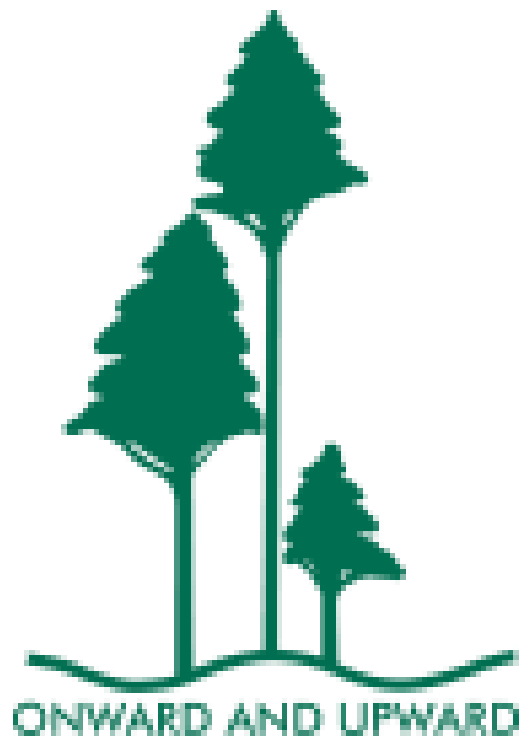


Volunteer Induction Booklet



Introduction

Dear Families

We warmly welcome you to Osborne Primary School. Thank you for your interest in volunteering at our school. The purpose of this induction booklet is to ensure Osborne Primary School volunteers are familiar with our policies and procedures relating to child safety, health and wellbeing, occupational health and safety, emergency management and first aid.

Volunteers must read the suite of policies and procedures outlined in this handbook and any relevant links before commencing any work where children are likely to be present. The forms in this handbook must also be completed and filed with the school. You are only required to read this Handbook and submit forms once during your child/ren's time at Osborne.

Key messages

- Osborne Primary School is committed to the safety and wellbeing of all children. We want children attending our school to be safe, happy and respected.
- We are committed to creating an inclusive environment where diversity is supported, and students feel safe to bring their whole selves to school.
- Allegations and concerns relating to the safety and wellbeing of our school community will be treated very seriously and consistently with our policies and procedures.
- We are committed to preventing child abuse, identifying risks early and removing and reducing these risks.
- Everyone has a role to ensure children are safe – if something doesn't feel right, speak up. If you have any concerns about any inappropriate behaviours in the school community, you should speak to the Principal or Assistant Principal. If this would not be appropriate in the circumstances, you can contact the South East Regional Office of the Department of Education and Training on 1300 338 738.

Contact

We value your feedback on ways we can continue to improve and strengthen our child safety approach and encourage you to contact the principal or assistant principal with any comments or questions.

We hope that you enjoy your experience at our school. If you have any questions or feedback, please do not hesitate to speak to the classroom teacher or Assistant Principal, Chris Cheverton.

Warm Regards,

Brett Miller School Principal

Qualification Process

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

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

<p>Read <i>Volunteer Induction Booklet</i></p>	<p>This Booklet will outline important key messages regarding School Child Safety and OHS that all volunteers need to be aware of.</p> <p>We kindly ask you to read this booklet and familiarise yourself with the following:</p> <ul style="list-style-type: none"> • <u>Osborne Primary School Volunteers Policy</u> • <u>Osborne Primary School Child Safety Wellbeing Policy</u> • <u>Osborne Primary School Child Safety Responding and Reporting Obligations Policy and Procedures</u> • <u>Osborne Primary school Child Safety Code of Conduct</u>
<p>Sign and submit to the office the <i>Volunteer Helper & Working with Children Form (Appendix A)</i></p>	<p>This document will be kept on file for future reference.</p>
<p>Sign and submit to the office <i>Volunteer Occupational Health & Safety (OHS) Checklist (Appendix B)</i></p>	<p>This document will be kept on file for future reference.</p>
<p>Provide the Office with a copy of your valid Working with Children's Card</p>	<p>This document will be kept on file for future reference. It is important that when your card expires, a new and current copy is submitted to the office asap so that you can continue in your role as a parent/volunteer helper. Before you start volunteering at GIPS, Individuals must update their details to include the name of your organisation via their MyCheck account.</p>

Volunteers Policy



Help for non-English speakers

If you need help to understand this policy, please contact Osborne Primary School, phone: 5975 1792, email: Osborne.ps@education.vic.gov.au or come into our school office.

