

Child Safe Policy and Program

PROTECT

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

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

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



It's everyone's responsibility.

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

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

Further information & resources
www.education.vic.gov.au/protect



Acknowledgement of Country

At Alphington Grammar School

we pay our respects

to the traditional custodians

of the land

the Wurundjeri people

of the Kulin nation,

and all elders past,

present and emerging.

We recognise

their ongoing connection

to land, water and community.

Opdyke

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Child Safe Policy and Program

1. Purpose:

- 1.1. This program was written to demonstrate the commitment of Alphington Grammar School to child safety and to establishing and maintaining child safe and child friendly environments and is to be read in conjunction with the Alphington Grammar School Child Safe Policy. This Child Safe Program details how the Alphington Grammar School Child Safe Policy is implemented within the School.
- 1.2. This program aims to provide clear guidelines and procedures for all matters related to protecting children from child abuse, managing the risk of child abuse, providing support to a child at risk of child abuse and responding to incidents and allegations of child abuse.
- 1.3. This program aims to embed a culture of child safety and ensure zero tolerance of child abuse in the School and to make certain that protecting children from abuse is embedded in everyday thinking and practice.

2. Context and Scope:

- 2.1. Throughout this program 'the School' refers to registered Alphington Grammar School, 18 Old Heidelberg Road, Alphington, Victoria.
- 2.2. This program reflects the School's commitment to provide a safe environment where every person has the right to be treated with respect and is safe and protected from harm. Accordingly, this program has been written to comply with the Victorian Government Ministerial Order 870 dated 22 December 2015, Child Safe Standards - Managing the Risk of Child Abuse in Schools. The Order comes into effect on 1 August 2016 and is made under section 5.10.4 of the Education and Training Reform Act 2006 (refer to Appendix 2: Ministerial Order 870). Furthermore, this Program references three new Victorian criminal law reforms as follows:
 - The Grooming Offence which targets communication, including online communication, with a child or their parents with the intent of committing child sexual abuse;
 - The Failure to Disclose Offence that requires adults to report to police a reasonable belief that a sexual offence has been committed against a child (unless they have a reasonable excuse for not doing so); and
 - The Failure to Protect Offence that applies to people within organisations who knew of a risk of child sexual abuse by someone in the organisation and had the authority to reduce or remove the risk, but negligently failed to do so (refer to Appendix 3, 4 & 5: Grooming Offence, Failure to Disclose Offence, Failure to Protect Offence).
- 2.3. Fulfilling the roles and responsibilities contained in this 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.
- 2.4. This program applies in all contexts where students of the School are involved under the auspices of the school, either in or out of school hours, in the school setting or in an out of school setting including:
 - the school environment: any physical or virtual place made available or authorised by the school for use by a child during or outside school hours, including: (a) a campus of the school; (b) online school environments (including email and intranet systems); and (c) other locations provided by the school for a child's use (including, without limitation, locations used for school camps, sporting events, excursions, competitions, and other events); and

- further definitions in relation to program terminology as used in the sections above and in subsequent sections are located in section 10 (as provided by the Department of Health and Human Services , State of Victoria, 2015. Copyright hereby acknowledged).
- 2.5. This program, from the date of endorsement, applies to all people involved in the organisation, including:
- employees (permanent and casual);
 - volunteers;
 - contractors;
 - sub-contractors;
 - pre-service teachers;
 - work experience students;
 - indirect service providers; and
 - any other individual involved in this organisation.

3. Child Safe Standard 1 – Strategies to embed an organisational culture of child safety, including through effective leadership arrangements:

- 3.1. Strategy 1 – Linking the Child Safe Policy with the School ethos and promoting a child safe culture:
- The School undertakes to recognise and promote the Child Safe Standards as an intrinsic component of its mission to provide a safe environment in which all children have the right to learn and achieve. This will be evident in references to the standards on the School Website, in the School Newsletter, the Annual Report, as a regular agenda item at School Council, School Management, Exceptionality Team, Sub-school, Heads of House, Student Council and Parents and Friends meetings.
- 3.1.1. Reference 1.1a: Alphington Grammar School Values & Principles underlying this Policy:
- The well-being and safety of students is of central importance at Alphington Grammar School. Young people have the right to be physically and emotionally safe at all times. They have the right to be protected from abuse and/or neglect.
 - The responsibility for their protection is one shared between the family, the community (including the School) and the State.
 - The School has a key responsibility, in accordance with legal requirements and our own declared School Values to develop policies that underpin and emphasise child safety and the zero tolerance of child abuse in any form (refer to Appendix 6, Alphington Grammar School Values).
- 3.1.2. Reference 1.1b: Promotion of Child Safe Values across the School:
- It is the responsibility of Key Child Safe Personnel (see below) to ensure that the Child Safe Standards are a day to day focus and that the School community is fully aware of all relevant aspects via allocated means including briefings, meetings, publications and online links and information.
- 3.2. Strategy 2 – Identifying the Chain of Care and Responsibility 2016, including policy review & policy rewrite of the previous Mandatory Reporting Policy (2011), and the writing, implementation, communication, monitoring and management of the new ChildSafe Policy (2016):
- The School undertakes to identify the individuals responsible for and affected by all elements of the Alphington Grammar School Child Safe Policy 2016. This will be evident in the formalisation and communication of roles & responsibilities via various briefings and publications of the 2021 Alphington Grammar School Child Safety Officer list.

3.2.1. Reference 1.2a: Alphington Grammar School Responsible Persons:

- Alphington Grammar School, as a registered Independent School in the state of Victoria, recognises that the Internal Governors of the School, namely the School Council (as the School Proprietor) and its members, the Senior Management Team (SMT), along with the nominated Child Safety Officers, are the responsible persons with regard to the writing, implementation, compliance, monitoring and review of this policy (refer to Appendix 7, School Governance Chart).
- As managers of day to day operations of the School, SMT shall be responsible for the communication, implementation and monitoring of the policy with respect to all key stakeholders including, but not limited to:
 - Staff (Teaching & Non-Teaching): including all permanent, casual, part-time, full-time, occasional, supervisory, pre-service, visiting, volunteer and relief personnel;
 - Parents, Caregivers, Families, and Friends: All families and friends associated with students enrolled in the School including all parents, co-parents, caregivers, step-parents, liaisons, grandparents, relatives and friends;
 - Students: All students enrolled in the School;
 - Visitors: All persons visiting the School including (but not limited to) contracted and non-contracted workers, volunteers, presenters, coaches, visiting teachers (Occupational Therapists, Speech Pathologists etc.); and
 - External Providers: All persons and any business that provides a service or program for students of the School, for example; bus drivers, camp providers, incursion and excursion providers, Out of School Hours Care providers, School Canteen, tutors.
- Furthermore, the School recognises the key responsibilities held (with respect to the day to day implementation and monitoring of and compliance with this program) by staff of the Alphington Grammar School Health Centre including the School Psychologist/s and School Nurse. Additional personnel with likely day to day responsibilities are The Principal, The Head of the Primary School, The Head of the Secondary School, The Deputy Head of the Primary School, The ELC Director, The Secondary Heads of House, House Mentors, Primary Classroom Teachers and Support Staff.

3.2.2. Child Safety Team:

3.2.2.1. Alphington Grammar School nominates the following staff as 2021 Key Contact Personnel as acting on instruction from the School Council with relation to the Child Safe Policy. These personnel are designated Child Safety Officers:

- Dr Vivianne Nikou – School Principal;
- Mr. Max White – School Psychologist;
- Mrs. Tracey Nicholson – Assistant Principal/Head of Primary;
- Mr. Lukas Silver – Assistant Principal/Head of Secondary; and
- Ms. Mary Kontosis – International Student Coordinator.

3.2.2.2. These personnel shall be directly responsible for:

- developing strategies to embed a culture of child safety at the School;
- allocating roles and responsibilities for achieving the strategies;
- informing the School community about the strategies, and allocated roles and responsibilities;

- putting the strategies into practice, and informing the School community about these practices;
 - periodically reviewing the effectiveness of the strategies put into practice and, if considered appropriate, revising those strategies;
 - assisting all staff and volunteers in following the Alphington Grammar School Code of Conduct for Behaviour with Children;
 - assisting with recruitment, screening and training process; and
 - assisting with all aspects of the Alphington Grammar School Process for Responding to and Reporting Suspected Child Abuse.
- 3.3. Strategy 3 – Identification and Support for Children with diverse Needs:
- The School undertakes to identify children of diverse needs within its community and provide specific support for those children and their families so that they feel safe, valued and respected. The Leadership structure and the specific allocated responsibilities will reflect this.
 - Identification of students with diverse needs will be evident in the annual collection and analysis of data surrounding the enrolled cohort at Alphington Grammar School and the subsequent examination and review of data with regards to implications for policy and the support of students with diverse needs.
 - Support of students with diverse needs will be evident in the recognition and promotion of diverse family and diverse cultures according to the Alphington Grammar School Diversity Policy.
 - This will be made evident in the promotion, support and expansion of the LOTE curriculum and it's linked cultural understandings.
 - This will be made evident in the creation of Individual Education Plans for all students with a disability and in the regular scheduling of Program Support Group meetings for and with those students.
 - This will be made evident in the collection of NCCD data and the development of NCCD adjustment forms for each student.
- 3.3.1. Reference 1:3a: Diverse needs: scope & implementation of the Policy and Program
- 3.3.1.1. This program is intended to encompass provisions for the safety, well-being and protection of all children at Alphington Grammar School. In accordance with Ministerial Order 870, the School recognises and acknowledges the particular vulnerability of children of diverse backgrounds and strives to:
- promote the cultural safety of Aboriginal children;
 - promote the cultural safety of children from culturally and/or linguistically diverse backgrounds; and
 - promote the safety of children with a disability.
- 3.3.1.2. Respecting Diversity at Alphington Grammar School means:
- valuing and respecting people's beliefs;
 - building responsive relationships;
 - communicating openly and honestly to find out how best to be inclusive and respect cultural needs;
 - examining our personal ideas, customs and beliefs and respecting that the beliefs of one person may not be the same as another; and
 - acknowledging and respecting that others can hold different beliefs of equal significance.
- 3.3.1.3. Cultural Safety at Alphington Grammar School is:
- an environment that is safe for people: where there is no assault, challenge or denial of their identity, of who they are what they need. It is about shared respect, shared meaning, shared knowledge and experience, of learning, living and working together with dignity and truly listening.



3.3.1.4. Aboriginal Children and Culture:

- In 2021 there is one student of Aboriginal background enrolled in the School. The School undertakes to promote, respect and recognise the Aboriginal culture by ensuring that:
 - the ACARA cross curriculum priorities are implemented where possible. The Aboriginal and Torres Strait Islander histories and cultures priority provides the opportunity for all young Australians to gain a deeper understanding and appreciation of Aboriginal and Torres Strait Islander histories and cultures, deep knowledge traditions and holistic world views. This knowledge and understanding will enrich all learners' ability to participate positively in the ongoing development of Australia through a deepening knowledge and connection with the world's oldest continuous living cultures;
 - there is acknowledgement of and respect paid to the local Aboriginal people, the Wurundjeri, on all formal occasions. That, where possible, teachers promote knowledge of the local people and their traditions and history;
 - there is formal acknowledgement of NAIDOC week;
 - displays around the School reflect aspects of Aboriginal culture;
 - Indigenous performers are invited to the School annually; and
 - The School will continue to develop a Reconciliation Action Plan in 2021.
- At Alphington Grammar School the shared understanding of Culture for Aboriginal people is:
 - about family networks, Elders and ancestors. It is about relationships, languages, dance, ceremony and heritage. Culture is about spiritual connection to the lands and waters. It is the way stories and knowledge is passed on; it is how greetings and connections are made and how many parts bind the culture together.

3.3.1.5. Children from other Culturally or Linguistically Diverse Backgrounds:

- The School undertakes to promote safety of children from culturally and /or linguistically diverse backgrounds by ensuring that:
 - all Overseas and EAL students are educated on Child Safe concepts in their native language;
 - sufficient EAL support is provided for all Overseas EAL students;
 - all Staff are informed of and educated around cultural sensitivities pertaining to students in their care;
 - all represented cultures are acknowledged and respected through annual cultural promotion days and celebrations and by other means. That times of importance to different cultures are recognised and respected;
 - all Overseas Students are appointed a mentor;
 - student safety and well-being is a priority in the Alphington Grammar School Overseas Student Policy;
 - families of diverse culture have the Child Safe information communicated to them in their native language;
 - an interpreter is available for any member of the School community upon request;
 - there is zero tolerance of discrimination;
 - the School is respectful, inclusive and welcoming of families from a range of backgrounds;

- the physical environment of the School has a positive image of a range of cultures, in terms of decoration and artwork; and
- families of diverse nature are actively sought out for input as to how they would like to be involved with or represented in the School.

3.3.1.6. Children with a Disability:

- While the safety of all children is paramount, the School recognises that children with a disability are especially vulnerable and that their safety is sometimes more easily compromised because of their disability. Reasons for this can include:
 - communication difficulties;
 - personal care requirements;
 - limited provision of developmentally appropriate sexual and relationship information; and
 - social isolation.
- The School undertakes to promote the safety of children with a disability by ensuring that:
 - there is zero tolerance to discrimination against children with a disability;
 - the physical environment does not pose access difficulties;
 - a confidential Students with Disabilities NCCD register is maintained and updated on a termly (or sooner) basis;
 - all new students entering Alphington Grammar School are interviewed by the Principal and relevant Head of School and subsequently monitored and evaluated for inclusion on the NCCD register;
 - the Exceptionality Team for each sub-school meets on a regular basis to review the current register and any new referral. The Exceptionality team, consists of the School Psychologists, Head of Learning Support, the current supervised Provisionally Registered Psychologist, the Principal, The relevant Head of School, Deputy Head of School or Head of House. It is the responsibility of the Exceptionality Team to monitor the welfare of all aspects of any student on the NCCD register or any student who has been referred. This responsibility includes, but is not limited to: liaising with all persons concerned with that student; applying for funding and /or support for the student; developing strategies to assist and support the student; ongoing monitoring of that student;
 - the NCCD register evaluates and notes the ability of individuals to understand Child Safe concepts and, where needed, counsels children on an individual basis and at an age and cognitively appropriate level;
 - any Individual Education Plan (IEP) addressing specific vulnerabilities in relation to Child Safe concepts (e.g.: student not being aware of personal space; student not recognising stranger danger) be annotated appropriately to indicate a person of High Risk and an appropriate strategy be put in place and noted. All IEPs are to be discussed and approved by parents/caregivers at a Program Support Group (PSG) Meeting;
 - the School community, where needed, is made aware of all safety issues with respect to individual NCCD students in an appropriately discreet and confidential manner;

- NCCD concerns are regularly on the agenda for all management, pastoral and faculty meetings;
 - Staff are provided with appropriate Professional Learning to enable them to address the needs of all NCCD students in their care; and
 - Visiting teachers, specialists and support staff are engaged to provide extra support for NCCD students where needed and that these visitors comply with the Alphington Grammar School Child Safe Policy.
- 3.4. Strategy 4 – Reviewing and updating of current Code of Conduct for Appropriate Behaviour with Children (refer to Standard 3).
- 3.5. Strategy 5 – Reviewing and updating Strategy 6 – Reviewing and updating current Provision for Screening, Supervision and Training of new and existing personnel (refer to Standard 4).
- 3.6. Strategy 6 – Reviewing and updating current Process for Responding to and Reporting Suspected Child Abuse (refer to Standard 5).
- 3.7. Strategy 7 – Development of procedures to identify and reduce or remove the risk of abuse (refer to Standard 6).
- 3.8. Strategy 8 – Development of a Plan to enable the empowerment and participation of all children with respect to Child Safe (refer to Standard 7).

4. Child Safe Standard 2 – Statement of Commitment to Child Safety:

- 4.1. Alphington Grammar School is committed to safety and well-being of all children and young people. This will be the primary focus of our care and decision-making. Alphington Grammar School has zero tolerance for child abuse. Alphington Grammar School is committed to providing a child safe environment where children and young people are safe and feel safe, and their voices are heard about decisions that affect their lives. Particular attention will be paid to the cultural safety of Aboriginal children and children from culturally and/or linguistically diverse backgrounds, as well as the safety of children with a disability. Every person involved in Alphington Grammar School has a responsibility to understand the important and specific role they play individually and collectively to ensure that the well-being and safety of all children and young people is at the forefront of all they do and every decision they make.
- 4.2. Alphington Grammar School acknowledges its overarching responsibility and commitment to protect children from child abuse. This policy has been written with the express intent to fulfil that responsibility and set out clear guidelines for the prevention of, response to and reporting of suspected child abuse.
- 4.3. Alphington Grammar School acknowledges ‘The United Nations Conventions of the Rights of the Child’ (UNCRC) and the Melbourne Declaration on Educational Goals for Young Australians as being key references and inspiration when considering what is Best for Each Child (refer to Appendix 10: United Nations Convention on the Rights of the Child, Simplified version; Appendix 11: The Melbourne Declaration on Educational Goals for Young Australians).
- 4.4. The School has identified some specific links with the Child Safe standards to both the UNCRC and The Melbourne Declaration to provide guidance about and deeper understanding of the rights of children on a local and global scale. This has helped influence the creation of this policy.
- 4.5. From ‘The United Nations Conventions of the Rights of the Child ‘ (UNCRC):
- 4.5.1. Article 1 UNCRC: Everyone under 18 years of age has all the rights in this Convention.
- Child Safe Standards apply to all children under the age of 18.
- 4.5.2. Article 3 UNCRC: All organisations concerned with children should work towards what is best for each child.
- Providing a safe environment for children is a shared legal and moral obligation.



- 4.5.3. Article 12 UNCRC: Children have the right to say what they think should happen when adults are making decisions that affect them and to have their opinions taken into account.
- Strategies to promote the participation and empowerment of children are important.
- 4.5.4. Article 23 UNCRC: Children who have any kind of disability should receive special care and support so that they can live a full and independent life.
- Children with a disability are especially vulnerable.
- 4.5.5. Article 29 UNCRC: Education should develop each child's personality and talents to the full. It should encourage children to respect their parents, their cultures and other cultures.
- 4.5.6. Article 30 UNCRC: Children have the right to learn and use the language and customs of their families, whether or not these are shared by the majority of the people in the country where they live, as long as this does not harm others.
- Recognition of and respect for children from an Aboriginal background or from culturally and/or linguistically diverse backgrounds is essential.
- 4.5.7. Article 34 UNCRC: Governments should protect children from sexual abuse.
- The responsibility for the safety of children is one shared by many organisations and so is subject to government standards of compliance.
- 4.5.8. Article 36 UNCRC: Children should be protected from any activities that could harm their development.
- Offences such as grooming etc. require vigilance and education. Caregivers and children should be empowered with the knowledge to prevent child abuse.
- 4.5.9. Article 39 UNCRC: Children who have been neglected or abused should receive special help to restore their self-respect.
- Responding to and reporting child abuse is the first step in healing.
- 4.6. From 'The Melbourne Declaration on Educational Goals for Young Australians:'
- 4.6.1. Goal 1: Australian schooling promotes equity and excellence.
- 4.6.2. Goal 2: All young Australians become:
- successful learners;
 - confident and creative individuals; and
 - active and informed citizens.
- 4.7. At Alphington Grammar School we believe that children will not learn unless they are happy and safe. Underpinning our Child Safe policy is the belief that confident and creative individuals:
- have a sense of self-worth, self-awareness and personal identity that enables them to manage their emotional, mental, spiritual and physical well-being; and
 - have a sense of optimism about their lives and the future.
- 4.8. Further implementation practices:
- 4.8.1. Statement of commitment: Further elaboration on this can be found on pages 1 and 2 of this document under the headings 'Purpose' and 'Context and Scope.'
- 4.8.2. Child Safe Policy Program: This policy has been specifically written to address the requirements of Ministerial Order 870 dated 22 December 2015, Child Safe Standards – Managing the Risk of Child Abuse in Schools. This policy supersedes the previous 'Alphington Grammar School Mandatory Reporting Policy and Procedures 2011.'
- 4.8.3. Child Safe Policy Promotion in the School Community: This undertaking is outlined in this policy program document on pages 2 and 3 under the headings 'Promotion of Child Safe Values Across the School' and 'Alphington Grammar School: Responsible Persons, Child Safe Policy.'

4.8.4. Commitment to the safety of Aboriginal children, children from culturally and/or linguistically diverse backgrounds and children with a disability: This undertaking is outlined in this policy document on pages 4-7 under the heading 'Diverse Needs: Scope and Implementation of the Program.'

5. Child Safe Standard 3 – Code of Conduct for Behaviour with Children:

- 5.1. This Code of Conduct outlines appropriate standards of behaviour by adults towards children at Alphington Grammar School and has been approved by School Council. All staff have an understanding of how Child Safety Code of Conduct compliments the responsibilities under the other Codes of Conduct, but it does not replace these.
 - 5.2. The Code of Conduct aims to protect children and reduce any opportunities for abuse or harm to occur. It also helps staff and volunteers by providing them with guidance on how to best support children and how to avoid or better manage difficult situations. All staff and volunteers at Alphington Grammar School are required to comply.
 - 5.3. Outline of the Code of Conduct (see elaborations for some points below):
 - all staff, volunteers and members of the School Council of Alphington Grammar School are required to observe child safe principles and expectations for appropriate behaviour towards and in the company of children as noted below.
- 5.3.1. All personnel of Alphington Grammar School are responsible for supporting the safety, participation, well-being and empowerment of children by:
- adhering to the Alphington Grammar School child safe policy at all times/upholding the Alphington Grammar School statement of commitment to child safety at all times;
 - taking all reasonable steps to protect children from abuse;
 - treating everyone with respect, including listening to and valuing their ideas and opinions;
 - modelling appropriate adult behaviour;
 - 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 worried about their safety or the safety of another;
 - complying with our guidelines on physical contact with children *A;
 - promoting the cultural safety, participation and empowerment of Aboriginal children (i.e. 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 (i.e. by having zero tolerance of discrimination);
 - promoting the safety, participation and empowerment of children with a disability (i.e. during personal care activities);
 - ensuring as far as practicable that adults are not left alone with a child. By working with children in an open and transparent way – other adults should always know about the work you are doing with children *B;
 - respecting the privacy of children and their families, and only disclosing information to people who have a need to know *C;
 - reporting any allegations of child abuse to the Alphington Grammar School's Child Safety Team, and ensuring any allegation is reported to the police or child protection;
 - reporting any child safety concerns to Alphington Grammar School's Child Safety Team;
 - if an allegation of child abuse is made, ensuring as quickly as possible that the child(ren) are safe; and

- encouraging children to ‘have a say’ and participate in all relevant organisational activities where possible, especially on issues that are important to them.

5.3.2. Board Members, Staff and Volunteers must not:

- develop any ‘special’ relationships with children that could be seen as favouritism (i.e. the offering of gifts or special treatment for specific children);
- seek to use children in any way to meet the needs of adults including doing errands of a personal nature *D;
- exhibit behaviours with children which may be construed as unnecessarily physical *A;
- put children at risk of abuse (i.e. by locking doors, allowing children to work out of sight with visitor) *B;
- use prejudiced, oppressive or aggressive behaviour or language with children;
- 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 (i.e. personal social activities);
- use inappropriate language in the presence of children;
- express personal views on culture, race or sexuality in the presence of children;
- discriminate against any child because of culture, race, ethnicity or disability *E;
- have contact with a child or their family outside of our organisation without the knowledge and/or consent of a member of the Child Safety Team *F;
- exchange personal contact details such as phone number, social networking site or email addresses with children *F;
- engage in rough or physical games with children *A;
- have any online contact with a child or their family *F; and
- ignore or disregard any suspected or disclosed child abuse.

5.3.3. Elaboration *A - Physical contact with children at Alphington Grammar School:

- In a school setting there are daily occurrences where teachers may have physical contact with children. This is more likely to happen with younger children (primary school) and will seldom be necessary with older children (secondary school).
- Any physical contact must always take place in an open area where other people are present.
- All personnel are strongly advised to think and consider any physical contact with children and judge whether it is needed and appropriate and whether a non-physical response could suffice.

5.3.3.1. Appropriate physical contact with children could include:

- helping or assisting a sick, injured or distressed child;
- holding hands when escorting children;
- shaking hands;
- helping a child try on a costume, etc.;
- helping a child with toileting if required;
- assisting a child with a disability with a task if required;

- allowing a small child (under 6 years of age) to sit on the lap of an adult for the purposes of sharing a book etc. This needs to be carefully considered: is there another way in which the experience can be shared closely, for example, side by side seats? This should only occur if there is another adult present;
- modelling a sport or other skill. (e.g. how to hold a bat or a musical instrument);
- accepting a hug (hug should not be initiated by the adult); and
- passing affirmative contact in the presence of others (high 5's, pat on the back).

5.3.3.2. Inappropriate physical contact with children includes:

- any contact of a sexual nature;
- any contact of a violent or abusive nature (including yelling, 'losing it' even if no bodily contact made);
- any contact of an overly affectionate nature, for example, kissing, cuddling;
- any contact made in anger or frustration, for example, pulling a child into line, grasping a child in any manner while giving a reprimand etc.;
- any contact initiated by the child that crosses personal boundaries, for example, a child offering to massage an adult's shoulder etc., a protracted hug or cuddle, kissing. In these situations, the contact should be declined and /or diverted and the child distracted and gently rebuffed. Repeated instances should be noted and discussed with a member of the Child Safety Team; and
- any rough play. All rough play is discouraged and where children and adults engage in sporting competitions together, adults must be extra vigilant that any physical contact is measured and fair.

5.3.4. Elaboration *B – Working alone with children at Alphington Grammar School:

5.3.4.1. In the school setting there are frequent times when adults are alone with children. This can include situations such as but not limited to:

- individual tuition, e.g. music, learning support;
- the administering of first aid or counselling;
- escorting a child from one place to another;
- assisting a child with toileting; and
- keeping a child in class while others are at another activity, e.g. to complete work, for non-participation in the activity.

5.3.4.2. In all cases where an adult is alone with a child all reasonable steps must be taken to ensure that the activity is legitimate, open and transparent. This can be achieved by taking some or any of the following measures:

- ensure the activity is a scheduled or pre-arranged one, for example, music tuition, learning support, reading. Where a child is collected for any scheduled or non-scheduled lesson, another adult (in the Primary School, usually the classroom teacher), should always be informed. In the case of secondary students removed from class for non-scheduled lessons, an email alerting the timetabled teacher should be sent;
- any situation where an adult is alone in an enclosed room should be avoided where possible. Exceptions to this are for the administering of first aid or counselling; tuition in music rooms or for learning support providing the room is unlocked and the lesson is a scheduled one (see above);

- if an adult has cause to be alone with a child, or finds themselves alone with a child, they should ensure that another adult is aware of the situation and its purpose and that the door is open. If it is not possible to have the door remain open, then the adult should ensure the door is unlocked. Another adult should actively monitor the situation. All situations should be considered before they occur if possible and, where practical, another adult should attend as a witness. This practice is also strongly encouraged for Alphington Grammar School staff members when they are required to deal with parents or caregivers in a one on one situation;
- any adult being approached by a child seeking an unscheduled meeting alone should alert another adult and follow the guidelines above. Repeated instances should be discussed with a member of the Child Safety Team;
- any adult meeting alone with a child should terminate the meeting immediately in the event the young person initiates or attempts to initiate any physical contact. In the case of a child seeking comfort, the child should be gently rebuffed and guided to an area where others are present and the child can be reassured and physically comforted in the presence of others if needed. In the event the contact is of a sexual nature, the adult must immediately rebuff the child, state that the situation is inappropriate and terminate the meeting. The adult should then report the incident to a member of the Child Safety Team; and
- any adult meeting alone with a child should terminate the meeting immediately in the event the young person initiates discussion of a sexual nature intended to create a personal intimacy between the child and the adult. The adult should then report the incident to a member of the Child Safety Team.

5.3.5. Elaboration *C – Privacy:

- All staff and volunteers are bound by the Alphington Grammar School Privacy policy. The School recognises that issues surrounding the Child Safe Policy are especially private and extra care should be taken to ensure prescribed protocols on the sharing and storage of information are followed. This is outlined in the Alphington Grammar School Privacy Policy.

5.3.6. Elaboration *D – Children used to meet the needs of adults:

- The School recognises that children, staff and volunteers work together in many ways to achieve various outcomes. In many instances, adults are required to instruct children to assist in tasks not specifically linked to teaching and learning. These tasks may include tidying up, helping set up for an event, unloading or packing away equipment etc. The School endorses these tasks as part of normal daily school life and recognises that they help build a sense of responsibility.
- However, tasks that have no link with the running of the School but are more personal and adult focused, such as fetching lunch or refreshment for the teacher, are not to take place. Although children may enjoy this personal responsibility, the use of children to meet the personal need of an adult, even if an innocent one, blurs the boundaries and relationship roles and leaves children vulnerable to agreeing to inappropriate requests from adults.

- 5.3.7. Elaboration *E – Discriminate against any child, including because of culture, race, ethnicity, disability or family circumstance:
- At Alphington Grammar School, all children are valued and respected. Discrimination against a child, or allowing discrimination to occur, is prohibited and not to be tolerated. All adults are responsible for the monitoring of their own behaviours, the behaviour of other adults and the behaviour of other children in this respect.
- 5.3.8. Elaboration *F – Exchange of Personal contact details with children/families; Out of Hours Contact:
- 5.3.8.1. No adult at Alphington Grammar School should exchange personal contact details with a child. This includes, but is not limited to:
- home address, mobile or landline telephone numbers;
 - private email addresses; and
 - online gaming or social networking platforms.
- 5.3.8.2. Normal email communication with families is appropriate via school email and diary system and with secondary students as required.
- 5.3.8.3. No adult at Alphington Grammar School should arrange to meet a child outside of school hours without prior knowledge of a member of the Child Safety team. For example, no babysitting, tutoring, attendance at private social gatherings. Accidental contact, such as seeing people in the street, is appropriate. School sanctioned gatherings are appropriate but adults should not attend ‘after parties’ etc. Where an adult is also a parent or relative of the School, attendance at private gatherings is appropriate but staff in this unique position must be extra vigilant that relationship boundaries are not crossed if other non-related children are present. For further information refer to Appendix 12, Alphington Grammar School Information and Communication Technology Policies.
- 5.3.8.4. The Alphington Grammar School Code of Conduct for the Behaviour with Children applies to all staff and volunteers at Alphington Grammar School in all settings, both in and out of school, including overseas trips, etc.
- 5.3.8.5. All staff and volunteers at Alphington Grammar School are required to sign a copy of the Code of Conduct for the Behaviour with Children upon commencing employment at the School. A copy of this signed code will be kept in staff and volunteer files.

