

CLV STUDENT SAFETY AND STAFF WELFARE POLICIES AND PROCEDURES MANUAL FOR COMMUNITY LANGUAGE SCHOOLS

Community Languages Victoria

Where language and culture come together

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The *CLV Student Safety and Staff Welfare Policies and Procedures Manual for Community Languages Schools* is accessible on the Community Languages Victoria website at:

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GLOSSARY

CLV:	Community Languages Victoria
Carer:	Guardian or custodian of a child (used interchangeably with Guardian)
President:	Person who presides over the School Management Committee
Child:	Under the Child Safe Standards Ministerial Order 1359 a child is under the age of 18 years, under Mandatory Reporting a child is under 17 years of age (qualified) and under the Crimes Act a child is under 16 years of age (qualified). CHILDREN, YOUTH AND FAMILIES ACT 2005 -SECT 3 Definitions
CLA:	Community Languages Australia
CLV Schools:	Community Languages Schools coordinated by CLV.
DoE:	Department of Education
Duty of Care:	Duty of Care refers to the obligation of all staff working with students to take reasonable steps to protect them from reasonably foreseeable harm.
Employer:	Body or person responsible for the operation and accountability of a community language school
Employee:	Any person who receives payment at a Community Language School.
EMP:	Refers to Emergency Management Plan.
Guardian:	Carer or custodian of a child (used interchangeably with Carer)
Manager:	Senior staff member or member of School Leadership who supervises/is responsible for supporting and conducting the performance appraisal of other staff (used interchangeably with Supervisor).
Principal:	For the purposes of this document, Principal will refer to any employee or volunteer whose role means they hold lead responsibility for key organisational functions including children safety, recruitment, selection, supervision, program planning, risk management and program delivery.
School(s):	Community Language School(s)
School Administration Leader:	Member of the School Leadership responsible for managing the operations of a community language school.
School Authority:	Body or person responsible for the operation and accountability of a Community Language School.
School Education Leader:	Member of the School leadership responsible for the education provided at a Community Language School.
School Leader:	Education or Administration Leader at a Community Language School.
School Leadership:	Employer and Education and Administration Leaders at a Community Language School.
School Community:	Students, Staff and Parents of Students at a Community Language School.
School Management Committee:	Committee Established by a Community Language School which is Generally Chaired by the Person Responsible for the Operation and Accountability of a Community Language School.

	It includes Staff and Volunteer representatives (can also include Parent Representatives).
Staff:	All Persons employed or working at a community language school, including office staff, volunteers not conducting classes.
Standard(s):	Child Safe Standard(s).
SSLP:	Single Study Language Provider
Supervisor:	Senior Staff Member or Member of the School Leadership who supervises/is responsible for supporting and conducting the performance appraisal of other staff (used interchangeably with Manager).
Teachers:	Teachers, Instructors and Volunteers at community language schools who conduct classes
VCAA:	Victorian Curriculum and Assessment Authority
VCE:	Victorian Certificate of Education
Volunteers:	Unpaid Staff at Community Languages Schools
VRQA:	Victorian Registrations and Qualifications Authority
WHS:	Work Health and Safety
WWC Check:	Working with Children Check

INTRODUCTION

Community languages schools play a key role in providing over 60 languages across all Australian States and Territories to an excess of 110,000 School-aged children. They offer major advantages for communities and families, who are keen to maintain the language and culture of their heritage. Mainstream Schools alone cannot provide the entire range of languages that learners may wish to study. Providing a wide range of languages is achieved through:

- mainstream schools, distance education providers and government schools of languages;
- in the case of Australian Indigenous Languages, schools working in partnership with Indigenous communities;
- community languages schools

Community languages schools are thus recognised as complementary providers of languages and cultural education programs in Australia.

Community languages schools are managed and supported by culturally and linguistically diverse Australian communities to promote and teach their languages. They:

- are non-profit making and open to all students, irrespective of their linguistic and cultural backgrounds;
- develop and promote the languages and cultures of Australian communities and promote cohesion within the diversity of Australia's multicultural society;
- provide authentic cultural contexts for languages learning;
- promote the learning of a wide range of languages and an understanding of different cultures within Australian society;
- are funded by communities, with additional funding support from the Australian Government and State and Territory Governments;
- are accredited and registered, in accordance with state and territory jurisdictional funding guidelines.

In Victoria, some community language Schools deliver the Victorian Certificate of Education (VCE) to have Victorian Curriculum and Assessment Authority (VCAA) accreditation.

The Victorian Registrations and Qualifications Authority (VRQA) has set minimum standards to be met by those Schools providing services to children.

All community language schools must comply with the minimum standards in order to be accredited/registered by state jurisdiction for funding purposes. Community Languages Victoria (CLV) works with its members to ensure the minimum standards are met.

School authorities and management committees are responsible for ensuring:

- 1) they familiarise themselves with their responsibilities
- 2) all associated with the School are aware of the responsibilities
- 3) that all guidelines and legislative requirements are:
 - a) implemented
 - b) reviewed regularly

This document should be read in conjunction with the ***CLV Operational and Administrative Procedures Manual for Community Language Schools*** and for the VCE providers, in conjunction with the ***Single Study Language Providers (SSLP) Administrative Handbook***.

All CLS must have implemented the requirements of Ministerial Order 1359 by 1 July 2022.

STATEMENT OF DEMOCRATIC PRINCIPLES

Purpose

The purpose of this statement is to affirm Community Languages Victoria adherence to the principles and practice of Australian democracy.

Community Languages Victoria is committed to the principles of a liberal democracy.

- ❖ We believe in an accountable, democratically elected government.
- ❖ We respect and observe the rule of law, and believe that no person is above the law.
- ❖ We believe in equal rights for all before the law, regardless of race, ethnicity, religion, sexuality, gender or other attributes.
- ❖ We believe not only in the freedom of religion, but also the need to practice tolerance and understanding of others' beliefs.
- ❖ We believe in the value of freedom of speech and freedom of association, but also acknowledge that we have the responsibility not to abuse this freedom.
- ❖ We believe in the values of openness and tolerance, and value and respect all members of the School community regardless of background.

DEFINITIONS

Aboriginal and Torres Strait Islander: A person who is of Aboriginal or Torres Strait descent, identifies as Aboriginal or Torres Strait Islander, and is accepted as Aboriginal or Torres Strait Islander by an Aboriginal or Torres Strait Islander community.

Adult: A person 18 years of age or older and includes persons who are employees, volunteers, and associates of CLV.

Child: Under the Child Safe Standards Ministerial Order 1359 a child is under the age of 18 years, under Mandatory Reporting a child is under 17 years of age (qualified) and under the Crimes Act a child is under 16 years of age (qualified).

Child Safe: Refers to an organisational environment that has an open and aware culture, understands child abuse, is supported by a well-known child safety policy, promotes the empowerment and participation of children, manages child safety risks; and expects all stakeholders to report all allegations, disclosures or concerns.

Child safety encompasses matters related to protecting all children from child abuse and neglect, intervening early where concerns arise, preventing abuse where possible, managing the risk of child abuse, providing support to a child at risk of child abuse, and responding to incidents or allegations of child abuse. Child safety includes **cultural safety** for children.

Child Protection: Refers to legislation, statutory authority responsible for child protection, and all measures taken to minimise the risk of child abuse. Child protection is a core part of the broader, overarching concept of child safety.

Child-related work: Refers to roles in which there is direct contact with children and/or young people. Direct contact includes any access or contact with children and young people when a parent or carer is not present and the employee or volunteer is doing their normal role.

Direct contact with children includes face-to-face, physical, oral and electronic communication. For example:

- teaching staff, volunteers, child safety officers, principals, managers
- employees and volunteers in contact with children and young people via email and all forms of social media

Direct contact is any contact between a child and an adult that involves:

- (a) Physical contact;
- (b) Face to face oral communication;
- (c) Physically being within eyeshot;
- (d) Yard duty;
- (e) Unsupervised contact.

Code of Conduct: Policy that specifies behaviours expected of all employees, volunteers, and directors in the organisation.

Contractor: A person or company that undertakes a contract to provide materials or labour to perform a service or a job. Examples include cleaners, photographers, tradesperson, and people contracted to provide an incursion.

Cultural safety: The positive recognition and celebration of cultures. It is more than just the absence of racism or discrimination, and more than cultural awareness and cultural sensitivity. It is an environment which is socially and emotionally safe, as well as physically safe for

children. It is about shared respect, shared meaning, shared knowledge and experience, learning, living and working together with dignity, and truly listening¹.

Culturally and/or Linguistically Diverse background (CaLD): Identification with particular cultural or linguistic affiliations by virtue of place of birth, ancestry or ethnic origin, religion, preferred language or language spoken at home, or because of parents' identification on a similar basis.

Department of Health and Human Services: The statutory authority responsible for receiving and investigating reports of child abuse.

Disability: Any physical, sensory, neurological disability, acquired brain injury or intellectual disability, or developmental delay that affects a child's ability to undertake everyday activities. A disability can occur at any time in life. Some disabilities may be obvious while others are hidden.

Disclosure: Refers to a child telling someone (through words, drawings or actions) that he or she feels unsafe or has been harmed.

Educational Institutions: In Victoria, educational institutions are defined as follows – an education and training organisation registered on the State Register (or equivalent in other states and territories) under the Education and Training Reform Act 2006 – to the extent that the college, university, provider, institution or organisation provides a program of study or training primarily for, or directed at, children and that leads to the award of a Senior Secondary Certificate of Education that is recognised by the AQF within the meaning of the *Education and Training Reform Act 2006*.

Leader (or other term used within the Organisation): For the purposes of this document, the leader will refer to any employee or volunteer whose role means they hold lead responsibility for key organisational functions including recruitment, selection, supervision, program planning, risk management, and program delivery.

Mandated Reporter: Any adult who holds the following occupations: *registered medical practitioners, midwives, and nurses, registered teachers and principals, staff who have been granted Permission to Teach by the VIT, police officers, people in religious ministries, out-of-home care workers, early childhood workers, youth justice workers, registered psychologists, school counselors*. All those who hold the aforementioned occupations are mandated to report child abuse to child protection authorities or to police.

Principal: For the purposes of this document, the principal will refer to any employee or volunteer whose role means they hold lead responsibility for key organisational functions including recruitment, selection, supervision, program planning, risk management, and program delivery.

Reasonable Grounds of Belief: A '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. A 'reasonable belief' might be formed when:

- a child states that they have been abused
- a child states that they know someone who has been abused (sometimes the child may be talking about themselves)
- someone who knows a child states that the child has been abused

¹ Revised from *An Overview of the Victorian Child Safe Standards* (November 2015) -State of Victoria, Department of Health and Human Services and *A Guide for Creating a Child Safe Organisation* (Version 2.0 December 2015)- Commission for Children and Young People

- professional observations of the child's behavior or development leads a mandated professional to form a belief that the child has been abused
- signs of abuse lead to a belief that the child has been abused.

Sexual Orientation: An inherent or immutable enduring emotional, romantic, or sexual attraction to other people²

Staff: Refers to any individual employed by [Insert School]

Volunteer: Means an unpaid member of [Insert School] supporting program delivery or operations.

² Human Rights Campaign, www.hrc.org

DUTY OF CARE

All staff, contractors, and volunteers who exercise care, supervision or authority over children have a **duty of care** to take reasonable steps to keep them safe from harm and provide a safe environment. A School's duty of care is ongoing and Schools should work closely with the student and parents/carers to ensure that even where a student has been referred to , the School continues to monitor and provide ongoing support, consistent with these duty of care obligations.

- All staff working with students owe a duty of care to the students.
- All staff must take reasonable steps to reduce the risk of reasonably foreseeable harm to students.
- All staff must take reasonable precautions to minimise the risk of child abuse by an individual associated with the School.
- The requirement to take reasonable steps to reduce the risk of reasonably foreseeable harm, continues even when another party is involved (for example, a third party providing services for an excursion or School camp).
- In some circumstances, a School's duty of care will extend beyond School hours and outside of School grounds.
- All staff working with students owe a duty to take reasonable precautions to prevent the abuse of a child by an individual associated with the organisation while the child is under the care, supervision or authority of the organisation.