PURPOSE

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

SCOPE

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

DEFINITIONS

Child-connected work: work authorised by the school governing authority/provider of a school boarding services and performed by an adult in a school or school boarding premises environment while children are present or reasonably expected to be present.

Child-related work: As defined by the *Worker Screening Act 2020 (Vic)*, child-related work is work that usually involves direct contact (including in person, over the phone, written and online communication) with a child that is a central part of that person's duties. It does not include work that involves occasional direct contact with children that is incidental to the work.

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

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

School work: School work means:

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

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

POLICY

Osborne Primary School is committed to implementing and following practices which protect the safety and

wellbeing of children and our staff and volunteers. Osborne Primary School recognises the valuable contribution that volunteers provide to our school community and the work that we do.

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

Becoming a volunteer

Members of our school community who would like to volunteer are encouraged to contact their child's classroom teacher or the school office on 5975 1792.

COVID-19 vaccination information

Our school follows Department of Education and Training policy with respect to the requirements relating to attendance on school sites and COVID-19 vaccinations.

For further information, refer to:

- [COVID-19 Vaccinations – Visitors and Volunteers on School Sites](#)

SUITABILITY CHECKS INCLUDING WORKING WITH CHILDREN CLEARANCES

Working with students

Osborne Primary School values the many volunteers that assist in our classrooms with sports events/camps/excursions/school concerts /SAKG program. To ensure that we are meeting our legal obligations under the *Worker Screening Act* and the Child Safe Standards, Osborne Primary School is required to undertake suitability checks which in most cases will involve asking for evidence of a Working with Children (WWC) Clearance and may also involve undertaking reference, proof of identity, qualification and work history involving children checks. Where prospective volunteers are required under the law and this policy to have a WWC Clearance, the principal has the discretion to accept evidence of a WWC check application in order to commence volunteer work, provided the volunteer provides the school with evidence of the application outcome (clearance or exclusion) as soon as practicable after the applicant receives it.

NOTE: It is **not** an offence under the *Worker Screening Act* for people to engage in child-related work without a WWC Clearance if they have:

- applied for the WWC check and the application has not been finally decided or withdrawn; and
- the person has not previously been given a WWC Exclusion under the *Worker Screening Act* or a corresponding working with children law.

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

- **Volunteers who are not parent/family members** of any student at the school if they are engaged in child-related work regardless of whether they are being supervised.
- **Parent/family volunteers** who are assisting with any classroom or school activities involving direct contact with children in circumstances where the volunteer's child is **not** participating, or does not ordinarily participate in, the activity.
- **Parent/family volunteers** who assist with excursions (including swimming), camps and similar events, regardless of whether their own child is participating or not.
- **Parent/family volunteers** who regularly assist in school activities, regardless of whether their own child is participating or not

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

Non child-related work

Volunteers who are not engaged in child-related work (eg fete planning and organisation) do not need a WWC Check under the *Worker Screening Act*.

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

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

TRAINING AND INDUCTION

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

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

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

MANAGEMENT AND SUPERVISION

Volunteer workers will be expected to comply with any reasonable direction of the principal (or their nominee). This will include the requirement to follow our school's policies, including, but not limited to our Child Safety and Wellbeing Policy and our Child Safety Code of Conduct.

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

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

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

PRIVACY AND INFORMATION-SHARING

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

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

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

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

RECORDS MANAGEMENT

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

COMPENSATION

Personal injury

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

Property damage

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

Public liability insurance

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

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

COMMUNICATION

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

- Available publicly on our school's website <http://osborneps.vic.edu.au/>Included in induction processes for relevant staff
- Made available in hard copy from school administration upon request

RELATED POLICIES AND RESOURCES

Osborne Primary School policies and resources relevant to this policy include:

- Child Safety and Wellbeing Policy
- Child Safety Code of Conduct
- Respectful Behaviours in the School Policy
- Visitors in Schools Policy

Department policies:

- [Equal Opportunity and Anti-Discrimination](#)
- [Child Safe Standards](#)
- [Privacy and Information Sharing](#)
- [Records Management – School Records](#)
- [Sexual Harassment](#)
- [Volunteers in Schools](#)
- [Volunteer OHS Management](#)
- [Working with Children and Other Suitability Checks for School Volunteers and Visitors](#)
- [Workplace Bullying](#)

POLICY REVIEW AND APPROVAL

Policy last reviewed	20/10/2022
Consultation	School Council 20/10/2022
Approved by	Principal
Next scheduled review date	20/10/2024

Child Safety and Wellbeing Policy



Help for non-English speakers

If you need help to understand this policy, please contact Osborne Primary School, phone: 5975 1792, email: Osborne.ps@education.vic.gov.au or come into our school office.

PURPOSE

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

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

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

SCOPE

This policy:

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

DEFINITIONS

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

- child
- child safety
- child abuse
- child-connected work
- child-related work
- school environment
- school boarding environment
- school staff
- school boarding premises staff
- school governing authority
- school boarding premises governing authority
- student
- volunteer.

STATEMENT OF COMMITMENT TO CHILD SAFETY

Osborne Primary School is a child safe organisation which welcomes all children, young people and their families. We are committed to providing environments where our students are safe and feel safe, where their participation is valued, their views respected, and their voices are heard about decisions that affect their lives. Our child safe policies, strategies and practices are inclusive of the needs of all children and students.

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

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

We take proactive steps to identify and manage any risk of harm to students in our school environment. When child safety concerns are raised or identified, we treat these seriously and respond promptly and thoroughly. Particular attention is given to the child safety needs of Aboriginal students, those from culturally and linguistically diverse backgrounds, international students, students with disabilities, those unable to live at home, children and young people who identify as lesbian, gay, bisexual, trans and gender diverse, intersex and queer (LGBTIQ+) and other students experiencing risk or vulnerability. Inappropriate or harmful behaviour targeting students based on these or other characteristics, such as racism or homophobia, are not tolerated at our school, and any instances identified will be addressed with appropriate consequences.

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

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

ROLES AND RESPONSIBILITIES

SCHOOL LEADERSHIP TEAM

Our school leadership team (comprising the Principal, Assistant Principals and Leading Teacher and Learning Specialists) is responsible for ensuring that a strong child safe culture is created and maintained, and that policies and practices are effectively developed and implemented in accordance with Ministerial Order 1359.

Principals and Assistant Principals will:

- ensure effective child safety and wellbeing governance, policies, procedures, codes and practices are in place and followed
- model a child safe culture that facilitates the active participation of students, families and staff in promoting and improving child safety, cultural safety and wellbeing
- enable inclusive practices where the diverse needs of all students are considered
- reinforce high standards of respectful behaviour between students and adults, and between students
- promote regular open discussion on child safety issues within the school community including at leadership team meetings, staff meetings and school council meetings
- facilitate regular professional learning for staff and volunteers (where appropriate) to build deeper understandings of child safety, cultural safety, student wellbeing and prevention of responding to abuse
- create an environment where child safety complaints and concerns are readily raised, and no one is discouraged from reporting an allegation of child abuse to relevant authorities.

SCHOOL STAFF AND VOLUNTEERS

All staff and volunteers will:

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

SCHOOL COUNCIL

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

- champion and promote a child safe culture with the broader school community
- ensure that child safety is a regular agenda item at school council meetings

- undertake annual training on child safety,
- approve updates to, and act in accordance with the Child Safety Code of Conduct to the extent that it applies to school council employees and members
- At our school, school council employment duties are delegated to the principal who is bound by this policy.

SPECIFIC STAFF CHILD SAFETY RESPONSIBILITIES

Our Principal and Assistant Principals are the first point of contact for child safety concerns or queries and for coordinating responses to child safety incidents.

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

CHILD SAFETY CODE OF CONDUCT

Our Child Safety Code of Conduct sets the boundaries and expectations for appropriate behaviours between adults and students. It also clarifies behaviours that are not acceptable in our physical and online environments. We ensure that students also know what is acceptable and what is not acceptable so that they can be clear and confident about what to expect from adults in the school.