6. Child Safe Standard 4 – Screening, Supervision and Training (including Advice to Staff on the Betrayal of Trust report and Mandatory Reporting information):

- 6.1. Alphington Grammar School takes all reasonable steps to ensure that it engages the most suitable and appropriate people to work with children. The School has a team based hands- on approach to recruitment to ensure that all adults are thoroughly screened. The Senior Management Team (answering to the School Council) shares the responsibility and accountability for the recruitment of all staff and volunteers at the School.
- 6.2. The School acknowledges the Australian Human Rights Commission Guidelines for the Prevention of Discrimination in Employment on the Basis of Criminal Record (2012) and seeks to create an environment which will encourage an open and honest exchange of criminal record information between the School as employer and the job applicant or volunteer. The School selects staff and volunteers by following a process that is fair and just; however, the safety and well-being of children is the primary consideration. We ensure that our decision-making is rigorous, defensible and transparent by following a strict process.

6.3. Recruitment and Screening:

6.3.1. We employ a range of screening measures and apply best practice standards in the screening and recruitment of employees and volunteers including:

- advertisements for positions at Alphington Grammar School will reflect the commitment of the School to Child Safety by informing applicants that rigorous reference and background checking will be undertaken, including a Working with Children Check Clearance and police record (at employees expense)and identity checks;
- advertisements for positions at Alphington Grammar School will reflect the School's commitment to the safety, participation and empowerment of all children, including those with a disability, those from linguistically diverse backgrounds and those from an aboriginal background;
- all positions include a formal job description; and
- the job description or duty statement will include a clear outline of the role and also state the expectation that staff must provide a child safe environment and will be required to sign the Code of Conduct for Behaviour with Children. It will clearly spell out:
 - the organisational context;
 - duties and tasks of the role;
 - qualifications, experience and attributes a person must have; and
 - the level of responsibility and supervision associated with the position.

6.3.2. We interview all employees and volunteers with a minimum of two management staff present and also include at least one member of the Child Safety Team.

6.3.2.1. As well as assessing applicant suitability for the position in term of professional task experience and qualifications (as applicable), a specific Child Safety based assessment is made including:

- direct questions about whether the applicant has any criminal convictions, cautions, other legal or pending cases, including formal disciplinary action, which may affect their suitability to work with children?
- motivation to work with children (personal and/or professional);
- relevant and verifiable experience;
- understanding of children's physical and emotional needs;
- understanding of professional boundaries;
- communication skills;
- attitudes to children's rights and how they can be upheld;
- values (honesty, integrity, reliability, fairness, and non-discrimination);
- checking that all details provided by the applicant, including identification documents and qualifications are valid; and
- taking note of applicant's demeanour throughout the interview process.

6.3.3. We conduct criminal history assessment for people working with children, as set out in the Working with Children Check (the Check) as part of Victorian law. The Check was created by the Working with Children Act 2005 (the Act). In addition to the Act, the School recognises a large number of other pieces of legislation are relevant to the Check and people working with children in Victoria. More information about this can be found on the Victorian Government Justice and Regulation Working with Children website.

6.3.3.1. Police checks and Working with Children Check Clearances are required for anyone within our organisation who:

- has regular contact with children and is not directly supervised at all times;



- works in close proximity to children on a regular basis and is not directly supervised at all times;
 - supervisors or manages persons who:
 - have regular contact with children, or
 - work in close proximity to children on a regular basis;
 - has access to sensitive records relating to children or young people;
 - wishes to attend an excursion as a helper; and
 - Overseas Student Homestay Arrangements.
- 6.3.4. In accordance with the Alphington Grammar School Overseas Student Policy all persons acting as homestays must be registered with the external body Student Accommodation Services who undertake independent safety checks.
- 6.3.4.1.1. This approval is kept on file.
- 6.3.4.1.2. Additionally, the School's Overseas Student Coordinator and nominated Child Safety officer visits homestays at least twice a year.
- 6.3.5. CAMP Australia Out of Hours School Care provider Arrangements: the School has been provided with a copy of the CAMP Australia Child Safe Policy which fully addresses the standards.
- 6.3.6. Further process for WWCC Clearance:
- Under the Working with Children Act 2005, people who are doing child-related work, and who are not exempt, need a Working with Children Check Clearance. This applies to both paid and volunteer workers. Full details of the Working with Children Check Clearances can be found on the [Working with Children](#) website.
 - If the applicant holds a valid Working with Children Check Clearance as required, the validity of the check is perused online [Check Status](#) website.
- 6.3.7. Record Keeping - All Police Checks, Working with Children Check Clearances and Victorian Institute of Teaching proof of registration is kept in relevant staff and volunteer files and updated regularly.
- 6.3.7.1. School records will indicate:
- that everyone with direct and unsupervised contact with children has a Working with Children Check Clearance. Additionally, the School recommends that any volunteer working in the School, even though they are supervised, obtains a WWCC Clearance;
 - that applicants are legally not permitted to work while their application is processed (people with serious sexual, violent or drug offences or who are subject to orders listed under Schedule 3 of the Working with Children Act cannot work with children while their applications are assessed);
 - when workers' Working with Children Check Clearances expire;
 - the application 'Working with Children Check Clearance' receipt or card number of all workers doing child-related work;
 - the number, expiry date and card type ('E' for paid employees or 'V' for volunteers); and
 - all correspondence received from the Department of Justice and Regulation about workers.
- 6.3.7.2. A holder of/or applicant for a WWCC Clearance who falls into one or more of the following categories will not be allowed contact with children if:
- their Working with Children Check Clearance is suspended or revoked;
 - they are issued an Interim Negative Notice; and
 - they fail the Working with Children Check Clearance and are issued with a Negative Notice.

- 6.3.7.3. Working with Children Check Clearances are required for all permanent, temporary and volunteer staff on Alphington Grammar School premises.
- 6.3.7.4. It is the responsibility of the Senior Management Team to ensure accurate WWCC records are maintained.
- 6.3.8. Referees are taken for all applicants by a member of the Senior Management Team. As well as obtaining feedback about the applicant's suitability for the position with regards to professional task experience, a series of questions based around Child Safety is also asked including:
- would you employ the person again?
 - do you have any concerns about the applicant working directly with children?
 - are you comfortable knowing that the applicant might sometimes be working alone with children?
 - do you have any disciplinary matters relating to the person or concerns about their adherence with the organisation's code of conduct?
 - can you give an example of a time when the referee observed the applicant managing the behaviour of a child.
- 6.3.8.1. All written references are verified by telephone.
- 6.4. Privacy:
- 6.4.1. Alphington Grammar School recognises the right to privacy of all applicants. The collection, retention, use and disclosure of personal information occurs within the Senior Management Team only in the first instance. The criminal histories, outcomes of professional disciplinary proceedings and any other sensitive or personal information that is collected during background checking is treated with respect. At the conclusion of the recruitment process, the information of all non-successful applicants is destroyed using the School's sensitive document management system (Iron Mountain). The information of successful applicants is kept in the relevant staff/volunteer file.
- 6.4.2. All applicants are advised of the privacy process surrounding their application and any information collected.
- 6.5. Supervision:
- 6.5.1. All staff and volunteers at Alphington Grammar School are subject to Line Management and Appraisal as per the Governance Structure of the School. Supervision is a key component of a child safe organisation and this means providing clear expectations about roles and responsibilities as well as giving people the best support and training to equip them to perform their roles as professionally as possible.
- 6.5.2. Staff have regular opportunities to meet with and talk to a supervisor and discuss their roles in both formal and informal manner. Supervisors are required to set realistic performance management guidelines when people are not performing to the best of their ability or are acting in ways that are detrimental to children or the organisation.
- 6.5.3. New staff are on probation and meet with a member of the SMT team weekly for one month, then at 6 months and one year to review their settling in. Meetings are documented and kept in the employees file.
- 6.5.4. All staff are subject to two (2) yearly cyclical appraisal that is also linked with school wide and personal Professional Learning goals. Alphington Grammar School believes that Professional Learning underpins best practice across all areas, including Child Safety, and places emphasis on thorough Ongoing Training & Professional Learning of all staff and volunteers.
- 6.6. Training:
- 6.6.1. All staff and volunteers are required to undergo twice yearly training on Child Safety and Mandatory Reporting or sooner when any updates or changes to policy are made.

6.6.2. The following information is conveyed:

6.6.2.1. Key Point 1 - The Law:

- The Role of Child Protection - The Department of Human Services has a statutory responsibility under the *Child Youth and Families Act 2005*, to provide protection services for all children and young people in Victoria under the age of 17 years or, when a protection order is in place, children under the age of 18 years. Child Protection's role is to protect children and young people from significant harm within their families. When a young person is assessed as being "at risk" within the family, Child Protection will, in the first instance and in accordance with the law, take every step to enable the child to remain in the care of their family by strengthening the family's capacity to protect them. It is usually the case that reports involving physical and sexual abuse are made to Child Protection.
- The Role of Child First - Child FIRST (Child and Family Information, Referral and Support Team) provide a community based referral point to the family services needed to protect and promote a child's healthy development. It is usually the case that reports involving emotional abuse and neglect are made to Child FIRST in the first instance
- Victorian Child Protection Legislation – 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 the Act, including principals, is mandated to make a report to Child Protection when they believe on reasonable grounds that a child is in need of 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. Staff are also required to report a belief, formed on reasonable grounds, that a child is the victim of emotional abuse or neglect.
 - Mandated Reporters in Victoria are:
 - Registered Medical Practitioners;
 - Nurses;
 - Midwives;
 - Registered teachers and early childhood teachers;
 - School Principals;
 - School Counsellors;
 - Police Officers;
 - Out of home care workers (excluding voluntary foster and kinship carers);
 - Early Childhood workers;
 - Registered Psychologists; and
 - People in religious ministry.
 - In the case of sexual abuse, all adults are required to report a reasonable belief by following the process outlined in Child Safe Standard 5 – Alphington Grammar School Process for Responding to and Reporting Suspected Child Abuse.

6.6.2.1.1. Amendments to the Crimes Act 1958 (Vic):

- Offences relating to Child Sexual Abuse - In 2014, the Victorian Parliament amended the Crimes Act 1958 (Vic) by establishing three new offences regarding Child Sexual Abuse for the purpose of protecting children under 16 years of age from sexual abuse. The three new offences include a grooming offence, failure to protect and failure disclose.



- Grooming Offence – ‘A person of or over the age of 18 years must not communicate by words or conduct with a child under the age of 16 years or a person under whose care, supervision or authority the child is (whether or not a response is made to the communication), with the intention of facilitating the child’s engagement in or involvement in a sexual offence with that person or another person who is of or over the age of 18 years.’
- Failure to Protect – It is now a criminal offence for a person who ‘by reason of the position they occupy 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 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.’
- Failure to Disclose – If any person 18 years or over has information that leads them to form a reasonable belief that a sexual offence against a person under 16 years has been committed, the reporter must disclose that information to a member of the Victorian Police.
 - Failure to do so, without a reasonable excuse, is punishable by imprisonment.
 - This means that it is not just teachers who must report a reasonable belief that sexual abuse has taken place but imposes a clear legal duty is placed on all adults who form a belief that a child has been sexually abused by someone 18 years or over. This responsibility therefore includes non-teaching as well as teaching staff or any person 18 years or over. Teaching and non-teaching staff must follow the process outlined below under the heading ‘Alphington Grammar School Process for Responding to and Reporting Suspected Child Abuse’ if they form a belief relating to child abuse.

6.6.2.2. Key Point 2 – Understanding the nature and signs of abuse:

- Physical Abuse – Consists of any non-accidental form of injury or serious physical harm inflicted on a child or young person by any person. Physical abuse does not mean reasonable discipline, though it may result from excessive or inappropriate discipline. Physical abuse can include beating, shaking, burning and assault with implements. Physical injury and significant harm to a child or young person may also result from the failure of a parent, carer or guardian to adequately ensure the safety of the individual, exposing them to extremely dangerous or life-threatening situations.
 - Physical indicators of physical abuse:
 - Bruises or welts;
 - Burns, scalds, sprains, dislocation or cuts;
 - Fractures;
 - Poisoning; and
 - Internal injuries.
 - Behavioural indicators of physical abuse:
 - Inadequate explanation of injury;
 - Inappropriate clothing, given weather conditions;
 - Behavioural extremes;
 - Fear of going home;
 - Showing wariness or distrust of adults;
 - Fear of specific people;



- Unexplained absences; and
- Academic problems.
- Sexual offences/abuse – Sexual offences occur when a person involves the child in sexual activity, or deliberately puts the child in the presence of sexual behaviours that are exploitative or inappropriate to their age and development. Child sexual abuse can involve a range of sexual activity including fondling, masturbation, penetration, voyeurism and exhibitionism. It can also include exposure to or exploitation through pornography or prostitution, as well as grooming behaviour.
 - Physical indicators of sexual abuse:
 - The presence of a sexually transmitted disease;
 - Pregnancy;
 - Vaginal or anal bleeding/discharge; and
 - Bruising and other injury to buttocks and thighs.
 - Behavioural indicators of sexual abuse:
 - Disclosure of sexual abuse;
 - Sophisticated or unusual sexual behaviour or knowledge;
 - Constant physical complaints;
 - Difficulties at school and/or a change in school performance;
 - Persistent habit disorders that were not previously present e.g. biting, rocking;
 - Sleep disorders;
 - Difficulty sleeping;
 - Difficulties relating to peers and adults;
 - Self-destructive behaviours;
 - Being withdrawn;
 - Fear of specific people;
 - Showing wariness or distrust of adults; and
 - Displaying aggressive behaviours.
 - Remember in the case of sexual abuse the failure to disclose offence dictates that all adults must report a reasonable belief that sexual abuse has taken place by someone 18 years or over. This responsibility therefore includes non-teaching as well as teaching staff. Teaching and non-teaching staff must follow the process outlined below under the heading 'Alphington Grammar School Process for Responding to and Reporting Suspected Child Abuse' if they form a belief relating to abuse.
- Serious emotional or psychological abuse - Serious emotional or psychological abuse occurs when harm is inflicted on a child through repeated rejection, isolation, or by threats or violence. It can include derogatory name-calling and put-downs, or persistent and deliberate coldness from a person, to the extent where the behaviour of the child is disturbed or their emotional development is at serious risk of being impaired. Serious emotional or psychological abuse could also result from conduct that exploits a child without necessarily being criminal, such as encouraging a child to engage in inappropriate or risky behaviours. Emotional abuse can also occur by witnessing family violence. It is sometimes accompanied by physical abuse or sexual abuse.
 - Possible physical indicators:
 - Delays in emotional, mental, or even physical development;
 - Physical signs of self-harming; and



- Interactions with parent/caregiver may be emotionally distant.
- Possible behavioural indicators:
 - Exhibiting low self-esteem;
 - Exhibiting high anxiety;
 - Displaying aggressive or demanding behaviour;
 - Being withdrawn, passive and/or tearful;
 - Self-harming;
 - Anxiety/unexplained mood swings;
 - Delay or distorted speech; and
 - Regressive behaviour e.g. soiling or wetting.
- Serious neglect – Serious neglect is the continued failure to provide a child with the basic necessities of life, such as food, clothing, shelter, hygiene, medical attention or adequate supervision, to the extent that the child’s health, safety and/or development is, or likely to be, jeopardized. Serious neglect can also occur if an adult fails to adequately ensure the safety of a child where the child is exposed to extremely dangerous or life threatening situations.
 - Physical indicators of neglect:
 - Consistent hunger;
 - Failure to thrive or malnutrition;
 - Poor hygiene;
 - Inappropriate clothing;
 - Consistent lack of supervision, especially in dangerous activities or for long periods;
 - Unattended physical problems or medical needs; and
 - Abandonment.
 - Behavioural indicators of neglect:
 - Stealing food;
 - Extended stays at school;
 - Constant fatigue, listless or falling asleep in class;
 - Alcohol or drug abuse;
 - Young person explicitly states there is no caregiver at home;
 - Aggressive or inappropriate behaviour; and
 - Isolation from peer group.
- Call the police on triple zero (000) if you have immediate concerns for a child’s safety.
- Information about child protection services can be found on the [Department of Health and Human Services](#) website.
- Reasonable Grounds – A staff member may form a belief on ‘reasonable grounds’ that a child or young person is in need of protection after becoming aware that the individual’s health, safety or well-being is at risk and that their parents are unwilling or unable to protect the,
 - There may be reasonable grounds for forming such a belief if:
 - specific disclosure is made by a young person about abuse or neglect;
 - a young person reports they know someone who has been abused;
 - a disclosure is made by a friend, relative, acquaintance or sibling about abuse occurring;
 - observations are made of the young person’s behaviour; and
 - signs of physical or sexual abuse are present.

- A report of abuse should therefore be made if:
 - significant concern exists for a young person’s well-being; and
 - belief is formed that the young person is in need of protection.
- 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, may result in the person being prosecuted and a court imposing a fine under the CYFA 9section 18491)).
 - In the case of sexual abuse, failure to protect or disclose is now a criminal offence punishable by imprisonment.
- Online Professional Learning – To ensure that all mandated staff continue to comply with their legislative responsibilities under the Children, Youth and Families Act 2005 (Vic) and the updated Child Safe Standards, staff will complete the Mandatory Reporting eLearning module accessible at <https://services.dffh.vic.gov.au/reporting-child-abuse>
Username: deecd and Password: extern

7. Child Safe Standard 5 – Alphington Grammar School Process for Responding to and Reporting Suspected Child Abuse (including Mandatory Reporting Process):

- 7.1. Discuss your concerns immediately with either the Head of Primary or the Head of Secondary School, the School Psychologist or other member of the Child Safety Team.
- 7.1.1. You should discuss your concerns each time you think the abuse has occurred, even if a report has already been made.
- 7.1.2. Remember:
- all mandated reporters must report any abuse or suspected abuse as soon as practicable;
 - if a mandated reporter passes on a concern about abuse or suspected child abuse to another mandated reporter to make a report they are also required to follow up to ensure the report has been made;
 - you do not have to prove the abuse has taken place. You only need reasonable grounds or a suspicion that abuse may be occurring;
 - you cannot be held legally liable regardless of the outcome of the report; and
 - you will not be required to personally make the report although it may be requested that you be present when a report is being made.
- 7.2. A Child safety Team member and/or the School Psychologist will then take a detailed account of what you know about the child and possible abuse:
- Dr Vivianne Nikou – School Principal;
 - Mr. Max White – School Psychologist;
 - Mrs. Tracey Nicholson – Assistant Principal/Head of Primary;
 - Mr. Lukas Silver – Assistant Principal/Head of Secondary; and
 - Ms. Mary Kontosis – International Student Coordinator.
- 7.2.1. A report will be made to the Department of Human Services – Child Protection, Child First and/or Victoria Police depending on the nature of the concern that has been raised.
- 7.2.2. Remember:
- Reporters will remain confidential under the Children, Youth and family Act, unless:
 - you consent in writing to your identity as a reporter being disclosed;
 - a court decides it needs this information in order to ensure the safety and well-being of the child; and
 - the court decides in the interests of justice it requires that evidence be given.

- 7.3. The VRQA regulates the Child Safe Standards under Ministerial Order No. 870 which mandates a 'zero tolerance' approach to child abuse. The VRQA works with other statutory bodies in Victoria, including the VIT.
- 7.4. The Victorian Teaching Profession's Codes of Conduct and Ethics support all teachers to understand the expectations of the teaching profession and the community in relation to their professional conduct, personal conduct and professional competence.
- 7.5. A report is always made to the Department of Human Services – Child Protection over the telephone and in most circumstances at Alphington Grammar School the parents are made aware of this report. The following information is beneficial for the intake officer when a report is being made:
- Details – the young person's name, age and address;
 - Indicators of Harm – the reason for believing that the injury or behaviour is the result of abuse or neglect;
 - Reason for Reporting – the reason why the call is being made now;
 - Safety Assessment – assessment if immediate danger to the young person;
 - Description – description of the injury or behaviour observed;
 - Young Person's Whereabouts – the current whereabouts of the young person;
 - Other Services – knowledge of other services involved with the family;
 - Family Information – any other information about the family; and
 - Cultural Characteristics – any specific cultural or other details that will help to care for the child.
- 7.5.1. Even if some of this information is not available, a report should still be made.
- 7.5.2. Remember:
- most often when a report is made to the Department of Human Services – Child Protection, contact is initially made with the family via telephone;
 - the family may then be visited by a Case Worker to determine whether abuse has taken place and each family member is likely to be spoken to;
 - if a report of abuse is substantiated, services are then likely to be provided to the family in the form of programs and counselling;
 - the Department are then likely to monitor the family situation;
 - only in extreme circumstance are children removed from the family.
- 7.6. When Child Protection becomes involved, this sometimes can provoke a crisis in the family. After making a report, the School's ongoing responsibilities can include providing personnel to:
- act as a support person for the young person during interviews;
 - attend case conferences as required;
 - participate in case planning meetings;
 - continue to monitor the young person's behaviour in relation to ongoing harm; and
 - help families make the changes required to keep the young person safe.
- 7.7. Confidentiality – Throughout the entire process of observation, documentation, discussion and reporting, the interests of the young person should be protected from unnecessary disclosure of information. It is also essential to be sensitive to the rights of an alleged offended and to respect that person's right to a good name. There is an obligation on all who have information regarding a child abuse to observe appropriate confidentiality. The incident report template can be found in Appendix 13: Alphington Grammar School Child Safe Incident Report Template.

7.8. Additional Information:

7.8.1. Responding to Disclosures:

- When a young person discloses abuse, stay calm and in control of your feelings, as often you are likely to feel outraged, disgusted, angry, scared or sad.
- When a young person discloses abuse, consider how they may be feeling. Often they may be feeling scared, guilty, ashamed, angry, powerless and relieved. Reassure the young person that something will be done to keep them safe and that you will get help for them.

7.8.2. If a child discloses an incident of abuse to you:

- try and separate them from the other children discreetly and listen to them carefully;
- let the child use their own words to explain what has occurred;
- reassure the child that you take what they are saying seriously, and it is not their fault and that they are doing the right thing;
- explain to them that this information may need to be shared others, such as with their parent/carer, specific people in your organisation, or the police;
- do not make promises to the child such as promising not to tell anyone about the incident, except that you will do your best to keep them safe;
- do not leave the child in a distressed state. If they seem at ease in your company, stay with them;
- provide them with an incident report form to complete, or complete it together, if you think the child is able to do this;
- as soon as possible after the disclosure, record the information using the child's words and report the disclosure to the School Psychologist, Principal/Assistant Principal or other member of the Child Safety Team, Police or Child Protection; and
- ensure the disclosure is recorded accurately, and that the record is stored securely.

7.8.3. If a parent/carer says their child has been abused at Alphington Grammar School (including offsite during Alphington Grammar School sanctioned activities) or raises a concern:

- explain that the School has processes to ensure all abuse allegations are taken very seriously;
- ask about the well-being of the child;
- allow the parent/carer to talk through the incident in their own words;
- advise the parent/carer that you will take notes during the discussion to capture all details;
- explain to them the information may need to be repeated to authorities or others, such as the school management or Child Safety Team, the Police or Child Protection;
- do not make promises at this early stage, except that you will do your best to keep the child safe;
- provide them with an incident report form to complete, or complete it together;
- ask them what action they would like to take and advise them of what the immediate next steps will be;
- ensure the report is recorded accurately, and that the record is stored securely; and
- enact the School's procedure around the Reportable Conduct Scheme (if the allegation is against a worker or volunteer at the School).



7.8.3.1. You need to be aware that some people from culturally and/or linguistically diverse backgrounds may face barriers in reporting allegations of abuse. For example, people from some cultures may experience anxiety when talking with police and communicating in English may be a barrier for some. You need to be sensitive to these issues and meet people’s needs where possible, such as having an interpreter present (who could be a friend or family member).

7.8.3.2. If an allegation of abuse involves an Aboriginal child, you will need to ensure a culturally appropriate response. A way to help ensure this could include engaging with parents of Aboriginal children, local Aboriginal communities or an Aboriginal community controlled organization to review policies and procedures.

7.8.3.3. Some children with a disability may experience barriers disclosing an incident. For example, children with hearing or cognitive impairments may need support to help them explain the incident, including through sign language interpreters. Advice on communicating with people with a disability can be found on the [Department of Health and Human Services](#) website.

7.8.4. Supporting the young person during the reporting process:

- Alphington Grammar School will encourage the young person to access counselling support either at the School or externally if appropriate.

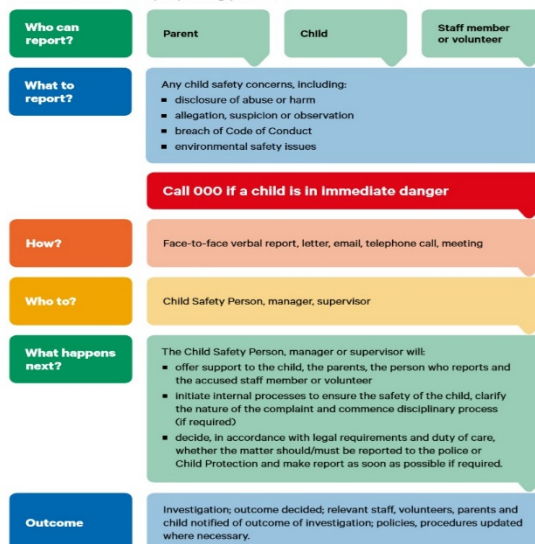
7.8.5. Supporting yourself during disclosures:

- Remember to care for yourself, as often what the young person tells you can be confronting and upsetting. The best way to care for yourself is to talk to someone about what you have been told. You will always have an opportunity to do this when you discuss the disclosure with the School Psychologist, the Deputy Principals or the Principal. If you feel it necessary to talk further about the disclosure to other people close to you, remember to maintain confidentiality at all times, by discussing the disclosure in general rather than in specific terms.

7.9. Misconduct Allegations:

- If there is an allegation of abuse by a staff member or visitor to the School, the matter must be reported immediately to the Principal. The Principal will enact and report the matter directly to Victoria Police. Depending on the advice sought from the police, the staff member may be suspended from their employment at the School while the matter is investigated. Additionally, the School will commence procedures around the Reportable Conduct Scheme guidelines.
- If Child Protection receives information alleging that a teacher or other staff member has abused a student, this information will also be referred to Victoria Police and the CCYP.

Flowchart: Child safety reporting process



- Further information on reporting Suspected Child Abuse can be found in Appendix 14 'A Step to Step Guide to Making a Report to Child Protection or Child First.'
- 7.10. Management of Complaints regarding Child Safety Policy:
- 7.10.1. This complaints section is to address issues to do with the actual Child Safe Policy and its management and application, not to do with reporting child abuse. Everyone at Alphington Grammar School should be confident that complaints will be dealt with honestly and fairly and that any concerns about safety and welfare will be dealt with swiftly.
- 7.10.2. Any complaints against any person with regards to any issue relevant to the Alphington Grammar School Child Safe Policy should be directed, in the first instance, to a member of the Child Safety Team as follows:
- Complaints concerning operational guidelines and risk management against those required to comply under the policy (e.g.: another teacher allowing child to do errand alone) should be addressed with the relevant Head of School in the first instance; and
 - Complaints concerning the direct welfare of child should automatically revert to the Alphington Grammar School Process for Responding to and Reporting Suspected Child Abuse. Remember, if a child is in imminent danger of abuse call triple zero (000).
- 7.10.3. Complaints may expressed verbally or in writing. In order to make a complaint it would be helpful to have an idea of the following:
- be clear about the topic or issue you want to discuss;
 - focus on the things that are of concern and how you believe the Child Safe Policy is not being applied or followed;
 - always remain calm and remember you may not have all the facts relating to the circumstances of the topic or issue you wish to discuss; and
 - if possible, have a solution or idea on how to fix the problem.
- 7.10.4. The complaint process will end when a satisfactory outcome has been achieved and/or agreed upon (notwithstanding legal processes). Any complaint may lead to:
- a policy amendment;
 - further training for the school community; and
 - disciplinary action.
- 7.11. Reportable Conduct Scheme:
- 7.11.1. The Victorian Reportable Conduct Scheme seeks to improve organisations' responses to allegations of child abuse and neglect by their workers and volunteers. The scheme is established by the Child Wellbeing and Safety Act 2005 (the Act).
- 7.11.2. The Commission for Children and Young People is responsible for administering the scheme. Our role includes:
- supporting and guiding organisations that receive allegations in order to promote fair, effective, timely and appropriate responses; and
 - independently overseeing, monitoring and, where appropriate, making recommendations to improve the responses of those organisations.
- 7.11.3. The Reportable Conduct Scheme has been designed to ensure that the Commission will be aware of every allegation of certain types of misconduct involving children in relevant organisations that exercise care, supervision and authority over children.
- 7.11.4. The Commission will also be able to share information where appropriate, including with the Working with Children Check Unit, relevant regulators and Victoria Police, to better prevent and protect children from abuse.

- 7.11.5. Importantly, a finding that a person has engaged in reportable conduct can trigger an assessment of whether that person is suitable to continue to work or volunteer with children. In turn, this may lead the Working with Children Check Unit to revoke a person's Working with Children Check card.
- 7.11.6. The Reportable Conduct Scheme imposes new obligations on heads of organisations that are within the scheme. This includes requirements to:
- have in place systems to prevent child abuse and, if child abuse is alleged, to ensure allegations can be brought to the attention of appropriate persons for investigation and response; and
 - ensure that the Commission is notified and given updates on the organisation's response to an allegation.
- 7.11.7. The Reportable Conduct Scheme does not replace the need to report allegations of child abuse, including criminal conduct and family violence to Victoria Police.
- 7.11.8. There are five types of 'reportable conduct' listed in the Child Wellbeing and Safety Act 2005:
- Sexual offences (against, with or in the presence of, a child);
 - Sexual misconduct (against, with or in the presence of, a child);
 - Physical violence (against, with or in the presence of, a child);
 - Behaviour that causes significant emotional or psychological harm; and
 - Significant neglect.
- 7.11.9. More information on the Scheme in Appendix 25.