Community Languages School staff have a duty of care in relation to students. Principals, teachers and other staff working with students must take reasonable steps to minimise the risk of reasonably foreseeable harm, including by:

- providing suitable and safe premises;
- providing an adequate system of student supervision;
- undertaking risk assessments for School activities and events;
- implementing strategies to prevent reasonably foreseeable injuries, whether physical or psychological, to students (including injuries suffered as a result of bullying);
- greater measures may need to be taken for younger students or students with disabilities
- ensuring that appropriate medical assistance is provided to a sick or injured student;
- ensuring the School complies with the Child Safe Standards;
- taking other reasonable precautions to minimise the risk of child abuse by an individual associated with the School;
- implementing relevant Department and local School policies;
- managing employee recruitment, conduct and performance.
- appropriate arrangements for on-site supervision of students
- appropriate arrangements for supervision of students when engaged in off-site activities
- ensuring all staff understand mandatory reporting, the failure to disclose offence, the failure to protect offence and the grooming offence

This duty of care is non-delegable, meaning that it cannot be assigned to another party. However, this does not mean that only one person holds a duty of care to a particular student at any one time. Multiple staff may have a duty of care to the same student, with differing

responsibilities and roles to play in relation to the School discharging its overall duty of care. The precise scope of each staff member's duty of care may be different.

For example, a principal is not required to personally supervise every student at recess to discharge their duty but instead is responsible for establishing and monitoring a system for supervision that is shared amongst staff. Another staff member may be responsible for preparing the yard duty roster and each staff member rostered on yard duty will have a duty of care to take reasonable steps in relation to any foreseeable risks to students arising at lunchtime which may include:

- monitoring specific students where there are known risks
- generally monitoring all students and intervening where there is inappropriate student behaviour
- responding to accidents and taking appropriate measures to follow up any incidents that have occurred, which may involve ensuring that the incident is reported to another staff member with responsibility for further action

Students with Disability

CLV Schools are committed to embedding inclusive education in all school environments for students with disability and additional needs. All Victorians, irrespective of the school they attend, where they live or their social or economic status, should have access to high quality education.

An inclusive education system enables all students to be welcomed, accepted and engaged so that they can participate, achieve and thrive in school life. Inclusive education:

- ensures that students with disability are not discriminated against and are accommodated to participate in education on the same basis as their peers
- acknowledges and responds to the diverse needs, identities and strengths of all students
- occurs when students with disability and additional needs are treated with respect and are involved in making decisions about their education
- benefits students of all abilities in the classroom and fosters positive cultural change in attitudes and beliefs about disability, in and beyond the school environment
- contributes to positive learning, engagement and wellbeing outcomes for students
- acknowledges communication is essential for a student's social interaction, learning and participation and
- values all forms of student communication, including verbal, nonverbal, and augmentative and alternative communication.

CLV Schools must comply with the Equal Opportunity Act 2010 (Vic), the Disability Discrimination Act 1992 (Cth) and also the Disability Standards for Education 2005 (Cth) (the Standards).

Every school must also make reasonable adjustments for students with disabilities. A reasonable adjustment might mean a school changes something to help a student learn. For example, a school could:

- give a student extra help to do work in class
- give a student different tasks to help them learn. **It is the law.**

To have failed this duty it must be established that a reasonable person in the position within the organisation would have taken precautions in response to a risk of harm to children, but that the organisation failed to take those precautions.³

All Teachers / Volunteers / Staff must:

- maintain constant supervision of the students in their charge;
- not send students to deliver messages beyond the School grounds;
- take immediate action in any situation where there is a threat to the welfare or safety of a student such as a child abuse;
- attend their allocated yard duty time;
- ensure that no student leaves the School premises without written parent/carer permission;
- ensure that appropriate medical assistance is provided to a sick or injured student;
- ensure the School complies with the Child Safe Standards;
- take other reasonable precautions to minimise the risk of child abuse by an individual associated with the School;
- ensure that a safe and appropriate working environment is created and maintained in the classroom;
- carry the Working with Children Check card when they are on duty;
- ensure the visitors' register is signed by people entering School premises;
- recognise and adapt to the needs of particular children and communities, including Aboriginal children, culturally and/or linguistically diverse children and children with a disability. For example, acknowledgement that greater staff or volunteer to child ratios may be needed for some children with a disability.
- recognise and address risks to Aboriginal children which might exist because of their experiences, for example if a child does not feel safe identifying as Aboriginal, or if there is an inadequate response to self-identification;
- recognise and address risks to children with a culturally and/or linguistically diverse background, which might exist because of their experiences, for example increased communication with families may be necessary to build trust and understanding of organisational activities;
- recognise and address risks for children with a disability, for example communication barriers when telling an adult they feel unsafe;
- ensure that the School has a central reporting and advisory contact (Child Safety Officer) for staff to raise concerns and get advice about what to do if they need to report suspected abuse.
- ensure that the School includes discussion about apparent risks or 'near misses' in staff meetings and encourage all persons engaged on School grounds to provide information for improvement;
- promote the cultural safety, participation and empowerment of children with culturally and/or linguistically diverse backgrounds;
- promote the safety, participation and empowerment of children with a disability
- promote the safety, participation and empowerment of children

A new statutory duty of care *The Wrongs Amendment (Organisational Child Abuse) Act 2017* ensures that Victorian religious institutions, childcare facilities, government bodies and community organisations have a clear 'duty of care' to protect children under their watch. The Act has been created in Victoria and places a clear legal duty to take reasonable steps to

³ Excerpted from the National Office for Child Safety, [Complaint Handling Guide](#)

minimise the risk of child abuse (sexual and/or physical abuse) perpetrated by organisational representatives. The new legislation means that organisations are understood to have breached their duty of care unless an organisation can prove they took all reasonable steps to prevent the abuse.

Duty of Care to Students Outside the School

In some circumstances, the duty of care owed by School staff will extend beyond School hours and outside of School grounds. Whether the duty extends outside of School hours or outside School grounds will depend on all the circumstances of each individual case, and the School staff members' knowledge of any reasonably foreseeable risks of injury.

Policies and Duty of Care

CLV policies and guidance relating to the health, safety and wellbeing of students support School staff to meet their duty of care. Schools also have their own policies that support staff to meet their duty of care, such as health policies, bullying prevention policies, yard duty and supervision policies, student wellbeing policies, and child safety policies. Principals must have in place good systems to ensure the full and proper implementation of policies by all staff, as a reasonable step to prevent foreseeable harm.

If parents/carers or students make a claim of negligence against the CLV school, CLV's policies and the School's local policies, and evidence of the School's implementation of these policies, are often relied upon in the legal claim.

Yard Supervision

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

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

Be aware that yard duty supervision within the School requires the teacher to fully comply with CLV guidelines and brings with it an increased duty of care. It is a teacher's responsibility to be aware of these guidelines and duty of care responsibilities.

Teachers timetabled for duty are to attend the designated area at the time indicated on the timetable.

Teachers on duty are to remain in the designated area until the end of the break period or until replaced by the relieving teacher, whichever is applicable.

The handing over of duty from one teacher to another must be quite definite and must occur in the area of designated duty. Where a relieving teacher does not arrive for duty, the teacher currently on duty should send a message to the office, but not leave the area until replaced.

No changes to the yard duty timetable are to be made without the approval of the daily organiser, or Principal.

Staff should always be on the move and highly visible.

11 CHILD SAFE STANDARDS

The 11 Child Safe Standards for child safe organisations listed below belong to Victorian organisations that must comply and implement all aspects of the 11 Standards.

Each of the Standards is expressed as a statement of an expected outcome that organisations must achieve. The new Standards also include minimum requirements to clarify what you need to do for your organisation.

Child Safe Standards is a compulsory framework that supports organisations to promote the safety of children by requiring them to implement policies to prevent, respond to and report allegations of child abuse. The Child Wellbeing and Safety (Child Safe Standards Compliance and Enforcement) Amendment Act 2021 will give the Commission and other regulators more powers to assess and enforce compliance with the Child Safe Standards.

All Community Language schools must have implemented the requirements of Ministerial Order 1359 by 1 July 2022.

There are 11 Child Safe Standards:

Standard 1: Culturally safe environments – Establish a culturally safe environment in which the diverse and unique identities and experiences of Aboriginal children and young people are respected and valued.

Standard 2: Leadership, governance, and culture – Ensure that child safety and well-being are embedded in School leadership, governance and culture.

Standard 3: Child and student empowerment – Children and young people are empowered about their rights, participate in decisions affecting them, and are taken seriously.

Standard 4: Family engagement – Families and communities are informed and involved in promoting child safety and well-being.

Standard 5: Diversity and equity – Equity is upheld, and diverse needs are respected in policy and practice.

Standard 6: Suitable staff and volunteers – People working with children and young people are suitable and supported to reflect child safety and well-being values in practice.

Standard 7: Child-focused complaints processes – Ensure that processes for complaints and concerns are child-focused.

Standard 8: Child safety knowledge, skills, and awareness – Staff and volunteers are equipped with the knowledge, skills, and awareness to keep children and young people safe through ongoing education and training.

Standard 9: Physical and online environments – Physical and online environments promote safety and well-being while minimising the opportunity for children and young people to be harmed.

Standard 10: Review of child safety practices - Implementing the Child Safe Standards is regularly reviewed and improved.

Standard 11: Implementation of child safety practices – Policies and procedures document how Schools are safe for children, young people, and students.

STATEMENT OF PUBLIC COMMITMENT

Making a Public Commitment to Child Safety

Schools should prominently display their public commitment to child safety so that people are aware of it. CLV schools can make it public by:

- displaying it on their website;
- including it in values or mission statement;
- putting it in public documents including job advertisements;
- displaying it prominently at facilities that community members, families and children use as well as in staff and volunteer break rooms;
- including it in enrolment, registration, induction and membership documents;
- mentioning it in relevant public communications (speeches, presentations, newsletters and advertisements).
- CLS have zero tolerance of child abuse. CLS will treat all allegations and safety concerns, in line with robust policies and procedures.

An example of Statement of Commitment can be found in the latest **CLV Child Safety Policy**.

UNDERSTANDING LEGISLATIVE CONTEXT

Child, Youth and Families Act 2005

The Act governs and guides the process of child protection in Victoria. Under this Act a person can make a report to Child Protection Services if they have:

- A significant concern for a child's wellbeing;
- A belief the child is in need of protection; and/or
- A significant concern before the birth of a child about their wellbeing after their birth

The Act also defines **mandatory reporting** and identifies relevant professions. Under the Act a mandated reporter **must** make a report to the Department of Health and Human Services, Child Protection if:

- they form the belief on reasonable grounds that a child has suffered, or is likely to suffer significant harm as a result of physical injury or sexual abuse; and
- the parents have not protected or are unlikely to protect the child from harm of that type and the belief is formed in the course of practising his/her position of employment.

In Victoria, the following professions are considered mandated reporters:

- Victorian Institute of Teaching (VIT) registered teachers, including principals, and early childhood teachers
- school staff who have been granted permission to teach by the VIT
- registered medical practitioners, nurses and midwives
- police officers
- registered psychologists
- people in religious ministry
- early childhood workers
- youth justice workers
- out-of-home care workers (excluding voluntary foster and kinship carers)
- 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 officers, student wellbeing coordinators, mental health practitioners, chaplains, and Student Support Services staff.

A reasonable belief is a belief on reasonable grounds i.e. if a reasonable person practising the profession or carrying out the duties of the office, position or employment, as the case requires, would have formed the belief on those grounds.

- contemporary graduated monitoring and enforcement powers
- improved information sharing powers

All incidents, suspicions, and disclosures of child abuse must be reported as soon as possible. Failure to report physical and sexual child abuse may amount to a criminal offence.

New Regulatory Framework

A new regulatory framework for the Child Safe Standards was started on 1 January 2023.

The changes make it easier for people to identify who the regulator is for their organisation. New laws came into effect resulting in some organisations having a different regulator. Some organisations that deliver multiple types of services to children may still have more than one regulator.

The framework will provide regulators of the Standards with legal powers to hold organisations to account if they are not complying with the Standards.

This will aid regulators to respond to risks of child abuse and breaches of the Standards.

Relevant Legislation

- [Child Wellbeing and Safety Act 2005 \(Vic\)](#)
- [Education and Training Reform Act 2006 \(Vic\)](#)
- [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in Schools \(PDF\)](#)

Working with Children’s Clearance (WWCC) Act 2020

The requirement to obtain a Working with Children Check where a person wants to engage in child-related work and the process to obtain the Working with Children Check is established by the **Worker Screening Act 2020** ('the Act') which came into force on 1st February 2021 and repealed the *Working with Children Act 2005*.

A Working with Children Check is an assessment of whether a person poses an unacceptable risk to children in Australia. As part of the process, the screening unit will look at criminal history, child protection information, and other information.

