



## MAIDEN GULLY PRIMARY SCHOOL Child Safety Code of Conduct

### **Rationale:**

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

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

- Adhering to Maiden Gully Primary School Child Safe Policy at all times/upholding Maiden Gully Primary School's statement of commitment to child safety at all time
- Taking all reasonable steps to protect children from abuse
- Treating everyone with respect
- Listening and responding to the views and concerns of children, particularly if they are telling you that they or another child has been abused and/or are worried about their safety or the safety of another
- Promoting the cultural safety, participation and empowerment of Aboriginal children (for example, by never questioning an Aboriginal child's self-identification)
- Promoting the cultural safety, participation and empowerment of children with culturally and/or linguistically diverse backgrounds (for example, by having a zero tolerance of discrimination)
- Promoting the safety, participation and empowerment of children with a disability (for example, during personal care activities)
- Ensuring as far as practicable that adults are not left alone with a child
- Reporting any allegations of child abuse to Maiden Gully Primary School's Principal or Assistant Principal and ensure any allegation to reported to the police or child protection
- Reporting any child safety concerns to Maiden Gully Primary School's Principal or Assistant Principal **or alternatively, to the Department of Education.**
- Ensuring the child or children are safe as quickly as possible if an allegation of abuse is made
- Encouraging children to 'have a say' and participate in all relevant organisational activities where possible, especially on issues that are important to them.

### **Staff and volunteers must not:**

- Develop any 'special' relationships with children that could be seen as favouritism (for example, the offering of gifts or special treatment for specific children)
- Exhibit behaviours with children which may be construed as unnecessarily physical (for example, sitting on laps.)
- Put children at risk of abuse (for example, by locking doors)
- do things of a personal nature that a child can do for themselves, such as toileting or changing clothes
- Engage in open discussions of a mature or adult nature in the presence of children (for example, personal social activities)
- Use inappropriate language in the presence of children
- Express personal views on cultures, race or sexuality in the presence of children
- Discriminate against any child, including because of culture, race, ethnicity or disability
- Have inappropriate contact with a child or their family outside of our organisation
- Have any online contact with a child or their family (unless necessary, for example providing families with e-newsletters)
- Ignore or disregard any suspected or disclosed child abuse.

## **BREACH OF CODE**

By observing these standards you acknowledge your responsibility to immediately report any breach of this code to Maiden Gully Primary School's Principal or Assistant Principal.

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

### **Implementation:**

#### **Procedures for responding to and reporting allegations of suspected child abuse**

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

A person may form a belief on reasonable grounds that a child is in need of protection after becoming aware that a child or young person's health, safety or wellbeing is at risk.

##### **Reporting a belief**

Mandated staff members (*Teachers and Principals*) must make a report to Child Protection as soon as practicable after forming a belief on reasonable grounds that a child or young person is in need of protection.

Staff members, **whether or not mandated**, need to report to the principal or assistant principal their belief when the belief is formed in the course of undertaking their professional duties.

A report must be made as soon as practicable after forming the belief and on each occasion on which they become aware of any further reasonable grounds for the belief.

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

*Please refer to the Mandatory Reporting Policy and Procedures Policy 2014 for procedures in response to allegations of child abuse.*

##### **These procedures do not:**

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

##### **Strategies to identify and reduce or remove risks of child abuse**

- Risk management strategies have been developed within the following school policies:
- *Mandatory Reporting Policy and Procedures Policy 2014*
- *Student Engagement Policy 2014*
- *Duty of Care Policy 2014*
- Ensure that all staff are up to date with the Department Mandatory Reporting online Professional Development
- Ensure that we follow the staff selection checklist before any staff member is offered employment.
- Ensure that our Out of School Hours Care provider has a copy of our school policy.
- Provide a safe environment that staff can come and discuss their child safety concerns with the Principal.
- Provide students regularly with exposure to numbers such as Kids Helpline through the mechanism of our eSmart curriculum.

### **References:**

If the school 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.*

- As part of its risk management strategy and practices, the school must monitor and evaluate the effectiveness of the implementation of its risk controls.
- At least annually, the school must ensure that appropriate guidance and training is provided to the individual members of the school staff about:
  - 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.

**Strategies to promote child empowerment and participation**

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

**Evaluation:**

This policy will be reviewed in consultation with the whole school community as part of the school's three-year review cycle.

This policy was last ratified by School Council in	<b>June 2018</b>
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