procedures for assessment and verification of the suitability of visitors to be in a location where children freely move about, learn and play. The evidence required is generally a working with children check (WWC Check); however if a visitor's occupation exempts them from the requirement to have a WWC check e.g. police officers, teachers, they must provide evidence to support their claim to an exemption

ensure that any programs or content delivered by visitors complies with the requirement that education in Victorian government schools is secular (apart from the provision of Special Religious Instruction)

ensure that any programs delivered by visitors are delivered in a manner that supports and promotes the principles and practice of Australian democracy including a commitment to the elected government, the rule of law, equal rights for all before the law, freedom of religion, freedom of speech and association and the values of openness and tolerance.

To develop local policies and procedures school councils should consult the views of school communities and address each of the following.

Considerations	School principals should consider
<b>Safety needs</b>	<p>schools are not public places  the safety of students and staff  potential risks posed by visitors  the requirements for paid or volunteer workers to have a Working with Children Check.</p>
<b>Visitors purpose</b>	<p>categories of visitors that will be allowed into the school and on what conditions  potential benefits of different types of visits  whether the proposed visit is appropriate for young people (in the relevant age group)  whether the proposed visit, programs or content to be delivered is consistent with the values of public education, Department policies and the <i>Education and Training Reform Act 2006 (Vic)</i>  whether a distinction should be made between the protocols applying to: <ul style="list-style-type: none"> <li>community-based, not-for-profit groups</li> <li>visitors with commercial, advertising or marketing purpose</li> </ul> the potential for a visitor or the content of their program/presentation to cause controversy within the school or broader community.</p>
<b>Educational merit</b>	<p>whether the proposed visit is: <ul style="list-style-type: none"> <li>for an educational purpose</li> <li>consistent with curriculum objectives</li> </ul> the reorganisation of school programs or routines required in relation to the potential benefits to the students  the appropriate use of Department resources, including teachers' time.</p>
<b>Legal requirements</b>	<p>legal considerations and Department policies concerning: <ul style="list-style-type: none"> <li>privacy</li> <li>photographing of students</li> <li>mandatory reporting</li> <li>Children First - promoting and protecting the rights and well-being of children.</li> <li>delivery of Special Religious Instruction.</li> </ul> </p>
<b>Working with Children Check (WWCC)</b>	<p>the suitability of visitors who will be in a location where children move freely about, learn and play  whether an exemption to the Working With Children Check applies to a visitor  the evidence provided by the visitor to support their exemption due to their occupation.</p>

Considerations	School principals should consider
<b>Procedures</b>	<p>how to communicate policies and procedures to staff, visitors and community</p> <p>how to impose conditions on visitors, if required</p> <p>how to manage and maintain a written record of all visitors</p> <p>whether visitors will be required to wear a distinguishing badge</p> <p>circumstances for visitors to be accompanied by a member of staff</p> <p>that visitors delivering programs directly to students are adequately supervised by teaching staff of the school, in order for the school's duty of care to be discharged to those students</p> <p>the familiarisation with school routines, including the emergency management plan, required for regular visitors</p> <p>when parents will be notified in advance about visitors to the school</p> <p>requirements for parental permission for students to participate in programs or related activities delivered by visitors.</p>

#### Talent scouts

Principals should consider the following when talent scouts approach a school.

Stage	Description
1	<p>Determine whether the school community:</p> <ul style="list-style-type: none"> <li>prefers parents/guardians to privately contact talent scouts outside of school hours or</li> <li>supports the school facilitating contact with students and talent scouts, such as: <ul style="list-style-type: none"> <li>children's choirs→</li> <li>orchestras</li> <li>drama groups</li> <li>sporting associations</li> <li>film companies looking for groups of 'extras' or undertaking individual casting</li> <li>modelling agencies.</li> </ul> </li> </ul>
2	<p>Where the school community supports school visits by talent scouts, consider whether the activity being scouted:</p> <ul style="list-style-type: none"> <li>is regarded by the broader community as suitable for the age group being targeted</li> <li>will enrich learning and skill development for identified students</li> <li>will complement the identified students' education</li> <li>has demonstrated an appropriate duty of care record by the individual or organisation.</li> </ul>
3	<p>Other considerations include:</p> <ul style="list-style-type: none"> <li>allowing visits by approved organisations at negotiated, convenient times</li> </ul>

Stage	Description
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during school hours  
 providing information to the parents/guardians in the relevant year levels  
 about opportunities so that, if desired, independent contact can be made, or  
 planning sessions by approved organisations for interested students  
 accompanied by their parents/guardians, using school facilities and outside of  
 school hours.

Note: If after-hours auditions on school property are preferred, school councils will need to consider whether a fee for the use of facilities would be appropriate.

#### Visiting speakers

Schools should:

ensure the content of presentations and addresses contributes to the development of students' knowledge and understanding  
 extend the invitation to external speakers to support its educational program, rather than allowing groups to use the school as a forum to advance their causes or beliefs, particularly if speaking on a controversial matter

brief presenters about the nature of the school and its community

ensure that visitors do not present information or programs that may conflict with the *Education and Training Reform Act 2006*, policies of the Department and the school  
 respect the range of views held by students and their families.

Note: For advice concerning the selection of lectures, speeches and performances see:

[Suitable Teaching and Learning Resources](#)

#### Related policies

[Photographing and Filming Students](#)

[Police and DHS Interviews](#)

[Requests for Information about Students](#)

[Suitable Teaching and Learning Resources](#)

[Supervision and Access](#)

[Volunteer Checks](#)

Department resource

Template Policies - Visitors in Schools Template

Other resources

[Justice & Regulation - Working with Children Check](#)

Related legislation

*Education and Training Reform Act (Vic) 2006*

*Ministerial Order 141*

*Working with Children Act 2005*

#### **Related Documentation:**

This policy should be read in conjunction with the other policies and procedures of Milawa Primary School concerned with Child Safety and Pastoral Wellbeing:

Milawa Primary School WWCC Register Procedures

Milawa Primary School WWCC List

Milawa Primary School Duty of Care Policy

Milawa Primary School Excursions Policy  
 Milawa Primary School Incursions Policy  
 Milawa Primary School On Site Supervision Policy  
 Milawa Primary School Privacy Policy  
 Milawa Primary School Staff Registers Policy  
 Milawa Primary School Student Engagement and Well Being Policy  
 Milawa Primary School Visitors in School Policy  
 VIT Legal Obligations of a Teacher  
 VIT Teacher Code of Conduct  
 Child Protection and Safety Policy  
 Child Protection – Mandatory Reporting Policy  
 Child Protection – Working With Children Checks Policy  
 Child Protection – Failure to Disclose Policy  
 Child Protection – Failure to Protect Policy  
 Child Protection – Grooming Policy

<b>Date Implemented</b>	1st August 2016
<b>Author</b>	Ash Campbell
<b>Approved By</b>	School Council
<b>Responsible for Review</b>	Principal

**MILAWA**  
 Primary School