The purpose of this policy is to ensure Schools and School leaders understand and comply with the legal requirements for undertaking suitability checks including Working with Children Checks for volunteers and visitors who work with children in government School environments.

- Schools must have a registry for staff, teachers, volunteers, committee members, contractors and WWC cards to make sure everyone has the current and valid card.
- Schools must establish and implement School-level policies and procedures to assess and verify the suitability of volunteers and visitors who engage in child-related and child-connected work. These may exceed the requirements of the Worker Screening Act 2020 (Vic) if required.
- Working with Children Checks are required by law for people who engage in child-related work (whether paid or unpaid) as defined in the Worker Screening Act 2020 (Vic).
- Schools must comply with the volunteer child safety screening requirements of Ministerial Order 1359 – Implementing the Child Safe Standards – managing the risk of child abuse in Schools and School boarding premises (PDF).
- In assessing what suitability checks should be undertaken, Schools must consider the child safety risks relevant to the volunteer or visitor’s role. For guidance in assessing risks, refer to the Guidance tab.
- For information relating to suitability checks for all School employees refer to Suitability for Employment Checks and the Recruitment in Schools Policy and Guidelines.

The check aims to prevent people from working with children if records indicate that they may pose an unacceptable risk to children.

The Difference Between the Working with Children Check and Police Check

The Working with Children Check and the [Australian National Character Check](#) are two different checks.

The Working with Children Check is an ongoing assessment of a person's eligibility to work with children and involves a check of a person's criminal history and other disciplinary and police information.

A Nationally Coordinated Criminal History Check is a point-in-time check that discloses criminal history.

Organisation obligations according to the <i>Working with Children's Clearance (WWCC) Act 2020</i>	Staff and volunteer obligations according to the <i>Working with Children's Clearance (WWCC) Act 2020</i>
<p>Prior to engaging an employee or volunteer in child-related work, organisations must check the status of the person's check.</p> <p>Organisations must ensure that employees and volunteers have updated their details to include the name of the organisation. When this has been done, the organisation will receive a confirmation letter.</p> <p>Workers must update their details of employment to include the organisation and the address of the organisation within 21 days of commencing work</p> <p>It is important that organisations keep accurate records of the WWCC process including</p> <ul style="list-style-type: none"> ● card numbers (or application receipt numbers) of all works and volunteers ● expiry dates and card types ● all correspondence from the WWCC VIC 	<p>Employees and volunteers must ensure they have the correct type of check (employee or volunteer) when engaging in child-related work.</p> <p>Employees and volunteers must ensure that their details are up to date. Changes to personal and employment details must be made within 21 days.</p> <p>Employees and volunteers must notify the WWCC office know if they have been charged or found guilty of any offences</p>

NEW CRIMINAL OFFENCES

Grooming for Sexual Conduct

The offence of **grooming for sexual conduct** with a child under the age of 16 years is defined as:

A person of or over the age of 18 years must not communicate, by words or conduct, with a child under the age of 16 years or a person under whose care, supervision or authority the child is (whether or not a response is made to the communication) with the intention of facilitating the child's engagement in or involvement in a sexual offence with that person or another person who is of or over the age of 18 years.

Failure to Protect Offence

The offence of **failure to protect** a child under the age of 16 years from sexual offence is defined as:

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

The failure to protect offence applies to people within organisations who knew of a risk of child sexual abuse by someone in the organisation and had the authority to reduce or remove the risk but did not act to protect the child.

The offence applies where there is a substantial risk that a child under the age of 16 under the care, supervision or authority of a relevant organisation will become a victim of a sexual offence committed by an adult associated with that organisation. A person in a position of authority in the organisation will commit the offence if they know of the risk of abuse and have the power or responsibility to reduce or remove the risk, but negligently fail to do so. This offence encourages organisations to actively manage the risks of sexual offences being committed against children in their care to protect them from harm.

Failure to Disclose Offence

The offence of **failure to disclose a sexual offence** committed against a child under the age of 16 years is defined as:

A person of or over the age of 18 years (whether in Victoria or elsewhere), who has information that leads the person to form a reasonable belief that a sexual offence has been committed in Victoria against a child under the age of 16 years by another person of or over the age of 18 years, must disclose that information to a member of the police force of Victoria as soon as it is practicable to do so, unless the person has a reasonable excuse for not doing so. The failure to disclose offence helps to ensure that protecting children from sexual abuse is the responsibility of the whole community.

Failure to disclose sexual offence committed against a child under the age of 16 years The offence in the Crimes Act 1958 (Vic) for failure to disclose a sexual offence against a child under the age of 16 began in 2014.

Mandatory Reporting

All mandatory reporters must make a report to [Victoria Police](#) or [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 injury or sexual abuse
- the child's parents have not protected, or are unlikely to protect, the child from harm of that type.

It's a criminal offence not to report in these circumstances. It's recommended that mandatory reporters follow the four critical actions.

Individuals who are required to report:

- Victorian Institute of Teaching (VIT) registered teachers, including principals, and early childhood teachers
- school staff who have been granted permission to teach by the VIT
- registered medical practitioners, nurses and midwives
- police officers
- registered psychologists
- people in religious ministry
- early childhood workers
- youth justice workers
- out-of-home care workers (excluding voluntary foster and kinship carers)
- 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 officers, student wellbeing coordinators, mental health practitioners, chaplains, and Student Support Services staff.

Reportable Conduct Scheme

The Reportable Conduct Scheme is a child safety mechanism introduced as a result of the Betrayal of Trust report. The Reportable Conduct Scheme complements the Child Safe Standards and other existing child safety measures.

The [Reportable Conduct Scheme](#) requires organisations involving children to notify the Commission for Children and Young People (CCYP) of any alleged abuse by people employed by:

- the organisation
- volunteers
- contractors
- office holders
- ministers of religion
- officers of a religious body
- foster and kinship carers in a formal care arrangement.

There are 5 types of 'reportable conduct':

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

The Child Employment (Amendment) Act 2022

The *Child Employment (Amendment) Act 2022* improves the regulation of child employment in Victoria. It strengthens protections for children in the workplace and makes it easier for employers to understand their obligations when employing children. The Act applies to the employment of children under the age of 15.

On the 1st of July 2017, the Commission for Children and Young People (CCYP) began administering a reportable conduct scheme in Victoria. The scheme is designed to improve oversight of how organisations respond to allegations of child abuse and child-related misconduct by staff and volunteers.

Under the scheme, the CCYP has the power to:

- oversee and monitor the handling of allegations of child abuse by relevant government departments, religious and non-government organisations
- undertake independent investigations
- scrutinise and audit systems and processes for handling allegations
- monitor and report on trends
- build skills and knowledge within government departments, religious and non-government organisations to ensure they can competently handle allegations of suspected child abuse⁴.

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10 NATIONAL PRINCIPLES FOR CHILD SAFE ORGANISATIONS

For New South Wales, Queensland, South Australia, Western Australia, Tasmania, Northern Territory, Australian Capital Territory.

The National Principles collectively show that a child safe organisation is one that creates a culture, adopts strategies, and takes action to promote child wellbeing and prevent harm to children and young people.

A child-safe organisation consciously and systematically:

- creates an environment where children’s safety and wellbeing are the center of thought, values, and actions;
- places emphasis on genuine engagement with, and valuing of children creates conditions that reduce the likelihood of harm to children and young people;
- creates conditions that increase the likelihood of identifying any harm.
- responds to any concerns, disclosures, allegations or suspicions.



Source: <https://chilsafe.humanrights.gov.au>

CHILD SAFEGUARDING

CLV believes that the safety of children is of paramount importance and aims to protect a child's right to be safe from abuse of any kind. CLV will ensure that all parties affected by this policy are aware of their roles and responsibilities regarding child protection.

Community languages schools must therefore provide an environment that is free from any type of abuse and foster a child's growth and development as per the individual requirements of each child. The staff of community languages Schools should therefore be aware of their obligations and responsibilities regarding the safety of children.

CLV will educate all parties about their roles in creating a child-safe environment, including identifying and responding to signs of child abuse.

CLV requires all Schools to have strategies in place to:

- prevent child abuse;
- encourage reporting of any abuse that does occur;
- improve responses to any allegations of child abuse;
- review these processes regularly.

In addition, all community language schools should provide regular training to their staff on child safety issues to ensure that, in the event, a child has suffered abuse, the School can act quickly in the best interests of the child.

As part of the Victorian Child Safe Standards, three overarching principles require organisations to consider the increased vulnerability of:

- Aboriginal children;
- Children from culturally and linguistically diverse backgrounds; and
- Children with disabilities

Schools must focus on promoting the cultural safety of Aboriginal children, the cultural safety of children from culturally and linguistically diverse backgrounds and the safety of children with a disability.

The 4 R's of safeguarding children are a set of strategies for promoting the welfare and the safety of children. They stand for:

1. **Recognise** signs of abuse or potential risks to welfare.
2. **Respond** appropriately and promptly to any concerns about child safety.
3. **Record** all relevant information accurately and confidentially.
4. **Refer** to the appropriate services for further investigation or support.

These strategies are essential in ensuring that you are able to effectively identify risks, respond effectively and refer to where necessary. They help to ensure that vulnerable children and young people receive the protection and support they need.

ROLES AND RESPONSIBILITIES

The below information is a general guide and specific responsibilities should be detailed in your School's Code of Conduct.

Responsibilities of School Authorities

School Authorities must:

- Ensure that all staff:
 - are clear about their roles and responsibilities regarding child protection and child safeguarding;
 - are required to observe Child Safe Standards and expectations for appropriate behaviour towards and in the company of children;
 - always adhere to the school's **Child Safety Policy** and **Code of Conduct** and uphold the school's **Statement of Commitment** to child safety;
 - take all reasonable steps to protect children from abuse;
 - are aware of their obligations to immediately report suspected abuse;
 - are aware of the indicators when a child may be at risk of harm or significant harm;
 - leaders prioritise the safety and wellbeing of children.
- Provide training and development for all staff in the recognition and reporting of abuse and harm;
- Provide reporting procedures and professional standards for care and protection work;
- Ensure that any allegations of child abuse are reported to the Mandatory Reporter, who will ensure any allegation is reported to Child Protection and will advise the Child Safe Officer/Principal of the action they have taken or intend to take in reporting a belief on reasonable grounds that a child is in need of protection from physical injury or sexual abuse;
- If an allegation of child abuse is made, ensure as quickly as possible that the child(ren) is(are) safe;
- Ensure all staff have access to relevant acts, regulations, standards, and other resources for them to fulfill their obligations;
- Treat everyone with respect;
- Promote the cultural safety, participation, and empowerment of Aboriginal children (for example, by never questioning an Aboriginal child's self-identification);
- Promote the cultural safety, participation, and empowerment of children from culturally and/or linguistically diverse backgrounds (for example, by having a zero-tolerance approach to discrimination);
- Promote the safety, participation, and empowerment of children with a disability (for example, by having a zero tolerance of discrimination);
- Encourage children to have a say and participate in all relevant school activities where possible, especially on issues that are important to them;

- Ensure as far as practicable that adults are not left alone with a child.

Responsibilities of School Principal

School Principal (if VIT Registered and therefore a Mandated Reporter) must:

- make a report to Child Protection if they form a belief on reasonable grounds that a child is in need of protection from physical injury or sexual abuse;
- make a report as soon as practicable after forming a belief;
- make a report on each occasion they form a belief;
- make a report even if the Principal or equivalent does not share their belief and ensure that a report has been made when another mandated reporter has undertaken to make the report;
- contact Victoria Police if they suspect a criminal offence involving a child has occurred.

The **Reportable Conduct Scheme does not change or replace** other **reporting obligations such as mandatory reporting**. The Scheme does not change mandatory reporting or other reporting responsibilities.

The **Reportable Conduct Scheme** is a child safety mechanism introduced as a result of the Betrayal of Trust report. The Reportable Conduct Scheme complements the Child Safe Standards and other existing child safety measures.

CLV policy is that Principals have a responsibility for reporting any allegations of 'reportable conduct' raised against school employees, volunteers and school council employees who are 18 years or over to the Commission for Children and Young People (CCYP).

There is an allegation of reportable conduct where a person has a reasonable belief that there has been:

- a sexual offence, sexual misconduct or physical violence committed against, with or in the presence of a child
- behaviour causing significant emotional or psychological harm to a child
- significant neglect of a child, or misconduct involving any of the above

Principals should notify the CCYP as soon as possible after becoming aware of a reportable allegation. If appropriate, Principals should inform the CLV Office as well. Where allegations relate to a contractor and may not require notification to the CCYP, CLV should be contacted for advice.