8. Child Safe Standard 6 – Strategies to Identify and Reduce/Remove Risks of Child Abuse:

- 8.1. The purpose of the risk management strategy is to ensure the well-being of children and young people in the School, and protect them from harm. In the context of creating safe environments for children, risk management means identifying, assessing and taking steps to minimise the risks of harm to children, due to the action or inaction of another person involved with the School (such as an employee, volunteer, or another child).
- 8.2. In this context, a risk is anything that can cause harm or loss to a child. Risk of harm is the likelihood of inflicting harm to children (either directly or as a consequence of other actions) and the severity of that harm. In the Child Safety context, a child would be considered to be at risk if they are in a situation where there is a high likelihood that the child's safety and/or well-being will be severely compromised. Harm in the Child Safety context is defined as the detrimental impact on the physical, psychological, emotional or social safety, well-being and development of a child as a result of the actions or inactions of another person.
- 8.3. Risk Management at Alphington Grammar School is an ongoing process and the School endorses principles and guidelines outlined in The Overseas Standards: AS/NZS ISO 31000:2009. This Child Safety Risk Management table will be evaluated yearly and amended as needed.
- 8.4. The overall plan for Child Safety and Well-being is recorded within the School's 7 Child Safe Standards documentation to:
- include reference to the training and education of staff about their individual and collective obligations and responsibilities for managing the risk of child abuse; and
 - reference to the Code of Conduct, the 4 critical actions to be taken in response to an allegation of child abuse, and the Child Safe training and training about abuse risks in the School, that must be undertaken as scheduled and as the need arises (e.g. after an incident). The training, depending on the risk, would involve the School Council and/or School staff.



- 8.5. The School will utilise the VRQA Child Safe resources to determine adherence to the Child Safe Policy (incorporating the 7 Standards). The resources will be used reflectively, on an annual basis, and will be used to inform the continued focus and improvement of child safe practices within the School.
- 8.6. Managing risk at Alphington Grammar School involves the following steps and considerations:
- identifying the School's child safety risks across a range of school environments (including excursions, camps and online); and
 - ensuring that all areas of the School's Risk Assessment document are reviewed annually.
- 8.7. Effective risk management strategies will be transparent, well understood and diverse, to take account of the increased level of risk associated with the specific nature of some activities and the vulnerability of particular groups. Effective risk management strategies are dynamic and change over time as new risks arise and others may no longer be relevant.
- 8.8. Alphington Grammar School implements this standard by including the following Risk Management Strategies:
- ensuring clear, documented and accessible processes for evaluating risks posed by situations and activities appropriate to the School, its size and resources, physical and online environments, and characteristics of the children to whom it provides services;
 - developing, recording and communicating clear processes for removing risks to children (e.g. Bullying/cyberbullying prevention, ICT acceptable use, Duty of Care and Supervision, Excursions and Camps Policies, Staying on Track procedures for students, Positive Behaviour Matrix);
 - providing staff with training and resources in identifying child abuse risks;
 - engaging methods for continual improvement in how risks are managed by learning from past experiences, including policy review and staff training;
 - reinforcing/reviewing supervision of children requirements for staff and volunteers;
 - establishing processes for periodic review of risk management approaches and/or processes following any incidents;
 - recognising and adapting to the needs of children and communities, including Aboriginal children, culturally and/or linguistically diverse children and children with a disability. For example, acknowledgement that greater staff or volunteer to child ratios may be needed for some children with a disability;
 - recognising and addressing risks to Aboriginal children which might exist if a child does not feel safe identifying themselves as Aboriginal, or if there is an inadequate response to self-identification;
 - recognising and addressing risks to children with a culturally and/or linguistically diverse background, which might exist because of their experiences, by increasing communication with families to build trust and understanding of school activities;
 - recognising and addressing risks for children with a disability, such as communication barriers when telling an adult they feel unsafe;
 - adhering to the Child Safety Code of Conduct;
 - developing Behaviour Management and Safety Plans for students;
 - induction for all visitors, staff, volunteers and contractors;
 - train students and staff to detect and report inappropriate behaviour;
 - access supports such as Counselling for students in need;
 - assessment of new or changed physical environments for child safety risks;
 - pre-employment reference checks that include checking for child safety;



- criminal history checks and confirming currency of WWCC/VIT registration;
 - having a Child Safety Team as a central reporting and advisory contact for staff and the wider community, to raise concerns with, and regarding concerns about a child safety;
 - teachers accompany students to and from specialist classrooms (primary);
 - students always move around the School in pairs (primary); and
 - installation of security cameras around the School.
- 8.9. For more information refer to Child Safe Risk Register Appendix 31.

9. Child Safe Standard 7 – Strategies to Promote the Participation and Empowerment of Children:

- 9.1. Alphington Grammar School wants to ensure that children feel safe and comfortable in reporting concerns and allegations. Key component to this are:
- Strategy 1: Ongoing and thorough Professional Learning for all staff to ensure they are aware of the reporting process, their obligations and the law;
 - Strategy 2: A thorough induction program regarding Child Safe for all new staff and volunteers;
 - Strategy 3: An ongoing program for all parents and caregivers on the Child Safe Standards; and
 - Strategy 4: Ongoing education for all children at Alphington Grammar School. This will include all aspects of Child Safety as addressed in this policy, taught at an age and developmentally appropriate level. The School will assure that all Child Safe education is mindful of:
 - children with a disability, their needs and ability to access information
 - children from diverse cultural and language backgrounds
 - children from an Aboriginal background.
- 9.2. Providing children with child-appropriate and accessible information about what child abuse is, their rights to make decisions about their body and their privacy, that no one has a right to injure them, and how they can raise concerns about abuse. Information can be included in our welcome packs, information sessions and posters, as well as on the School website.
- 9.3. Ensuring information and processes for reporting concerns are accessible to all children, and has policies and procedures that are able to be accessed and understood by children with a disability.
- 9.4. Ensuring information and processes for reporting concerns are culturally appropriate for Aboriginal children. A way to help ensure this could include engaging with parents of Aboriginal children, local Aboriginal communities or an Aboriginal community controlled organisation to review information and processes.
- 9.5. Considering access and culturally appropriate language, photographs and artwork for Aboriginal children, children from culturally and/or linguistically diverse backgrounds and children with a disability when drafting communications materials.
- 9.6. Translating school information (including information about children's rights, child safe policies, and statements of commitment and reporting and response procedures) into relevant community languages, including relevant Aboriginal languages if appropriate.
- 9.7. Gathering feedback from children, for example through surveys, focus groups, story time and social media, about whether they would feel safe and taken seriously if they were to raise concerns, and implement improvements based on this feedback.
- 9.8. Enabling children to express their views and make suggestions on what child safety means to them, and on child safe policies, reporting and response procedures, and acknowledge and act upon these where possible. For example, views could be gathered through suggestion boxes and feedback sessions
- 9.9. Ensuring services are accessible for people with a disability, for example provide appropriate communication aids such as hearing loops if required.

- 9.10. Training relevant staff and volunteers on methods of empowering children and encouraging children's participation.
- 9.11. Ensuring Aboriginal children are accepted when identifying as Aboriginal, and that staff and volunteers understand appropriate responses to children identifying as Aboriginal.
- 9.12. Encourage participation and empowerment of children in other school activities, such as decision making.
- 9.13. Raising awareness in the community about children's rights, for example through staff conversations with families and communications such as websites and newsletters.
- 9.14. Standards of behaviour for developing healthy and respectful relationships will be delivered via our Positive Behaviour in School Program.
- 9.15. We aim to successfully implement this standard so that Alphington Grammar School is a school in which:
- reporting procedures for when a child feels unsafe are accessible for all children;
 - children understand what child abuse is, and their rights (age appropriate);
 - children understand how to report an allegation of abuse or concern for their safety to the organisation, a trusted adult and external bodies (for example, the Police);
 - children feel safe, empowered and taken seriously if they raise concerns;
 - children feel empowered to contribute to the School's understanding and treatment of child safety;
 - children's reports of concern are responded to appropriately; and
 - all staff understand how to empower children and encourage their participation. Resources will include the PBIS, an evidence-based framework for preventing and responding to student behaviour; as it aims to create a positive school climate, culture of student competence and an open, responsive management system for all community members.
- 9.16. The Personal and Social Capability curriculum aims to develop knowledge, understandings and skills to enable students to:
- recognise, understand and evaluate the expression of emotions;
 - demonstrate an awareness of their personal qualities and the factors that contribute to resilience;
 - develop empathy for and understanding of others and recognise the importance of supporting diversity for a cohesive community;
 - understand how relationships are developed and use interpersonal skills to establish and maintain respectful relationships; and
 - work effectively in teams and develop strategies to manage challenging situations constructively.
- 9.17. Child Safe Education program for students 2021:

Year Group	Content	Links to Child Safe
ELC – Year 2	You Can Do It Education Life Education Van eSafe Program Social skills groups Body Safety Australia Program	Rights and responsibilities. Body health and safety. Online safety and responsibility. Understanding personal boundaries, respecting self and others. Continue education on the United Nations Convention on the Rights of the Child, simplified version.
Year 3 – 4	You Can Do It Education Life Education Van	Rights and responsibilities. Body health and safety.



	eSafe Program Social skills groups Body Safety Australia Program	Online safety and responsibility. Understanding personal boundaries, respecting self and others. Continue education on the United Nations Convention on the Rights of the Child, simplified version.
Year 5 – 6	Family Life Program Life Education Van eSafe Program Social skills groups Body Safety Australia Program	Sex Education. Body health and safety. Online safety and responsibility. Understanding personal boundaries, respecting self and others. Continue education on the United Nations Convention on the Rights of the Child, simplified version.
Year 7	Peer Support Program Digital Citizenship and Cyber Safety The Resilience Project	
Year 8	Camp (teamwork survival) The Resilience Project	Health Program (ORA).
Year 9	Digital Citizenship Gateways Program The Resilience Project	Sex Education. Body health and safety. Online safety and responsibility. Understanding personal boundaries, respecting self and others.
Year 10	Wellness Program Gateways Program	Sex Education. Driver Education.
Year 11	Wellness Program	Understanding personal boundaries, respecting self and others. Continue education on the United Nations Convention on the Rights of the Child.
Year 12	Wellness Program	Understanding personal boundaries, respecting self and others. Continue education on the United Nations Convention on the Rights of the Child.
Overseas Students	Wellness Program: Cultural considerations	Understanding personal boundaries, respecting self and others. Understanding cultural differences. Continue education on the United Nations Convention on the Rights of the Child.

10. Definitions:

Term	Definition
The Act	Child Safety and Wellbeing Act 2005
Aboriginal child	A person under the age of 18 who: <ul style="list-style-type: none"> • is of Aboriginal or Torres Strait Islander descent; • identifies as Aboriginal or Torres Strait Islander; and • is accepted as Aboriginal or Torres Strait Islander by an Aboriginal or Torres Strait Islander community.
Child abuse	For the purposes of these standards, abuse constitutes any act committed against a child involving: <ul style="list-style-type: none"> • physical violence; • sexual offences; • serious emotional or psychological abuse; • serious neglect.
Children from culturally and/or linguistically diverse backgrounds	A child or young person who identifies as having particular cultural or linguistic affiliations by virtue of their place of birth, ancestry or ethnic origin, religion, preferred language or language spoken at home or because of their parents' identification on a similar basis.
Child	A person who is under the age of 18 years.
Child Safety	In the context of the child safe standards, child safety means measures to protect children from abuse.
Child safe organisation	In the context of the child safe standards, a child safe organisation is one that meets the child safe standards proactively taking measures to protect children from abuse.
Cultural competency	A set of congruent behaviours, attitudes and policies that come together in a system, agency or among professionals that enable them to work effectively in cross-cultural situations.
Cultural abuse	Actions and attitudes that deliberately ignore, denigrate or attack the culture of a person or community.
Cultural safety for Aboriginal children	The positive recognition and celebration of cultures. It is more than just the absence of racism or discrimination, and more than cultural awareness and cultural sensitivity. A culturally safe environment does not ignore, challenge or deny cultural identity. Cultural safety upholds the rights of Aboriginal children to: <ul style="list-style-type: none"> • identify as Aboriginal without fear of retribution or questioning; • have an education that strengthens their culture and identity; • maintain connections to their land and country; • maintain their strong kinship ties and social obligations; • be taught their cultural heritage by their Elders; • receive information in a culturally sensitive, relevant and accessible manner; and • be involved in services that are culturally respectful.
Cultural safety for children from culturally and/or linguistically diverse backgrounds	An environment which is spiritually, socially and emotionally safe, as well as physically safe for children; where there is no assault, challenge or denial of their cultural or linguistic identity, of who they are and what they need. Efforts need to be made to ensure the culturally and/or linguistically diverse

	children and their families receive information in a culturally sensitive, relevant and accessible manner, including in relevant community languages.
Children with a disability	A disability can be physical, sensory, neurological disability, acquired brain injury or intellectual disability or developmental delay that affects a child's ability to undertake everyday activities. A disability can occur at any time in life. Children can be born with a disability or acquire a disability suddenly through an injury or illness. Some disabilities may be obvious while others are hidden.
Organisation	The Child Safety and Wellbeing Act 2005 (the Act) will provide that the standards apply to 'applicable entities,' which are defined in the Act as: <ul style="list-style-type: none"> • an incorporated body or association; • an unincorporated body or association (however structured); and • an individual who carries on a business and engages contractors, employees or volunteers to assist in the business in providing services or facilities.

- 10.1. For further explanation or definitions refer to the [Child Wellbeing and Safety Amendment \(Child Safe Standards\) Bill 2015](#)

11. Resources used in the compilation of this policy and program:

- 11.1. Ministerial Order 870 Child Safe Standards (Victorian Government Gazette December 2015).
- 11.2. Working with Children Act 2005 (Victorian Government 2005).
- 11.3. A Guide for Creating a Child School Organisation Guide (CCYP 2015).
- 11.4. Child Safe Standards Overview (DHHS 2015).
- 11.5. Child Safe Standards Toolkit (DHHS 2015).
- 11.6. Child Protection Information for Parents 2016 (DHHS 2016).
- 11.7. Changes to Legislation Guide January 2016 (DHHS 2016)
- 11.8. National Declaration on the Educational Goals for Young Australians (MCEETYA 2018).
- 11.9. Mandatory Reporting Flowchart (DHHS undated).
- 11.10. VRQA Child Safe Standards Readiness Tool (VRQA 2016, 2021 and updates).
- 11.11. Reportable Conduct Scheme (CCYP 2018 and updates).

12. Related Alphington Grammar School Policies and Documents:

- 12.1. Acceptable IT Use Policy.
- 12.2. Anti-Bullying Policy.
- 12.3. Conflict Resolution and Anti-Bullying Policy.
- 12.4. Child Safety.
- 12.5. Child Safe Code of Conduct for Behaviour with Children.
- 12.6. Code of Conduct Declaration for Staff.
- 12.7. Code of Conduct Declaration for Outside Providers.
- 12.8. Privacy Policy.
- 12.9. Restraint Policy.
- 12.10. Volunteer Guidelines and Confidentially Declaration.

Appendix 1:

Child Safety Policy

Alphington Grammar School is committed to providing a child safe and child friendly environment, where children and young people are safe and feel safe, and are able to actively participate in decisions that affect their lives.

Purpose:

The purpose of this policy is to demonstrate the commitment of Alphington Grammar School in ensuring the safety, welfare and wellbeing of all students at our School is preserved.

It provides an outline of the policies, procedures and strategies developed to keep students safe from harm, including all forms of abuse in our School environment, online and in other locations provided by the School.

This policy aims to embed a culture of child safety and ensure zero tolerance of child abuse in the school and to make certain that protecting children from abuse is embedded in everyday thinking and practice.

This policy applies to all Alphington Grammar School employees, contractors, volunteers, students and visitors.

1. Our Commitment to Child and Youth Safety:

- 1.1. Alphington Grammar School is committed to providing a child safe and child friendly environment, where children and young people are safe and feel safe, are able to actively participate in decisions that affect their lives.
- 1.2. At Alphington Grammar School we have a zero tolerance for child abuse and are committed to acting in children's best interests and keeping them safe from harm. The School regards its child protection responsibilities with the utmost importance and as such, is committed to providing the necessary resources to ensure compliance with all relevant child protection laws and regulations and maintain a child safe culture.
- 1.3. Child abuse includes:
 - any act committed against a child involving a sexual offence or grooming;
 - the infliction on a child of physical violence, or serious emotional or physiological harm; and
 - serious neglect of a child and a child's exposure to family violence.

2. Child Safe Values and Principles:

- 2.1. Alphington Grammar School's commitment to child safety is based on the following overarching principles that guide the development and regular review of our work systems, practices, policies and procedures to protect children from abuse:
 1. All children have the right to be safe.
 2. The welfare and best interests of the student are paramount.
 3. The views of the child and the child's privacy must be respected.
 4. Clear expectations for appropriate behaviour with children are established in our Child Safe Code of Conduct and Staff and Student Professional Boundaries Policy.
 5. The safety of children is dependent upon the existence of a child and youth safe culture.
 6. Child and youth safety awareness is promoted and openly discussed within our School community.
 7. Procedures are in place to screen all employees, direct contact volunteers, third party contractors and external education providers who have direct contact with children.
 8. Child and youth safety and protection is the responsibility of everyone in our community.

9. Child and youth protection training is mandatory for the School Council, School Executive and all employees.
 10. Procedures for responding to alleged or suspected incidents of child abuse are simple and accessible for all members of the School community.
 11. Children from culturally or linguistically diverse backgrounds have the right to special care and support including those who identify as Aboriginal or Torres Strait Islander.
 12. Children who have any kind of disability have the right to special care and support.
- 2.2. Direct Contact Volunteers are those volunteers who are involved in providing support, guidance and supervision directly to students and could potentially have direct contact with students during the normal course of providing the volunteer service.
 - 2.3. The Worker Screening Act 2020 (Vic) defines 'direct contact' as any contact between a person and a child (aged under 18) that involves:
 - physical contact;
 - face to face contact;
 - contact by post or other written communication;
 - contact by telephone or other oral communication; and
 - contact by email or other electronic communication.
 - 2.4. Examples of Direct Contact Volunteer activities may include volunteers involved in School camps and excursions, coaching sporting teams or assisting in learning activities.

3. Child Protection Program:

- 3.1. Alphington Grammar School is committed to the effective implementation of our Child Protection Program and ensuring that it is appropriately reviewed and updated. We adopt a risk management approach by identifying key risk indicators and assessing child safety risks based on a range of factors including the nature of our School's activities, physical and online environments and the characteristics of the student body.
- 3.2. Our Child Protection Program relates to all aspects of protecting children from abuse and establishes work systems, practices, policies and procedures to protect children from abuse.
It includes:
 - clear information as to what constitutes child abuse and associated key risk indicators;
 - clear procedures for responding to and reporting allegations of child abuse;
 - strategies to support, encourage and enable employees, volunteers, third party contractors, external education providers, parents/guardians and students to understand, identify, discuss and report child and youth protection matters;
 - procedures for recruiting and screening School Council members, employees and direct contact volunteers;
 - procedures for reporting reportable conduct and/or misconduct;
 - pastoral care strategies designed to empower students and keep them safe;
 - policies with respect to cultural diversity and students with disabilities;
 - a child and youth protection training program;
 - information regarding the steps to take after a disclosure of abuse to protect, support and assist children;
 - guidelines with respect to record keeping and confidentiality;
 - policies to ensure compliance with all relevant laws, regulations and standards (including the Victorian Child Safe Standards); and
 - a system for continuous review and improvement.



- 3.3. As a part of Alphington Grammar School's induction process, all employees and direct contact volunteers are required to complete a selection of training modules on the content of our Child Protection Program.
- 3.4. Additional, ongoing child protection training is provided at least annually.
- 3.5. Employees, volunteers, third party contractors and external education providers are supported and supervised by the School's Child Safety Officers to ensure that they are compliant with the School's approach to child protection.

4. Responsibilities:

- 4.1. Child protection is everyone's responsibility. At Alphington Grammar School all members of the School Council and employees, as well as volunteers, have a shared responsibility for contributing to the safety and protection of children. Specific responsibilities include:
 - 4.2. **School Council**
 - 4.2.1. Each member of the School Council is required to ensure that appropriate resources are made available to allow the School's Child Safe Policy and the Child Protection Program to be effectively implemented within the School and are responsible for holding the Principal and the Senior Management Team accountable for effective implementation.
 - 4.3. **The Principal**
 - 4.3.1. The Principal is responsible, and will be accountable for, taking all practical measures to ensure that this Child Safe Policy and the School's Child Protection Program are implemented effectively and that a strong and sustainable child protection culture is maintained within the School.
 - 4.4. **The School's Child Safety Officers**
 - 4.4.1. A number of senior staff members are nominated as the School's Child Safety Officers. Our Child Safety Officers receive additional specialised training with respect to child protection issues. They are the first point of contact for raising child protection concerns within the School. They are also responsible for championing child protection within the School and assisting in coordinating responses to child protection incidents.
 - 4.5. **Employees**
 - 4.5.1. All employees are required to be familiar with the content of our Child Safe Policy and our Child Protection Program and their legal obligations with respect to the reporting of child abuse. It is each individual's responsibility to be aware of key risk indicators of child abuse, to be observant, and to raise any concerns they may have relating to child abuse with one of the School's Child Safety Officers. Failure to be aware, observant and to raise concerns with the Child Safety Officers as a matter of urgency will be regarded as serious matters subject to the potential for discipline.
 - 4.6. **Direct Contact Volunteers**
 - 4.6.1. All Direct Contact Volunteers, as defined in this policy, are required to be familiar with the content of our Child Safe Policy, our Child Protection and their legal obligations with respect to the reporting of child abuse.
 - 4.6.2. It is each individual's responsibility to be aware of key risk indicators of child abuse, to be observant, and to raise any concerns they may have relating to child abuse with one of the School's Child Safety Officers.
 - 4.7. **Indirect Contact Volunteers**
 - 4.7.1. Indirect Contact Volunteers are those volunteers who are involved in providing support and services whilst not directly assisting a specific group of students.
 - 4.7.2. All Indirect Volunteers are responsible for contributing to the safety and protection of children in the School environment.
 - 4.7.3. All Indirect Volunteers are required by the School to be familiar with our Child Safe Policy and our Child Safe Code of Conduct.

4.7.4. Examples of Indirect Contact Volunteer activities may include assisting with School administrative functions.

4.8. Third Party Contractors

4.8.1. All Third Party Contractors engaged by the School are responsible for contributing to the safety and protection of children in the School environment.

4.8.2. Third Party Contractors include, for example, maintenance and building personnel, consultants, casual teachers, tutors, sports coaches and school cleaners.

4.8.3. This also includes music teachers and other extra-curricular teachers and instructors who are engaged by students and their families directly, rather than the School, but have an agreement with the School to use the School's facilities.

4.8.4. All Third Party Contractors engaged by the School are required by the School to be familiar with our Child Safe Policy and our Child Safe Code of Conduct.

4.8.5. The School may include this requirement in the written agreement between it and the Third Party Contractor.

4.9. External Education Providers

4.9.1. An External Education Provider is any organisation that the School has arranged to deliver a specified course of study that is part of the curriculum, to a student or students enrolled at the School.

4.9.2. The delivery of such a course may take place on School premises or elsewhere.

4.9.3. All External Education Providers engaged by the School are responsible for contributing to the safety and protection of children in the School environment.

4.9.4. All External Education Providers engaged by the School are required by the School to be familiar with our Child Safe Policy and our Child Safe Code of Conduct.

4.9.5. Alphington Grammar School may include this requirement in the written agreement between it and the External Education Provider.

5. Reporting Child Abuse Concerns:

5.1. Our Child Protection Program provides detailed guidance for members of the School Council, employees and direct contact volunteers as to how to identify key risk indicators of child abuse and how to report child abuse concerns to one of our School's nominated Child Safety Officers. It also contains detailed procedures with respect to the reporting of child abuse incidents to relevant authorities.

5.2. Employees, third party contractors, external education providers, volunteers, students, parents/guardians and other community members who have concerns that a child may be subject to abuse or grooming are asked to contact the School's Senior Child Safety Officer, Tracey Nicholson, by phoning her on (03) 9497 4777 or emailing tn@ags.vic.edu.au

5.3. Communications will be treated confidentially on a "need to know basis".

5.4. Whenever there are concerns that a child is in immediate danger the Police should be called on 000

6. Relevant Legislation:

6.1. Relevant Legislation includes:

- Children, Youth and Families Act 2005;
- Child Wellbeing and Safety Act 2005;
- Education and Training Reform Act 2006;
- Worker Screening Act 2020;
- Crimes Act 1958;
- Family Violence Protection Act 2008;
- Wrongs Act 1958;
- Equal Opportunity Act 2010; and
- Privacy Act 1988.

7. References:

- 7.1. Alphington Grammar School Child Safety Policy 2020.

8. Policy and Program Review:

- 8.1. Alphington Grammar School is committed to the continuous improvement of our Child Protection Program. The Program is regularly reviewed for overall effectiveness and to ensure compliance with all child protection related laws, regulations and standards.

Appendix 2 – Ministerial Order 870:

EDUCATION AND TRAINING REFORM ACT 2006

CHILD SAFE STANDARDS – MANAGING THE RISK OF CHILD ABUSE IN SCHOOLS AND SCHOOL BOARDING PREMISES

(Version incorporating amendments made by Ministerial Order 1324 as at 29 April 2021)

Ministerial Order No. 870

The Minister for Education makes the following Order.

Dated 22 December 2015



James Merlino, M.P.
MINISTER FOR EDUCATION

Part 1 - Preliminary

1. Objective

1.1 The objective of this Order is to specify the matters regarding which:

- (a) a person or body applying for registration of a school; and
- (b) registered schools;

must take action for the purposes of:

- (c) embedding a culture in Victoria's schools of 'no tolerance' for child abuse; and
- (d) complying with the prescribed minimum standard for the registration of schools in section 4.3.1(6)(d) of the *Education and Training Reform Act 2006*.

1.2 The objective of this Order is also to specify the matters which:

- (a) a person wishing to apply to register a school boarding premises; or
- (b) a school boarding premises governing authority or provider of school boarding services at a registered boarding premises

must take action for the purposes of:

- (c) embedding a culture in Victoria's school boarding premises of 'no tolerance' of child abuse; and
- (d) complying with prescribed minimum standards for registration of school boarding premises in section 4.3.8C(1)(d) of the *Education and Training Reform Act 2006*.

2. Commencement

This Order comes into operation on 1 August 2016.

3. Authorising provisions

This Order is made under section 5.10.4 of the *Education and Training Reform Act 2006*, and section 13 of the *Interpretation of Legislation Act 1984*.

4. Definitions

(1) In this Order:

ETR Act means the *Education and Training Reform Act 2006* as amended from time to time.

child means:

- (a) a child enrolled as a student at the school; or
- (b) for the purposes of a school boarding premises, a child boarding at a school boarding premises.

child-connected work means:

- (a) work authorised by the school governing authority and performed by an adult in a school environment while children are present or reasonably expected to be present; or
- (b) for the purposes of a school boarding premises, work authorised by the provider of school boarding services in a school boarding premises environment while children are present or reasonably expected to be present.

child abuse includes—

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

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

minister of religion has the same meaning as in the *Worker Screening Act 2020*.

proprietor, in relation to a school, means the person who is ultimately responsible for the way the school is managed and conducted:

- (a) in the case of a Government school, the Secretary;
- (b) in the case of a non-Government school, the proprietor of the school.

school boarding environment means any physical or virtual space made available or authorised by the school boarding premises governing authority for use by a child boarding at a school boarding premises at any time, including:

- (a) online school boarding environments (including email and intranet systems); and other locations provided by the provider of school boarding services for a child's use (including, without limitation, locations used for school boarding premises camps, sporting events, excursions, competitions, and other events).

school boarding premises governing authority means:

- (a) a responsible person in relation to a school boarding premises, including the provider of school boarding services;
- (b) the governing body for a school boarding premises (however described) as authorised by the provider of school boarding services or the ETR Act.

Explanatory note: There are a wide range of governance arrangements among providers of school boarding services. Depending on the way a provider of school boarding services is constituted and operated, the governing body for a provider may be an individual, a group of individuals, a board, a body corporate or some other person or entity. The provider of school boarding services may share or assign responsibility for discharging the requirements imposed by the Order, in accordance with the provider's internal governance arrangements.

school boarding premises staff means:

- (a) in a Government school boarding premises, an individual working in a school boarding premises environment who is:
 - (i) employed by the school boarding premises governing authority; or
 - (ii) a volunteer or a contracted service provider (whether or not a body corporate or any other person is an intermediary).
- (b) In a non-government school boarding premises, an individual working in a school boarding environment who is:
 - (i) directly engaged or employed by a school boarding premises governing authority;
 - (ii) a volunteer or a contracted service provider (whether or not a body corporate or any other person is an intermediary); or
 - (iii) a minister of religion.

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

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

school governing authority means:

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

Explanatory note: There is a wide variety of school governance arrangements. Depending on the way a school is constituted and operated, the governing body for a school may be the school board, the school council, or some other person or entity. The school governing authorities may share or assign responsibility for discharging the requirements imposed by this Order, in accordance with the school's internal governance arrangements.

school staff means:

- (a) in a Government school, an individual working in a school environment who is:
 - (i) employed under Part 2.4 of the ETR Act in the government teaching service; or
 - (ii) employed under a contract of service by the council of the school under Part 2.3 of the ETR Act; or
 - (iii) a volunteer or a contracted service provider (whether or not a body corporate or any other person is an intermediary).

- (b) in a non-Government school, an individual working in a school environment who is:
 - (i) directly engaged or employed by a school governing authority;
 - (ii) a volunteer or a contracted service provider (whether or not a body corporate or any other person is an intermediary); or
 - (iii) a minister of religion.

(2) The following terms have the same meaning as in the ETR Act (as amended from time to time):

- (i) child abuse;¹
- (ii) government school;
- (iia) government school boarding premises;
- (iii) government teaching service;
- (iv) non-Government school;
- (iva) non-government school boarding premises;
- (v) parent;
- (vi) principal;
- (via) provider of school boarding services;
- (vii) registered school;
- (viiia) registered school boarding premises
- (viii) school;
- (viiiia) school boarding premises;
- (viiiib) school boarding services;
- (viiic) student in Division 1A of Part 4.3
- (ix) the Secretary.

(3) The following terms have the same meaning as in the *Education and Training Reform Regulations 2017* (as amended from time to time):

- (i) responsible person.

¹ For ease of reference, the text of the ETR Act definition of **child abuse** is included in the definitions clause of this Order.

Part 2 – Minimum Standards for a Child Safe Environment

5.1 Schools to meet minimum child safety standards

(1) The school must implement the following minimum child safety standards:

- (a) strategies to embed an organisational culture of child safety in accordance with clause 7;
- (b) a child safety policy or a statement of commitment to child safety in accordance with clause 8;
- (c) a child safety code of conduct in accordance with clause 9;
- (d) screening, supervision, training, and other human resources practices that reduce the risk of child abuse in accordance with clause 10;
- (e) procedures for responding to and reporting suspected child abuse in accordance with clause 11;
- (f) strategies to identify and reduce or remove risks of child abuse in accordance with clause 12; and
- (g) strategies to promote child participation and empowerment in accordance with clause 13.