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

MANAGING RISKS TO CHILD SAFETY AND WELLBEING

At our school we identify, assess and manage risks to child safety and wellbeing in our physical and online school environments. These risks are managed through our child safety and wellbeing policies, procedures and practices, and in our activity specific risk registers, such as those we develop for off-site overnight camps, adventure activities and facilities and services we contract through third party providers for student use. Our Child Safety Risk Register is used to record any identified risks related to child abuse alongside actions in place to manage those risks. Our school leadership team will monitor and evaluate the effectiveness of the actions in the Child Safety Risk Register at least annually.

ESTABLISHING A CULTURALLY SAFE ENVIRONMENT

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

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

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

- Begin events and meetings with a Welcome to Country or an Acknowledgement of Country as a standing agenda item. Use this as an opportunity to pause and reflect or open a discussion.
- Fly the Aboriginal and Torres Strait Islander flags on school grounds.
- Display plaques and signs to Acknowledge Country and Traditional Owners
- Address racism from students, staff, volunteers or visitors directly. Make sure racist speech or actions are always dealt with, and the culture of the school works to prevent incidents from occurring.
- Put school leaders at the front of anti-racist action. Discuss racism and work to address unconscious bias and racism in the school community.
- Create a positive climate for learning and development where services demonstrate the highest levels of respect and inclusion and, as a result, Aboriginal children and learners of all ages feel strong in their identity within all services.

STUDENT EMPOWERMENT

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

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

We inform students of their rights through our school values and wellbeing programs, and give them the skills and confidence to recognise unsafe situations with adults or other students and to speak up and act on concerns relating to themselves or their peers. We ensure our students know who to talk to if they are worried or feeling unsafe and we encourage them to share concerns with a trusted adult at any time. Students and families can also access information on how to report concerns at the school office either in person or through calling 5975 1792. When the school is gathering information in relation to a complaint about alleged misconduct or abuse of a child, we will listen to the complainant's account and take them seriously, check our understanding of the complaint, support the student and keep them (and their parents and carers, as appropriate) informed about progress.

We empower students to contribute to school life by:

- Displaying visually engaging and easy-to-read posters promoting student voice and agency.
- Discussing commitment to student's voice at enrolment and organise orientation activities focused on activating student's voice.
- Conducting class meetings to discuss students' rights and safety issues.
- Inviting students to provide feedback on school-wide decisions and take their views into account in school decision-making.
- Demonstrating that the school takes students seriously by acting on their concerns, noting that what might seem unimportant to an adult may be important to a young person

We empower students to raise their concerns by:

- Providing students with information about complaints processes.
- Giving students a variety of ways to raise concerns. For example:
 - provide an anonymous, year-level student suggestion box
 - display information about the adults who students can talk to if they have a concern.

We establish protective factors by:

- Teaching students practical protective strategies, including:
 - what to do when they feel unsafe
 - phrases they can use to raise an objection
 - pathways for raising safety concerns, and
 - online safety behaviours.
- Providing contact information for independent child and youth advocacy services or helplines.
- Providing a range of age-appropriate picture books, fiction and non-fiction that include:
 - children's rights and empowerment themes
 - cultural and linguistic diversity
 - neurodiverse characters and people with disability
 - diversity in sexual orientation and gender.
- Supporting all students to identify trusted adults and friends they can talk to about a concern at school, at home or in the community.
- Delivering age-appropriate curriculum content about respectful relationships, sexuality, consent and sexual abuse prevention
- Empowering students with the knowledge that adults are accountable and that students have a right to safety.

At Osborne Primary School we use sensitivity and develop trust by:

- Providing training to staff and volunteers to be attuned to signs of harm and risk factors in students.
- Reminding staff and volunteers to recognise that students might communicate in different ways, including through verbal and non-verbal cues, play, body language, facial expressions, drawings or behaviours.
- Following through on our commitments – show students that the leadership team and staff are trustworthy and take their worries or concerns seriously

We communicate in a respectful and age-appropriate way in order to;

- Educating staff to uphold Aboriginal cultural safety and be respectful of identity and culture.
- Training staff and volunteers to facilitate child-friendly ways for students to express their views, participate in decision-making and raise their concerns.
- Educating staff and volunteers about children's rights, including the 4 guiding principles in the Convention on the Rights of the Child.