Principals must still contact Victoria Police if they suspect a criminal offence involving a child has occurred.

For immediate help

To report concerns that are life threatening, contact **Victoria Police: 000**

Responsibilities of School Councils

School Councils are not required to report allegations to the CCYP directly. Rather, School Councils should instruct the **Principal** to notify CLV as soon as possible after becoming aware of a reportable allegation, so that CLV can assess the allegations and report them to the CCYP, if appropriate.

Governance is an organisation's leadership, oversight and accountability processes. Governance includes an organisation's rules about who has the authority to make decisions, how decisions should be made and how people are held to account.

Strong and clear governance arrangements about child safety will help maintain the organisation's focus on children's safety and wellbeing. While governance arrangements vary across organisations, they must support both top down and bottom up implementation of your Child Safety Policy.

This means that leaders set a clear direction for the organisation on child safety and wellbeing, helped by input from the school's community. The school's governance arrangements must aid transparency and hold leaders to account for the achievement of that direction.

Governance arrangements that support implementation of a CLV school's Child Safety Policy include:

- senior leaders regularly ensuring that staff and volunteers are following child safety policies
- requiring staff and volunteers to provide leaders with implementation plans for child safety and wellbeing policies that identify roles and responsibilities and resource needs
- regular audits (completed either internally or by external auditors) of compliance with child safety policies. Smaller organisations could conduct their own self-assessment.

For immediate help

To report concerns that are life threatening, contact **Victoria Police: 000**

CYBER SAFETY

This policy outlines measures Schools must take to support students to engage with digital technology in a safe and responsible way.

Summary

- CLV Schools have a duty of care to students to take reasonable steps to ensure digital learning is conducted in a safe and responsible manner.
- CLV Schools must ensure students are aware of expectations relating to the safe, responsible and ethical use of digital technologies. The Department has developed acceptable use agreement templates to support Schools with this requirement. See Appendix for CLV's **Cyber Safety Use Agreement**
- Online safety should be included in curriculum planning.
- Online incidents of concern must be managed in accordance with CLV's policy on **Managing and Reporting School Incidents**, as well as any other School policy relevant to the type of incident.

Key Points

Principals and teachers have a duty of care to take reasonable steps to protect students from any harm that should have reasonably been foreseen, including those that may be encountered within the online learning environment.

It is essential that Principals work in partnership with their staff and school community to:

- develop holistic policies that reflect the teaching and learning practices, strategies and technologies that are being used by teachers and students
- create clear processes and practices to manage classroom and online behaviour and respond to any incidents that may arise
- prepare curriculum plans that explicitly teach safe, responsible and ethical online behaviours
- implement and raise awareness of the School's policies, processes and plans
- ensure students are aware of behavioural expectations when engaging in digital learning activities.
- recommend that parents discuss, develop and implement a similar 'family agreement' at home. This will assist students to understand what is and isn't appropriate behaviour and that appropriate behaviour is expected everywhere and anytime they are online.

Supervision When Using Digital Technology in the Classroom

Consistent with their duty of care to students, teachers are required to adequately supervise students when using digital technology in the classroom. Schools should have measures in place to ensure students are appropriately supervised when engaged in online learning.

Such measures might include:

- moving around the room to regularly monitor screens
- installing remote access software that enables teacher access to individual students' 1 to 1 learning device used in class
- actively reinforcing learning and behavioural expectations during the activity.

Posting Photographs Online

When including photographs of students in online platforms and applications, it is important to consider risk and consent. Refer to: [Photographing, Filming and Recording Students](#) and refer to **Photographing and Filming Students Consent Form** on CLV website.

Responding to Online Incidents

Schools must respond to any online incident in accordance with CLVs policy on **Managing and Reporting School Incidents** (including emergencies), as well as any other school policy relevant to the type of incident, such as the school's **Anti Bullying Policy**, or CLV's **Privacy Policy** and associated guidance.

For information on managing cyberbullying specifically, refer to:

- [Bullying Prevention and Response](#)
- [Bully Stoppers](#)
- [Student Engagement](#)

Key Definitions

Cyber Safety: refers to safe and desirable practices in online environments and the use of electronic and ICT equipment devices.

ICT Equipment/Devices: in this document includes, but is not limited to, computers, laptops, tablets, storage devices, cameras, all types of mobile phones, video and audio players/receivers, social networking sites, and any other technologies as they come into use.

Cyber Bullying: involves the unwanted use of electronic equipment devices to harass and cause discomfort to other members of the School community.

Behaving Safely Online Means:

- protecting their own privacy and personal information
- selecting appropriate spaces to work and contribute
- protecting the privacy of others (this can be sharing personal information or images)
- being proactive in letting a parent/ guardian or teacher know if something is 'not quite right' These principles of safety and responsibility apply to internet and social media use at home and School.

CLV Responsibilities

- To provide students with an awareness of the benefits and risks of using ICT
- To integrate cyber safety education into the curriculum with other school safety issues

- To promote staff awareness of the professional responsibilities for students' safety in the area of cyber safety
- To provide professional learning in regarding cyber safety issues
- To provide information for parents through avenues such as the School: information nights, newsletter, website, and posters
- To liaise with outside agencies to offer education programs Cyber Safety Policy

Students' Responsibilities

- To sign an agreement to abide by the School's cyber safety policy, that aims to prevent bullying and harassment
- To ensure that all material being accessed on the internet is appropriate
- To seek CLV clarification about accessing websites or other sources of information where they may be unsure of content
- To ensure that student communications with other students, staff members and members of the outside community do not harass, vilify or attack personally other individuals. This includes, but is not limited to, written words and the posting of images
- Where ICT equipment devices are used out of School time, report any communications which are inappropriate to parent/guardians or a teacher.

Parents' Responsibilities

- To support the School in encouraging responsible communication using ICT equipment/devices.
- To explain the internet use permission form to their child/children

Schools' Responsibilities

- Promote safe and responsible use of ICT devices.
- Investigate and act upon all cases of misuse of ICT equipment and devices.

School-Based Actions and Consequences

- In accordance with School's policies and procedures and CLV guidelines.

Policy Evaluation

- This policy will be reviewed annually.

Supporting Documents

- [eSafety Commissioner](#)
- [Cybersafety and Responsible Use of Digital Technologies: Policy | education.vic.gov.au](#)
- [A Step-by-Step Guide for Responding to Online Incidents of Inappropriate Behaviour Affecting Students](#)
- [eSmart](#)
- [Privacy and Data Protection Act 2014](#)

EQUAL OPPORTUNITY: ANTI-DISCRIMINATION, RACIAL VILIFICATION AND DISABILITY DISCRIMINATION

Community Language Schools Authorities are required to uphold the values outlined in the *Equal Opportunity Act 2010* in relation to their students and the selection, supervision and management of staff.

The purpose of this policy is to ensure that Schools comply with legal obligations to provide inclusive educational environments where students are treated with respect and dignity, regardless of their attributes.

- Schools are required to comply with a number of legislative obligations that relate to equal opportunity and human rights
- It is unlawful for Schools to discriminate against students on the basis of certain protected attributes (for example, race, religious belief or activity, disability, sex, gender identity or sexual orientation) – refer to 'Definitions' below for a complete list of protected attributes

Schools must comply with federal and state anti-discrimination laws and the [Charter of Human Rights and Responsibilities 2016 \(Vic\)](#).

Equal Opportunity Act Objectives

The objectives of this Act are:

- (a) To eliminate discrimination, sexual harassment and victimisation, to the greatest possible extent;
- (b) To further promote and protect the right to equality set out in the Charter of Human Rights and Responsibilities;
- (c) To encourage the identification and elimination of systemic causes of discrimination, sexual harassment and victimisation;
- (d) To promote and facilitate the progressive realisation of equality, as far as reasonably practicable by recognising that:
 - (i) discrimination can cause social and economic disadvantage and that access to opportunity is not equitably distributed throughout society;
 - (ii) equal application of a rule to different groups can have unequal results or outcomes;
 - (iii) the achievement of substantive equality may require the making of reasonable adjustments and reasonable accommodation and the taking of special measures;
- (e) to enable the Victorian Equal Opportunity and Human Rights Commission to encourage best practice and facilitate compliance with this Act by undertaking research, educative and enforcement functions;
- (f) to enable the Victorian Equal Opportunity and Human Rights Commission to resolve disputes about discrimination, sexual harassment and victimisation in a timely and effective manner, and to also provide direct access to the Victorian Civil and Administrative Tribunal for resolution of such disputes.

Definitions

Discrimination is defined in part 2, section 6 of the Equal Opportunity Act as being linked to the following attributes, the basis of which discrimination is prohibited in the area of activity set out in part 4:

- (a) age
- (b) breastfeeding
- (c) employment activity
- (d) gender identity
- (e) disability
- (f) industrial activity
- (g) lawful sexual activity
- (h) marital status
- (i) parental status or status career
- (j) physical features
- (k) political belief or activity
- (l) pregnancy
- (m) race
- (n) religious belief or activity
- (o) sex
- (p) sexual orientation
- (q) personal association (whether as a relative or otherwise) with a person who is identified by reference to any of the above attributes.

In section 7 the meaning of discrimination is defined as **direct** or **indirect discrimination** on the basis of an attribute.

Equal Employment Opportunity

Community languages Schools must choose the best person for the job regardless of:

- race, colour and national origin;
- physical, intellectual or psychological impairment including HIV and AIDS;
- gender;
- marital status (including de facto);
- parental status (including pregnancy);
- religious or political beliefs, activities or practices.

School Authorities should establish and monitor all employment policies, practices and procedures to ensure that equal opportunity principles are followed in all areas of staff management including:

- advertising for positions;
- job descriptions and selection criteria;
- interview questions and processes;
- selection panel composition and practices;
- appointment procedures;
- training and development;
- transfer, promotion and higher duties;
- discipline and dismissals.

RECRUITMENT PROCESS FOR STAFF

Recruitment Process

Community languages schools should follow the procedures below when recruiting staff:

1. Clarify the need for and role of the staff member and develop or review the Job Description:
 - Ensure that position descriptions for all new positions advertised include the standard **Child Safe Environments** Clause 13 of Ministerial Order 1359 (as in Standard 9 of the Child Safe Standards) as provided in this **Recruitment Process for Staff** guide.
2. Identify roles to be involved in the shortlisting and interviewing.
3. Advertise the position.
4. Send applicants a copy of the position description.
5. Shortlist applicants based on their skills and experience.
6. Conduct interviews and include child safeguarding questions.
7. Select the most suitable applicant. In accordance with any applicable legal requirement or school policy, the School must make reasonable efforts to gather, verify and record the following information about a person whom it proposes to engage to perform child-connected work:
 - Working with Children Check status, or similar check;
 - Proof of personal identity and any professional or other qualifications;
 - The person's history of work involving children; and
 - 2-3 references that address the person's suitability for the job and working with children.
8. Conduct 2-3 verbal professional reference checks for the applicant. Follow up with referee reports as they are a critical part of the assessment of the relative merits of each short-listed applicant.
9. Advise the successful applicant in writing including the probation period.
10. Sign an *Agreement of Engagement* and *Child Safety Commitment*.
11. Write letters to unsuccessful applicants.
12. Orientate the new staff member. New staff must have 3 hours mandatory child safety training.
13. All staff and volunteers receive an appropriate induction and are aware of their responsibilities to children and young people, including record-keeping, information sharing and reporting obligations.
14. Ongoing supervision and people management is focused on child safety and wellbeing.

Staff must be selected against the key selection criteria outlined in the relevant position description. Community languages schools should carry out verbal reference checks before a new employee is engaged. To find the best applicant for the position, community language schools must focus on the requirements of the job rather than questions or assumptions about the applicant's circumstances or background. Community languages schools must provide information and training to all staff involved in the advertising, selection and appointment process.

VCE teachers are required to have a Victorian Institute of Teaching (VIT) registration or a Permission to Teach (PTT).

Advertising Positions

Most positions in community languages Schools should be advertised in community newspapers and radio as well as other relevant avenues. Position descriptions must include the **Child Safe Environments** clause as provided in the **Recruitment in Schools Guide**.

Interviewing

The selection panel should draw up a list of interview questions prior to the interviews. All applicants should be asked the same questions. The questions should aim to explore the applicants' relevant skills and experience to perform the duties and include a range of behavioural and values-based questions that will help determine the person's suitability for the position and uncover any potential risks to children.