5.2 Meeting minimum child safety standards in school boarding premises

School boarding premises governing authorities must implement the following minimum child safety standards:

- (a) strategies to embed an organisational culture of child safety in accordance with clause 7;
- (b) a child safety policy or a statement of commitment to child safety in accordance with clause 8;
- (c) a child safety code of conduct in accordance with clause 9;
- (d) screening, supervision, training, and other human resources practices that reduce the risk of child abuse in accordance with clause 10;
- (e) procedures for responding to and reporting suspected child abuse in accordance with clause 11;
- (f) strategies to identify and reduce or remove risks of child abuse in accordance with clause 12; and
- (g) strategies to promote child participation and empowerment in accordance with clause 13

6.1 Principle of inclusion

(1) In implementing the minimum child safety standards in accordance with this Order, school governing authorities must:

- (a) 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 linguistically diverse backgrounds, children with disabilities, and children who are vulnerable; and
- (b) make reasonable efforts to accommodate the matters referred to in clause 6.1(1)(a).

6.2 Principles of inclusion in school boarding premises

(1) In implementing the minimum child safety standards in accordance with this Order, school boarding premises governing authorities must:

- (a) 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 linguistically diverse backgrounds, children with disabilities, and children who are vulnerable; and
- (b) make reasonable efforts to accommodate matters referred to in clause 6.2(1)(a).

7.1 Strategies to embed an organisational culture of child safety

(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.

7.2 Strategies to embed an organisational culture of child safety in a school boarding premises

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

8.1 A child safety policy or a statement of commitment to child safety

- (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.

8.2 A child safety policy or statement of commitment to child safety at a school boarding premises

- (1) The school boarding premises governing authority must ensure that the school boarding premises has a child safety policy or statement of commitment to child safety that details:
 - (a) the values and principles that will guide the school boarding premises governing authority in developing policies and procedures to create and maintain a child safe school boarding environment; and
 - (b) the actions the school boarding premises governing authority proposes to take to:
 - (i) demonstrate a commitment to child safety and monitor the adherence of the school boarding premises governing authority to its child safety policy or statement of commitment;
 - (ii) support, encourage and enable school boarding premises 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 boarding premises governing authority must inform the community of the school boarding premises about the policy or statement, and make the policy or statement publicly available.

9.1 A child safety code of conduct

- (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.

9.2 A child safety code of conduct at a school boarding premises

- (1) The school boarding premises 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 boarding environment;
 - (b) sets standards about the ways in which school boarding premises staff are expected to behave with children;
 - (c) takes into account the interests of school boarding premises staff (including other professional or occupational codes of conduct that regulate particular school boarding premises staff), and the needs of all children; and
 - (d) is consistent with the child safety strategies, policies and procedures of the school boarding premises governing authority as revised from time to time.

10.1 School staff selection, supervision and management practices for a child-safe environment

- (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 requirement² 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) Screening Check, 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.

² Please refer to the *Worker Screening Act 2020* which establishes a process to screen persons engaging or intending to engage in child-related work through a screening check, and also sets out exemptions from that requirement for volunteers, parents and others.

- (5) The school need not comply with the requirements in clause 10.1(4) if it has already made reasonable efforts to gather, verify and record the information set out in clauses 10.1(4)(a) to 10.1(4)(d) 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.

10.2 Selection, supervision and management practices for school boarding premises staff for a child-safe environment

- (1) Subject to the requirements of the ETR Act, the school boarding premises governing authority must ensure that the provider of school boarding services implements practices for a child-safe environment in accordance with this clause.
- (2) Each job or category of jobs for school boarding premises staff that involve 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 provider of school boarding services must be informed about the provider’s child safety practices (including the code of conduct).
- (4) In accordance with any applicable legal requirement³ or school boarding premises policy, the provider of school boarding services 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) Screening 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) The provider of school boarding services need not comply with requirements in clause 10.2(4) if it has already made reasonable efforts to gather, verify and record the information set out in clauses 10.2(4)(a) to 10.2(4)(d) about a particular individual within the previous 12 months.
- (6) The provider of school boarding services must ensure that appropriate supervision or support arrangements are in place in relation to:

³ Please refer to the *Worker Screening Act 2020* which establishes a process to screen persons engaging or intending to engage in child-connected work through a screening check, and also sets out exemptions from that requirement for volunteers, parents and others.

- (a) the induction of new school boarding premises staff into the policies, codes, practices, and procedures of the school boarding premises governing child safety and child-connected work; and
 - (b) monitoring and assessing a job occupant's continuing suitability for child-connected work.
- (7) The provider of school boarding services must implement practices that enable the school boarding premises governing authority to be satisfied that people engaged in child-connected work perform appropriately in relation to child safety.

11.1 Procedures for responding to and reporting allegations of suspected child abuse

- (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 clause 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 11.1(3)(c)(i) 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.

11.2 Procedures for responding to and reporting allegations of suspected child abuse in a school boarding environment

- (1) The school boarding premises governing authority must have a clear procedure or set of procedures for responding to allegations of suspected child abuse in accordance with this clause and other legal obligations.
- (2) The school boarding premises governing authority must ensure that the procedure is:
- (a) sensitive to the diversity and characteristics of the community of the school boarding premises;
 - (b) made publicly available; and
 - (c) accessible to children, school boarding premises 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 boarding premises staff, visitors, or other persons while connected to a school boarding environment;
 - (c) identify the positions of the person or people who are responsible for:
 - (i) promptly managing the response of the school boarding premises governing authority 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 compliance of the school boarding premises governing authority with this procedure; and
 - (iv) managing an alternative procedure for responding to an allegation or disclosure if the person allocated responsibility under clause 11.2(3)(c)(i) 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 boarding premises governing authority 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 response of the school boarding premises governing authority to it.
- (4) The procedure must not:

- (a) prohibit or discourage school boarding premises staff from reporting an allegation of child abuse to a person external to the school boarding premises;
- (b) state or imply that it is the victim's responsibility to inform the police or other authorities of the allegation;
- (c) require school boarding premises staff to make a judgment about the truth of the allegation of child abuse; or
- (d) prohibit school boarding premises staff from making records in relation to an allegation or disclosure of child abuse.

12.1 Strategies to identify and reduce or remove risks of child abuse

- (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.

12.2 Strategies to identify and reduce or remove the risks of child abuse in a school boarding environment

- (1) The school boarding premises governing authority must develop and implement risk-management strategies regarding child safety in school boarding environments.
- (2) The risk management strategies of a school boarding premises governing authority regarding child safety must identify and mitigate the risk(s) of child abuse in a school boarding environment by taking into account the nature of each school boarding 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 boarding premises governing authority identifies risks of child abuse occurring in one or more school boarding environments, the authority must make a record of those risks and specify the action(s) the authority 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 boarding premises governing authority must monitor and evaluate the effectiveness of the implementation of its risk controls.
- (5) At least annually, the school boarding premises governing authority must ensure that the appropriate guidance and training is provided to the individual members of the school boarding premises governing authority and school boarding premises staff about:
 - (a) individual and collective obligations and responsibilities for managing the risk of child abuse;
 - (b) child abuse risks in the in the school boarding environment; and
 - (c) the current child safety standards of the school boarding premises governing authority.

13.1 Strategies to promote child empowerment and participation

- (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 this Order in ways that are readily accessible, easy to understand, and user-friendly to children.

13.2 Strategies to promote child empowerment and participation in a school boarding environment

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

BETRAYAL OF TRUST: FACTSHEET

The ‘grooming’ offence

The *Crimes Amendment (Grooming) Act 2014*, which commenced in Victoria on 9 April 2014, introduced the offence of Grooming for sexual conduct with a child under the age of 16 years. This offence targets predatory conduct designed to facilitate later sexual activity with a child.

The Betrayal of Trust report recommended the grooming offence, given the way in which many sex offenders target their victims. Grooming can be conducted in person or online, for example via interaction through social media, web forums and emails.

Many perpetrators of sexual offences against children purposely create relationships with victims, their families or carers in order to create a situation where abuse could occur. For this reason, parents, carers or other family members who have been targeted by perpetrators in order to gain access to a child are also victims.

The *Victim’s Charter Act 2006* was amended to expressly provide that a child and a family member of that child are victims of a grooming offence and are entitled to provide a victim impact statement to a court.

GROOMING IS NOW A CRIMINAL OFFENCE

1. What is grooming?

- The offence of grooming concerns predatory conduct undertaken to prepare a child for sexual activity at a later time.
- The offence applies where an adult communicates, 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.
- Grooming does not necessarily involve any sexual activity or even discussion of sexual activity – for example, it may only involve establishing a relationship with the child, parent or carer for the purpose of facilitating sexual activity at a later time.
- The sexual conduct must constitute an 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 upskirting and indecent behaviour in public.

2. Who can commit the offence?

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

3. What age are the children who are protected by the offence?

The offence applies to communication with children under 16 years, but not 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.

BETRAYAL OF TRUST: FACTSHEET

4. What are the key differences between the Victorian grooming offence and the grooming offences that have been implemented in New South Wales and by the Commonwealth?

The New South Wales grooming offence is confined to circumstances in which an adult engages in conduct that exposes a child to indecent material or provides the child with an intoxicating substance with the intention of making it easier to procure the child for sexual activity. The Victorian offence is broader than this and prohibits an adult from engaging in any form of communication with the intention of facilitating sexual conduct. This is not limited to exposing the child to indecent material or providing them with an intoxicating substance and may include such acts as inappropriately giving them gifts or favours with the intention of engaging in later sexual activity.

The offence is similar to the Commonwealth grooming offence. The key distinction is that the Commonwealth offence is limited to grooming via a communication transmitted through a carriage service. The Victorian offence applies to any form of communication between the adult and child, including communication that occurs in person.

5. What is the purpose of amending the *Victim's Charter Act 2006*?

Amending the *Victim's Charter Act 2006* to expressly include a family member of the child as a victim of a grooming offence (eg. the child's parents) entitles the parents, or another family member, to provide a victim impact statement to the court.

6. What is the penalty for grooming?

The maximum penalty is 10 years imprisonment.

BETRAYAL OF TRUST: FACT SHEET

The new ‘failure to disclose’ offence

Fact sheet for Department of Human Services staff and funded organisations

A new offence for failure to disclose child sexual abuse came into force on 27 October 2014. This offence has been introduced as part of the *Crimes Amendment (Protection of Children) Act 2014*, in response to a recommendation from the report of the Victorian Parliamentary Inquiry into the Handling of Child Abuse by Religious and Other Non-Government Organisations, *Betrayal of Trust*.

The new offence requires that any adult (aged 18 and over) who holds a reasonable belief that a sexual offence has been committed in Victoria by an adult against a child (aged under 16) disclose that information to police (unless they have a reasonable excuse).

This fact sheet is intended to clarify reporting obligations for Department of Human Services (DHS) staff and funded organisations. It should be read together with the general fact sheet on the new ‘failure to disclose’ offence available on the [Department of Justice website](#).

1. Does the new offence change my obligations in relation to reporting to police?

The simple rule is: if you have a reasonable belief that a sexual offence has been committed by an adult against a child in Victoria, you must report that belief to Victoria Police.

In many circumstances, DHS staff and funded organisations are already required to report sexual offences against a child to police, for example under *Protecting Children: Protocol between Department of Human Services – Child Protection and Victoria Police* (Child Protection Protocol); the *Critical Client Incident Management Instruction*; and the *Instruction on Responding to Allegations of Physical or Sexual Assault* (RAPSA).¹

¹Under *Protecting Children: Protocol between Department of Human Services – Child Protection and Victoria Police* (2012) and existing procedures, child protection practitioners already have an obligation to notify police where they receive a report relating to, or a disclosure of, child sexual abuse. Under the *Critical Client Incident Management Instruction* (technical update, 2014), service providers are required to report to police alleged criminal acts that occur ‘during service delivery’. The new offence means that all service providers are now required to report to police all incidents involving a sexual offence against a child, regardless of whether the offence occurred during service delivery.

The *Instruction on Responding to Allegations of Physical or Sexual Assault* (technical update, 2014) (RAPSA) supplements the *Critical Client Incident Management Instruction* by providing additional instructions where the incident involves physical or sexual assault. Under the RAPSA, there is a mandatory requirement to report sexual assaults against certain clients to police. This includes assaults where the client is a statutory child protection client; resides in out-of-home care; resides in a residential service directly managed by DHS; or is in receipt of a funded disability service.

Any allegations of criminal conduct by DHS employees and contractors must also be promptly reported to Victoria Police under the *Reporting Employee Criminal Conduct Policy* and the protocol between Victoria Police and the department, *Reporting Employee Criminal Conduct*.



BETRAYAL OF TRUST: FACT SHEET

The new offence applies to all adults, not just professionals who work with children. This means that **all DHS staff and funded organisations are now required to report to police where they hold a reasonable belief that a sexual offence has been committed by an adult against a child in Victoria**. This obligation applies regardless of:

- the type of service the child is receiving
- whether the offence occurred during service delivery or
- whether the child is a client of the department or funded organisation at all.

2. Does the new offence change my reporting obligations under the Critical Client Incident Management Instruction?

The reporting requirements of the *Critical Client Incident Management Instruction* remain unchanged. The new offence does not change the reporting obligations of DHS and funded organisation staff in relation to reporting of critical incidents to **DHS**.

If the allegation involves a client and meets the criteria of the *Critical Client Incident Management Instruction*, DHS and funded organisation staff are still required to report the incident to DHS using the Client Incident Report form.

The new offence does change the reporting requirements of some DHS and funded organisation staff in relation to reporting information about sexual abuse of children to **police** (see Question 1).

3. What if I have already reported the abuse to DHS (Child Protection)?

It is a reasonable excuse for not reporting under the offence if the person believes on reasonable grounds that the information has already been disclosed to police by another person and they have no further information. This ensures that:

- people are not required to report the same information to different organisations; and
- multiple people within the same organisation are not required to report the same information to police.

Consequential amendments to the *Children, Youth and Families Act 2005* (CYF Act) reinforce DHS' current practice of passing on all allegations of child sexual assault to police. **It is therefore a reasonable excuse for not reporting to police if a person reasonably believes a report has been made to DHS (Child Protection) and they have no additional information.**

Child Protection intake workers may advise people reporting child sexual abuse that they have fulfilled their obligations under the offence by reporting to DHS (Child Protection).

Similarly, if a person working in an organisation reasonably believes that another person within the organisation has reported the information to police, then the first person will have a reasonable excuse for not reporting to police. It is important for organisations to have procedures in place for reporting allegations of sexual abuse to police which clearly set out staff members' roles and responsibilities. This will minimise duplication of reporting and ensure staff are protected from liability under the offence if they do not report.

BETRAYAL OF TRUST: FACT SHEET

4. How does the new offence differ from mandatory reporting?

The new offence differs from mandatory reporting under the CYF Act because:

- it applies to all adults, not just certain professionals who work with children;
- it is limited to the reporting of sexual abuse. Mandatory reporters are required to report suspected physical and sexual abuse;
- it requires the person to report a suspected crime to police, rather than reporting a concern about a child needing protection to DHS (Child Protection); and
- the suspected sexual offence must be reported even if the child's parents are acting to protect the child.

5. What if a person discloses knowledge of child sexual abuse to me but doesn't want me to report it?

If someone discloses information about a sexual offence against a child to you, and they are not the victim of the offence, you are required to report this information to police, unless you have a reasonable excuse for not reporting. You should advise the person of your obligation to report this information to police, and tell them about their own obligations under the failure to disclose offence as well as the relevant defences.

If the person who discloses the information is the victim of the offence, you are not required to disclose this information to police **provided that the person is over 16** and requests that the information not be reported (see also Questions 8 and 9).

6. What is the 'fear for safety' defence and what does it mean for women and children experiencing family violence?

One situation where a person may have a reasonable excuse for not reporting is where the person fears on reasonable grounds for the safety of any person (apart from the perpetrator) if they disclosed the information to the police, and the failure to disclose was a reasonable response in the circumstances. This is most likely to be relevant in the context of family violence, where a woman may fear for her own or her child's safety if she discloses information about sexual abuse to the police. If or when a woman feels safe enough to report, she may have an obligation to report the offence.

Victoria Police has developed procedures and training for their members about use of the offence. The training is delivered to specialist sexual offence investigators and considers issues specific to family violence. Charges for this offence will only be able to be authorised by senior specialist officers who are suitably qualified. Police and prosecutors are also required to apply the Director of Public Prosecutions' Policy on the Prosecutorial Discretion. This policy sets out that a prosecution may only proceed if there is a reasonable prospect of conviction and prosecution of the charge is required in the public interest.

7. What if a woman experiencing family violence discloses information about child sexual abuse to me but doesn't want me to report it?

If you are working with a woman experiencing family violence and information about a sexual offence against a child emerges, you are required to report this information to police, unless you have a reasonable excuse for not reporting. You should advise the woman of your obligation to report this information to police. If it appears she may have known about the offence against the child, you should tell her about her obligations under the failure to disclose offence and the relevant defences. You should make clear that the intent of the



BETRAYAL OF TRUST: FACT SHEET

offence is to protect children, not to further victimise or impact on the safety of women experiencing family violence, and that Victoria Police understands the situation of women in these circumstances.

You may have a reasonable excuse for not reporting if you reasonably fear for the safety of the woman who disclosed the information, or for the safety of her children, if you report. However, the decision not to report must be reasonable in the circumstances. For example, if action could be taken to protect the woman and/or her children from danger, it may not be considered reasonable not to report.

Even if you believe you have a reasonable excuse for not reporting, you should consider any ongoing risk to the child, and decide whether other action (for example, a report to child protection) should be taken to protect them.

8. What if a child discloses to me that they have been abused and doesn't want me to report the offence to police?

The new offence respects the position of a victim who does not want the offence disclosed and who is sufficiently mature to make that judgment. The obligation to report therefore does not apply where the information about the sexual offence **comes directly from a victim** who has turned 16 years of age and who requests that the information not be disclosed to police. However, this exception does not apply where the victim is aged under 16 years, or is aged over 16 years and has an intellectual disability and does not have the capacity to make an informed decision about whether or not to report (see Question 9).

9. What if a person with an intellectual disability discloses information to me about sexual abuse?

The exception in Question 8 **does not apply** where the victim has turned 16, but has an intellectual disability at the time of disclosing the information and does not have the capacity to make an informed decision about not reporting. That is:

- if a person over 16 who has an intellectual disability (and lacks capacity to make an informed decision about reporting) discloses sexual abuse that occurred **before they turned 16**, you are still obliged to report to police.
- reporting of a sexual offence against a person with an intellectual disability who is **over 16 at the time of the sexual offence** is **not** covered by the failure to disclose offence. However, mandatory reporting requirements specified in the Responding to Allegations of Physical or Sexual Assault (technical update, 2014) apply in relation to disability clients in receipt of funded disability services.

10. What if someone discloses information about child sexual abuse to me during counselling or medical treatment?

There is an additional exception to the offence where a child under 16 discloses the information to a registered medical practitioner or counsellor during treatment. However, consistent with their obligations as mandated reporters, **registered medical practitioners will still be required to report to DHS (Child Protection) if they form a reasonable belief that a child has been sexually abused and is in need of protection**. Counsellors should consider any ongoing risk to the child and their ethical and policy obligations, and decide whether other action (for example, a report to child protection) should be taken to protect the child.



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If an adult provides information to a medical practitioner or counsellor regarding the abuse of a child, the medical practitioner or counsellor is required to disclose that information to police unless another exemption applies.

Further information:

If you require further information, please contact the Royal Commission Response Branch on 9096 0684 or royalcommissionresponse@dhs.vic.gov.au

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Failure to Protect: a new criminal offence to protect children from sexual abuse

In response to the Betrayal of Trust report the Victorian Government has strengthened laws to protect our children from sexual abuse and exposure to sexual offenders. This is in recognition of the shared community responsibility to protect children from abuse and to provide a safe environment for children to develop, learn and play.

A new criminal offence for failing to protect a child under the age of 16 from a risk of sexual abuse commenced on 1 July 2015.

The offence applies where there is a substantial risk that a child under the age of 16 under the care, supervision or authority of a relevant organisation will become a victim of a sexual offence committed by an adult associated with that organisation. A person in a position of authority in the organisation will commit the offence if they know of the risk of abuse and have the power or responsibility to reduce or remove the risk, but negligently fail to do so.

This offence encourages organisations to actively manage the risks of sexual offences being committed against children in their care to protect them from harm.

1. What is the offence of failing to protect a child from a sexual offence?

The offence provides that a person who:

- a. by reason of the position he or she 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.

2. What is a 'relevant organisation'?

The offence applies to people in authority within a *relevant organisation*. A relevant organisation is one that exercises care, supervision or authority over children, whether as part of its primary function or otherwise.

Relevant organisations include, but are not limited to:

- churches
- religious bodies
- education and care services (such as childcare centres, family day care services, kindergartens and outside school hours care services)
- licensed children's services such as occasional care services
- schools and other educational institutions

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- organisations that provide accommodation to children and young people, such as boarding schools and student hostels
- out-of-home care services
- community service organisations providing services for children
- hospitals and other health services
- government agencies or departments providing services for children
- municipal councils (for example those that deliver Maternal and Child Health services)
- sporting groups
- youth organisations
- charities and benevolent organisations providing services for children.

3. Who is a person in authority in an organisation?

A person in authority is someone whose, position within a relevant organisation, means that they have 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.

Whether someone is considered to be a person in authority will depend on the degree of supervision, power or responsibility the person has to remove or reduce the substantial risk posed by an adult associated with the organisation. People in authority will usually have the ability to make management level decisions, such as assigning and directing work, ensuring compliance with the organisation's volunteer policy and other operational arrangements.

Examples of people in authority may include residential house supervisors, CEOs, board, council or committee members, school principals, service managers and religious leaders. It may also apply to people with less formal involvement in an organisation. For example, a volunteer parent coach responsible for the supervision of a junior sports team may be a person in authority, even if their role is informal or limited.

4. Who is a relevant child?

A person in authority will commit an offence if he or she negligently fails to reduce or remove a substantial risk to a relevant child, or children. A 'relevant' child is a child under the age of 16 who is, or may come, under the care, supervision or authority of a relevant organisation.

The child does not need to be identified. This means that the risk is not that a particular child will become the victim of sexual abuse. Instead, the substantial risk could be posed to any child who is, or who may be in the future, under the organisation's care, supervision or authority.

5. Who is a 'person associated with' an organisation?

The offence requires a person in authority to act if they know that a person associated with their organisation poses a substantial risk to a relevant child. This may include a person who is an officer, office holder, employee, manager, owner, volunteer, contractor or agent of the organisation. This definition does not include a person who solely receive services from the organisation.

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For example, a parent of a child who is involved with receiving child protection services or who has a child in out-of-home care, and who may pose a risk of sexual abuse to a child, would not be considered to be 'associated with' the Department of Health and Human Services (DHHS) under the offence. Similarly, parents of children attending a school or service will generally only be 'associated with the organisation' if they are also engaged as a volunteer, for example to assist in the classroom or attend an excursion or camp. The offence relates to risk of sexual abuse by adults. Children under the age of 18 who pose a risk of sexually abusing other children are not covered by this offence.

6. What is a 'substantial risk'?

The offence requires a person in authority to reduce or remove a known 'substantial' risk that an adult associated with the organisation may commit a sexual offence against a relevant child. It does not make it a criminal offence to fail to address every possible risk that a sexual offence may be committed against a child.

There are a number of factors that may assist in determining whether a risk is a substantial risk. These include:

- the likelihood or probability that the child will become the victim of a sexual offence
- the nature of the relationship between a child and the adult who may pose a risk to the child
- the background of the adult who may pose a risk to the child, including any past or alleged misconduct
- any vulnerabilities particular to a child which may increase the likelihood that they may become the victim of a sexual offence
- any other relevant fact which may indicate a substantial risk of a sexual offence being committed against a child.

When determining whether a risk is substantial, the courts will consider a variety of factors, which may include those listed above. The courts will consider all the facts and circumstances of the case objectively, and will consider whether a reasonable person would have judged the risk of a sexual offence being committed against the child abuse as substantial. It is not necessary to prove that a sexual offence, such as indecent assault or rape, was committed.

7. When does a person 'know' there is a risk of child sexual abuse?

This offence requires a person in authority to act if they *know* that there is a substantial risk that a child may become the victim of a sexual offence. A person is generally taken to know that there is a risk if he or she is aware that it exists or will exist in the ordinary course of events. This is more than merely holding a tentative belief or suspicion.

However, it is expected that a person in authority will take steps to follow up on a suspicion or belief that children in their organisation were at risk of harm.

8. When does a person negligently fail to reduce or remove a substantial risk?

Under the offence, a person is taken to have negligently failed to reduce or remove a substantial risk if that failure involves a great falling short of the standard of care that a reasonable person would exercise in the same circumstances. The offence does not require a person in authority to eliminate all possible risks of child sexual abuse.



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For example, a person in authority who knows that an adult associated with the organisation poses a substantial risk to children, and moves that adult from one location in an organisation to another location where they still have contact with children, is likely to be committing the offence. Another example is where a person in authority employs someone in a role that involves contact with children, when the person in authority knows the employee left their last job because of allegations of sexually inappropriate behaviour involving children.

9. Does this criminalise mistakes made by adults who are caring for or working to protect children?

This law is aimed at protecting children and compelling those in authority to remove or reduce known substantial risks that children may become victims of sexual abuse.

As previously noted, the offence applies to a person in authority whose failure to protect a child from sexual abuse involves a great falling short of the standard of care that a reasonable person would exercise in the same circumstances.

The offence is unlikely to be committed where a person takes reasonable steps to protect a child from the risk of sexual abuse, for example, where an allegation is reported to appropriate authorities and the individual is removed from any role involving unsupervised contact with children pending an investigation.

10. What should a person in authority do to reduce or remove the risk of child sexual abuse posed by an adult associated with their organisation?

A person in authority in an organisation must take reasonable steps to reduce or remove a known substantial risk that an adult associated with their organisation will commit a sexual offence against a child.

For example:

- A current employee who is known to pose a risk of sexual abuse to children in the organisation should be immediately removed from contact with children and reported to appropriate authorities and investigated.
- A community member who is known to pose a risk of sexual abuse to children should not be allowed to volunteer in a role that involves direct contact with children at the organisation.
- A parent who is known to pose a risk of sexual abuse to children in a school should not be allowed to attend overnight school camps as a parent helper.

If you want to report a child in **immediate** risk or danger of a sexual offence please call Triple Zero (000).

11. How can you improve child safety in your organisation, and remove or reduce the risk of harm?

There are a range of measures that organisations can adopt to improve child safety and reduce the risk of harm to children. The child-safe standards provide a framework to assist in ensuring child safety in the organisation. Under the standards, organisations are expected to have policies, procedures and systems in place to protect children from abuse, including appropriate pre-employment screening arrangements and systems for reporting and responding to allegations of abuse.

Organisations are encouraged to create and implement risk management strategies suitable to their environment to reduce the risk of harm to children. These may include:

- Adopting a child safety policy that outlines a commitment to child safety and provides guidance on how to create a child safe environment.
- Enforcing a code of conduct that sets clear expectations about appropriate behaviour towards children and obligations for reporting a breach of the code.

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- Ensuring all new staff and volunteers are appropriately screened, including reference checks, before commencing employment with the organisation (in addition to Working with Children Checks or Victorian Institute of Teaching registration).
- Providing training to staff in prevention, identification and response to child safety risks, including reporting requirements and procedures

The Reportable Conduct Scheme commenced implementation on 1 July 2017 and requires organisations that have a high level of responsibility for children to report allegations of child abuse and how they have been investigated and managed centrally to the Commission for Children and Young People.

For further information and guidance on how organisations may reduce the risk of harm, refer to Appendix A and Appendix B of this fact sheet.

12. Does the offence criminalise members of the public who fail to protect a child from a risk of sexual abuse?

No — the failure to protect offence applies to people in authority within an organisation that exercises care, supervision or authority over children. It does not apply to parents or other individuals not connected to these organisations. However, as noted above, a parent who volunteers in an organisation (for example as a sporting coach) may be in a position of authority and subject to the offence.

A separate '[failure to disclose](#)' offence applies to any adult who fails to report a reasonable belief to Victoria Police that a sexual offence has been committed against a child under the age of 16, unless there is a reasonable excuse for not doing so.

13. How does the failure to protect offence interact with mandatory reporting obligations?

This offence is in addition to existing mandatory reporting obligations for specified staff under the *Children, Youth and Families Act 2005*. It applies to any person in authority within a relevant organisation, not just mandatory reporters.

14. What is the penalty for failing to protect a child?

The maximum penalty is five years' imprisonment.

15. How do I contact Victoria Police?

If you want to report a child in **immediate** risk or danger of a sexual offence please call Triple Zero (000).

If the report is not in relation to an immediate risk, contact your [local police station](#) or call Crime Stoppers on 1800 333 000.

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Appendix A – Reportable conduct scheme, Working with Children Checks and organisational duty of care

Reportable conduct scheme

A Victorian reportable conduct scheme will commence operation on 1 July 2017, and it will be administered by the Commission for Children and Young People.

The scheme will require organisations that have a high level of responsibility for children to report allegations of child abuse and child related misconduct to the Commission for Children and Young People. Certain community service organisations funded by the Department of Health and Human Services will be covered by the scheme.

Central oversight of how organisations respond to allegations of reportable conduct will help embed a child-safe culture across all organisations.

Further information about the reportable conduct scheme, including a full list of organisations covered by the scheme, is available on the websites of the:

- [Commission for Children and Young People](#)
- [Department of Health and Human Services](#)

Working with Children Checks

The [Working with Children Check](#) is one of the safety measures organisations need to put in place to protect children from sexual and physical harm.

A list of additional resources can be found on the website for Commission for Children and Young People, including:

- [tip sheets on what to look for in a child safe organisation](#)
- [a guide to creating child safe organisations](#)

Organisational duty of care

A new 'organisational duty of care to prevent child abuse' applies to any organisation that exercises care, supervision or authority over children in Victoria.

This duty of care creates a presumption of liability, such that certain organisations will need to prove that they took "reasonable precautions" to prevent child abuse if they are defending a legal claim.

The duty does not change existing duties that schools and teachers already have, but instead reinforces the importance of ensuring that schools take reasonable precautions to minimise the risk of child abuse.



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Appendix B – Child safe standards resources

The child safe standards (the standards) are compulsory minimum requirements to create and maintain a child safe environment and better protect children from the risks of abuse and apply to **organisations** that provide services for children.

The standards aim to drive cultural change in organisations so that protecting children from abuse is embedded in everyday thinking and practice.

The Commission for Children and Young People is responsible for monitoring organisations' compliance with the standards and has [a range of resources to help organisations](#) available on its website.