FAMILY ENGAGEMENT

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

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

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

We do this through:

- Our school website, newsletters, bulletins, level newsletters, school council, student, staff, and parent meetings etc.
- all of our child safety policies and procedures will be available for students and parents at <http://osborneps.vic.edu.au/>
- Newsletters and school bulletins will inform families and the school community about any significant updates to our child safety policies or processes, and strategies or initiatives that we are taking to ensure student safety.
- PROTECT Child Safety posters will be displayed across the school in visibly prominent locations.

At Osborne primary School, we support and encourage family involvement through:

- Nominating a contact person for new enrolments and provide their details in induction materials or school transition packs.
- Providing new enrolments with family welcome packs that include information about child safety, the school's complaints processes and how to raise concerns.
- Conducting school open days to welcome families and the broader community.
- Creating a welcoming environment at school reception so community members and families feel respected, included and safe to come onto school grounds

As a school we engage families and communities in building a child safe organisation by:

- Providing parents and carers with information about children's rights via newsletters, or parent information sessions.
- Regularly engage with parents, carers and students and discuss the needs of students through parent/teacher interviews.
- Discussing how our school approaches child safety topics at Friends of Osborne (FOS) meetings. Making sure you have processes in place to manage disclosures if they arise.

We provide regular opportunities to communicate by:

- Providing frequent opportunities for parents and carers to engage with staff to discuss their children's experiences at school.
- Incorporating child safety questions in parent and carer surveys to measure awareness and confidence in the school's child safety approach and to support ongoing improvement.
- Reminding the school community about the shared roles of parents, carers and school staff in creating a positive environment for learning by promoting the Respectful Behaviours in the School Community Policy.
- Communicating with and appropriately involve families at all stages of the process if a concern is raised or complaint is made.

At Osborne Primary School we reflect the diversity of the school community by:

- Making newsletters and communications inclusive.

- Encouraging volunteer positions from families from diverse backgrounds, including people with a disability, Aboriginal people, and those from culturally and linguistically diverse backgrounds.

We provide inclusive and accessible information by:

- Displaying the PROTECT poster in shared areas that are accessible to parents and the community.
- Making sure child safety information is easy to read – consider font size, font style, colours used, formatting and visual presentation.
- Checking that the students, school staff, and members of the school community know who to contact if they have a concern about child safety. Keep this information up to date and accessible, and review it regularly.

At Osborne Primary School we build family and community involvement in child safety into business as usual by:

- Making child safety a standing item at school governing authority meetings.
- Reporting on the outcomes of relevant reviews to staff and volunteers, community and families and students to show transparency and accountability.
- Encouraging families and carers to advocate for their children and champion their safety while at school and in other environments, including extra-curricular activities such as sports, tutoring, music and language classes.
- Acknowledging the important role that families and communities play in monitoring children's safety and wellbeing and helping children to disclose concerns.

DIVERSITY AND EQUITY

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

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

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

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

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

At Osborne Primary School we recognise the diverse backgrounds, needs and circumstances of students by:

- Recognising the range of diverse student and family attributes. Paying attention to:
 - cultural safety for Aboriginal and Torres Strait Islander students
 - the needs of students with disability and responses to disability
 - the needs of students from diverse religious and cultural communities
 - the needs of very young students and children
 - the impact of prior trauma
 - gender differences
 - the experiences of lesbian, gay, bisexual, trans and gender diverse, intersex and queer (LGBTIQ+) students
 - challenges for students who are in foster care, out of home care, living away from home or international students
 - socio-economic factors (experiencing family homelessness, insecure employment or accommodation, individual or family contact with the justice system, poverty, addiction, low educational attainment, remote or regional isolation).
- Paying attention to diverse student cohorts and individuals in our community, recognising that they may have higher risk of harm.
- Normalising asking for and using people's preferred pronouns and names for students.

As a school we identify and address challenges that students experience due to their diverse attributes through;

- Communicating that discrimination and bullying are not tolerated – if incidents of bullying or discrimination occur, address the incident in line with school policy.
- Letting students know they can raise concerns or report incidents that occurred at school and outside the school.
- Checking in with vulnerable students and their families to confirm their needs are being met.
- Engaging genuinely with students. Finding out what matters to them, what they know and don't know about safety, and what they need to be safe and feel safe.
- Validating students' feelings. Students may feel that they have not been listened to or believed in the past.
- Discussing how students feel about discussing their personal circumstances and respecting their wishes. **Noting that where staff or volunteers have formed a reasonable belief that sharing information is necessary to lessen or prevent a serious threat to an individual's life, health, safety or welfare, they may be required to share information despite the wishes of the student that their information remain confidential.**
- Taking a holistic approach when responding to family violence.
- Responding to family violence in a way that is accessible, culturally responsive, safe, child-centred, inclusive and non-discriminatory.