Each interview should include questions that explore the:

- Motivation to work with children
- Understanding of child abuse in organisational settings, e.g. how it occurs, prevention strategies.
- Work history, including prior positions held, responsibilities, any gaps, and reasons for leaving (especially where previous roles involved work with children).

Particular attention is paid to:

- Answers that indicate a lack of professional boundaries in relation to working with children.
- Answers that are incomplete or concerning.
- Any unusual context for the candidate to be seeking employment with children

Interview Questions

Community language schools should develop questions about child safety in job interviews.

Plan interview questions which aim to uncover applicant's understanding of child safety and any red flags.

Below are some questions for potential candidates for a teaching position.

A. Experienced/Professionals

1. Why did you decide to become a language teacher?
2. How do you cope with stress?
3. What is your teaching philosophy?
4. How do you use technology in the classroom?
5. Describe your classroom management structure.
6. How do you feel about classroom observations and walk-throughs?
7. What impact does trauma have on student learning? How do you address this in your classroom?
8. What role do you believe diversity, equity, and inclusion initiatives should play in your classroom and in the School?
9. How will you encourage parents to support their children's education?

10. What are some methods you use to check for understanding as you're teaching?
11. How do you assess students' progress?
12. What are your thoughts about grades?
13. Why do you want to teach at this school?
14. What is the greatest challenge for teachers at community language schools today?
15. How would you handle a parent challenging your teaching methods, curriculum and/or classroom management?
16. How will you meet the needs of the students in your class who are advanced or say they're bored?
17. How will you engage reluctant learners?
18. Describe a troubling student you've taught. What did you do to get through to them?
19. Tell us about a mistake you made with a student. What happened, and how did you address it?
20. What are five traits you consider necessary for a child protection officer?
21. What three words would your peers, administrators, or students use to describe you?
22. What do you feel you can contribute to our School?
23. Which component of your résumé are you most proud of and why?
24. How do you keep up to date with child protection laws?
25. What do you think is the most important thing to remember when interacting with a vulnerable child?

B. Beginners or non-professionals

1. Why did you decide to become a language teacher?
2. How do you cope with stress?
3. What is your teaching philosophy?
4. How would you use technology in the classroom?
5. How do you feel about ongoing learning?
6. How do you feel about classroom observations and walk-throughs?
7. Are you aware of Child Safe School Policies and Child Safe Standards?
8. What role do you believe diversity, equity, and inclusion initiatives should play in your classroom and in the school?
9. How will you encourage parents to support their children's education?
10. What are some methods you would use to check for understanding as you're teaching?
11. How would you assess students' progress?
12. What are your thoughts about grades?
13. Did you ever attend [INSERT LANGUAGE] School as a child?
14. Why do you want to teach at this school?
15. How would you handle a parent challenging your teaching methods, curriculum and/or classroom management?
16. How will you meet the needs of the students in your class who are advanced or say they're bored?
17. How will you engage reluctant learners?
18. How would you get through to a "troubling" student?
19. If you were accepted for the position, what would be your biggest worry or concern?
20. What three words would your peers, administrators, or students use to describe you?
21. What do you feel you can contribute to our School?
22. Which component of your résumé are you most proud of and why?
23. Where do you see yourself in 5 or 10 years?

Reference Checks

Reference checks are a critical part of the assessment of the relative merits of each short-listed applicant. Such reports allow for a rigorous checking of claims made by applicants and the gathering of evidence on work performance. Referees have directly supervised the candidate and observed their interactions with children. Staff responsible for conducting reference checks are confident and probing in their questions, e.g. asking referees whether they have ever had any concerns about the candidate's suitability to work with children. All referees should be asked the same questions and the completed template is kept with the candidate's HR file.

Procedures When a New Staff Member is Recruited

When a new employee is appointed to a position at a community language school, the following procedures apply:

- an *Agreement of Engagement* specifying all the terms and conditions of employment is signed by the employee and the School Education Leader and a copy given to the employee;
- the employee has a copy of their job description which includes the following statement:

CLV Schools are child safe environments. Our School actively promotes the safety and wellbeing of all students, and all School staff and volunteers are committed to protecting students from abuse or harm in the School environment, in accordance with their legal obligations including the Child Safe Standards. Our School's Child Safety Policy and Code of Conduct is available on our School website.

- an employee record card is completed;
- the employee Tax Declaration Form is completed and forwarded to the Australian Tax Office;
- a page in the wages book is set up for the employee;
- the employee is given time to read the school orientation kit, and the opportunity to ask any questions;
- when practicable, a handover is arranged with the previous occupant of the position;
- the contents of this *Student Safety and Staff Welfare Manual* are explained to them.
- all staff, volunteers and committee members must undertake three hours of compulsory Child Safety training
- all staff, volunteers and committee members must sign a Code of Conduct annually to ensure they have read and understood its contents.

Conditions of Employment

The conditions of employment for community languages schools' staff are specified below:

- All employees should have a job description which specifies their roles and responsibilities. Job descriptions should be reviewed as required. Each person should be given a copy of their job description prior to their commencing employment and whenever their job description is changed. School policy regarding conditions of employment needs to be specified in the *Agreement of Employment*.

- All employees should have an *Agreement of Engagement*, which is to be signed by their employer.
- Each employee shall be given a copy of their signed *Agreement of Employment* prior to commencing employment.
- Job descriptions and Agreements of Employment should incorporate child safe messaging.

Probationary Period

Our probation period is for 3 months. If the School Management Committee (or School Leadership) is not happy with the employee's performance their employment can be terminated during the period of the Agreement by giving at least 14 days' notice in writing. Probation periods can help Schools assess an inexperienced employee's performance and suitability for the job before confirming their permanent employment. If there are any concerns about the person working with children, Schools should seriously consider whether they want them to remain in the job and their organisation.

Staff Information

HR files must be kept of all employees. Each file should include:

- their signed *Agreement of Engagement*
- their job description
- a completed record card
- signed Code of Conduct
- copy of their WWCC
- details of any training attended
- notes on their performance
- any other relevant information.

Staff are entitled to see their file at any suitable time to be arranged with their Manager.

Staff Orientation Kit

The School Leadership at community languages Schools will maintain an Orientation Kit and give it to all new staff on recruitment. The Orientation Kit should include the following:

- School name, address, phone numbers and fax numbers;
- School philosophy and objectives;
- School organisation chart and management model;
- Staff roles, rights and responsibilities;
- Pay day and method of payment (if applicable);
- Date and frequency of staff meetings;
- Job description and *Agreement of Engagement*;
- Staff code of behaviour;
- Child Safety Policy and other important policies;
- Organisational and Administrative Manual.

Staff Supervision and Support

Supervision and support are important to ensure that staff are supported in their work and that their work is carried out effectively. All staff and volunteers should be provided with

regular supervision. This will include an annual performance appraisal. Supervision can be formal meetings or informal chats and catch ups. All staff should contact the principal if issues arise. The Chairperson of the School Management Committee/School Education Leader (or other nominated senior staff member) is responsible for providing supervision and support. The staff member responsible for supervision and performance appraisal must have relevant skills and experience.

Performance Appraisal

CLV and community languages schools are committed to supporting their staff to improve their own efficiency and effectiveness. All staff are expected to perform their duties to the best of their ability and to show a high level of personal commitment to providing a quality, professional service at all times. Performance appraisals will be conducted annually for employees by an appointed School Leader who is his/her Manager. Performance appraisals must be based on job descriptions and agreed work plans. Performance appraisals will also be carried out for regular volunteers at Schools. All staff should be encouraged to attend relevant professional development and training provided by CLV.

The aims of the performance appraisal are:

- to allow free and confidential discussions about work between a staff member and their manager;
- to discuss the staff member's job performance, in comparison with set standards;
- to discuss any work problems and search for a solution;
- to discuss means of improving work performance including identification of training and development needs.
- to cover other areas that intersect with the workplace e.g. Child safeguarding

The Senior Staff Member conducting the performance appraisal should:

- review the job requirements so they are fully aware of them;
- review the goals and objectives or job expectations previously agreed to with the staff member (these may have been agreed to in the last performance appraisal);
- give the staff member a copy of the *Performance Appraisal Form* to complete before the appraisal session and arrange a time for the appraisal;
- review the staff member's history: skills, training, experience, past performance appraisals etc;
- use the *Performance Appraisal Form* to assess the staff member's job performance against the expectations of the position using all sources of information available to them and rate each area or duty from unacceptable to outstanding;
- note performance issues, which need to be discussed with the staff member;
- include strengths, weaknesses and opportunities for development. Provide specific examples, especially where performance is poorly rated;
- be open and honest. Try to be positive even when dealing with negative issues. Keep in mind that this is a positive meeting for the benefit of the staff member and the person conducting the appraisal;
- write up the performance appraisal;
- include all issues covered, actions to be taken, timelines and staff member comments.

Performance Dispute Procedure

The Performance Dispute Procedure is the procedure for dealing with issues of poor performance or concerns relating to an employee. The procedure provides staff with an opportunity to improve their performance through training and trial periods.

The following is the procedure for dealing with a performance dispute not involving misconduct, which may result in suspension from duties while an investigation takes place. It should also be included in the *Agreement of Employment*.

Any performance or behavioural issues should be addressed in a timely and professional manner.

Step 1: Verbal Warning

The employee will be told as soon as possible of any complaint concerning the performance of his/her work and will be provided with an opportunity to discuss the complaint. If appropriate, the Manager will, in consultation with the employee, outline how the employee must improve his/her performance. Any assistance needed by the employee to improve his/her performance will be identified and provided where possible. A date to review the employee's performance will be set.

Step 2: First Written Warning

If at the time of review set in Step 1, the employee's performance is still unsatisfactory, there will be further discussion with the employee. This will include the employee, a representative of their choice and their Manager.

The complaint against the employee and plans for improvement will be recorded in writing and a copy given to the employee clearly stating that a lack of improvement by a given time will result in a final written warning

Step 3: Final Written Warning

If at the date set in Step 2, the employee's performance has not improved, there will be further discussion with him/her. This will include the employee, a representative of their choice and their Manager.

The complaint against the employee and plans for improvement will be recorded in writing and a copy given to the employee clearly stating that a lack of improvement by a given time will result in termination of employment.

Step 4: Termination of Employment

If the problem persists after the final written warning the employer may terminate the employment of the employee. The Manager represents the employer and has the authority to dismiss staff.

Detailed notes of above meetings must be recorded and kept with the person's HR file.

Misconduct and Serious Misconduct

Misconduct and serious misconduct are unacceptable behaviour by a staff member or volunteer. Misconduct includes breaches of School rules and policies, which may warrant an investigation and then further action.

Serious misconduct includes breaches of School rules and policies e.g. allegations of child abuse, allegations of theft and may warrant the instant dismissal of an employee or a suspension from duties while an investigation takes place.

Community language schools are committed to preventing a person from having contact with children or young people if they pose an unacceptable risk. Following a formal investigation, a

confirmed breach of the Code of Conduct or child-related policy will lead to disciplinary procedures which may involve termination of employment or contract. Serious breaches of this policy and related procedures may be reported to Police.

Examples of misconduct include:

- theft of property or funds from community languages schools;
- wilful damage of school property;
- intoxication through alcohol or other substances during working hours;
- breaches of the Code of Conduct;
- breaches of school policies;
- verbal or physical harassment of any students, staff or parents particularly in respect of race, sex or religion;
- disclosure of confidential information regarding the organisation to any other party without prior permission;
- the disclosure of information concerning the students, staff or parents of the School other than the information that is necessary to assist them and to ensure their safety;
- carrying on a personal business from School premises or using the School's resources for personal business;
- falsification of any School records for personal gain or on behalf of any other staff member; and
- failure to comply with the Staff Code of Behaviour.

Staff Exit Procedure

When an employee leaves a community language school, an exit interview or termination interview must be arranged. The exit interview should be conducted by the School Administration Leader or a member of the School Management Committee (not the employee's direct report) and provides useful feedback about the School for use in planning and evaluation.

The following provides an outline of an exit interview to assist community languages Schools:

- Questions regarding the implementation and promotion of child safety

Prepare the employee's termination payment:

- calculate ordinary wages due or wages in lieu of notice;
- calculate annual leave due to the date of termination. This is paid at the employee's current rate of pay;
- calculate leave loading in accordance with the employment contract;
- check if the employee is entitled to pro-rata long service leave;
- check if any allowances are owing (e.g. travel, meals);
- check if the employee owes the community language School monies;
- prepare a written statement showing the detailed calculation of all monies to be paid to the employee;
- make sure there is a letter of resignation from the employee if they resigned, or a letter of termination if they were dismissed;
- If requested, prepare a written statement of employment detailing the period of employment and type of work performed.