Community service organisations

Further information about the Standards for Community service organisations can be found on the Department of Health and Human Services website:

- [Child safe standards resources](#)
- [Child safe standards information in the Service Agreement Information Kit for Funded Organisations](#)

Departmentally-funded organisations are still required to comply with all terms and conditions set out in their service and funding agreements, including compliance with the Human Services standards, as relevant, and safety screening checks such as:

- obtaining [Working with Children Checks](#) for relevant staff
- undertaking a Disqualified Carer Check on all prospective out-of-home carers
- registering a carer on the Carer Register
- revoking a carer's registration when ceasing to be a carer.

Further information on [safety screening](#) is available on the Department of Health and Human Services website.

Schools, Early Childhood Services, VET and Higher Education and other Education Providers

Further information about the child safe standards for schools, early childhood services and other education providers is available from the websites of the [Department of Education and Training](#) and the [Victorian Registration and Qualifications Authority](#)

Fact sheets and other resources to assist approved providers and education and care services [comply with the requirements of the National Quality Framework](#) are also available from the Department of Education and Training.

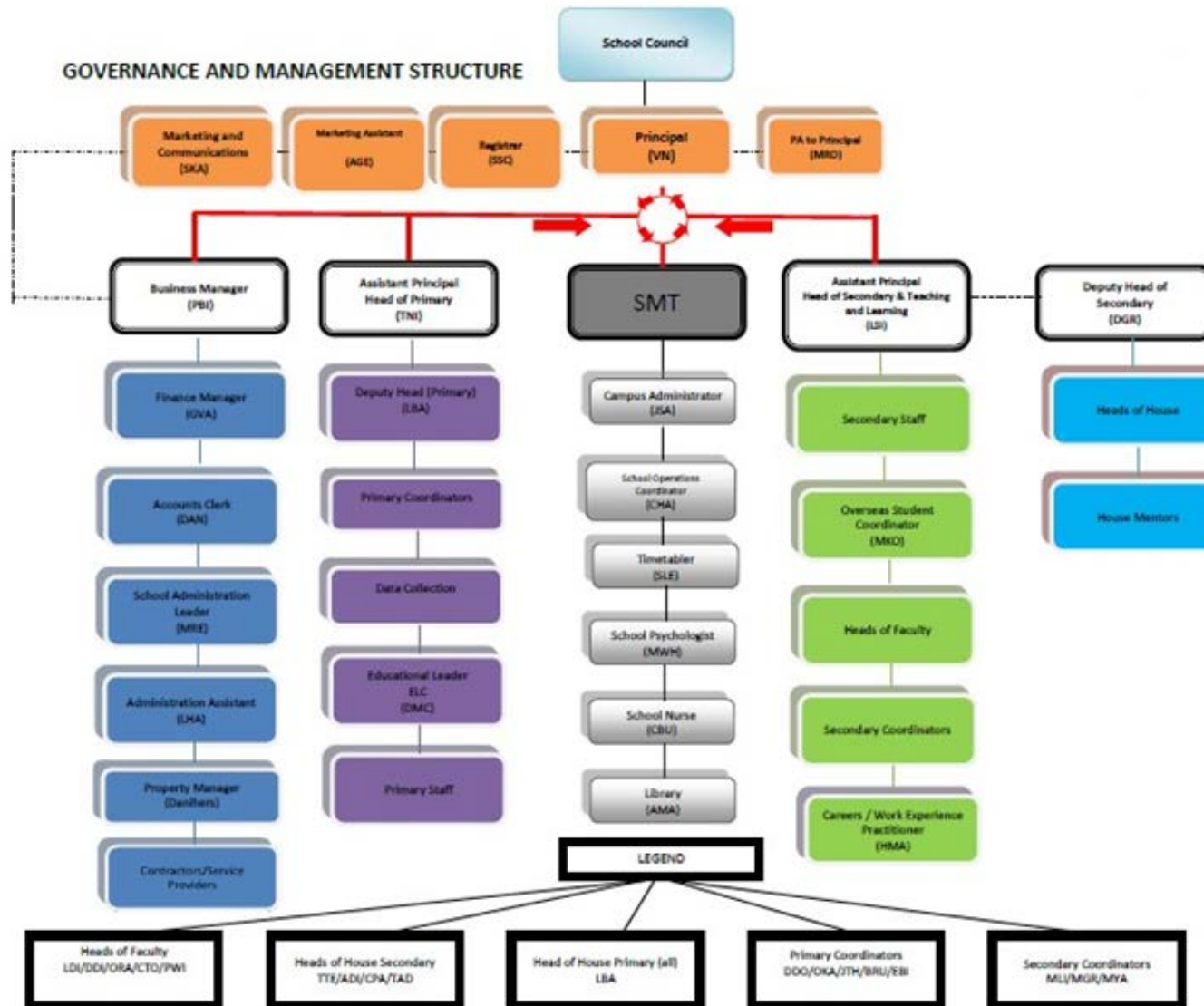
As for community service organisations, departmentally-funded organisations education providers are still required to comply with all terms and conditions set out in their service and funding agreements.



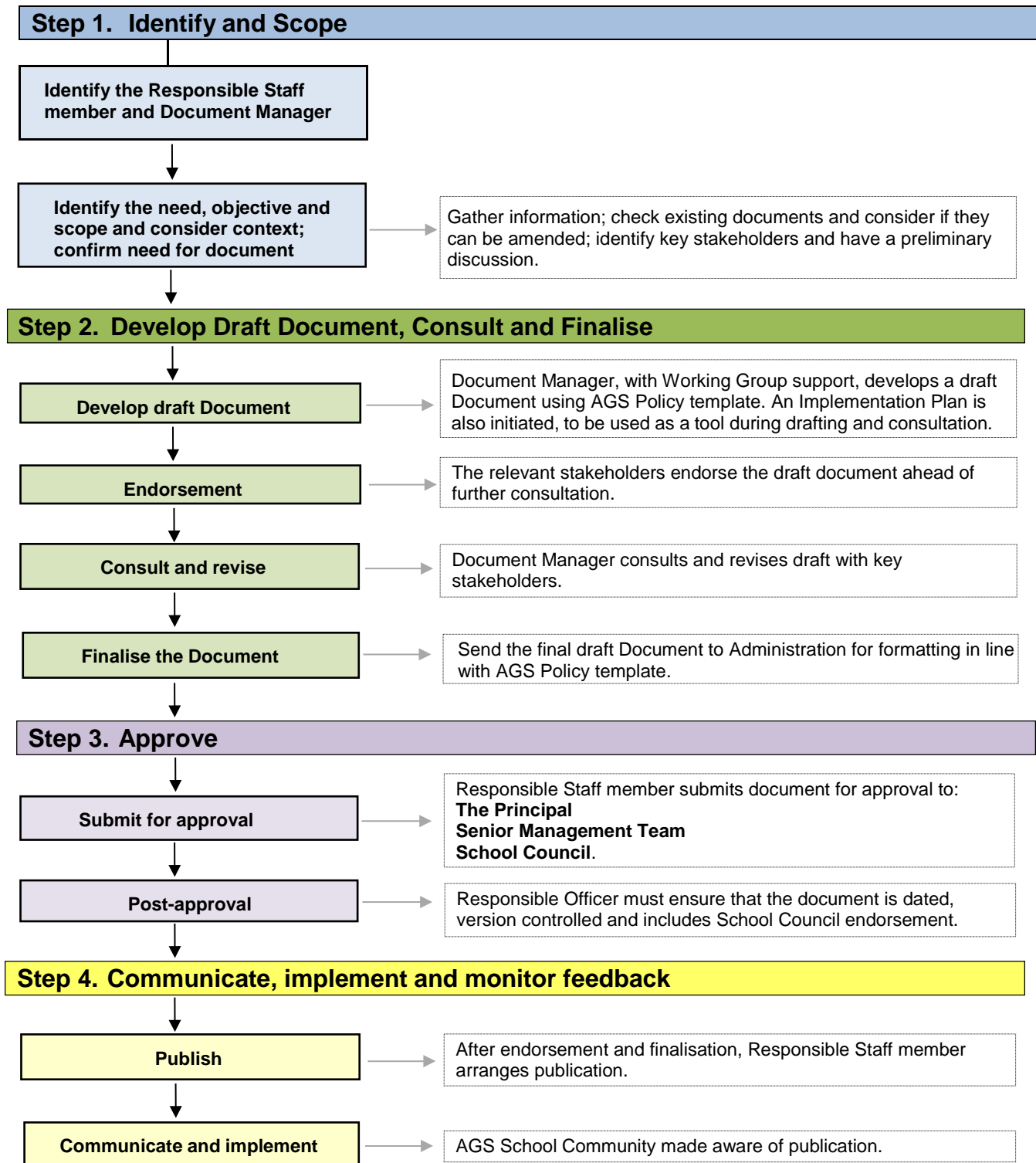
Appendix 6 – Alphington Grammar School Values:

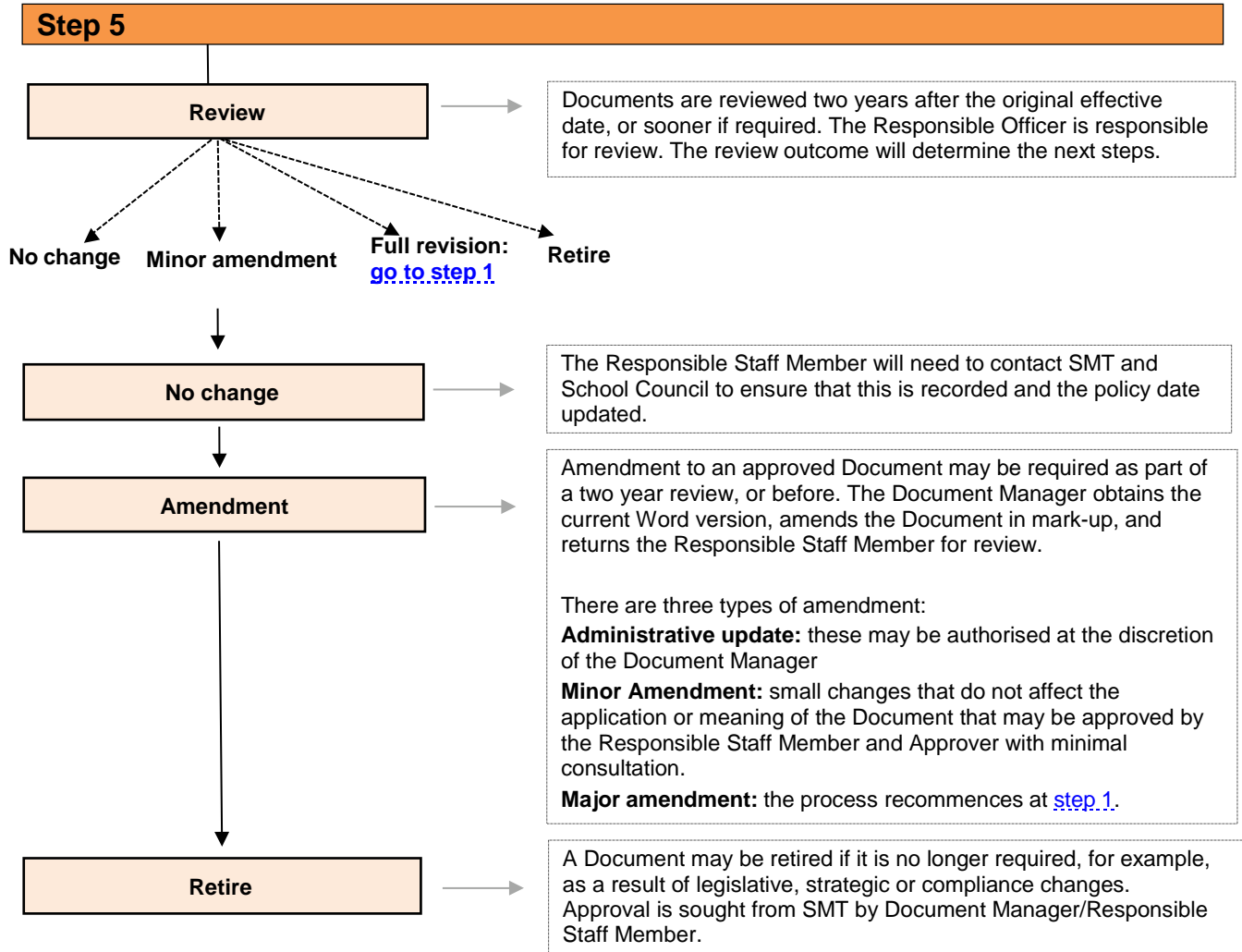


Appendix 7 - School Governance Chart:



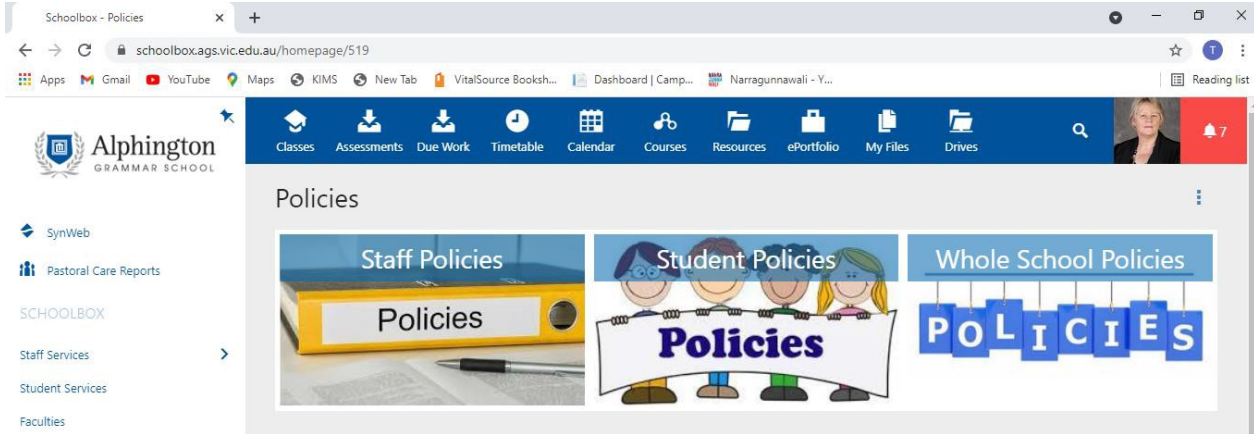
Appendix 8: Policy and Procedure Development and Approval Process





Appendix 9 – Alphington Grammar School Policies:

The Alphington Grammar School Child Safe Policy and Child Safe Program should be read in conjunction with all other AGS School Policies and Procedures located on the school’s LMS, SCHOOLBOX. Various related polices are also located on the School Website and in Information Handbooks and enrolment documents.



Appendix 10 – United Nations Convention on the Rights of the Child:

A SIMPLIFIED VERSION OF THE UNITED NATIONS CONVENTION ON THE RIGHTS OF THE CHILD.



- Article 1** Everyone under 18 years of age has all the rights in this Convention.
- Article 2** The Convention applies to everyone whatever their race, religion, abilities, whatever they think or say, whatever type of family they come from.
- Article 3** All organisations concerned with children should work towards what is best for each child.
- Article 4** Governments should make these rights available to children.
- Article 5** Governments should respect the rights and responsibilities of families to guide their children so that, as they grow up, they learn to use their rights properly.
- Article 6** Children have the right to live a full life. Governments should ensure that children survive and develop healthily.
- Article 7** Children have the right to a legally registered name and nationality. Children also have the right to know their parents and, as far as possible, to be cared for by them.
- Article 8** Governments should respect a child's right to a name, a nationality and family ties.
- Article 9** Children should not be separated from their parents unless it is for their own good. For example, if a parent is mistreating or neglecting a child. Children whose parents have separated have the right to stay in contact with both parents, unless this might harm the child.
- Article 10** Families who live in different countries should be allowed to move between those countries so that parents and children can stay in contact, or get back together as a family.
- Article 11** Governments should take steps to stop children being taken out of their own country illegally.
- Article 12** Children have the right to say what they think should happen when adults are making decisions that affect them and to have their opinions taken into account.
- Article 13** Children have the right to get and to share information, as long as the information is not damaging to them or to others.
- Article 14** Children have the right to think and believe what they want and to practise their religion, as long as they are not stopping other people from enjoying their rights. Parents should guide children on these matters.
- Article 15** Children have the right to meet with other children and young people and to join groups and organisations, as long as this does not stop other people from enjoying their rights.

- Article 16** Children have the right to privacy. The law should protect them from attacks against their way of life, their good name, their family and their home.
- Article 17** Children have the right to reliable information from the media. Mass media such as television, radio and newspapers should provide information that children can understand and should not promote materials that could harm children.
- Article 18** Both parents share responsibility for bringing up their children and should always consider what is best for each child. Governments should help parents by providing services to support them, especially if both parents work.
- Article 19** Governments should ensure that children are properly cared for and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them.
- Article 20** Children who cannot be looked after by their own family must be looked after properly by people who respect their religion, culture and language.
- Article 21** When children are adopted the first concern must be what is best for them. The same rules should apply whether children are adopted in the country of their birth or if they are taken to live in another country.
- Article 22** Children who come into a country as refugees should have the same rights as children who are born in that country.
- Article 23** Children who have any kind of disability should receive special care and support so that they can live a full and independent life.
- Article 24** Children have the right to good quality health care, clean water, nutritious food and a clean environment so that they will stay healthy. Richer countries should help poorer countries achieve this.
- Article 25** Children who are looked after by their local authority rather than their parents should have their situation reviewed regularly.
- Article 26** The Government should provide extra money for the children of families in need.
- Article 27** Children have the right to a standard of living that is good enough to meet their physical and mental needs. The government should help families who cannot afford to provide this.
- Article 28** Children have the right to an education. Discipline in schools should respect children's human dignity. Primary education should be free. Wealthier countries should help poorer countries achieve this.

- Article 29** Education should develop each child's personality and talents to the full. It should encourage children to respect their parents, their cultures and other cultures.
- Article 30** Children have the right to learn and use the language and customs of their families, whether or not these are shared by the majority of the people in the country where they live, as long as this does not harm others.
- Article 31** Children have the right to relax, play and to join in a wide range of leisure activities.
- Article 32** Governments should protect children from work that is dangerous or that might harm their health or education.
- Article 33** Governments should provide ways of protecting children from dangerous drugs.
- Article 34** Governments should protect children from sexual abuse.
- Article 35** Governments should make sure that children are not abducted or sold.
- Article 36** Children should be protected from any activities that could harm their development.
- Article 37** Children who break the law should not be treated cruelly. They should not be put in a prison with adults and should be able to keep in contact with their family.
- Article 38** Governments should not allow children under 15 to join the army. Children in war zones should receive special protection.
- Article 39** Children who have been neglected or abused should receive special help to restore their self-respect.
- Article 40** Children who are accused of breaking the law should receive legal help. Prison sentences for children should only be used for the most serious offences.
- Article 41** If the laws of a particular country protects children better than the articles of the Convention, then those laws should override the Convention.
- Article 42** Governments should make the Convention known to all parents and children.

The Convention on the Rights of the Child has 54 articles in all. Articles 43-54 are about how adults and governments should work together to make sure that all children get all their rights.
Go to www.unicef.org/crc to read all the articles.



Appendix 11 – Melbourne Declaration on Educational Goals for Young Australians:

Improving educational outcomes for all young Australians is central to the nation's social and economic prosperity and will position young people to live fulfilling, productive and responsible lives.

Young Australians are therefore placed at the centre of the Melbourne Declaration on Educational Goals.

These goals are:

Goal 1:

Australian schooling promotes equity and excellence

Goal 2:

All young Australians become:

- **successful learners**
- **confident and creative individuals**
- **active and informed citizens**

Achieving these educational goals is the collective responsibility of governments, school sectors and individual schools as well as parents and carers, young Australians, families, other education and training providers, business and the broader community.

Goal 1: Australian schooling promotes equity and excellence

Australian governments, in collaboration with all school sectors, commit to promoting equity and excellence in Australian schooling.

This means that all Australian governments and all school sectors must:

- provide all students with access to high-quality schooling that is free from discrimination based on gender, language, sexual orientation, pregnancy, culture, ethnicity, religion, health or disability, socioeconomic background or geographic location
- ensure that schools build on local cultural knowledge and experience of Indigenous students as a foundation for learning, and work in partnership with local communities on all aspects of the schooling process, including to promote high expectations for the learning outcomes of Indigenous students
- ensure that the learning outcomes of Indigenous students improve to match those of other students
- ensure that socioeconomic disadvantage ceases to be a significant determinant of educational outcomes
- reduce the effect of other sources of disadvantage, such as disability, homelessness, refugee status and remoteness
- ensure that schooling contributes to a socially cohesive society that respects and appreciates cultural, social and religious diversity
- encourage parents, carers, families, the broader community and young people themselves to hold high expectations for their educational outcomes
- promote a culture of excellence in all schools, by supporting them to provide challenging, and stimulating learning experiences and opportunities that enable all students to explore and build on their gifts and talents
- promote personalised learning that aims to fulfil the diverse capabilities of each young Australian.

Goal 2:
All young Australians become successful learners, confident and creative individuals, and active and informed citizens

Australian governments commit to working in collaboration with all school sectors to support all young Australians to become:

- successful learners
- confident and creative individuals
- active and informed citizens.

Successful learners...

- develop their capacity to learn and play an active role in their own learning
- have the essential skills in literacy and numeracy and are creative and productive users of technology, especially ICT, as a foundation for success in all learning areas
- are able to think deeply and logically, and obtain and evaluate evidence in a disciplined way as the result of studying fundamental disciplines
- are creative, innovative and resourceful, and are able to solve problems in ways that draw upon a range of learning areas and disciplines
- are able to plan activities independently, collaborate, work in teams and communicate ideas
- are able to make sense of their world and think about how things have become the way they are
- are on a pathway towards continued success in further education, training or employment, and acquire the skills to make informed learning and employment decisions throughout their lives
- are motivated to reach their full potential.

Confident and creative individuals...

- have a sense of self-worth, self-awareness and personal identity that enables them to manage their emotional, mental, spiritual and physical wellbeing
- have a sense of optimism about their lives and the future
- are enterprising, show initiative and use their creative abilities
- develop personal values and attributes such as honesty, resilience, empathy and respect for others
- have the knowledge, skills, understanding and values to establish and maintain healthy, satisfying lives
- have the confidence and capability to pursue university or post-secondary vocational qualifications leading to rewarding and productive employment
- relate well to others and form and maintain healthy relationships
- are well prepared for their potential life roles as family, community and workforce members
- embrace opportunities, make rational and informed decisions about their own lives and accept responsibility for their own actions.

Active and informed citizens...

- act with moral and ethical integrity
- appreciate Australia's social, cultural, linguistic and religious diversity, and have an understanding of Australia's system of government, history and culture
- understand and acknowledge the value of Indigenous cultures and possess the knowledge, skills and understanding to contribute to, and benefit from, reconciliation between Indigenous and non-Indigenous Australians
- are committed to national values of democracy, equity and justice, and participate in Australia's civic life
- are able to relate to and communicate across cultures, especially the cultures and countries of Asia
- work for the common good, in particular sustaining and improving natural and social environments
- are responsible global and local citizens.

Appendix 12:

Acceptable IT Use Policy

Purpose:

The mission of Alphington Grammar School is to provide high quality educational programs in a caring, inclusive, happy and safe environment.

Our technology programs, particularly those involving computers and mobile devices, provide students, teachers and educational support staff with powerful tools that expand learning opportunities.

Along with these opportunities comes responsibility for all members of our community to interact with technologies in a way that is consistent with Alphington Grammar School's core values.

As part of the Alphington community, you are expected to exercise sound ethics, integrity, empathy and judgement whenever you interact with technologies. Any actions which conflict with our core values - particularly those which harass other people or demean their dignity - are a breach of this Acceptable Use Agreement.

1. To Whom and what does this agreement apply?

- 1.1. In this agreement, the term "user" or "community member" refers to any person, including students, teachers, educational support staff and contractors who accesses the School's network or who uses technologies provided by the School.
- 1.2. Although the policy often refers particularly to laptop computers, the same guidelines apply to the use of any computer or device in connection with the School.
- 1.3. We ask parents to read this Agreement and the Guidelines for Ethical and Responsible Use of Technology which accompany it.
- 1.4. Parents sign the policy electronically through EdSmart. Before signing, we ask parents to discuss it with their child. We ask parents to satisfy themselves that their child understands the intention, detail and implications of this agreement at a level appropriate to their age.

2. I agree that, whenever I use technologies as part of the Alphington Grammar community:

- 2.1. I will follow the published Alphington Grammar School's guidelines for the ethical and responsible use of technologies;
- 2.2. I will give due consideration to the dignity, feelings and well-being of others in all my electronic communications;
- 2.3. I understand that the transmission or possession of offensive, inappropriate or objectionable material, including material infringing racial, sexual discrimination and harassment policies is against the law and accordingly I will not transmit or possess such material;
- 2.4. I will not use a modern communication device to create, share, send or post messages of a sexual nature. I understand that this behaviour could lead to serious criminal charges;
- 2.5. I understand that I am responsible for all actions taken using my user account;
- 2.6. I understand that my network account (user name and password) identifies me and that all communications (both internal and external) may be monitored;
- 2.7. I will ensure my username and password are secure and I will change my password regularly;
- 2.8. I will not fraudulently use another person's computer, account, username or identity;
- 2.9. I will not attempt to access or monitor information on any of the school's servers or any other person's computer without express permission to do so;
- 2.10. I will abide by Alphington Grammar School's Bullying Policy as it applies to technologies and I understand that all cyber-bullying (including but not limited to that involving mobile devices, email, online chat, social networks and blogs) constitutes a serious breach of this agreement;

- 2.11. I will not film, photograph or otherwise record a member of the Alphington community, whether student, staff, parent or visitor, without first seeking permission unless I have been authorised to do so as part of a properly conducted Alphington program;
- 2.12. I will not share, publish or post film, photographs or other recordings without first seeking permission from those depicted and/or their legal guardians;
- 2.13. I will not create, copy or post a virus or malware/spyware, or attempt to damage the network in any way;
- 2.14. I will not use the network for any kind of commercial purpose without express permission to do so;
- 2.15. I will not violate copyright law;
- 2.16. I will not use any device in school, whether on the school network or otherwise, or any other school resource for gambling nor for accessing any pornographic material, nor for engaging in any illegal activities;
- 2.17. While at school, I will exclusively access the internet via the school network;
- 2.18. I acknowledge that available technologies may be used for appropriate personal use outside the classroom whilst always acknowledging that their primary purpose is to support learning.

3. Guidelines for Ethical and Responsible Use of Technology: Being a Good Digital Citizen:

- 3.1. The following guidelines have been prepared to help you develop as a good digital citizen and understand your responsibilities when using technologies at Alphington Grammar School.
 - 3.1.1. Online Behaviour:
 - Behave online the same way you would offline or in person: treat everyone fairly and with common courtesy.
 - Beware of giving out too much information about yourself or others online. Never share your username and password and change your password regularly. You should also:
 - Avoid posting personal information such as home phone numbers, addresses, school year levels and other identifying information about yourself or other school community members;
 - When communicating with people you have not met in the physical world, use non-provocative, ambiguous pseudonyms like “Cricket Enthusiast”, or “HomerSimpson195”. Avoid names like “ags boy” which indicate that you are likely to be young and may give away your school.
 - Take care to never leave a computer unattended while you are logged in. Press the Windows key and L to “Lock” your computer. You should never touch another person’s computer without their permission.
 - Be cautious of any site or person asking you to sign up for commercial agreements or financial transactions. Always check with a responsible adult before agreeing to purchase things online.
 - Take care with the language you use online so that any messages you send do not offend, hurt or mislead the recipient or anyone else who reads it. If in doubt, say nothing.
 - Be aware of the Alphington Grammar School’s Bullying Policy which promotes everyone’s right to a safe and caring environment. Understand that this policy also applies to the online world; cyber bullying is unacceptable in any form.



- Remember that laws exist to protect people from receiving material which may be objectionable. The law includes all forms of communication including email, messages, and social media sites.
- Remember that photos, videos, recordings and text that you put online in any way can remain online, possibly forever. You have only limited control over what happens to media once it is online.
- Take the following actions if you have been harassed or bullied online:
 - do not respond or reply;
 - save a record of the communication as evidence;
 - tell a trusted adult (parent, teacher, etc.) as soon as possible.
- Be careful of websites which require you to submit your email address. Providing your email address on a commercial site puts you at risk of receiving a large volume of unsolicited email (spam) which may be offensive. Spam can also render your email account inoperable.
- If you come across offensive material on a website, exit the site and inform your teacher or another adult.
- You should not attempt to bypass Alphington Grammar School's network security (for example by using a VPN) to access sites which have been blocked.

3.1.2. Use of Email:

- Personal exchanges are best handled in person. Avoid saying anything in an email that you would not say in person.
- All electronic communication between staff and students should be via your Alphington email account.
- When a user sends an email, he/she is acting as an ambassador of the School. Correspondence should always be courteous and appropriate.
- Correspondence via email is not private. All email is available to the system administrators when the school deems it necessary to investigate inappropriate behaviour. All email sent via your school email account is the property of the School and cannot be regarded as the private property of the individual who created it.
- Anonymous email is prohibited, as is sending or receiving email using someone else's name/email account.
- Users must not use their computer to create, save or send messages that contain offensive language, graphics, pictures, or attached graphics files or messages that are sexist, racist, or otherwise prejudicial or inflammatory. Whenever a member of the School Community is involved in sending such an email, or communicating such information using the Internet (whether from inside school or beyond), it is considered a breach of the School's Technology Acceptable Use Agreement.
- Check your email regularly and delete unwanted messages from your Inbox. You also need to regularly open your Sent Items and Deleted Items folders and delete all unwanted messages. Email accounts are limited in size – to transfer large files (greater than 5 Mb), use a USB drive, SD card, or online file sharing service such as OneDrive for Business, which the School provides.
- All email should include an appropriate subject heading.
- Users must not send or forward bulk or global emails. This includes chain letters, advertisements, or any other message intended to reach many different recipients without their consent. Students needing to send an email to a large group as part of an educational activity can do so with the assistance of a Head of Year, Head of House or associated Faculty Head.