At Osborne Primary School we have put in place policies and strategies to help meet the diverse needs of students by;

- Ensuring school environments are welcoming and inclusive.
- Anticipating the needs of students from diverse backgrounds and life circumstances.
- Providing staff and volunteers with training to identify and address racism, bullying and discrimination.
- Creating opportunities to remind staff and volunteers about student diversity and accommodating students' needs.

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

SUITABLE STAFF AND VOLUNTEERS

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

STAFF RECRUITMENT

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

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

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

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

STAFF INDUCTION

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

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

ONGOING SUPERVISION AND MANAGEMENT OF STAFF

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

Staff will be monitored and assessed to ensure their continuing suitability for child-connected work. This will be done by completing an annual performance and development review with all staff members.

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

SUITABILITY OF VOLUNTEERS

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

CHILD SAFETY KNOWLEDGE, SKILLS AND AWARENESS

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

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

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

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

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

SCHOOL COUNCIL TRAINING AND EDUCATION

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

- individual and collective obligations and responsibilities for implementing the Child Safe Standards and managing the risk of child abuse
- child safety and wellbeing risks in our school environment
- Osborne Primary School child safety and wellbeing policies, procedures, codes and practices

COMPLAINTS AND REPORTING PROCESSES

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

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

If there is an incident, disclosure, allegation or suspicion of child abuse, all staff and volunteers (including school council employees) must follow our Child Safety Responding and Reporting Obligations Policy and Procedures.

Our policy and procedures address complaints and concerns of child abuse made by or in relation to a child or student, school staff, volunteers, contractors, service providers, visitors or any other person while connected to the school.

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

- the Four Critical Actions for complaints and concerns relating to adult behaviour towards a child

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

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

COMMUNICATIONS

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

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

PRIVACY AND INFORMATION SHARING

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

RECORDS MANAGEMENT

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

REVIEW OF CHILD SAFETY PRACTICES

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

We will:

- review and improve our policy every 2 years or after any significant child safety incident
- analyse any complaints, concerns, and safety incidents to improve policy and practice
- act with transparency and share pertinent learnings and review outcomes with school staff and our school community.
- Develop a register of existing child safe standard policies, noting the date the policy was approved, and schedule a review date every 2 years.
- When required, develop a work plan and establish a working group, to review and update policies and procedures.
- Monitor and manage child safety risks using a risk register.
- Use complaints and incidents as a learning opportunity to inform continuous improvement.
- Keep records of documentation, such as minutes, outlining recommendations on how child safe practices can be improved and implemented.
- Review complaints received and incidents reported for gaps, weaknesses or failures in policies.
- Communicate review outcomes to students in age-appropriate ways.
- Inform the school community of any child safety policy changes were relevant or applicable.

RELATED POLICIES AND PROCEDURES

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

- Bullying Prevention Policy
- Child Safety Responding and Reporting Obligations Policy and Procedures
- Child Safety Code of Conduct
- Complaints Policy
- Digital Learning Policy

- Inclusion and Diversity Policy
- Student Wellbeing and Engagement Policy
- Visitors Policy
- Volunteers Policy

RELATED DEPARTMENT OF EDUCATION AND TRAINING POLICIES

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

OTHER RELATED DOCUMENTS

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

RELATED POLICIES AND PROCEDURES

The School Improvement Team led by the School Principal is responsible for reviewing and updating the Child Safety and Wellbeing Policy at least every two years. The review will include input from students, parents/carers and the- Osborne Primary School community.

APPROVAL

Created date	6/10/2022
Consultation	School Council 20/10/2022
Endorsed by	Brett Miller School Principal
Endorsed on	20/10/2022
Next review date	20/11/2023

Child Safety Code of Conduct



Help for non-English speakers

If you need help to understand this policy, please contact Osborne Primary School, phone: 5975 1792, email: Osborne.ps@education.vic.gov.au or come into our school office.