If appropriate, prepare a reference and make sure that property belonging to the community language school is returned, including keys, files and equipment.

HARASSMENT, VICTIMISATION AND BULLYING

On 8 March 2021, the Victorian Government announced the establishment of the Ministerial Taskforce on Workplace Sexual harassment (the Taskforce) to develop reforms that will better prevent and respond to sexual harassment in workplaces.

The Taskforce made 26 recommendations across four reform pillars:

- preventing sexual harassment from occurring
- supporting workers to report sexual harassment
- enforcing compliance when there is a breach of health and safety duties
- raising awareness and promoting accountability in workplaces across Victoria.

The Government response accepts in-part or in-principle 21 of the 26 Taskforce recommendations. This includes the Taskforce's overarching recommendation that workplace sexual harassment is treated as an OHS issue, and to increase WorkSafe's capacity to take a lead role in the prevention of, and response to, workplace sexual harassment (including through its existing OHS enforcement functions).

Anti Bullying Policy

This Anti Bullying Policy applies to all staff, students and parents of community languages Schools.

Definition

A person is bullied when one or more other persons expose them regularly and over time to negative or harmful actions. Bullies are people who deliberately set out to intimidate, exclude, threaten and or hurt others repeatedly. Bullying is a clear form of harassment.

Bullying

Defined as repeated behaviour and unreasonable behaviour directed towards or from an employee or group of employees that creates a risk to health and safety.

Repeated Behaviour

Refers to the persistent nature of the behaviour and can involve a range of behaviours over time.

Unreasonable Behaviour

Behaviour that a reasonable person, having considered the circumstances, would see as unreasonable, including behaviour that is victimising, humiliating, intimidating or threatening.

Forms of Bullying

- **Verbal:** name calling, put downs, verbal threats or demands based on culture, race, religion, gender or physical appearance;
- **Psychological:** stalking or giving dirty looks;
- **Social:** excluding or ignoring others, spreading rumours;
- **Cyber-bullying:** harassment or cyberstalking via SMS messages, mass emailing, chat rooms, blogs, message boards and social networks;
- **Physical:** hitting, tripping, poking, kicking a student or stealing, taking, damaging or defacing their belongings, harmful actions targeting medical conditions such as allergies;
- **Sexual harassment:** suggestive comments or gestures, unwelcome advances or conduct of a sexual nature.

Anti Bullying Objectives

The Anti Bullying Policy Aims to:

- educate the school community about the different forms of bullying, and its unacceptability;
- alert everyone within the school community to signs and evidence of bullying and their responsibility to report it whether as an observer or victim.
- ensure that all reported incidents of bullying are followed up appropriately and that support is given to both victims and perpetrators.
- ensure that parental and peer-group support and cooperation is sought in relation to students.
- ensure all staff, students and their parents are aware of the School's position on bullying.

Four-Phase Approach to Bullying

Community languages schools should adopt the following four-phase approach to bullying:

A. Primary Prevention

- Professional development for staff relating to bullying, harassment and proven countermeasures.
- Community awareness and input relating to bullying, its characteristics and the School's policy.
- Provision of programs that promote resilience, life and social skills, assertiveness, conflict resolution and problem solving.
- At the commencement of each School year, each staff member will revisit the School policy on bullying with their class.

B. Early Intervention

- Teachers and School Leaders will remind students and parents to report incidents of bullying on a regular basis.
- Public recognition and reward will be provided for positive behaviour and resolution of issues.
- The School Leadership will be informed of all bullying incidents.

C. Intervention

- Once identified, each bully, victim and witness will be spoken with, and all incidents or allegations of bullying will be fully investigated and documented.
- Students, parents and staff identified by others as bullies will be informed of the allegations.
- Both bullies and victims will be offered ongoing counselling.
- If student bullying is repeated parents will be contacted and consequences implemented consistent with the School's Student Code of Conduct.
- If staff bullying persists formal disciplinary action will commence.

D. Post Violation

- Consequences for students will be individually based and may involve:
 - Exclusion from class
 - Exclusion from yard
 - School suspension
 - Reinforcement of positive behaviours
 - Classroom meetings
 - Support structures
 - Ongoing monitoring of identified bullies
 - Rewards for positive behaviour
- Consequences for staff will be individually based and may involve a period of monitoring, a formal support group or disciplinary action.

Workplace Harassment Policy

CLA and community languages schools are committed to ensuring healthy and safe workplaces that are free from workplace harassment. Workplace harassment is unacceptable and will not be tolerated under any circumstances. This policy applies to all staff, students, and parents of community languages Schools.

Workplace Harassment

A person is subjected to 'workplace harassment' if the person is subjected to repeated behaviour, other than behaviour amounting to sexual harassment, by a person, including the person's employer or a co-worker or a member/s or students or group of co-workers of the person that:

- is unwelcome and unsolicited;
- the person considers to be offensive, intimidating, humiliating or threatening;
- a reasonable person would consider to be offensive, humiliating, intimidating or threatening;
- does not include reasonable management action taken in a reasonable way by the person's employer about the person's employment.

The definition of 'workplace harassment' is contained in the *Equal Opportunity Act 2010*. Detailed below are examples of behaviours that may be regarded as workplace harassment, if the behaviour is repeated or occurs as part of a pattern of behaviour. This is not an exhaustive list; however, it does outline some of the more common types of harassing behaviours.

- Abusing a person loudly, usually when others are present.
- Repeated threats of dismissal or other severe punishment for no reason.
- Constant ridicule and being put down.
- Leaving offensive messages on email or the telephone.
- Sabotaging a person's work (for example) by deliberately withholding or supplying incorrect information, hiding documents or equipment, not passing on messages etc.
- Maliciously excluding and isolating a person from workplace activities.
- Persistent and unjustified criticisms, often about petty, irrelevant or insignificant matters.
- Humiliating a person through gestures, sarcasm, criticism and insults.
- Spreading gossip or false, malicious rumours with an intent to cause the person harm.

Actions That Are Not Workplace Harassment

Legitimate and reasonable management actions and business processes. Actions taken to transfer, demote, discipline, redeploy, retrench or dismiss an employee are not considered to be workplace harassment, provided these actions are conducted in a reasonable way.

Effects of Workplace Harassment on People and the Business

Workplace harassment has detrimental effects on people and the business. It can create an unsafe working environment, result in a loss of trained and talented staff, the breakdown of teams and individual relationships, and reduced efficiency. People who are harassed can become distressed, anxious, withdrawn, depressed and can lose self-esteem and self-confidence.

Workplace Strategies to Eliminate Workplace Harassment

Community languages schools should:

- provide all staff with workplace harassment awareness training;
- develop a Code of Conduct for staff to follow;
- introduce a complaint handling system and inform all staff on how to make a complaint, the support systems available and options for resolving grievances;
- regularly review the workplace harassment prevention policy, complaint handling system and training.

Community languages schools' staff are required to comply with this policy, to not tolerate unacceptable behaviour and to maintain privacy during the investigations. The School Leadership must ensure that staff are not exposed to workplace harassment and to personally demonstrate appropriate behaviour, promote the workplace harassment prevention policy, treat complaints seriously and ensure where a person lodges or is witness to a complaint, that this person is not victimised.

A member of staff who is being harassed, can contact the Chairman of the School Management Committee or the School Leadership for assistance in the management and resolution of a workplace harassment complaint.

Commitment to Promptly Investigate Complaints

Community languages schools must have a complaint handling system, which includes procedures for reporting, investigating, resolving and appealing workplace harassment complaints. Any reports of workplace harassment must be treated seriously and investigated promptly, fairly and impartially. A person making a complaint and/or who is a witness to workplace harassment must not be victimised.

Schools must also have a child-friendly complaints process in place.

Consequences of Breach of Policy

Disciplinary action will be taken against a person who harasses or who victimises a person who has made or is a witness to a complaint. Complaints of alleged workplace harassment found to be malicious, frivolous or vexatious may make the complainant liable for disciplinary action.

- **OHS Consultation and Communication**

Relevant Legislation

- **Charter of Human Rights and Responsibilities Act 2006 (Vic)**
- **Equal Opportunity Act 2010 (Vic)**
- **Fair Work Act 2009 (Cth)**
- **Occupational Health and Safety Act 2004 (Vic)**

TRAINING AND DEVELOPMENT

All community languages schools' staff should receive training appropriate to their position. By providing opportunities for staff training and development and encouraging them to expand their knowledge and skills their improved abilities will be reflected in continuing improvements to services. Staff training and development should be tied into the performance appraisal and supervision process.

All staff, volunteers and committee members must **undertake three hours of mandatory Child Safety training**. In addition, all staff, volunteers and committee members must **sign a Code of Conduct** annually to ensure they have read and understood its contents.

Training and Professional Development Procedure

The training needs of staff should be discussed at the annual staff performance appraisal and during supervision sessions.

School Authorities are responsible for ensuring that the basic training needs of staff are met. This may be through:

- the provision of an orientation kit and/or procedures manual;
- referral to an external training course;
- the provision of 'in-house' training sessions or on the job training;
- Community Languages Victoria and Department of Education programs.

School Authorities should:

1. Identify training and professional development needs;
2. Prioritise training and professional development needs;
3. Determine available training, learning resources and options;
4. Source/select appropriate training;
5. Conduct or provide training activities;
6. Evaluate training provided.

Basic training for staff should include:

- induction training through an orientation session for new staff. This will cover the Staff Orientation Kit and the content and use of the Organisational and Administrative Manual;
- training on Child Safe Standards, Code of Conduct and Child Safe Policy;
- training on child safeguarding every 2 years;
- annual training on occupational health and safety issues and in the use of equipment;
- training regarding the legal responsibilities associated with their work;
- training related to the needs of the consumer group;
- ongoing training on the content and use of this Manual.

Staff should be advised of changes in practice and policy, or of upcoming events, through a number of different forums including:

- Staff Meetings
- Individual meetings
- Notice Boards
- Resource Folders
- Letters/ Memos/Email.

Training and Development Opportunities

Community languages schools will support their staff and volunteers in development, education and training activities which are relevant to, and will benefit the organisation.

Support may include:

- attendance at workshops, seminars and conferences provided by the School, CLV or other agencies;
- participating in an accredited course of study part-time or externally at a recognised educational institution;
- purchasing resources such as videos and research literature.

Staff should report back to the School Leadership on any training or professional development activities which they attend and the value of the activity to their work.

Any staff member wishing to participate in development opportunities should discuss these with their immediate supervisor at least 14 days prior to the activity. This will allow for the rostering of a person's work.

Effective Policies and Procedures

Documented policies and procedures are critical for your organisation to implement the Standards, prevent child abuse and harm, and promote the wellbeing and safety of children.

Policies are the documented rules, expectations and positions of the organisation.

Procedures are the documented actions and processes that put the organisation's policies into operation.

Policies and procedures will guide people within your organisation by describing how the organisation promotes wellbeing and prevents and responds to child safety issues. Their role is to provide clear guidance so that leaders, staff, volunteers, children and their families understand how things are done, what they can expect and what they are expected to do.

Effective policies and procedures:

- help everyone in schools know what should happen and what they should do
- help avoid inconsistent or reactive responses where staff and volunteers are left without assistance on complex issues putting people at risk
- support leaders, staff and volunteers to be on the same page about how the organisation does things and supports everyone to uphold the organisation's expectations in relation to child safety
- help maintain child safe practices when there are changes to leadership, staff and volunteers
- are widely available and accessible within the schools, and where appropriate, outside the organisation
- are written simply and can be easily understood by everyone in the schools and the community
- are up-to-date, relevant and regularly reviewed
- are championed by leaders
- are implemented throughout the whole schools and across all staff and volunteers.

REPORTING CHILD ABUSE

The offence of **failure to disclose a sexual offence** committed against a child under the age of 16 years is defined as:

A person of or over the age of 18 years (whether in Victoria or elsewhere), who has information that leads the person to form a reasonable belief that a sexual offence has been committed in Victoria against a child under the age of 16 years by another person of or over the age of 18 years, must disclose that information to a member of the police force of Victoria as soon as it is practicable to do so, unless the person has a reasonable excuse for not doing so.

Reporting Historical Information About Child Sexual Abuse

You must report information about child sexual abuse to police only if the alleged victim was still aged under 16 on 27 October 2014, when this offence came into effect.

As of 17 February 2020, if you are a religious minister who hears information in religious confession that leads you to form a reasonable belief of child sexual abuse, you must report that information to police.