- You should be aware that sending an email automatically transmits your email address to the recipient.
- 3.1.3. Social Networking Sites and Chat/Instant Messaging/SMS:
- Follow the online behaviour guidelines if you come across offensive material or behaviour.
 - Make sure you know how to block unwanted messages and users.
 - Protect your privacy and that of your friends and family by not giving out personal information.
 - Check the information in your profile carefully to make sure your personal details are not available to strangers.
 - Be especially careful not to 'geotag' photographs or other posts, as this can potentially reveal your location to strangers.
 - Remember that once material has been posted online or sent electronically you lose control of it, and it may be used by others without your permission or in ways you did not predict.
 - Learn how to make access to online profiles restricted so that only your friends can see them. You should always check the privacy settings for social networking sites, but be aware that it is still very easy to copy or distribute material online.
 - Check the privacy settings on services you use on a regular basis as changes in their policies may leave your private information exposed.
 - Be careful when exchanging or downloading files: they can sometimes have viruses.
 - You should not add people to your 'friends' or 'contacts' or 'buddy' list who you don't really know. Check that people who request to be friends with you online are who they say they are, perhaps by talking to them in person.
 - Remember that your social media profile is only as secure as the security of your least secure online friend.
 - Meeting someone from online. You are strongly advised against meeting anyone with whom you have only had online contact. If, however, you do decide to set up a meeting with someone you met online:
 - Tell a parent and/or friends where you're going and let the person you're meeting know you've done this – any reason they want to keep the meeting a secret would be a suspicious one.
 - Meet at your house while a parent/another adult who knows about it is at home, or in a public place where there are lots of other people (such as a shopping centre or cafe) and take a parent, or adult friend with you.
 - Never, ever, agree to go to another place with the person who meets you – they could be leading you somewhere dangerous. Never get into a car with them.
- 3.1.4. Mobile Device Use at School during the school day (from 8:30am to 3:35pm):
- A mobile device is considered to be any electronic device other than the school provided laptop. This includes (but is not limited to) mobile phones, smart watches, iPads and other tablet computers, dedicated games consoles and any other internet connected devices.
 - All mobile devices must be turned off or on silent and locked in your locker. They may not be accessed during the School day;
 - You may not use Facebook, Messenger, Instagram, TikTok or other social networking apps on your school laptops and notifications must be turned off;
 - You may not play computer games on your school laptop or any other device, unless instructed to do so as part of a proper teacher-directed learning activity;
 - At times teachers may require you to bring your mobile device (e.g. a phone) to class for a specific learning activity. You must then return your phones to your locker at the next available opportunity;

- Personal mobile devices that are connected to your school email account, online storage (OneDrive for Business) or other systems in school must be secured with a passcode or biometric security (e.g. fingerprint). The passcode must be required immediately every time you unlock your device. Your device must be set to auto-lock if left unattended.
- 3.1.5. Downloading Data:
- Be aware that downloading large files from the Internet, streaming large amounts of media or participating in other bandwidth intensive activities can significantly impact and affect other users. Please be considerate in your use of these resources.
 - Under current Australian law and Digital Rights Management (DRM), it is illegal to download or share copyrighted music, video and software without permission or without paying for them. Anyone who downloads files illegally or shares illegal downloads may be prosecuted.
- 3.1.6. Software and Configuration:
- The software supplied by Alphington in the original load must be kept on each laptop computer. The configuration of the machine must be maintained so that the computer and standard software is always available for use in class, and to ensure the School's network resources remain accessible.
- 3.1.7. Files and Back-ups:
- Name your files and folders clearly and consistently. Keep file names short and avoid using punctuation in any file/folder names.
 - You should regularly back-up your work. We recommend you use your school-provided OneDrive for Business account to back-up your files. OneDrive for Business gives you 1Tb of online storage and will automatically back up any files on your computer.
 - Users can also use external drives such as USB drives to back-up their files. You should always keep back-up media in a different location from your computer. Never leave them in your computer bag. (After backing up, open the file to ensure the back-up was successful.)
 - All computers taken to the Helpdesk for repairs are assumed to be backed-up.
- 3.1.8. Care of Hardware:
- Users are expected to take good care of all devices they use, both their own and the School's. Any problem with software or hardware with your school-issued machine should be logged promptly with the Helpdesk for attention.
 - Restart your computer at least once a day at school. (Press start > power > restart). This will ensure you have the latest security patches and anti-virus updates. Note that updates are not installed when your computer is 'shut down' or in 'sleep mode'. Shutting the lid of the laptop does not restart the computer.
 - Using stand-by mode throughout the day reduces the time it takes for your computer to be ready for work.
 - It is your responsibility to ensure that, if you add personal files or software to your computer, it is still able to be effectively utilised in the classroom (students) / for intended work practices (staff). Installing games, fonts, "theme-packs" and software obtained illegally or for free is potentially dangerous and is likely to result in software problems with your machine. If you are unsure about the origins of a file, then do not install/copy it to your computer.
 - All personal mobile (BYOD) devices are to be managed and secured by the student/staff member. The School accepts no responsibility for security, loss or damage of these devices.

3.1.9. Virus Protection:

- All Alphington computers have anti-virus software Sophos which operates whenever your computer is on. Sophos is designed to protect you, and, importantly, the school network, from a variety of threats. These include viruses, malware, software with serious security vulnerabilities and other attacks. It will block any software from running that it does not trust.
- You will not be able to exit or uninstall Sophos. Updates are installed automatically.
- You must not run another anti-virus program concurrently with Sophos.
- If you believe that Sophos has blocked a piece of software that is safe, then please report this to the Helpdesk in person. They will always add safe software to the white-list.
- Always allow Windows Updates – these updates are also important in protecting your machine from viruses as anti-virus software.
- If you are unsure about an attached file in an email, do not open it, especially if it is an executable (.exe) file or a zipped file (e.g. .zip). Office documents can have viruses embedded in them as macros (e.g. Word files ending in .docm), so be aware and careful, and only open macro enabled files from sources which you trust.
- If an email comes from someone you do not know or trust, delete it to avoid potential infection. Never open attachments from potentially untrustworthy emails.

Appendix 13:

Child Safety Incident Report

This form is to be used for any instances of reported or suspected abuse. It may be used by any staff, volunteers, students, parents or caregivers, and should be stored securely in the Child Safety Records File.

INCIDENT DETAILS:

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

IF YOU BELIEVE A CHILD IS AT IMMEDIATE RISK OF ABUSE CALL TRIPLE ZERO (000)

DOES THE CHILD IDENTIFY AS ABORIGINAL OR TORRES STRAIT ISLANDER

(mark with an 'X' as applicable):

No: Yes, Aboriginal: Yes, Torres Strait Islander:

PLEASE CATEGORISE THE INCIDENT (mark with an 'X' as applicable):

Physical Violence:	<input type="checkbox"/>
Sexual offence:	<input type="checkbox"/>
Serious emotional or psychological abuse:	<input type="checkbox"/>
Serious neglect:	<input type="checkbox"/>

PLEASE DESCRIBE THE INCIDENT:

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

PARENT/CARER/CHILD USE:

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

CHILD SAFETY TEAM USE:

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

HAS THE INCIDENT BEEN REPORTED (mark with an 'X' as applicable)?

Child Protection:

Police:

Another third party (please specify):

INCIDENT REPORTER WISHES TO REMAIN ANONYMOUS (mark with an 'X' as applicable)?

No:

Yes:

FURTHER INFORMATION (IF APPLICABLE):



Child Safety Incident Report

This form is to be used for any instances of reported under the Risk Management Grid where there has been an incident of heightened risk, but no abuse or suspected abuse.

INCIDENT DETAILS:

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

DOES THE CHILD IDENTIFY AS ABORIGINAL OR TORRES STRAIT ISLANDER
(mark with an 'X' as applicable):

No: Yes, Aboriginal: Yes, Torres Strait Islander:

PLEASE DESCRIBE THE INCIDENT:

When did it take place?			
Who was involved?			
What did you see?			
Other information:			
Please rate the incident in terms of risk (circle):	Low	Medium	High
Report prepared by (Child Safety Officer):			
Follow-up:			

Appendix 14 – A step-by-step guide to making a report to Child Protection or Child FIRST:

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

Protective concerns

You are concerned about a child because you have:

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

At all times remember to:

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

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

Contact Numbers

Department of Education and Early Childhood Development

METROPOLITAN REGIONS	
Eastern	(03) 9265 2400
Northern	(03) 9488 9488
Western	(03) 9291 6500
Southern	(03) 9794 3555
RURAL REGIONS	
Barwon South Western	5225 1000
Gippsland	5127 0400
Grampians	5337 8444
Hume	5761 2100
Loddon Mallee	5440 3111

Office for Children and Licensed Children's Services:

METROPOLITAN REGIONS	
Eastern	(03) 9265 2400
Northern	(03) 9412 5333
Western	(03) 9275 7000
Southern	(03) 9096 9555
RURAL REGIONS	
Barwon South Western	5225 1000
Gippsland	5127 0400
Grampians	5337 8444
Hume	5761 2100
Loddon Mallee	5440 3111

Important information for government schools

Principals of Victorian Government schools must report all incidents to the Emergency and Security Management Unit on **03 9589 6266.**

Victorian Government schools should contact the Student Critical Incident Advisory Unit (SCIAU), Student Wellbeing Division, for advice and support when responding to allegations of student sexual assault or inappropriate sexual behaviours.

The SCIAU can be contacted on **03 9637 2934** or **03 9637 2487.**

Victorian Government School Principals should refer to the flowchart – *Responding to Allegations of Student Sexual Assault Compulsory Actions for Principals* at: <http://www.education.vic.gov.au/healthwellbeing/safety/childprotection/childprotection.htm>

Department of Human Services Child Protection

METROPOLITAN REGIONS		METROPOLITAN REGIONS	
Intake Unit		Regional Office	
Eastern	1300 360 391	Box Hill	(03) 9843 6000
North and West	1300 664 977	Preston Footscray	1300 664 977 1300 360 462
Southern	1300 655 795	Dandenong	(03) 9213 2111
RURAL REGIONS		Regional Office	
Barwon South Western		Geelong	(03) 5226 4540
Gippsland	1800 020 202	Traralgon	(03) 5177 2500
Grampians	1800 000 551	Ballarat	(03) 5333 6530
Hume	1800 650 227	Wangaratta	(03) 5722 0555
Loddon Mallee	1800 675 598	Wodonga	(02) 6055 7777
		Bendigo	(03) 5434 5555

After hours Child Protection Emergency Services (AHCPEs)

Statewide number for all emergency child protection matters outside of normal business hours (24 hours, 7 days a week): **131 278**

Victoria Police 000

Catholic Education Offices

Catholic Education Office, Melbourne	(03) 9267 0228
Catholic Education Office, Ballarat Diocese	5337 7135
Catholic Education Office, Sale Diocese	5622 6600
Catholic Education Office, Sandhurst Diocese	5443 2377

Independent Schools Victoria (03) 9825 7200

Other

Victorian Aboriginal Education Association, Inc.	(03) 9481 0800
Victoria Police Sexual Offences and Child Abuse Unit	(03) 9247 6666
Centre Against Sexual Assault	1800 806 292
Gatehouse Centre, Royal Children's Hospital (for specialist counselling and medical assistance)	(03) 9345 6391
Child Safety Commissioner	(03) 8601 5884
Victorian Aboriginal Child Care Agency	(03) 8388 1855

CHILD FIRST

Local Catchment Area	Contact
Barwon South Western	Greater Geelong, Queenscliff, Surf Coast
Western	Colac – Otway, Corangamite
	Warrnambool, Moyne, Glenelg, Southern Grampians
Gippsland	East Gippsland
	Wellington
	La Trobe, Baw Baw
	South Gippsland, Bass Coast
Grampians	Northern Grampians, West Wimmera, Hindmarsh, Yarrambat, Horsham
	Ararat, Pyrenees, Hepburn, Ballarat, Golden Plains, Moorabool
Hume	Wodonga, Towong, Indigo
	Alpine, Benalla, Mansfield, Wangaratta
	Greater Shepparton, Strathbogie, Moira
	Mitchell, Murrindindi
Loddon Mallee	Greater Bendigo, Campaspe, Central Goldfields, Loddon, Macedon Ranges, Mount Alexander
	Buloke, Goonawarra, Swan Hill, Mildura
Eastern Metropolitan	Yarra Ranges, Knox, Maroondah
	Monash, Whitehorse, Manningham, Booroondarra
North and West Metropolitan	Nilumbik, Whittlesea, Banyule, Yarra and Darebin
	Brimbank, Melton
	Hume, Moreland
	Hobson's Bay, Maribyrnong, Melbourne, Moonee Valley and Wyndham
Southern Metropolitan	Casey, Cardinia, Greater Dandenong
	Aboriginal children and families (Casey, Cardinia and Great Dandenong)
	Frankston, Mornington Peninsula
	Kingston, Bayside, Glen Eira, Stonington, Port Phillip

Appendix 15:

Homestay Accommodation Policy

Alphington Grammar School is governed by the regulations and guidelines of The Education Services for Overseas Students Act (2000) (The 'ESOS Act') and the National Code 2018.

1. Requirements:

- 1.1. Alphington Grammar School requires students to have a minimum age of 13 years to be placed in Homestay Accommodation. Students aged below 13 years are required to live with a parent or eligible relative who must hold the appropriate visa (subclass 590) obtained by the Department of Home Affairs.
- 1.2. All students applying to Alphington Grammar School should be under 18 years at their time of enrolment at Alphington Grammar School.
- 1.3. Students living with homestay families receive full board with their own room and have all meals supplied.
- 1.4. Working With Children Clearances (WWCC) are required for all Homestay Parents, and any other persons living in the house over 18 years of age.
- 1.5. It is a requirement that for the duration of their studies, regardless of age, students are not permitted to make their own accommodation and welfare arrangements.

2. Welfare:

- 2.1. Confirmation of enrolment will only be issued if the Principal/Head of School are satisfied that suitable accommodation and guardianship arrangements will be in place during the course of the student's enrolment at Alphington Grammar School.
- 2.2. Once Alphington Grammar School issues a CAAW (Confirmation of Appropriate Accommodation and Welfare), we are accepting full responsibility of monitoring homestay arrangements in the interest of the welfare of the student.
- 2.3. All Homestay arrangements must be contracted with any of our three (3) providers (AHN and SAS).
- 2.4. For every enrolled primary level (i.e. up to Year 6) overseas student, the School will maintain on file either evidence, from the relevant pages of a passport, that the student is a full-fee paying overseas student.
- 2.5. As stipulated by Standard 5.1. of the ESOS *National Code 2018*, where Alphington Grammar School has taken on the responsibility of approving the accommodation, support and general welfare arrangements for a student under 18 years at the time of enrolment, the School continues to check the suitability of the arrangements even in the event of a suspended/cancelled enrolment, and this continues until any of the following apply:
 - the student is accepted by another registered provider and that registered provider takes over responsibility for approving the student's accommodation, support and general welfare arrangements;
 - the student leaves Australia;
 - other suitable arrangements are made which satisfy CAAW Regulations; or
 - the registered provider reports under Standard 5.1 that it can no longer approve of the arrangements for the student.

3. Homestay Regulations:

- 3.1. Alphington Grammar School gathers, verifies and records information required by Standard 5.3 of the National Code (2018) of any adults involved in or providing accommodation and welfare arrangements for our International Students.

- 3.2. Information is collected regularly regarding any commercial homestay company staff, homestay families and Parent Liaison whom the School engages to perform child connected work. This information includes the following:
 - current WWCC (Working With Children Clearances);
 - proof of personal identity and any professional/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.
- 3.3. Alphington Grammar School meets twice a year with each Homestay provider to review and appraise their homestay services and to make necessary changes. These meetings also provide the opportunity to ensure that the Certificate of Currencies and Agreements are valid.
- 3.4. All homestay providers engaged by Alphington Grammar School are required to sign the Alphington Grammar School Contractors and Service Providers Agreement. Our providers are:
 - Australian Homestay Network (AHN) www.homestaynetwork.org
 - Student Accommodation Services (SAS) www.studentaccomodation.com.au
- 3.5. The International Student Coordinator conducts a site visit to ensure the homestay accommodation is appropriate to the student's age and needs before placement, and revisits the homestay at least every six (6) months (unless the homestay has been verified by a site visit in relation to another student in the previous three months).
- 3.6. Our Registrar is the primary contact and will direct families to approved providers (AHN, SAS) if needed, once the International Student's enrolment is confirmed.
- 3.7. The Registrar and International Student Coordinator receive a homestay profile from the registered provider selected.
- 3.8. Our International Student Coordinator and Registrar, in accordance with Alphington Grammar School's Homestay Company Screening Policy and Parent Liaison Review Policy, regularly monitor our Student Management System (SMS) records and ensure our host details are correct and that WWCC's are current.
- 3.9. The International Student Coordinator visits Homestays at a minimum of every six (6) months to verify that conditions for appropriate Homestay accommodation are met. This includes the homestay providing a separate bedroom for the student that is age-appropriate and caters for the student's individual needs, that the environment is safe and secure, and that the Homestay provides stability for the student in accordance with welfare regulations stipulated by Standard 5.3 of *The National Code (2018)*.
- 3.10. Upon this visit, the Homestay Host is expected to update the School of any changes in contact details/emergency contact details in the case that they have not done so already, and to sign the Alphington Grammar School Child Safety Code of Conduct. This document is then kept on file.
- 3.11. Alphington Grammar School records visits on our Alphington Grammar Homestay Register.

4. Homestay Family Expectations:

- 4.1. We have the following expectations of our Homestay families and homes to ensure that the welfare of our students is prioritised:
 - homestay hosts/carers must reside at the homestay premises;
 - all homestay hosts/other individuals residing in the home over 18 years of age must have a current Working With Children Clearances (WWCC);

- the School expects the host to communicate any changes to the homestay arrangement such as a change in contact details or the event of the host leaving Melbourne for a period of time and needing a replacement homestay venue;
- the School provides a 24/7 Emergency contact number to report any breaches/threats to student safety requiring immediate attention;
- the home must be clean and have appropriate furnishings for students below 18 years of age;
- at a minimum, we expect the Student to be provided their own room, bed and desk;
- students are not to share rooms with host family members and sharing arrangements will only be provided upon a request from the student's parents. The room must not be used for any other purpose (i.e. storage, rumpus room);
- there are to be no more than three (3) International Students residing in the homestay, and students must be of the same gender, as mixes are not permitted;
- students are to be given a key to the home or arrangements are to be made so the student can access the home at any time;
- there must be adequate lighting for studying purposes;
- there must be heating in the winter and some means of cooling in the summer;
- there must be access to a bathroom, with reasonable time allowed for showers (10 minutes) and bathrooms must have a lock;
- access to kitchen/laundry facilities and use of shared living areas of the home should be granted to the International Student;
- the Homestay Host must provide three (3) meals a day and food should be available for the Student to make themselves a light lunch (a sandwich and piece of fruit) and an after school snack. The Homestay Host should consider cultural differences and dietary needs when providing meals for International Students.

5. Expectations of Students as a Member of a Homestay Family:

5.1. International Students are expected to make friends and enjoy a social life which will enhance their experience at Alphington Grammar School and ensure their time in Melbourne is successful. The following are expectations that our International Students should note that they are required to abide by:

- house rules are to be discussed and explained to International Students by the Host Parents (including but not limited to friends visiting, use of phone and incoming calls, cleaning of room and household task expectations, mealtimes and other rules for behaviour such as curfew, manners and courtesy);
- phone use and/or computer facilities is included in the Homestay Fee and additional money must not be exchanged with the Host for the use of these services. The use of internet is also included but will be monitored strictly including restrictions on downloads. Internet access is not permitted between 11pm and 6am;
- students are expected to abide by the following curfew times:
 - Sunday-Thursday students must be home by 6pm
 - Friday and Saturday students must be home by 9.30pm

- If the student expects to be late or intends to stay out later than curfew this must be preapproved by the International Student Coordinator. Requests should be made in writing;
- students are expected to return home to their Host Family every night by curfew times stipulated above. Staying overnight at any location other than with the Homestay must be approved and pre-arranged with a written request from the Parent to the School's International Student Coordinator and is subject to the School's approval;
- students must inform and seek permission from the Homestay in advance if they wish to invite a friend or visitor to enter the Homestay residence; and
- students must communicate to the International Student Coordinator and their host regarding any plans to return to their home country at least two (2) weeks in advance.

6. Responsibilities:

- 6.1. Once a CAAW (Confirmation of Appropriate Accommodation and Welfare) is issued by the School, Alphington Grammar School accepts full responsibility for the welfare of the student.
- 6.2. Alphington Grammar School provides International Students with a Student Safety card at the time of commencement of their course, and during their Orientation and Induction they are given the 24/7 contact details of Alphington Grammar's International Student Coordinator and general emergency contact information. They are encouraged to utilise these services in the event of an emergency.
- 6.3. International Students are not permitted to make their own accommodation and welfare arrangements and this is a requirement for the duration of their studies, regardless of their age.
- 6.4. Alphington Grammar School has an ongoing commitment to the pastoral care and welfare of International Students. A number of our staff members share this responsibility, and ensure that our International Students feel supported.

Appendix 16:

Homestay Company Screening Policy

Alphington Grammar School is governed by the regulations and guidelines of The Education Services for Overseas Students Act (2000) (The 'ESOS Act') and the National Code 2018.

1. Procedure:

- 1.1. Alphington Grammar School employs comprehensive selection, screening and monitoring processes when engaging third parties, such as our homestay providers, to assist with shortlisting possible homestay options. Responsibility for screening, selecting and monitoring homestay providers and homestays rests solely with the School and this is not delegated to any other party.
- 1.2. Alphington Grammar School gathers, verifies and records information required by Standard 5.3 of the National Code (2018) of any adults involved in or providing accommodation for our International Students before placing the overseas student in a homestay.
- 1.3. The School meets twice a year with Homestay Companies to ensure requirements outlined in our Homestay Company Agreement are being met. We review and appraise their homestay services and make necessary changes. These meetings also provide the opportunity to ensure that the Certificate of Currencies and Agreements are valid.
- 1.4. All companies engaged with the School sign agreements yearly.
- 1.5. The School will hold and maintain records of homestay company staff and hosts. Information is collected and updated regularly regarding any commercial homestay company staff and homestay families whom the School engages to perform child connected work. Alphington Grammar confirms the personal identification and completes reference checks for employees before they commence child-connected work with the School. This information includes the following:
 - current WWCC (Working with Children Clearances);
 - proof of personal identity and any professional/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.
- 1.6. Each term Alphington Grammar School screens all Homestay Company staff to ensure they have current Working with Children Clearances (WWCC). This is uploaded to the Department of Justice once a term for verification to ensure all documentation is current.
- 1.7. Alphington Grammar School require Homestay Companies working with the School to advise us of any new staff or any termination of staff within five (5) business days of the change taking place.
- 1.8. Once Alphington Grammar School has been given the responsibility for the welfare of International Students (CAAW), we do not delegate or outsource this responsibility to any third party.
- 1.9. Our International Student Coordinator maintains evidence of compliance with this Policy by maintaining records of selection, screening and monitoring activities undertaken by the School in accordance with this Policy and by keeping any written agreements entered into by the School.
- 1.10. Records will be maintained in accordance with our International Students Records Management and Retention Policy.

Appendix 17:

Parent Liaison Review Policy

Alphington Grammar School is governed by the regulations and guidelines of The Education Services for Overseas Students Act (2000) (The 'ESOS Act') and the National Code 2018.

1. Procedure:

- 1.1. Alphington Grammar School employs comprehensive selection, screening and monitoring processes when engaging third parties, such as our Parent Liaison companies, to organise and assess the accommodation and welfare of our International Students, especially those who are under the age of 18.
- 1.2. Parent Liaison companies engaged with the School meet bi-annually with the School to ensure all requirements stipulated in our agreement and policy are being met.
- 1.3. Parent Liaison companies engaged with the School must ensure any information pertaining to new staff or termination of staff is provided to the School within five (5) working days of the change taking place.
- 1.4. All companies engaged with the School sign yearly agreements.
- 1.5. Each term we screen all Parent Liaison Company staff to ensure they have current Working With Children Clearances (WWCC).
- 1.6. WWCC provided to us from our Parent Liaison companies are uploaded to the Department of Justice once a term to ensure all documentation is current.
- 1.7. Once Alphington Grammar School has been given the responsibility for the welfare of International Students (CAAW), we do not delegate or outsource this responsibility to any third party.
- 1.8. Parent Liaisons are expected to visit International Students at School once a fortnight to discuss and review their progress and welfare.
- 1.9. Parent Liaisons attend meetings with Heads of House and teachers as required, as well as attending Parent Teacher Interviews, to remain informed regarding student progress.
- 1.10. Parent Liaisons engaged by the School are responsible for assisting in all aspects of student welfare, including discipline, attendance and progress.
- 1.11. Parent Liaisons must regularly communicate with parents in students' home countries to ensure they are kept updated on their child's progress, through the use of both regular emails and telephone calls.
- 1.12. The School's International Student Coordinator consults with students as to the performance of their Parent Liaison once a term. If the need arises, we report back to the Parent Liaison provider regarding unsatisfactory performance of Parent Liaisons.
- 1.13. Our International Student Coordinator and Business Manager maintain evidence of compliance with this policy by maintaining records of selection, screening and monitoring activities undertaken by the School in accordance with this Policy and by keeping any written agreements entered into by the School. Records will be maintained in accordance with our International Students Records Management and Retention Policy.

Appendix 18:

Education Agents Policy

Alphington Grammar School is governed by the regulations and guidelines of The Education Services for Overseas Students Act (2000) (The 'ESOS Act') and the National Code 2018. Standard 4 of the National Code 2018 requires that the School enters into a written agreement with each Education Agent it engages to formally represent it, and enter and maintain the Education Agent's details in PRISIMS. A full list of our Education Agents can be found on our website.

1. Policy Statement:

- 1.1. Alphington Grammar School's Policy is to ensure that all relationships between the School and Education Agents formally representing the School are governed by written agreements.

2. Procedures:

- 2.1. The School enters and maintains Education Agent details on PRISIMS.
- 2.2. The School provides up to date and accurate information on our Education Agents, and any employees or subcontractors of Education Agents.
- 2.3. Alphington Grammar ensures that Education Agents have appropriate knowledge and understanding of the *Australian International Education and Training Agent Code of Ethics* before engaging their services.
- 2.4. It is ensured by the School that our Education Agents act honestly and in good faith.
- 2.5. The School terminates our relationship with any Education Agent, and any employee or subcontractor of the Education Agent, which engages in dishonest or unethical conduct.
- 2.6. Alphington Grammar School does not accept enrolments of International Students from Education Agents if we know or suspect that the Education Agent is engaging in unethical recruitment processes.
- 2.7. Alphington Grammar maintains evidence of any monitoring or corrective action taken by the School in relation to Education Agents or their employees/subcontractors.
- 2.8. The School provides annual information on its policies and procedures to our Education Agents.
- 2.9. The School provides annual reminders to Education Agents about their role as representatives of the School and their responsibility to engage in honest marketing practices on behalf of the School.
- 2.10. Where changes or updates to the School's policies or procedures relating to International Students at the School occur, Education Agents will be informed as soon as practicable.

3. Agreements:

- 3.1. The Written Agreements between the School and the Education Agents are to be signed by each Education Agent engaged with the School, and will include the following stipulations:
 - the responsibilities of the School, including that the School is responsible at all times for compliance with the ESOS Act and the National Code (2018);
 - the School's requirements of the Education Agent in representing the school as outlined in Standard 4.3 of the National Code (2018);
 - the School's processes for monitoring the activities of the Education Agent in representing the School, and ensuring the Education Agent is giving students accurate and up to date information on the School's services;

- the corrective action that may be taken by the School if the Education Agent does not comply with its obligations under the written agreement, including providing for corrective action as outlined in Standard 4.4 of the *National Code 2018*;
- the School's grounds for termination of the School's written agreement with the Education Agent, including providing for termination in the circumstances outlined in Standard 4.5;
- the circumstances under which information about the Education Agent may be disclosed by the School and the Commonwealth or state and territory agencies;
- the Education Agent will avoid take reasonable steps to avoid conflicts of interest (see *Section 4* of this policy for more details) with their duties as an Education Agent for Alphington Grammar School;
- the Education Agent will observe appropriate levels of confidentiality and transparency in their dealings with International Students or intending International Students;
- Education Agents will agree to act honestly, in good faith and in the best interests of the International Student;
- Education Agents will have appropriate knowledge and understanding of the international education system in Australia, including the Australian International Education and Training Code of Ethics;
- a copy of the School's International Students Education Agent Agreement is available here (insert once fixed); and
- a copy of the School's International Agent Application Form and Agreement is available here.

4. Responsibilities:

- 4.1. All staff and Education Agents we engage are formally representing Alphington Grammar School, therefore we require that they ensure they meet the following responsibilities:
- abide by the *National Code 2018* at all times;
 - abide by the Australian International Education and Training Code of Ethics;
 - do not give false or misleading information or advice to International Students or intending International Students in any form or through any mode of communication, as detailed in the School's International Students Marketing Policy;
 - correct any misstatements and/or other mistakes as soon as possible;
 - perform their duties according to the obligations and responsibilities set out in the written agreement; and
 - any misconduct or suspected misconduct by staff or education agents must be reported as soon as possible to the Principal.

5. Conflicts of Interest:

- 5.1. Reasonable steps should be taken by Agents to avoid conflicts of interest wherever possible. The School requires Education Agents to declare conflicts of interest in writing. Conflicts of Interest can include but are not limited to the following:
- when the Agent charges a service fee to both International and the School for the same service;
 - where an Agent has a financial interest in a private education provider; and
 - where an employee of an Education Agent has a personal relationship with an employee of the School.

6. Monitoring and Breaches:

- 6.1. The School monitors its Education Agents regularly and takes corrective actions should the School become aware, or have reason to believe, that the Education Agents have not complied with their responsibilities under the written agreement.
- 6.2. The School monitors its education agents through the following methods:
 - regular face-to-face meetings;
 - telephone/teleconference meetings;
 - regular reports on engagements with International Students; and
 - annual visits to Education Agents offices in China and in Melbourne.
- 6.3. In the case of false or misleading recruitment practices, the School will terminate its relationship with an Education Agent, or require the Education Agent to terminate its relationship with the employee or subcontractor who engaged in those practices.
- 6.4. In the case of practices which are not false or misleading but may be confusing to a prospective International Student, the School will provide Education Agents with additional information or targeted training on the School's expectations of the Education Agent.

7. Termination of Agent Agreements:

- 7.1. In accordance with Standard 4.6 of the National Code (2018), The School will not accept students recruited by an Education Agent if it knows or reasonably suspects that the Education Agent is engaging in the following activities:
 - providing migration advice, unless that Education Agent is authorised to do so under the Migration Act 1958 (Cth);
 - engaged in, or previously been engaged in, dishonest recruitment practices, including the deliberate attempt to recruit a student where it clearly conflicts with the obligations of registered providers under Standard 7 (International Student Transfers);
 - facilitating the enrolment of a student who the Education Agent believes will not comply with the conditions of their visa; and
 - using PRISMS to create CoEs for other than bona fide students.

Appendix 19:

Third Party Provider(s) Agreement

This represents a Contractual Agreement between Alphington Grammar School hereinafter referred to as the School and The Victorian School of Languages hereinafter referred to as the VSL.