PURPOSE

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

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

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

ACCEPTABLE BEHAVIOURS

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

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

UNACCEPTABLE BEHAVIOURS

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

- ignore or disregard any concerns, suspicions or disclosures of child abuse or harm
- develop a relationship with any student that could be seen as favouritism or amount to 'grooming' behaviour (for example, by offering gifts)
- display behaviours or engage with students in ways that are not justified by the educational or professional context

- ignore an adult's overly familiar or inappropriate behaviour towards a student
- discuss intimate topics or use sexualised language, except when needed to deliver the school curriculum or professional guidance
- treat a child or student unfavourably because of their disability, age, gender, race, culture, vulnerability, sexuality or ethnicity
- communicate directly with a student through personal or private contact channels (including by social media, email, instant messaging, texting etc) except where that communication is reasonable in all the circumstances, related to schoolwork or extra-curricular activities or where there is a safety concern or other urgent matter
- photograph or video a child or student in a school environment except in accordance with the [Photographing, Filming and Recording Students policy](#) or where required for duty of care purposes
- consume alcohol against school policy or take illicit drugs in the school environment or at school events where students are present
- have contact with any student outside of school hours except when needed to deliver the school curriculum or professional guidance and parental permission has been sought.

BREACHES TO THE CHILD SAFETY CODE OF CONDUCT

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

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

All breaches and suspected breaches of the Osborne Primary School Child Safety Code of Conduct must be reported to the principal.

If the breach or suspected breach relates to the principal, contact the Department of Education South Eastern Victoria Region Office sevr@education.vic.gov.au

POLICY REVIEW AND APPROVAL

Created date	6/10/2022
Consultation	School Council 20/10/2022
Endorsed by	Brett Miller School Principal
Endorsed on	20/10/2022
Next review date	20/10/2023

Child Safety Responding and Reporting Obligations and Procedures



Help for non-English speakers

If you need help to understand this policy, please contact Osborne Primary School, phone: 5975 1792, email: Osborne.ps@education.vic.gov.au or come into our school office.

PURPOSE

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

SCOPE

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

DEFINITIONS

Child abuse

Child abuse includes:

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

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

Grooming

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

School staff member

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

POLICY

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

Information for students

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

Identifying child abuse

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

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

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

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

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

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

School staff and volunteer responsibilities

1. Immediate action

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

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

NOTE for staff and volunteers:

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

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

2. Reporting to authorities and referring to services

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

as soon as possible.

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

The Assistant Principal/Child Safety Officer must ensure:

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

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

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

3. Contacting parents or carers

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

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

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

4. Ongoing protection and support

The nominated staff member and the School Leadership Team must ensure appropriate steps are taken by the school to protect the child and other children from any continued risk of abuse. These steps must be taken in consultation with any relevant external agency or Department staff such as DFFH Child Protection, Victoria Police, Legal Division or Employee Conduct Branch. Ongoing protection will also include further reports to authorities if new information comes to light or further incidents occur.

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

5. Recordkeeping

The Assistant Principal/Child Safety Officer will ensure that:

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

For school visitors and school community members

All community members aged 18 years or over have legal obligations relating to reporting child abuse – refer to Appendix A for detailed information.

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

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

Additional requirements for all staff

All staff play an important role in supporting student safety and wellbeing and have a duty of care to take reasonable

steps to prevent reasonably foreseeable harm to students.

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

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

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

COMMUNICATION

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

- Available publicly on our school's website <http://osborneps.vic.edu.au/>
- Included in staff induction processes and annual staff training
- Included in volunteer induction processes and training for relevant volunteers
- Discussed in annual staff briefings or meetings
- Included in staff handbook or manual
- Made available in hard copy from school administration upon request

FURTHER INFORMATION AND RESOURCES

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

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

The following school policies are also relevant to this policy:

- Child Safety and Wellbeing Policy
- Child Safety Code of Conduct
- Student Wellbeing and Engagement Policy
- Volunteer Policy
- Duty of Care Policy
- Inclusion and Diversity Policy

POLICY REVIEW AND APPROVAL

Policy last reviewed	8/10/2020
Consultation	School Council 20/10/2022
Approved by	Principal
Next scheduled review date	20/10/2024

APPENDIX A

LEGAL OBLIGATIONS RELATING TO REPORTING CHILD ABUSE

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

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

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

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

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

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

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

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

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

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

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

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

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

Reporting student wellbeing concerns to Child FIRST/Orange Door

At Osborne Primary School we also encourage staff to make a referral to Child FIRST/Orange Door when

they have significant concern for a child's wellbeing. For more information about making a referral to Child FIRST/Orange Door see the Policy and Advisory Library: [Protecting Children – Reporting and Other Legal Obligations](#).