This offence has been introduced as part of the *Crimes Amendment (Protection of Children) Act 2014*, in response to a recommendation from the report of the Parliamentary Inquiry into the Handling of Child Abuse by Religious and Other Non-Government Organisations, *Betrayal of Trust*.

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

Any adult in a community language school who forms a reasonable belief that a sexual offence has been committed by an adult against a child under 16 has an obligation to report that information through their Child Safety Officer/School Leadership to police.

Failure to disclose the information to police is a criminal offence.

For further information go to:

[Failure to disclose offence | Department of Justice and Community Safety Victoria](#)

Child abuse and/or neglect may occur in the context of a school activity, however it may also occur outside of School, for example at home, sports club or in regular School. If a reasonable belief of harm is formed a report **must** be made.

What is 'Reasonable Belief'?

A '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 lead to a belief that the child has been sexually abused.

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

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

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

A report to **Child Protection Services** must be made if:

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

A report to **Child FIRST** must be made if concerns about the child have a low to moderate impact on the child and the immediate safety of the child is not compromised. Some of these concerns may include:

- family conflict or breakdown;
- young or isolated families;
- significant parenting problems that may be affecting the child's development;
- families under pressure due to a family member's physical or mental illness, substance abuse, disability or bereavement;

- significant social or economic disadvantage that may adversely impact on a child's care or development.

If the concern of the allegation is about a staff member, volunteer, contractor or member of the community the police must be called.

If the child is in immediate danger please call 000.

Community languages schools' staff should be supported through the appointment of an individual Child Safety Officer with specified 'child-safe' duties in their job description, including being the designated person to hear or be informed about all allegations or concerns and providing support to other staff. This will assist the School in ensuring that child safety is prioritised, and that any allegations of abuse or safety concerns are recorded and responded to consistently and in line with School's legal requirements and policies and procedures.

Child Protection Services and the Victorian police are responsible for investigating an allegation of child abuse. Any allegation of abuse by an employer, staff member or visitor to an education and care service must immediately be reported by the Child Safety Officer/School principal directly **to Police on the emergency number 000**.

Forms of Abuse

For the purposes of the Child Safe Standards, abuse constitutes any act committed against a child involving:

- [Physical child abuse](#)
- [Child sexual abuse](#)
- [Grooming](#)
- [Emotional child abuse](#)
- [Neglect](#)
- [Family violence](#)
- [Children exhibiting inappropriate sexual behaviour](#)

Physical abuse – occurs when a person intentionally or recklessly uses physical force against or in the presence of a child without their consent, which causes or could cause harm to that child. It can also occur when someone intentionally or recklessly causes a child to believe that physical force is about to be used against them without their consent. Physical abuse can take the form of punching, beating, shaking or otherwise harming a child and also includes behaviours, such as words or gestures that lead a child to believe they are about to suffer physical abuse.

Sexual abuse – Child sexual abuse is when a person uses power or authority over a child to involve them in sexual activity.

This can include a wide range of physical and non-contact sexual activity (see next page).

Physical sexual contact:

- kissing or fondling a child in a sexual way
- masturbation
- fondling the child's genitals
- oral sex
- vaginal or anal penetration by a penis, finger, or other object
- exposure of the child to pornography.

Non-contact offences:

- talking to a child in a sexually explicit way
- sending sexual messages or emails to a child
- exposing a sexual body part to a child
- forcing a child to watch a sexual act including showing pornography to a child
- having a child pose or perform in a sexual manner (including child sexual exploitation)
- grooming or manipulation.

Child sexual abuse does not always involve force. In some circumstances a child may be manipulated into believing that they have brought the abuse on themselves, or that the abuse is an expression of love through a process of grooming.

Those most at risk of child sexual abuse: Any child can be victim of sexual abuse, however children who are vulnerable, isolated, or have a disability are disproportionately abused and are much more likely to become victim.

Child sexual exploitation – Child sexual exploitation is also a form of sexual abuse where offenders use their power (physical, financial, or emotional) over a child to sexually or emotionally abuse them.

It often involves situations and relationships where young people receive something (for example: food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) in return for participating in sexual activities.

Child sexual exploitation can occur in person or online, and sometimes the child may not even realise they are a victim.

Grooming – Grooming is when a person engages in predatory conduct to prepare a child for sexual activity at a later time. Grooming can include communicating and/or attempting to befriend or establish a relationship or other emotional connection with the child or their parent or carer. Recognising the signs of grooming can be difficult. Grooming behaviours can often look like normal caring behaviours. Anyone can groom a child, including people involved with your organisation. People engaging in grooming behaviour may use social media, the internet and mobile phones to interact with children and ask the child to keep the interaction secret. This could continue for months before the offender arranges a physical meeting. There may be no online element to the grooming.

Sometimes it is hard to see when someone is being groomed until after they have been sexually abused, because some grooming behaviour can look like 'normal' caring behaviour.

Examples of grooming behaviours may include:

- giving gifts or special attention to a child or their parent or carer (this can make a child or their parent feel special or indebted)
- controlling a child - or that child's parents - through threats, force or use of authority (this can make a child or their parent fearful to report unwanted behaviour)
- making close physical contact or sexual contact, such as inappropriate tickling and wrestling
- openly or pretending to accidentally expose the victim to nudity, sexual material and sexual acts (this in itself is classified as child sexual abuse but can also be a precursor to physical sexual assault).

Online grooming – Online grooming is a criminal offence and occurs when an adult uses electronic communication (including social media) in a predatory fashion to try to lower a child's inhibitions, or heighten their curiosity regarding sex, with the aim of eventually meeting them in person for the purposes of sexual activity.

This can include online chats, sexting, and other interactions. Any incidents of suspected grooming must be reported by following the [4 critical actions](#).

Online grooming can also precede online child exploitation, a form of sexual abuse where adults use the internet or a mobile to communicate sexual imagery with or of a child (via a webcam). Any incidents of suspected online child exploitation must be reported.

Emotional child abuse – Emotional child abuse occurs when a child is repeatedly rejected, isolated or frightened by threats, or by witnessing family violence.

It also includes hostility, derogatory name-calling and put-downs, and persistent coldness from a person, to the extent that the child suffers, or is likely to suffer, emotional or psychological harm to their physical or developmental health. Emotional abuse may occur with or without other forms of abuse.

Serious emotional or psychological abuse could also result from conduct that exploits a child without necessarily being criminal, such as encouraging a child to engage in inappropriate or risky behaviours.

Neglect – Neglect is a failure to provide the child with adequate care or support to the extent that the health or physical development of the child is significantly impaired or placed at serious risk.

Neglect can include:

- an adequate standard of nutrition
- medical care
- clothing
- shelter
- supervision

In some circumstances the neglect of a child:

- can place the child's immediate safety and development at serious risk
- may not immediately compromise the safety of the child, but is likely to result in longer term cumulative harm.

This includes low-to-moderate concerns for the wellbeing of a child, such as:

- concerns due to conflict within a family
- parenting difficulties
- isolation of a family or a lack of apparent support.

Both forms of neglect must be responded to through the [4 critical actions](#).

Family violence – Family violence is behaviour towards a family member that may include:

- physical violence or threats of violence
- verbal abuse, including threats
- emotional or psychological abuse
- sexual abuse
- financial and social abuse.

A child's exposure to family violence constitutes child abuse. This exposure can be very harmful and may result in physical harm and long-term physical, psychological and emotional trauma. Action must be taken to protect the child, and to mitigate or limit their trauma.

Research shows that during pregnancy and when families have very young babies:

- there is an increased risk of family violence
- pre-existing family violence may increase in severity
- there is an opportunity for intervention as families are more likely to have contact with services.

The longer that a child experiences or is exposed to family violence, the more harmful it is. This is why if you suspect that a child is exposed to, or at risk of being exposed to family violence, you must follow the [4 critical actions](#).

Family violence in Aboriginal and Torres Strait Islander communities – In identifying family violence in Aboriginal and Torres Strait Islander communities it's important to recognise that:

- Aboriginal and Torres Strait Islander family violence may relate to relationships that aren't captured by the Western nuclear family model (grandparents, uncles and aunts, cousins and other community and culturally defined relationships)
- Aboriginal and Torres Strait Islander family violence can also include cultural and spiritual abuse
- perpetrators of Aboriginal and Torres Strait Islander family violence may not be Aboriginal and Torres Strait Islander people

Aboriginal and Torres Strait Islander family violence occurs in a historical context of colonisation, dispossession, and the loss of culture. This has resulted in the breakdown of kinship systems and of traditional law, racism, and previous government policies of forced removal of children from families.

However, this should never detract from the legitimacy of the survivor's experience of violence, or your obligation to report and respond to any suspected family violence.

Children exhibiting inappropriate sexual behaviour

Inappropriate sexual behaviour includes:

Problem sexual behaviour

Problem sexual behaviour is the term used by the Victorian government and funded service providers to describe sexual behaviour exhibited by children under the age of 10 years. Children under 10 years of age are deemed unable to consent to any form of sexual activity and cannot be held criminally responsible for their behaviour.

Sexually abusive behaviour

Sexually abusive behaviour is the term used by the Victorian Government and funded service providers to describe sexual behaviour by children aged 10 years or older and under 15 years of age.

A child is considered to exhibit sexually abusive behaviour when they have used power, authority, or status to engage another party in sexual activity that is unwanted or the other party is unable to give consent.

A child who engages in sexually abusive behaviour may be in need of therapeutic treatment. It may also be an indicator that the child has been or is being sexually abused by others.

Sexually abusive behaviour may amount to a sexual offence. A sexual offence includes rape, sexual assault, indecent acts and other unwanted sexualised touching, all of which are offences under the Crimes Act 1958.

It may be difficult to determine the nature of children's sexual behaviour, including whether the behaviour:

- constitutes a sexual offence
- is indicative of any underlying abuse.

Under Victorian Law:

- children aged between 12-15 can only consent to sexual activity with a peer no more than two years their senior (therefore sexual contact led by a child with another child outside of these age parameters may amount to a sexual offence)
- in order for a person to consent to sexual activity they have to have the capacity to understand the context and possible consequences of the act (therefore sexual contact led by a child involving a person with a cognitive impairment or affected by alcohol and other drugs may also amount to a sexual offence).

Most critically you must follow the [4 critical actions](#) if:

- you witness an incident, receive a disclosure or form a reasonable suspicion that a child has engaged in inappropriate sexual behaviour, even if you're not sure (these actions will support you to [report to Victoria Police](#))
- a child's inappropriate sexual behaviour leads you to form a reasonable belief that the child may be subject to abuse.

Indicators of Abuse

Abuse Type	Indicators
Physical	<p>Physical indicators of physical child abuse include (but are not limited to):</p> <ul style="list-style-type: none"> ● evidence of physical injury that would not likely be the result of an accident ● bruises or welts on facial areas and other areas of the body, such as back, bottom, legs, arms and inner thighs ● burns from boiling water, oil or flames or burns that show the shape of the object used to make them, such as from an iron, grill, or cigarette ● fractures of the skull, jaw, nose and limbs, especially those not consistent with the explanation offered, or the type of injury possible at the child's age of development ● cuts and grazes to the mouth, lips, gums, eye area, ears and external genitalia ● bald patches where hair has been pulled out ● multiple injuries - old and new ● effects of poisoning ● internal injuries.
Child sexual abuse	<p>Physical Indicators of sexual abuse may include (but are not limited to):</p> <ul style="list-style-type: none"> ● injury to the genital or rectal area (for example: bruising, bleeding, discharge, inflammation or infection) ● injury to areas of the body, such as breasts, buttocks, or upper thighs ● discomfort in urinating or defecating ● presence of foreign bodies in the vagina or rectum ● sexually-transmitted infections ● frequent urinary tract infections. <p>The behavioural indicators of sexual abuse may be (but are not limited to) for an infant or toddler:</p> <ul style="list-style-type: none"> ● self-stimulatory behaviours, such as rocking or head banging ● crying excessively, or not at all ● listless and immobile, or emaciated and pale ● exhibits significant delays in gross motor development and coordination. <p>In all children, infants and toddlers:</p> <ul style="list-style-type: none"> ● disclosure of sexual abuse - by the child, friend, family member ● drawings or descriptions of stories that are sexually explicit and not age-appropriate ● persistent and age-inappropriate sexual activity, such as excessive masturbation or rubbing genitals against adults ● wariness or fear of a parent, carer or guardian and reluctance to go home ● unusual fear of physical contact with adults ● change in sleeping patterns, fear of the dark or nightmares and regressive behaviour, such as bed-wetting