1. The VSL agrees to:

- 1.1. To produce and publish the relevant policies on their website to enable the school to confirm that they are relevant and compliant, including VSL Child Safe provisions and arrangements and any other pertinent policy relating to the duty of care provided to Alphington Grammar students.
- 1.2. To undertake enrolment procedures for our students and provide the school with a copy of the enrolment application.
- 1.3. To provide the school with certified copies of the student's reports which will enable the School to monitor course progress and intervene where necessary with standard warning letters.
- 1.4. To provide the Assistant Principal with fortnightly attendance records and information in order to monitor student attendance, and ensure that it does not fall below 90 per cent.
- 1.5. To ensure VASS information is accurate.
- 1.6. Abide by the School's Child Safe policy and the centre manager must sign our *Child Safe Policy*.
- 1.7. To ensure that all staff are VIT registered.

2. Alphington Grammar School agrees to:

- 2.1. Liaise with the VSL enrolment officer to make sure student details are accurate.
- 2.2. Participate in regular briefings with the VSL including an annual site visit.
- 2.3. Support the VSL by providing them with updated school policies with a specific focus on child safety and duty of care.
- 2.4. Support the VSL in maintaining attendance records above 90 per cent.

Signed for/on behalf of Alphington Grammar School	Signed for/on behalf of VSL
Name:	Name:
Signature:	Signature:
Date:	Date:

This Agreement may be terminated by either party, at any time, by written notice to that effect.

Appendix 20:

Child Safe Single Event Risk Management Plan

Statement of commitment to child safety:

Alphington Grammar School acknowledges its overarching responsibility and commitment to protect children from child abuse and recognises that the well-being and safety of students is of central importance. Young people have the right to be physically, emotionally and culturally safe at all times. They have the right to be protected from abuse and/or neglect. They have the right to be listened to and empowered on all issues concerning their safety and well-being. Any allegation of abuse will be acted on immediately. The responsibility for their protection is one shared between the family, the community (including the School) and the State. The School has a key responsibility, in accordance with legal requirements and our own declared School Values to develop and abide by policies and practices that underpin and emphasise child safety and the zero tolerance of child abuse in any form. All staff, volunteers and individuals involved in our organisation are required to follow Alphington Grammar School Child Safe policy and practices at all times.

This Risk Management form is prepared in accordance with guidelines set out in the Alphington Grammar School Child Safe Policy.

Event name:	Event date/s: Time/s:	Event venue: Event address (if not at school):
Students or Year groups attending (attach list if not whole group):	Staff attending (attach list if needed):	Nominated Child Safe Supervisory staff:
Plan prepared by:	Alphington Grammar School Child Safety Officer consulted:	Plan approved (signature and date of Child Safety Officer):

Notes on plan preparation:

- Plan should address risks specific to Child Safe areas of protecting children from physical, emotional or sexual abuse;
- The priority areas of paying close attention to children of a culturally and/or linguistically diverse background, children who identify as Aboriginal, children with a disability, should be specially addressed as needed;
- For the purposes of all Alphington Grammar School events, all children of any age should be considered in this plan; and
- Known medical conditions should be included if not already noted on an Incursion/Excursion form.



Potential issue	Risk	Strategy to reduce risk/action	Who is responsible	Other information

Appendix 21:

Child Safe Standards – Code of Conduct for Behaviour with Children (Staff, CRT, Pre-Service Teachers)

Provider Company (if applicable):	
Provider Representative (your name) on behalf of Provider Company (as listed above if applicable):	
Working With Children Clearance number:	
VIT Registration number:	

7. Purpose:

- 7.1. In accordance with the legislation implemented on 1 August 2016, arising from the Betrayal of Trust Enquiry, Alphington Grammar School requires all staff to:
- read the Code of Conduct for Behaviour and sign the declaration below;
 - return this completed declaration form, marked attention Child Safety Officer - Mrs. Tracey Nicholson, to either the staff member who issued you the form, School Administration, or via post/email/facsimile; and
 - locate one of the designated Child Safety Officers, as listed below, if you have any questions relating to the Code of Conduct for Behaviour with Children.

8. Child Safety Officers:

- 8.1. Alphington Grammar School nominates the following staff as key Contact personnel as acting on instruction from the School Council with relation to the Child Safe Policy:
- Dr Vivianne Nikou, School Principal;
 - Mrs. Tracey Nicholson, Assistant Principal/Head of Primary;
 - Mr. Lukas Silver, Assistant Principal/Head of Secondary;
 - Mr. Max White, School Psychologist; and
 - Ms. Mary Kontosis, International Student Coordinator.

9. Declaration:

- 9.1. I acknowledge that I have read and understood the Alphington Grammar School Code of Conduct for Behaviour with Children.
- 9.2. I agree to abide by the guidelines as outlined in the Alphington Grammar School Code of Conduct for Behaviour with Children.

Name:	
Signature:	
Date:	

Appendix 22:

Child Safe Standards – Code of Conduct for Behaviour with Children (Outside Provider)

Provider Company (if applicable):	
Provider Representative (your name) on behalf of Provider Company (as listed above if applicable):	
Working With Children Clearance number:	
VIT Registration number:	

10. Purpose:

- 10.1. In accordance with the legislation implemented on 1 August 2016, arising from the Betrayal of Trust Enquiry, Alphington Grammar School requires all staff to:
- read the Code of Conduct for Behaviour and sign the declaration below;
 - return this completed declaration form, marked attention Child Safety Officer - Mrs. Tracey Nicholson, to either the staff member who issued you the form, School Administration, or via post/email/facsimile; and
 - locate one of the designated Child Safety Officers, as listed below, if you have any questions relating to the Code of Conduct for Behaviour with Children.

11. Child Safety Officers:

- 11.1. Alphington Grammar School nominates the following staff as key Contact personnel as acting on instruction from the School Council with relation to the Child Safe Policy:
- Dr Vivianne Nikou, School Principal;
 - Mrs. Tracey Nicholson, Assistant Principal/Head of Primary;
 - Mr. Lukas Silver, Assistant Principal/Head of Secondary;
 - Mr. Max White, School Psychologist; and
 - Ms. Mary Kontosis, International Student Coordinator.

12. Declaration:

- 12.1. I acknowledge that I have read and understood the Alphington Grammar School Code of Conduct for Behaviour with Children.
- 12.2. I agree to abide by the guidelines as outlined in the Alphington Grammar School Code of Conduct for Behaviour with Children.

Name:	
Signature:	
Date:	

Appendix 23:

Child Safe Standards – Code of Conduct for Behaviour with Children (Volunteer)

Full Name:	
Working With Children Clearance number:	

13. Purpose:

- 13.1. In accordance with the legislation implemented on 1 August 2016, arising from the Betrayal of Trust Enquiry, Alphington Grammar School requires all volunteers to:
- read the Code of Conduct for Behaviour and sign the declaration below; and
 - locate one of the designated Child Safety Officers, as listed below, if you have any questions relating to the Code of Conduct for Behaviour with Children.

14. Child Safety Officers:

- 14.1. Alphington Grammar School nominates the following staff as key Contact personnel as acting on instruction from the School Council with relation to the Child Safe Policy:
- Dr Vivianne Nikou, School Principal;
 - Mrs. Tracey Nicholson, Assistant Principal/Head of Primary;
 - Mr. Lukas Silver, Assistant Principal/Head of Secondary;
 - Mr. Max White, School Psychologist; and
 - Ms. Mary Kontosis, International Student Coordinator.

15. Declaration:

- 15.1. I acknowledge that I have read and understood the Alphington Grammar School Code of Conduct for Behaviour with Children.
- 15.2. I agree to abide by the guidelines as outlined in the Alphington Grammar School Code of Conduct for Behaviour with Children.

Name:	
Signature:	
Date:	

Appendix 24:

Child Safe Standards – Code of Conduct for Behaviour with Children (School Council)

Full Name:	
Working With Children Clearance number:	

16. Purpose:

- 16.1. In accordance with the legislation implemented on 1 August 2016, arising from the Betrayal of Trust Enquiry, Alphington Grammar School requires all staff to:
- read the Code of Conduct for Behaviour and sign the declaration below; and
 - locate one of the designated Child Safety Officers, as listed below, if you have any questions relating to the Code of Conduct for Behaviour with Children.

17. Child Safety Officers:

- 17.1. Alphington Grammar School nominates the following staff as key Contact personnel as acting on instruction from the School Council with relation to the Child Safe Policy:
- Dr Vivianne Nikou, School Principal;
 - Mrs. Tracey Nicholson, Assistant Principal/Head of Primary;
 - Mr. Lukas Silver, Assistant Principal/Head of Secondary;
 - Mr. Max White, School Psychologist; and
 - Ms. Mary Kontosis, International Student Coordinator.

18. Declaration:

- 18.1. I acknowledge that I have read and understood the Alphington Grammar School Code of Conduct for Behaviour with Children.
- 18.2. I agree to abide by the guidelines as outlined in the Alphington Grammar School Code of Conduct for Behaviour with Children.

Name:	
Signature:	
Date:	

Appendix 25 - Reportable Conduct Scheme Information:

- [Information sheet 1: About the Reportable Conduct Scheme](#)
- [Information sheet 2: What is reportable conduct?](#)
- [Information sheet 3: Responsibilities of the head of an organisation](#)
- [Information sheet 4: Investigation overview](#)
- [Information sheet 5: Other reporting obligations](#)
- [Information sheet 6: Child Safe Standards and Reportable Conduct Scheme](#)
- [Information sheet 7: Reporting to the Commission](#)
- [Information sheet 8: Investigation findings](#)
- [Information sheet 9: Sexual misconduct](#)
- [Information sheet 10: Physical violence](#)
- [Information sheet 11: Significant neglect](#)
- [Information sheet 12: Historical allegations](#)
- [Information sheet 13: Workers and volunteers](#)
- [Information sheet 14: Commission own motion investigations](#)
- [Frequently asked questions](#)

Appendix 26 – Staff Selection:

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 4 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:
 - a. the job's requirements, duties and responsibilities regarding child safety
 - b. 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 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:
 - a. Working with Children Check Clearance status, or similar check
 - b. proof of personal identity and any professional or other qualifications
 - c. the person's history of work involving children
 - d. 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) and (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:
 - a. the induction of new school staff into the school's policies, codes, practices, and procedures governing child safety and child connected work
 - b. 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. A full list of definitions is available at [Victorian Registration & Qualifications Authority](#)

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; and
- 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 this 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 count 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 (answering yes or 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 Clearance (WWCC)?

Phase 2 Screening/Background Check – Verifying the Applicant's Identity, Suitability and Qualifications (answering yes or no):

- 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 Clearance).
- Have you sighted and retained a copy of the applicant's current Working with Children Check Clearance?
- 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 e.g. Google, Facebook or LinkedIn?
- Has the applicant nominated at least two referrers including:
 - the current or most recent employer; and
 - direct supervisor/line manager?

- Is there any personal relationship between the applicant and their 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?
- 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 (e.g. volunteering, private tutoring or coaching, non-commercial child minding, etc.)?

Further information:

- Victorian Registration and Qualifications Authority
Child safe standards website (all schools) www.vrqa.gov.au/childsafestandards
Telephone: (03) 9637 2806
Email: vrqa@education.vic.gov.au
- Independent Schools (who are members of Independent Schools Victoria)
Telephone: (03) 9825 7200
Email: enquires@is.vic.edu.au
Website: www.is.vic.edu.au
- The Victorian Institute of Teaching
Telephone: 1300 888 067
www.vit.vic.edu.au

Appendix 27:

Child Safe Recruitment Practices

At Alphington Grammar School we are committed to ensuring that our recruitment practices create a safe environment for our students. To this end, we have established policies and procedures for recruiting employees, Council members and Direct Contact Volunteers and for assessing their suitability to work with children.

Our recruitment processes are designed to select appropriate staff, Council members and Direct Contact Volunteers and discourage inappropriate people from working within the School.

1. Job Descriptions:

- 1.1. Each job description for staff involved in child-connected work (being those persons with direct contact with children that is regular and not incidental to the work) has a clear statement that sets out the requirements, duties and responsibilities regarding child protection for those in that role and the occupant's essential qualifications, experience and attributes in relation to child protection.
- 1.2. All applicants for child-connected work at the School are informed about these requirements and Alphington Grammar School's child protection practices prior to commencing work at the School.

2. Screening and Suitability Assessments:

- 2.1. It is our policy that all new staff and Council members undergo screening including:
 - verification of their WWCC clearance or registration as a teacher;
 - personal identity verification and background checking;
 - verification of professional or other qualifications relevant to the job;
 - an examination of their history of child-connected work; and
 - reference checking that addresses the person's suitability for the job and working with children.

3. Application Direct Contact Volunteers:

- 3.1. All Direct Contact Volunteers must have a valid WWCC clearance, unless they are exempt.
- 3.2. With the exception of parents/carers volunteering in an activity that their child is participating in Direct Contact Volunteers may undergo the following additional screening (or modified versions of it, depending on their role) prior to their engagement by Alphington Grammar School:
 - personal identity verification and background checking;
 - verification of professional and other qualifications if relevant to their role;
 - an examination of their history of child-connected work; and
 - reference checking that addresses the person's suitability for the job and working with children.
- 3.3. In line with Alphington Grammar School's risk-based approach to child safety and protection, where parent volunteers are volunteering at large off-site activities, such as overnight excursions or camps, the School requires that these parent volunteers have a WWCC clearance as a matter of best practice.
- 3.4. All Council members, staff and Direct Contact Volunteers are also subject to rigorous interview procedures.

4. Supervision and Performance Monitoring:

- 4.1. Probationary periods apply to all new staff members and Direct Contact Volunteers to monitor their compliance with the School's child protection policies and procedures.



- 4.2. Performance and development reviews are regularly undertaken for all staff (including Senior Management Team conducted by the School Council) and include consideration of performance against the School's Child Safe Code of Conduct and the requirements of the Child Protection Program. For example, ensuring that a staff member has not breached any of the School's reporting procedures or the Child Safe Code of Conduct.

5. Child Safe Recruitment and Other Legislation:

- 5.1. Our recruitment practices are subject to state and federal antidiscrimination legislations and the requirements of the Privacy Act when obtaining, using, disclosing, and storing information from applicants and referees (refer to our Privacy Policy).

Staff Information Sheet
Private and Confidential

Please sign and return to the Principal's Personal Assistant with all associated documentation:

Personal Details:

Surname: _____

Given names: _____

Home Address: _____

Suburb: _____ Post code: _____

Home Phone Number: _____ Mobile: _____

Email: _____

Financial Information:

(i) Tax File Number Declaration: Yes / No (please circle)

Please state your Tax File Number: _____

(ii) Working With Children Check (non-teaching staff only): Yes / No (please circle)

Please state your WWCC Number: _____ Expiry: _____

Banking Details:

	Account 1	Account 2
Name of Financial Institution:	_____	_____
Name of Account:	_____	_____
Account Number:	_____	_____
Branch Number (BSB):	_____	_____
Percentage to be Credited:	% _____	% _____

Your pay slip will be emailed to your nominated email above in a PDF format.

Please provide a password (case sensitive) to open your pay slip: _____

Qualification(s) (Please attach copy of your academic records):

Institution	Qualification	Year of Completion	Majors

VIT Teacher's Registration Number: _____

Commencement date of employment at Alphington Grammar School: ____/____/____

Evidence of Identity

Please supply two (2) documents: A copy of your birth certificate, extract of birth entry, passport, certificate of naturalization or certificate of citizenship.

Emergency Contacts:

1. Name: _____ Tel #: _____ Relationship: _____

2. Name: _____ Tel #: _____ Relationship: _____

Doctor name: _____ Tel #: _____

Medicare Number: _____ Ambulance Subscriber: Yes / No (please circle)

Private Health Insurance: Yes / No (please circle)

Fund _____

Membership No: _____ Extras Cover: Yes / No (please circle)

Vehicle Details:

Registration No: _____ Make: _____

Model: _____ Year: _____ Colour: _____

Signature: _____ Date: ____/____/____

Appendix 28 – School Community Training and Information Dissemination Schedule:

Alphington Grammar School takes its commitment to Child Safety seriously and works closely with Complispace to ensure we meet all regulatory requirements. Complispace will provide all persons associated with Alphington Grammar School with access to the CompliLearn platform where specific Child Safe modules will be undertaken. Complispace will issue the school with a register of training modules completed. All persons must have completed the required Child Protection modules before commencing work with/at Alphington Grammar School and any employment, contract or association with the school is subject to this requirement.

The School maintains a register of all Working with Children Check Clearance (WWCC) for all categories in the table below with six monthly reviews to ascertain ongoing suitability for child related work:

Who	What	When	Delivered by
Staff	Policy updates and reminders	Every Term	<ul style="list-style-type: none"> MARAM Alphington Grammar School
New staff	Policy PD and Code of Conduct Declaration	At induction, then annually	<ul style="list-style-type: none"> MARAM Alphington Grammar School
Pre-service teachers	Policy PD and Code of Conduct Declaration	At induction, then annually	Alphington Grammar School
CRT, coaches, other casual staff	Policy PD and Code of Conduct Declaration	At induction, then annually	Alphington Grammar School
Volunteers	Policy PD and Code of Conduct Declaration	At induction, then annually	Alphington Grammar School
School Council	Policy PD and Code of Conduct Declaration	At induction, then annually	Alphington Grammar School
Outside (Third Party) Providers	Policy PD and Code of Conduct Declaration	At induction, then annually	Alphington Grammar School
Overseas Student Providers	Policy PD and Code of Conduct Declaration	At induction, then annually	Alphington Grammar School

Appendix 29 – Annual Site Access Risk Assessment and Management:

Context: This risk assessment and management plan is updated annually or earlier as needed. Alphington Grammar school has multiple entry points which can be accessed by the public both physically and visually, representing significant risk to student's onsite.

Risk Likelihood is calculated on the potential for harm to occur based on:

- proximity to the public;
- observed foot/vehicle traffic; and
- past occurrences.

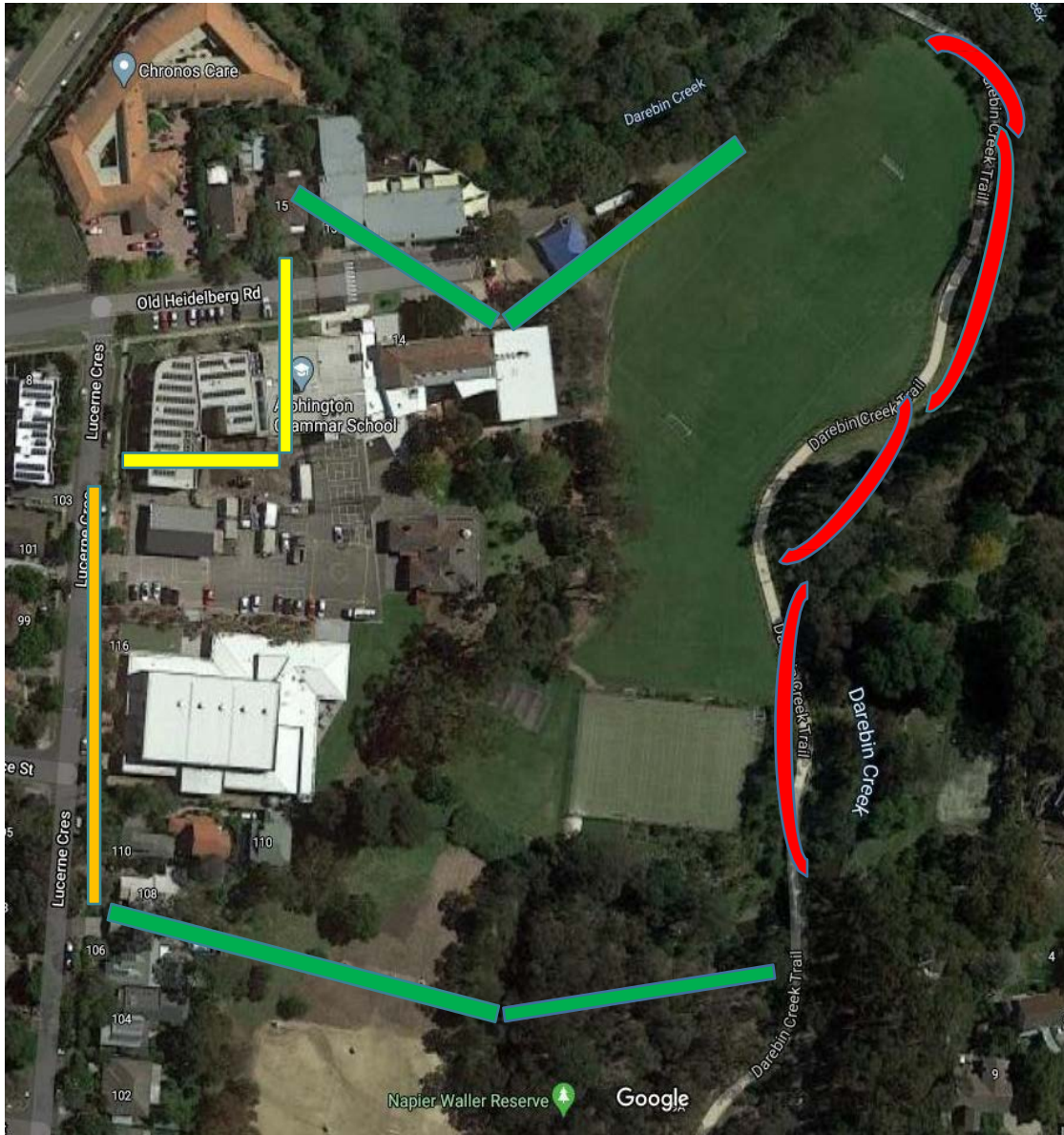
Risk exists in these forms:

- Physical access to the school – this constitutes access to the school grounds/buildings by an unauthorised person. Unauthorised persons present acute multiple potential threats to the safety and well-being of students; and
- Visual/vocal access to the school – this constitutes visual and vocal (speaking) access to students presenting acute risk for grooming of students, talking photographs or filming. This unauthorized contact compromises student safety and well-being. Unauthorized photography or filming of students is a gross invasion of privacy and use of those images, once taken, has incalculable harm potential.

Alphington Grammar School Risk areas:

Risk Area	Potential Harm	Likelihood	Management
Western Boundary Lucerne Crescent	Gates left open, unauthorised access to school	Somewhat likely	Staff to secure gates and ensure they are locked. Check gates throughout the day. Staff rostered on duty to be alert to strangers loitering or attempting to gain access. Cameras in place.
Western Boundary Lucerne Crescent	Visual/vocal access to playground	Highly Likely	Staff rostered on duty to be alert to strangers loitering nearby, attempting to speak to students, taking photos in street or from vehicles. Cameras in place.
Northern Boundary Old Heidelberg Rd	Gates left open, unauthorised access to school	Somewhat Likely (one gate open for access daily)	All staff, especially reception staff, to monitor access. Signage in place. Cameras in place. Staff to wear IDs. Visitors to sign in. High staff traffic area regularly monitored. Cameras in place.
Northern Boundary Old Heidelberg Road	Visual/vocal access to school	Somewhat Likely (one gate open for access daily)	All staff, especially reception staff, to monitor access. Signage in place. Cameras in place. Staff to wear IDs. Visitors to sign in. High staff traffic area so regularly monitored. Cameras in place.
Eastern Boundary Bike Path (runs North/South)	Fence breached, unauthorised access to school	Extremely Likely	All staff to be constantly alert to unauthorised access. This area is frequently accessed by members of the public who demonstrate little regard for the school boundary, either deliberately or through ignorance. All staff on duty or overseeing activities on the oval to be aware and monitor.
Eastern Boundary Bike Path (runs North/South)	Visual/vocal access to oval and multipurpose courts	Extremely Likely	All staff to be constantly alert to unauthorised contact or photography. High traffic area and distance from main school yard increases risk. All staff on duty or overseeing activities on the oval to be aware and monitor.
Eastern Boundary ELC Fence	Fence breached	Unlikely	Creekside terrain minimises risk.
Eastern Boundary ELC Fence	Visual /vocal access to school	Unlikely	Creekside terrain minimises risk.

Illustrated Risk Areas at Alphington Grammar School:



Appendix 30 – Child Safe Policy and Program Revisions:

2017 Updates:

- School Governance chart (appendix 7);
- FFPOS Child Safe Considerations (appendix 14);
- Child Safe Single event Risk Management plan (appendix 20);
- Code of Conduct Declaration for Staff, CRT, Pre-Service Teachers (appendix 21);
- Code of Conduct Declaration for Outside Providers (appendix 22);
- Code of Conduct Declaration for Volunteers (appendix 23);
- Code of Conduct Declaration for School Council (appendix 24); and
- Various year dates from ‘2016’ to ‘2017’ ‘2019.’

2019 Updates:

- Renaming of ‘International Students’ to ‘Overseas Students’
- Removing references to Guardian and replacing with Parent Liaison according to ESOS Act and the National Code 2018;
- Update on Alphington Grammar School Aboriginal and Torres Strait Islander cohort 2019 (zero);
- Update on Overseas Student provisions 2019;
- Update to include School Council Declaration 2019; and
- Update to include Reportable Conduct Scheme Information Update to include Staff Selection Checklist (VRQA).

2020 Updates:

- Update to include Whistleblower/Disclosure Protection Policy Include Homestay Risk Management Strategy;
- Amend Child Protection Information and Training schedule & WWCC records;
- 2020 Update Site Risk Assessment; and
- Update Codes to 2021.

2021 Updates:

- WWWC ‘clearance’ added;
- Code of Conduct and Declaration reformatted ;
- Training Register added;
- Rewording and retitling; and
- Risk Registry added.

Further information and links:

- [Identifying and Responding to All Forms of Abuse in Victorian Schools](#)
- [Four Critical Actions for Schools](#)
- [Identifying and Responding to Student Sexual Offending](#)
- [Four Critical Actions for Schools: Responding to Student Sexual Offending](#)
- [School Policy and Advisory Guide – Child Protection Reporting Obligations](#)

Appendix 31:

Child Safe Risk Register 2021

School: Alphington Grammar School

Location(s): 10-18 Old Heidelberg Rd Alphington, Vic. 3078; All offsite venues, camps, excursions, local, interstate and international trips

Prepared By: Tracey Nicholson

Date: 2021

Year Levels: (if relevant): ELC to Year 12

This register is prepared in accordance with (DET) guidelines (attached)

Alphington Grammar School LEGEND and 2021 Elaborations:

Risk	AGS Context Elaboration	Other Information
School culture: child safety	We have reviewed all Child Safe policies and procedures across 2020/2021.	We are preparing for expected changes to Child Safe Standards in 2022
Non reporting	We have had no incidences of non-reporting. The AGS community is fully informed of their obligations around mandatory reporting.	AGS staff have registered with MARAM, the new host for Mandatory Reporting training.
Unsupervised child	AGS had one incidence of this in 2020 and developed new procedures to reduce the risk of a reoccurrence.	
False allegations	No incidences of this at AGS. Staff have been educated and constantly reminded of staff/student protocols to facilitate and maintain strictly professional relationships.	No allegations made but 1 incidence of student 'crush' activity (fully reported)
Personal issues (staff)	Management on high alert due to COVID19 as a potential stressor and taking steps to help staff deal with this.	Small number of staff with personal issues being managed to minimise their risk on student wellbeing.
Online environment	Acknowledged increased risk due to Remote Learning. Staff closely monitoring and logging reports on Schoolbox.	eSmart Program /digital driving licence being implemented.
Contractor(s) on the premises	All onsite workers vetted and supervised.	No current building works.
Recruitment	Recruitment and orientation process redeveloped 2021	Process moving online for new staff.
Excursions and camps	Child Safe Risk Assessment template redeveloped 2021	