Reportable Conduct

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

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

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

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

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

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

- Employee Conduct Branch: 03 7022 0005 or employee.conduct@education.vic.gov.au

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

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

Failure to disclose offence

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

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

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

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

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

"Reasonable excuse" is defined by law and includes:

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

Failure to protect offence

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

This may include removing the adult (ie persons aged 18 years and over) from working with children pending an

investigation and reporting your concerns to Victoria Police.

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

Further information

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

APPENDIX B: MANAGING DISCLOSURES OF CHILD ABUSE

Important information for staff

When managing a disclosure relating to child abuse you should:

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

When managing a disclosure you should AVOID:

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

Department Health, Safety & Wellbeing Policy

SCOPE

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

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

Confidentiality at Osborne

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

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

Occupational Health & Safety (OHS) Parent Information

Scope

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

The OHSMS requires all parents/helpers to:

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

Required Conduct

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

- No smoking on school grounds or within four metres of an entrance to all DET workplaces.
- No alcohol or drugs are to be consumed on any DET premises. Any parent/helper under the influence will be dismissed.
- No offensive language is permitted on any DET premises.
- Possessions, materials, and equipment should be secured and not be left unattended.
- Entrance to other areas of the DET workplace aside from the work area is prohibited, unless otherwise agreed to.
- Report any problems, hazards, or incidents to the Workplace Manager or relevant delegate.
- Dress appropriately.
- **No pets are permitted on DET premises.**

Emergency Management

On hearing the alarm:

- Follow the advice of the OPS Staff Member and proceed to the advised assembly area (Oval).
- Do not leave the assembly area until advised.

Emergency Contacts

School Contacts

Workplace Manager	Chris Cheverton	5975 1792
School Principal	Brett Miller	5975 1792
Asbestos Coordinator	Chris Cheverton	5975 1792
Business Manager	Loretta Felsing	5975 1792
General Office Number		5975 1792

School After Hours Contacts

Workplace Manager	Chris Cheverton
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Emergency Contacts

Police	000
Fire	000
Ambulance	000
Poisons	13 11 26

First Aid & Amenities

FIRST AID

In the event of an injury:

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

HAZARD & INCIDENT REPORTING

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

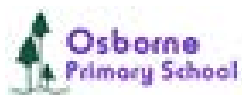
- Call 000 immediately to report any incident threatening life or property. This number will connect you to the following emergency services:
 - police for crime, injury that may not be accidental, or assault
 - ambulance for injury and medical assistance
 - fire brigade for fires, gas leaks and incidents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

AMENITIES

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

Appendix

- Parent/Volunteer Helper & Working with Children at OPS 2023 Form *(to be returned to Office)*
- Parent/Volunteer OHS & Onsite Checklist *(to be returned to Office)*
- School map



VOLUNTEER HELPER & WORKING WITH CHILDREN AT OPS 2023 FORM

Students Name:		Class in 2023:
Students Name:		Class in 2023:
Students Name:		Class in 2023:
Confidentiality, Child Safety, & OHS Agreement		
<p>As a volunteer, I undertake to:</p> <ul style="list-style-type: none"> • Maintain confidentiality at all times • Adhere to Osborne Primary School <ul style="list-style-type: none"> ○ Child Safety Code of Conduct ○ Child Safety & Wellbeing Policy ○ OHS Guidelines 		
Signed:		
Name:		Date:
Working with Children Check		
I have a current Working with Children and have provided a copy of the card to the school.		
Signed:		
Name:		Date:
Office to Complete:	Date:	Signed:
<i>Form completed and filed</i>		
<i>WWC copy taken</i>		
<i>Entered in CASES (final step for qualification)</i>		

Parent/Volunteer OHS & Onsite Induction Checklist

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

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

Osborne Primary School Map



DUNNS ROAD

CRAIGIE ROAD