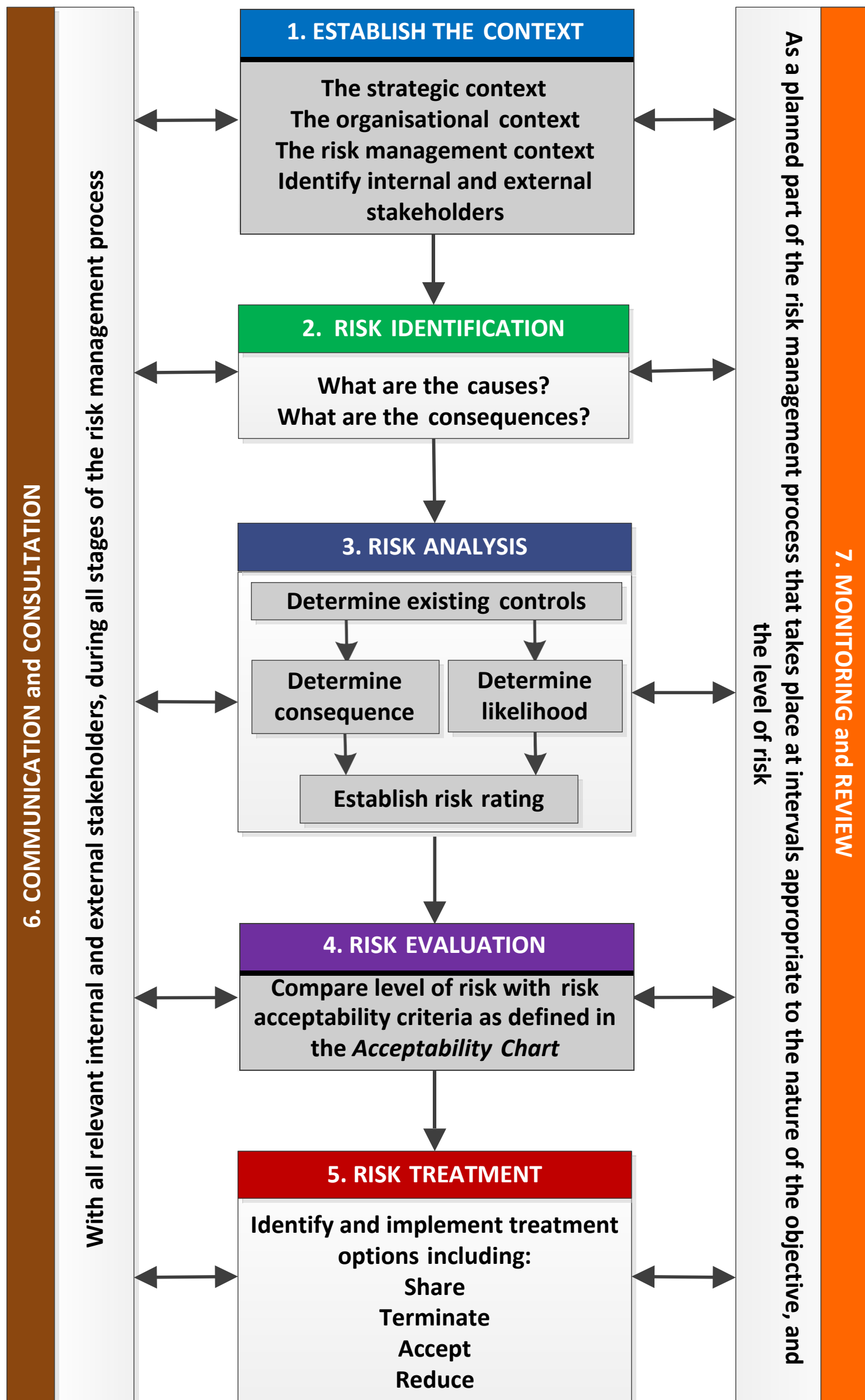
Risk Title & Description	Risk Causes & Consequences	Existing Controls	Current Risk Assessment – with existing controls				Treatment	Target Risk Assessment – after treatments		
			Effectiveness of existing controls <i>How effective are the current controls we have in place? (choose one)</i>	Current Risk Consequence <i>How big would the impact of this risk be if it occurred? (choose one)</i>	Current Risk Likelihood <i>How likely is this risk to occur? (choose one)</i>	Current Risk Rating <i>What is the current risk level based on the risk rating matrix?</i>		Target Risk Consequence <i>(choose one)</i>	Target Risk Likelihood <i>(choose one)</i>	Target Risk Rating <i>What is the target risk level based on the risk rating matrix?</i>
<p>Define the risk event including a risk title and a short description <i>What can go wrong?</i></p>	<p>Describe the risk event cause/s and consequence/s. <i>What would cause it to go wrong? (causes) What are the impacts if it does go wrong? (consequences)</i></p>	<p>Describe any existing policy, procedure, practice or device that acts to minimise the risk <i>What is in place now that reduces the likelihood of this risk occurring or its impact if it did occur?</i></p>					<p>Describe the actions to be undertaken for those risks requiring further treatments. <i>What will be done? Who is accountable? When will it happen?</i></p>			
<p>Risk Title School culture: child safety</p> <p>Risk short description There is a risk the school does not develop a culture of child safety</p>	<p>Causes</p> <ul style="list-style-type: none"> Lack of an effective child safety risk management strategy Fail to ensure that appropriate guidance and training is provided to the individual members of the school council and school staff about child safety School fails to monitor who is on the premises Lack of reporting procedures Lack of understanding of roles and responsibilities in relation to child safety <p>Consequences</p> <ul style="list-style-type: none"> Child safety incident occurs Physical or psychological injury Stress for all personnel involved Litigation / adverse court ruling Reputation damage 	<ul style="list-style-type: none"> Implement child safety risk management strategy (Child Safety Standard 6, requirement 1, page2) Adopt and apply risk management procedures to identify, assess, evaluate, treat, monitor, review and report child safety risks (Child Safety Standard 6, requirements 2, 3 & 4, pages 3, 4 & 5) AGS Child safety policy and statement of commitment. AGS Child safety code of conduct. Adopt practices as outlined in the VRQA Strategies to embed an organisational culture of child safety Utilise the practices as outlined in the DHHS Good leadership and governance in child safe organisations Implement human resources practices for child safe organisations Appointment of a child safety officer/champion for the school. Child safety a standard discussion item on School Leadership Team meetings and all staff meetings. Staff, volunteers, visitors and contractors' induction regarding the school's current child safety standards and practices. 	Very Effective	Major	Unlikely	Low	<ul style="list-style-type: none"> Develop and deliver training to the School Council and staff about: <ul style="list-style-type: none"> individual and collective obligations and responsibilities for managing the risk of child abuse; child abuse risks in the school environment; and the school's current child safety standards (Child Safety Standard 6, requirement 5, page 5). The School Council will develop strategies to deliver appropriate education about: <ul style="list-style-type: none"> standards of behaviour for students attending the school; healthy and respectful relationships (including sexuality); resilience; and child abuse awareness and prevention (Ministerial Order No. 870- Child Safe Standards, Part 2, section 13 [1] & [2] – see Child Safe Standards resources (VRQA) – Empowerment and participation of children). Inclusion of child safety obligations in staff position descriptions. Develop and distribute regular school bulletins containing material related to child safety to inform the school community. Conduct periodic reviews of the effectiveness of the child safety risk management strategies put into practice and, if considered appropriate, revise those strategies utilising the following resources: <ul style="list-style-type: none"> Child safe standards resources (DHHS) Child Safe Standards resources (VRQA) 	Major	Unlikely	Low
<p>Risk Title Non reporting</p> <p>Risk short description There is a risk that the school does not report child safety issues</p>	<p>Causes</p> <ul style="list-style-type: none"> Lack of reporting protocols Staff not aware of reporting protocols Staff not aware of their reporting obligations Familiarity of relationships Poor child safety culture <p>Consequences</p> <ul style="list-style-type: none"> Inappropriate behaviour not reported Child safety incident occurs/continues Physical or psychological injury Stress for all personnel involved Litigation / adverse court ruling Reputation damage 	<ul style="list-style-type: none"> Child safety policy and statement of commitment. Child safety code of conduct. Reporting protocols developed and implemented. Sample incident report readily available to all staff. Child safety standard discussion item on School Leadership Team meetings and all staff meetings. Performance management procedures 	Effective	Severe	Rare	Low	<ul style="list-style-type: none"> Train students and staff to detect inappropriate behaviour Develop and deliver training to staff, volunteers and regular contractors regarding what to do when an allegation of child abuse is made. Inclusion of child safety obligations in staff position descriptions. 	Insignificant	Rare	Low

Risk Title & Description	Risk Causes & Consequences	Existing Controls	Current Risk Assessment – with existing controls				Treatment	Target Risk Assessment – after treatments		
			Effectiveness of existing controls <i>How effective are the current controls we have in place? (choose one)</i>	Current Risk Consequence <i>How big would the impact of this risk be if it occurred? (choose one)</i>	Current Risk Likelihood <i>How likely is this risk to occur? (choose one)</i>	Current Risk Rating <i>What is the current risk level based on the risk rating matrix?</i>		Target Risk Consequence <i>(choose one)</i>	Target Risk Likelihood <i>(choose one)</i>	Target Risk Rating <i>What is the target risk level based on the risk rating matrix?</i>
<p>Define the risk event including a risk title and a short description <i>What can go wrong?</i></p>	<p>Describe the risk event cause/s and consequence/s. <i>What would cause it to go wrong? (causes) What are the impacts if it does go wrong? (consequences)</i></p>	<p>Describe any existing policy, procedure, practice or device that acts to minimise the risk <i>What is in place now that reduces the likelihood of this risk occurring or its impact if it did occur?</i></p>					<p>Describe the actions to be undertaken for those risks requiring further treatments. <i>What will be done? Who is accountable? When will it happen?</i></p>			
<p>Risk Title Unsupervised child</p> <p>Risk short description There is the risk of a child safety incident when a child is unsupervised including during recreational or other activities</p>	<p>Causes</p> <ul style="list-style-type: none"> School fails to monitor who is on the premises Lack of student supervision Lack of appropriate risk management practices in place for recreational or other activities Inappropriate building design <p>Consequences</p> <ul style="list-style-type: none"> Child safety incident occurs Physical or psychological injury Stress for all personnel involved Litigation / adverse court ruling Reputation damage 	<ul style="list-style-type: none"> Implement human resources practices for child safe organisations (p.3 supervision) Organised 'Yard duty' for teachers before, during and after school Staff: student ratios are observed. Visitor and contractor sign-in process, perimeter control Child safety standard discussion item on School Leadership Team meetings and all staff meetings. Adopt child safety risk management strategies as appropriate. Regular reminders to staff on this risk during School Leadership Team meetings and all staff meetings. 	Effective	Major	Unlikely	Low	<ul style="list-style-type: none"> Develop and implement policy and procedures to eliminate any situation where a child may be unsupervised including during recreational or other activities CCTV for unsupervised areas, and 'hot spot' areas Clear windows in walls to enable visibility of occupants Non-lockable doors in hot spots Assessment of new or changed physical environments for child safety risks 	Insignificant	Rare	Low
<p>Risk Title False allegations</p> <p>Risk short description There is the risk of a false allegation of an incident of child abuse.</p>	<p>Causes</p> <ul style="list-style-type: none"> Malicious complaint Unethical behaviour Discrimination Jealousy <p>Consequences</p> <ul style="list-style-type: none"> Physical or psychological injury Stress for all personnel involved Reputation damage for school 	<ul style="list-style-type: none"> Child safety policy and statement of commitment. Child safety code of conduct. Reporting protocols developed and implemented. Sample incident report readily available to all staff. Child safety a standard discussion item on School Leadership Team meetings. Legal advice ISV advice 	Effective	Major	Unlikely	Low	<ul style="list-style-type: none"> Develop and deliver training to staff, volunteers and regular contractors regarding what to do when an allegation of child abuse is made. 	Insignificant	Rare	Low
<p>Risk Title Personal issues</p> <p>Risk short description There is the risk of a child safety incident occurring due to unknown personal issues of staff or students</p>	<p>Causes</p> <ul style="list-style-type: none"> Natural trust of long term employees (who may have developed issues over time) Stress e.g. gambling, addiction, self esteem Mental health issues Domestic issues e.g. relationship break ups, domestic violence Peer pressure <p>Consequences</p> <ul style="list-style-type: none"> Child safety incident occurs Physical or psychological injury Stress for all personnel involved Litigation / adverse court ruling Reputation damage for school Reputation damage for DET 	<ul style="list-style-type: none"> Implement human resources practices for child safe organisations Employ staff management practices Regular staff meetings and Principal 1:1 meetings with staff Student and young people health, wellbeing and safety programs Teacher ongoing monitoring and review of student behaviour School duty of care Adopt child safety risk management strategies as appropriate. Child safety standard discussion item on School Leadership Team meetings and all staff meetings. 	Acceptable	Moderate	Unlikely	Low	<ul style="list-style-type: none"> Principal/SMT implementation of VIT Professional Standards monitoring process Ongoing monitoring and review of staff and student work practices and behaviours for 'warning signals' Inclusion of child safety obligations in staff position descriptions. 	Insignificant	Unlikely	Low

Risk Title & Description	Risk Causes & Consequences	Existing Controls	Current Risk Assessment – with existing controls				Treatment	Target Risk Assessment – after treatments		
			Effectiveness of existing controls <i>How effective are the current controls we have in place? (choose one)</i>	Current Risk Consequence <i>How big would the impact of this risk be if it occurred? (choose one)</i>	Current Risk Likelihood <i>How likely is this risk to occur? (choose one)</i>	Current Risk Rating <i>What is the current risk level based on the risk rating matrix?</i>		Target Risk Consequence <i>(choose one)</i>	Target Risk Likelihood <i>(choose one)</i>	Target Risk Rating <i>What is the target risk level based on the risk rating matrix?</i>
<p>Define the risk event including a risk title and a short description <i>What can go wrong?</i></p>	<p>Describe the risk event cause/s and consequence/s. <i>What would cause it to go wrong? (causes) What are the impacts if it does go wrong? (consequences)</i></p>	<p>Describe any existing policy, procedure, practice or device that acts to minimise the risk <i>What is in place now that reduces the likelihood of this risk occurring or its impact if it did occur?</i></p>					<p>Describe the actions to be undertaken for those risks requiring further treatments. <i>What will be done? Who is accountable? When will it happen?</i></p>			
<p>Risk Title Online environment</p> <p>Risk short description There is the risk of a child safety incident in an online environment</p>	<p>Causes</p> <ul style="list-style-type: none"> Online child safety issues via media services: <ul style="list-style-type: none"> Email Facebook, Instagram, Twitter and other social media YouTube Microsoft TEAMS mobile phone SMS messages and other mobile messaging media telephone, Zoom Skype and other media for making voice calls photography and videography any other electronic media. <p>Consequences</p> <ul style="list-style-type: none"> Psychological injury (stress / bullying) Stress for staff dealing with incident Litigation / adverse court ruling Reputation damage for school 	<ul style="list-style-type: none"> School online policy and procedures. Use of school 'Acceptable Use Agreement'. Use of an internet filter Adoption of eSmart Program Appropriate supervision for all online activities. Response protocols implemented Ongoing awareness of the school's online policies and procedures. Ongoing review of control effectiveness and improvements instigated as required. 	Effective	Moderate	Possible	Medium	<ul style="list-style-type: none"> Train students and staff to detect inappropriate behaviour Prepare curriculum plans that explicitly teach safe, responsible and ethical online behaviours. Develop newsletter for parents with information and links to protect their children in the online environment e.g. eSmart advice for parents and 	Minor	Unlikely	Low
<p>Risk Title Contractor(s) on the premises</p> <p>Risk short description There is the risk that contractors do not report to reception before commencing work on school grounds e.g. maintenance.</p>	<p>Causes</p> <ul style="list-style-type: none"> School fails to monitor who is on the premises Lack of supervision Contractors not aware of school arrangements Lack of background checks on contractors <p>Consequences</p> <ul style="list-style-type: none"> Child safety incident occurs Physical or psychological injury Stress for all personnel involved Litigation / adverse court ruling Reputation damage for school 	<ul style="list-style-type: none"> Follow Recruitment practices for child safe organisations. Visitor and contractor sign-in process, perimeter control All contractors supervised whilst on school grounds. Signage at school office clearly directing visitors to reception. Adopt child safety risk management strategies as appropriate. 	Effective	Major	Unlikely	Low	<ul style="list-style-type: none"> Continue to raise topic in staff meetings. Awareness sessions for students. 	Minor	Rare	Low

Risk Title & Description	Risk Causes & Consequences	Existing Controls	Current Risk Assessment – with existing controls				Treatment	Target Risk Assessment – after treatments		
			Effectiveness of existing controls <i>How effective are the current controls we have in place? (choose one)</i>	Current Risk Consequence <i>How big would the impact of this risk be if it occurred? (choose one)</i>	Current Risk Likelihood <i>How likely is this risk to occur? (choose one)</i>	Current Risk Rating <i>What is the current risk level based on the risk rating matrix?</i>		Target Risk Consequence <i>(choose one)</i>	Target Risk Likelihood <i>(choose one)</i>	Target Risk Rating <i>What is the target risk level based on the risk rating matrix?</i>
<p>Define the risk event including a risk title and a short description <i>What can go wrong?</i></p>	<p>Describe the risk event cause/s and consequence/s. <i>What would cause it to go wrong? (causes) What are the impacts if it does go wrong? (consequences)</i></p>	<p>Describe any existing policy, procedure, practice or device that acts to minimise the risk <i>What is in place now that reduces the likelihood of this risk occurring or its impact if it did occur?</i></p>					<p>Describe the actions to be undertaken for those risks requiring further treatments. <i>What will be done? Who is accountable? When will it happen?</i></p>			
<p>Risk Title Recruitment</p> <p>Risk short description There is a risk of recruiting an inappropriate person</p>	<p>Causes</p> <ul style="list-style-type: none"> Circumvent normal employment procedures, including no background checks A rushed recruitment process Non-compliance with relevant policies and procedures including conflict of issues policy Unethical behaviour <p>Consequences</p> <ul style="list-style-type: none"> Child safety incident occurs Physical or psychological injury Stress for all personnel involved Litigation / adverse court ruling Reputation damage for school 	<ul style="list-style-type: none"> Follow Recruitment practices for child safe organisations Adopt practices as outlined in the VRQA child safety standard 4 staff selection checklist <ul style="list-style-type: none"> Victorian Institute of Teaching registration 	Effective	Major	Unlikely	Low				
<p>Risk Title Excursions and camps</p> <p>Risk short description There is a risk that staff do not consider child safety matters whilst preparing for and/or whilst on excursions and camps.</p>	<p>Causes</p> <ul style="list-style-type: none"> Lack of awareness of local conditions (unknown people and environments) School fails to monitor who is in vicinity of school camps / excursions Lack of supervision Fail to consider child safety risks Lack of appropriate risk management practices in place for recreational or other activities <p>Consequences</p> <ul style="list-style-type: none"> Child safety incident occurs Physical or psychological injury Disruption to excursion / camp Stress for all personnel involved Litigation / adverse court ruling Reputation damage for school 	<ul style="list-style-type: none"> Team Leader(s) upon arrival at commercial camp sites to conduct briefing with authorities to confirm site arrangements or any updates regarding local conditions. Team Leader(s) following briefing with authorities brief teaching / support staff of any updates. Staff and volunteers conduct area familiarity upon arrival at venue. Staff: student ratios are observed. Regular student head counts. Ensure at least one staff member at the camp or excursion has been trained in what to do when an allegation of child abuse is made. Ensure access to an incident report is readily available. Adopt child safety risk management strategies as appropriate. Appropriate school approvals for excursions/camps including risk assessment 	Acceptable	Major	Unlikely	Low	<ul style="list-style-type: none"> Team Leader(s) to conduct an end day (each day) debrief to identify any issues arising and to lead the development of treatment solutions. 	Insignificant	Rare	Low

Risk Process:



Risk can be described as anything; event, practice, process, activity, etc. that could hinder or help achievement of stated goals or objectives.

Risk Process:

1. Establish the Context

1. Decide the scope of the activity, including the goals and objectives.
2. Ascertain the internal and external environment (see PESTLE overleaf).
3. Confirm the identity and concerns / issues / expectations of stakeholders.
4. Familiarise yourself with the Department's tools used to identify, analyse and manage risk.

2. Risk Identification

5. Ask yourself the following questions (see SWOT overleaf):
 - What can go wrong? (risks)
 - What would cause it to go wrong? (causes)
 - What are the impacts if it does go wrong? (consequences)
 - What can go right? (value add - opportunity risk)
6. Once all the risks have been identified they should be recorded into a risk register.

3. Risk Analysis

7. For each risk the existing controls currently in place should also be captured.
 - How effective are the controls we have in place? (see control effectiveness chart overleaf)
8. Risk is analysed in terms of consequence (What is the impact of risk?) and likelihood (How likely is the risk to occur? - taking into account the effectiveness of any controls identified in the previous step).
9. Risk consequences are measured using the following descriptive terms:
 - severe, major, moderate, minor, insignificant (see the consequence criteria guide overleaf. It provides the context to select one of the above terms).
10. Risk likelihood is measured using the following descriptive terms:
 - almost certain, likely, possible, unlikely, rare (see the likelihood criteria guide overleaf. It provides the context to select one of the above terms).
11. The risk rating matrix (overleaf) can now be used to combine the selected level of consequence with the selected level of likelihood to determine the overall level of risk.
12. This is called the 'current assessment' (with existing controls).

4. Risk Evaluation

13. Risk evaluation involves comparing the current risk rating found during the analysis process with risk acceptance criteria established by the Department.
14. You should refer to the Acceptability Chart (overleaf) to determine the level of acceptability.
15. The categories of acceptability defined in the Acceptability Chart determine the approach to the management of risk across the Department.
16. Risks rated Low or Medium do not necessarily require further treatments as this level of risk is considered to be acceptable.
17. Risks rated High or Extreme require further treatments to reduce their level of risk to a more acceptable level – (refer to Risk Treatment).

5. Risk Treatment

18. Options for risk treatment include:
 - Share - if practical to do so, share the risk – or some of it (e.g. outsourcing or insurance)
 - Terminate - cease the activity
 - Accept - risk acceptance requires appropriate authority (see the Acceptability Chart to determine whether the risk is acceptable)
 - Reduce - reduce the risk level by applying additional treatments until the risk is acceptable.
19. Risk treatment involves a cyclical process of:
 - assessing the risks
 - deciding whether the risk levels are acceptable (by reference to the Acceptability Chart)
 - if not, determine appropriate risk treatment options (see above)
 - implementing risk treatments.
20. A second assessment is then made to confirm the treatments will reduce the level of risk.
21. This second level of risk is called the 'target assessment' – after treatments where you expect the risk level to be once your treatments have been implemented – once implemented they become existing controls.

6. Communication and Consultation

22. Communication and consultation with all relevant internal and external stakeholders should take place during all stages of the risk management process.

7. Monitoring and Review

23. Monitoring and review should be a planned part of the risk management process and should take place at intervals appropriate to the nature of the objective and the level of risk.

Risk Management Framework - Assessment Tools

Consequence Criteria: This guide provides indicative terms against which the significance of risk is evaluated.

Descriptor	Student Outcomes	Wellbeing and Safety	Finance	Reputation	Operations	Strategic
Insignificant	<ul style="list-style-type: none"> Educational outcomes, engagement and wellbeing and pathways and transitions can be met with workarounds 	<ul style="list-style-type: none"> Minor injury requiring no first aid or peer support for stress / trauma event 	<ul style="list-style-type: none"> Small loss that can be absorbed 	<ul style="list-style-type: none"> Internal impact (no external impact) 	<ul style="list-style-type: none"> School operations continue with slight interruptions to normal activities 	<ul style="list-style-type: none"> Goals, targets and key improvement strategies can be delivered with inconsequential impacts
Minor	<ul style="list-style-type: none"> Educational outcomes, engagement and wellbeing and pathways and transitions achieved but below targets 	<ul style="list-style-type: none"> Injury / ill health requiring first aid Peer support for stress / trauma event 	<ul style="list-style-type: none"> Loss of 'consumable' assets, < 2% deviation from budget Minor fraud possible 	<ul style="list-style-type: none"> Adverse comments local community media Short term stakeholder dissatisfaction / comment 	<ul style="list-style-type: none"> Some school operations disrupted Minor workarounds return school to normal operations 	<ul style="list-style-type: none"> Minor workaround need to be implemented to deliver the SSP goals, targets and key improvement strategies
Moderate	<ul style="list-style-type: none"> Students' overall levels of Literacy and Numeracy static Increasing truancy Partial achievement of targeted pathways and transition 	<ul style="list-style-type: none"> Injury / ill health requiring medical attention Stress / trauma event requiring professional support 	<ul style="list-style-type: none"> Loss of assets 2% - 5% deviation from budget External audit management letter 	<ul style="list-style-type: none"> External scrutiny e.g. VAGO Adverse state media comment Stakeholder relationship impacted 	<ul style="list-style-type: none"> Key school operations temporarily disrupted School leadership team meets to return school to normal operations 	<ul style="list-style-type: none"> Constant consultation with key stakeholders needs to be maintained to deliver the SSP goals, targets and key improvement strategies
Major	<ul style="list-style-type: none"> National targeted improvements not achieved Partial achievement of targeted learning outcomes Student dissatisfaction with access to pathways / transitions 	<ul style="list-style-type: none"> Injury / ill health requiring hospital admission Stress / trauma event requiring ongoing clinical support 	<ul style="list-style-type: none"> Loss of significant assets 6% - 15% deviation from budget External audit qualification on accounts High end fraud committed 	<ul style="list-style-type: none"> External investigation Adverse comments national media Stakeholder relationship tenuous 	<ul style="list-style-type: none"> Whole of school operations disrupted Assistance sought from Regional Office 	<ul style="list-style-type: none"> Significant adjustment to resource allocation and service delivery required to deliver SSP goals, targets and key improvement strategies
Severe	<ul style="list-style-type: none"> Literacy and Numeracy decline Student engagement and connectedness to the school and their peers is very poor Declining number of student options for pathways and transitions 	<ul style="list-style-type: none"> Fatality or permanent disability Stress / trauma event requiring extensive clinical support for multiple individuals 	<ul style="list-style-type: none"> Loss of key assets >15 % deviation from budget Systemic and high value fraud 	<ul style="list-style-type: none"> Commission of inquiry National front page headlines Stakeholder relationship irretrievably damaged 	<ul style="list-style-type: none"> Normal school operations cease School evacuated Regional Office notified 	<ul style="list-style-type: none"> SSP goals, targets and key improvement strategies cannot be delivered Changes need to be made to the SSP

Likelihood Criteria: This guide provides the indicative terms against which the probability of a risk event occurrence is evaluated.

Descriptor	Description	Indicative %	Indicative Frequency	Note: 1. The Likelihood Criteria refers to the likelihood of the consequence descriptor you have selected i.e. the likelihood of a 'major' consequence. 2. The Indicative Frequency may not be relevant when assessing risks related to repeated activities, or when objectives are to be delivered over discrete periods of time. It should not be the sole basis for assessment.
Almost Certain	Expected to occur	>95%	Multiple times in the next year	
Likely	Probably will occur (no surprise)	66-95%	At least once in the next year	
Possible	May occur at some stage	26-65%	Once in the next 3 years	
Unlikely	Would be surprising if it occurred	5-25%	Once in the next 5 years	
Rare	May never occur	<5%	Once in the next 10 years	

Control Effectiveness: Indicates the self-assessment of control effectiveness.

Controls Effectiveness Rating and Criteria	
Ineffective	<ul style="list-style-type: none"> The design of controls overall, is ineffective in addressing key causes and/or consequences. Documentation and/or communication of the controls does not exist (e.g. policies, procedures, etc.). The controls are not in operation or have not yet been implemented.
Needs Improvement	<ul style="list-style-type: none"> The design of controls only partially addresses key causes and/or consequences. Documentation and/or communication of the controls (e.g. policies, procedures, etc.) are incomplete, unclear or inconsistent. The controls are not operating consistently and/or effectively and have not been implemented in full.
Acceptable	<ul style="list-style-type: none"> The design of controls is largely adequate and effective in addressing key causes and/or consequences. The controls (e.g. policies, procedures, etc.) have been formally documented but not proactively communicated to relevant stakeholders. The controls are largely operating in a satisfactory manner and are providing some level of assurance.
Effective	<ul style="list-style-type: none"> The design of controls is adequate and effective in addressing the key causes and/or consequences. The controls (e.g. policies, procedures, etc.) have been formally documented and proactively communicated to relevant stakeholders. The controls overall, are operating effectively so as to manage the risk.

Risk Rating Matrix: Used to combine consequence with likelihood to determine the overall level of risk.

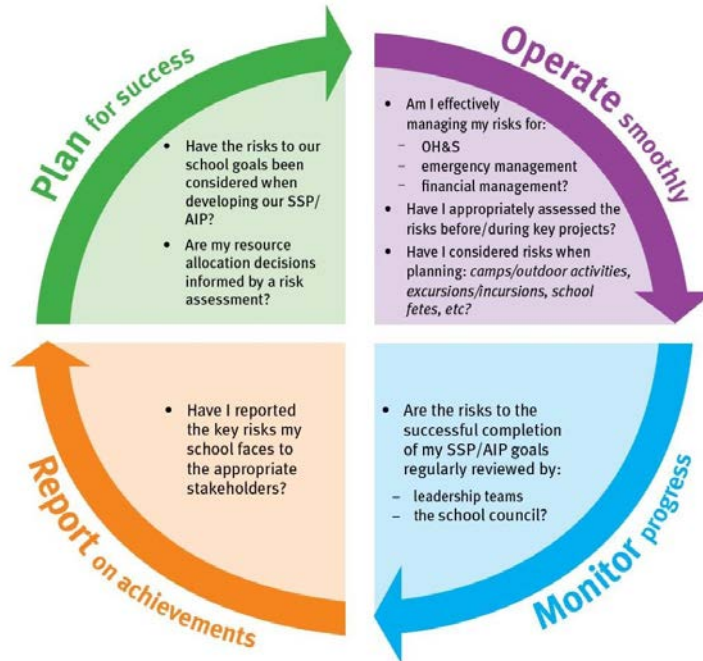
Risk Rating Matrix		Consequence				
		Insignificant	Minor	Moderate	Major	Severe
Likelihood	Almost Certain	Medium	High	Extreme	Extreme	Extreme
	Likely	Medium	Medium	High	Extreme	Extreme
	Possible	Low	Medium	Medium	High	Extreme
	Unlikely	Low	Low	Medium	Medium	High
	Rare	Low	Low	Low	Medium	Medium

Acceptability Chart: Used to decide whether the risk is acceptable, based on the rating calculated.

Extreme = Unacceptable (must have Principal / School Council oversight)	Immediately consider whether the activity associated with this risk should cease. Any decision to continue exposure to this level of risk should be made at Principal / School Council / Regional Office level, be subject to the development of detailed treatments, on-going oversight and high level review.
High = Tolerable (with ongoing Principal review)	Risk should be reduced by developing treatments. It should be subject to on-going review to ensure controls remain effective, and the benefits balance against the risk. Escalation of this level of risk to Principal Class Officer level should occur.
Medium = Tolerable (with frequent risk owner review)	Exposure to the risk may continue, provided it has been appropriately assessed and has been managed to as low as reasonably practicable. It should be subject to frequent review to ensure the risk analysis remains valid and the controls effective. Treatments to reduce the risk can be considered.
Low = Acceptable (with periodic review)	Exposure to this risk is acceptable, but is subject to periodic review to ensure it does not increase and current control effectiveness does not vary.

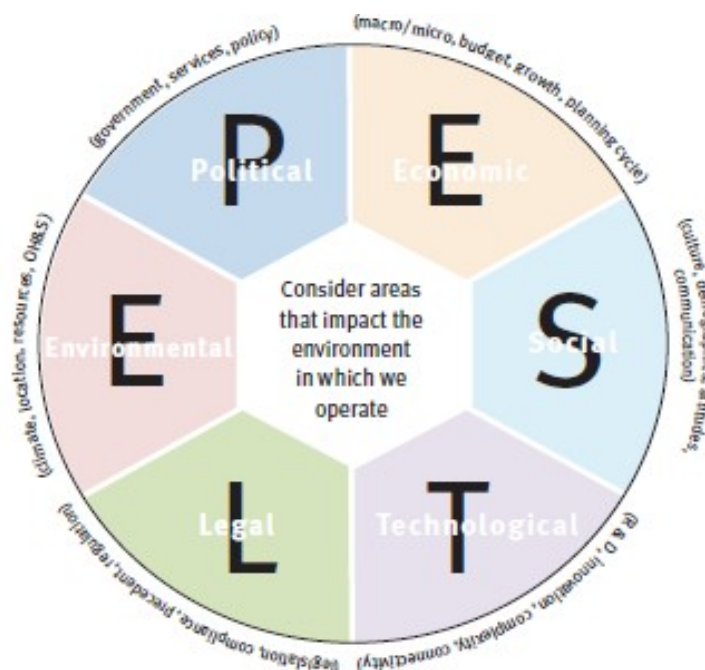
School Cycle - where schools should use riskmanagement

Utilise risk management at all stages of the school cycle, to drive decision making, establish priorities and allocate resources. Risk management should be based on the best information available. Effort expended should be proportionate to the risk and benefits should be balanced against the risk.



PESTLE Analysis - used to establish the context

PESTLE - (political, economic, social, technological, legal, environmental) is a useful tool to analyse the operating environment and to understand any other factors that contribute to it. It may be beneficial to involve your key stakeholders when conducting this type of analysis.



SWOT Matrix - used in risk identification

A SWOT Matrix (strengths, weaknesses, opportunities and threats) is a useful tool to analyse the environment and establish current issues and future risks. It may be beneficial to involve your key stakeholders when conducting this type of analysis.