	<ul style="list-style-type: none"> ● wearing clothes unsuitable for weather conditions to hide injuries ● unusually nervous, hyperactive, aggressive, disruptive and destructive to self or others ● exhibits significant delays in gross and fine motor development and coordination ● overly compliant, shy, withdrawn, passive and uncommunicative ● fear of home, specific places or particular adults ● poor self-care or personal hygiene ● complaining of headaches, stomach pains or nausea without physiological basis. <p>For more information about age appropriate sexual behaviour visit the Department of Health.</p>
Grooming	<p>Behavioural indicators that a child may be subject to grooming include (but are not limited to):</p> <ul style="list-style-type: none"> ● developing an unusually close connection with an older person ● displaying mood changes, such as hyperactive, secretive, hostile, aggressive, impatient, resentful, anxious, withdrawn, or depressed ● using street or different language, such as copying the way the new 'friend' may speak, talking about the new 'friend' who does not belong to his or her normal social circle ● possessing gifts, money and expensive items given by the 'friend' ● being excessively secretive about their use of communications technologies, including social media ● being dishonest about where they've been and whom they've been with.
Emotional child abuse	<p>Physical indicators of emotional abuse include (but are not limited to):</p> <ul style="list-style-type: none"> ● language delay, stuttering or selectively being mute (this is when the child only speaks with certain people or in certain situations) ● delays in emotional, mental or physical development. <p>Behavioural indicators of emotional abuse include (but are not limited to):</p> <p>In an infant or toddler:</p> <ul style="list-style-type: none"> ● self-stimulatory behaviours, for example, rocking, head banging ● crying excessively or not at all ● listless and immobile, or emancipated and pale ● exhibits significant delays in gross motor development and coordination ● their parent or carer is unresponsive or impatient to child's cues and unreceptive to support. <p>In all children, infants and toddlers:</p> <ul style="list-style-type: none"> ● overly compliant, passive and undemanding behaviour

	<ul style="list-style-type: none"> ● extremely demanding, aggressive and attention-seeking behaviour or anti-social and destructive behaviour ● low tolerance or frustration ● poor self-image and low self-esteem ● unexplained mood swings, depression, self-harm ● behaviours that are not age-appropriate (for example: overly adult or overly infantile) ● exhibits significant delays in gross and fine motor development and coordination ● poor social and interpersonal skills ● violent drawings or writing ● lack of positive social contact with other children.
<p>Neglect</p>	<p>Physical indicators of neglect include (but are not limited to):</p> <ul style="list-style-type: none"> ● appearing consistently dirty and unwashed ● being consistently inappropriately dressed for weather conditions ● being at risk of injury or harm due to consistent lack of adequate supervision from parents ● being consistently hungry, tired and listless ● having unattended health problems and lack of routine medical care ● having inadequate shelter and unsafe or unsanitary conditions. <p>Behaviour indicators of neglect include (but are not limited to):</p> <p>In an infant or toddler:</p> <ul style="list-style-type: none"> ● self-stimulatory behaviours, such as rocking or head banging ● crying excessively, or not at all ● listless and immobile, or emancipated and pale ● exhibits significant delays in gross motor development and coordination ● inadequate attention to the safety of the home (for example, dangerous medicines left where children may have access to them) ● being left unsupervised, either at home, on the street or in a car ● their parent or carer is unresponsive or impatient to child's cues and unreceptive to support ● developmental delay due to lack of stimulation. <p>In all children, infants and toddlers:</p> <ul style="list-style-type: none"> ● being left with older children or persons who could not reasonably be expected to provide adequate care and protection ● gorging when food is available or inability to eat when extremely hungry ● begging for, or stealing food ● appearing withdrawn, listless, pale and weak ● aggressive behaviour, irritability ● little positive interaction with parent, carer or guardian

	<ul style="list-style-type: none"> ● indiscriminate acts of affection and excessive friendliness towards strangers ● exhibits significant delays in gross and fine motor development and coordination ● poor, irregular or non-attendance at the service (where regular attendance is expected) ● refusal or reluctance to go home ● self-destructive behaviour ● taking on an adult role of caring for parent.
<p>Family Violence</p>	<p>Physical indicators of family violence may include (but are not limited to):</p> <ul style="list-style-type: none"> ● speech disorders ● delays in physical development ● failure to thrive (without an organic cause) ● bruises, cuts or welts on facial areas, and other parts of the body including back, bottom, legs, arms and inner thighs ● any bruises or welts (old or new) in unusual configurations, or those that look like the object used to make the injury (such as fingerprints, handprints, buckles, iron or teeth) ● internal injuries. <p>Behavioural indicators of family violence may include (but are not limited to):</p> <p>In an infant or toddler:</p> <ul style="list-style-type: none"> ● self-stimulatory behaviours, for example, rocking, head banging ● crying excessively or not at all ● listless and immobile, or emancipated and pale ● exhibits significant delays in gross motor development and coordination. <p>In all children, infants and toddlers:</p> <ul style="list-style-type: none"> ● violent or aggressive behaviour and language ● depression and anxiety ● appearing nervous and withdrawn, including wariness of adults ● difficulty adjusting to change ● developmentally inappropriate bedwetting and sleeping disorders ● extremely demanding, attention-seeking behaviour ● participating in dangerous risk-taking behaviours to impress peers. ● overly compliant, shy, withdrawn, passive and uncommunicative behaviour ● 'acting out', such as cruelty to animals. ● demonstrated fear of parents, carers or guardians, and of going home ● complaining of headaches, stomach pains or nausea without physiological basis.

Identifying Sexually Harmful Behaviour in Children

Normal vs concerning sexual development in children

Traffic Light Model

The following model can be used to help parents and carers to assess if a child is displaying normal or concerning sexual development behaviours.

Green: Sexual behaviours that are considered 'normal', healthy, spontaneous, curious, light-hearted, easily distracted, experimental, and that are in line with age and ability level.

Action: opportunity to give the child or adolescent positive feedback and information.

Yellow: Sexual behaviours that are outside the norm in terms of persistence, frequency or disparity in age/development.

Action: gather more information to assess the most appropriate action.

Red: Sexual behaviours outside the norm – behaviour that is excessive, secretive, compulsive, coercive or degrading.

Action: requires immediate intervention and action.

When using the traffic light model it is important to remember the model is evidence-based and outlines what research shows is normal and irregular sexual behaviours in children at various ages and stages of development.

Considerations

There are various influences on children's sexual behaviour and development, including:

- Parents and family relationships
- Media - television, internet, radio, magazines, etc
- Peer relationships
- How adults treat each other
- Children's services
- School environments
- Cultural background and norms
- Social overlays or judgments should be managed carefully in order to appropriately respond to the behaviours in the first instance.

When assessing a child's sexualised behaviour it is important to consider the following variables:

- Is the behaviour age appropriate or concerning?
- What is the context of the behaviour?
- What is the age difference and relationship between children?
- What is the vulnerability of the child? (age, cognitive ability, socio economic status)

Situations of sexualised behaviour and peer sexual play which causes concern

- The children engaged in sexual play do not have an ongoing mutual relationship.
- The children engaged in the sexual play/behaviour are of different ages or development levels.
- Any sexual play/behaviour which continues in spite of consistent and clear requests to stop.
- Sexual behaviour which occurs in public or other places where the child has been told is not acceptable.
- Sexual play/behaviour which is eliciting complaints from other children or adversely affecting them.
- Sexual behaviour which progresses in frequency, intensity or intrusiveness over time.
- Sexual behaviour that is associated with fear, anxiety, deep shame or intense guilt.
- Children who manually stimulate or have oral or genital contact with an animal.
- Sexual behaviours which cause physical or emotional pain to self or others.
- Children who use sex to hurt others.
- When verbal and/or physical expressions of anger precede, follow or accompany the sexual behaviour.
- When coercion, force, bribery, manipulation or threats are associated with sexual behaviours.

0 – 5 Years

Green	<ul style="list-style-type: none"> • Thumb-sucking, body-stroking, genital holding • Curious - wants to touch others' private parts, e.g. when in bath • Games, e.g. doctor/nurse, 'show me yours, I'll show you mine' • Enjoyment being nude, using slang language for toilet functions
Yellow	<ul style="list-style-type: none"> • Preoccupation with adult sexual behaviour • Preoccupation with touching others' genitals • Use of adult sexual language • Peeping at others' private body parts, pulling others pants down/skirt up • Sexualised play with dolls
Red	<ul style="list-style-type: none"> • Simulation of foreplay/sexual behaviour in play • Persistent masturbation, touching or attempting to touch others' genitals • Sexual behaviour between children involving penetration with objects • Forcing other children to engage in sexual play

5 - 9 Years

Green	<ul style="list-style-type: none"> • Self-touching, masturbation to self-soothe • Increased curiosity about other children's genitals and adult sexuality (e.g. babies, gender differences) • Using 'toilet words', body parts as swear words to be silly, telling dirty jokes • Increased sense of privacy about bodies
Yellow	<ul style="list-style-type: none"> • Persistent/recurrent questions about sexual activity • Writing sexually threatening notes • Engaging in mutual masturbation • Constant public touching of own genitals • Use of adult language to discuss sex e.g., "do I look sexy?" • Persistent use of dirty words

Red	<ul style="list-style-type: none"> ● Persistent masturbation, especially in front of others ● Sexual behaviours engaging younger/less able children (e.g. sneaking into room of sleeping younger children to touch or engage in sexual play) ● Simulation of sexual acts sophisticated for age e.g. oral sex ● Persistent sexual themes in talk, play, art, etc
9 to 12 Years	
Green	<ul style="list-style-type: none"> ● Use of sexual language and dirty words/jokes with peers ● Having girlfriends/boyfriends; consensual kissing with known peers ● Some exhibitionism e.g. flashing/mooning to same age peers ● Increased need for privacy ● Occasional masturbation ● Use of internet to chat online
Yellow	<ul style="list-style-type: none"> ● Sudden change in behavior or dress ● Mixing with new and/or older people ● Bullying involving sexual aggression ● Pseudo maturity, inappropriate knowledge, discussion of sexuality ● Preoccupation with online chat or pornography ● Persistent expression of fear of pregnancy or STIs ● Mutual masturbation, preoccupation with masturbation
Red	<ul style="list-style-type: none"> ● Persistent masturbation, particularly in front of others ● Sexual activity, oral sex, intercourse, coercion of others into sexual acts ● Sending nude/sexually provocative images of self or others online ● Degradation/humiliation of self or others using sexual themes ● Presence of STI ● Penetration of children, animals, dolls or other objects
13 to 18 Years	
Green	<ul style="list-style-type: none"> ● Sexually explicit conversations with peers; obscenities/jokes within norm ● Solitary masturbation ● Interest in erotica ● Use of internet to chat online ● Sexual activity: flirting, hugging, kissing, foreplay, hand-holding, consensual oral sex, intercourse with partner of similar age and development
Yellow	<ul style="list-style-type: none"> ● Sexual preoccupation ● Anxiety interferes with daily function ● Preoccupation with pornography, online chat, meeting online acquaintance ● Sexually aggressive themes/ obscenities/ graffiti ● Peeping, exposing, non-consensual sexual touch, violation of other's space ● Unsafe sexual behaviour i.e. unprotected, intoxicated, multiple partners
Red	<ul style="list-style-type: none"> ● Compulsive masturbation (especially chronic or public) ● Degradation of self/others with sexual themes ● Preoccupation with sexually aggressive pornography ● Sexual harassment, attempt/force others to expose genitals ● Sexual contact or talk with others of a significantly different age developmental status ● Sending nude or sexually provocative images of self to others online ● Genital injury to self or others ● Sexual penetration or contact with animals

Suspicion of Harm

A common understanding about child abuse is important for all School staff and volunteers. Staff and volunteers must be aware of the indicators of child abuse, and the impact of child abuse and neglect on the healthy development of children and young people.

You can suspect harm if there are changes in behaviour or the presence of new or unexplained and suspicious injuries.

Disclosure of Harm

As Children and Young People are more likely to open up to staff and volunteers that they know well, it is important that all staff and volunteers understand how to manage disclosures.

A disclosure of harm occurs when someone, including a child, tells you about harm that has happened or is likely to happen. Disclosures of harm may start with:

- *I think I saw...*
- *Somebody told me that...*
- *Just think you should know...*
- *I'm not sure what I want you to do, but...*

Procedure for Receiving a Disclosure of Harm

When receiving a disclosure of harm:

- remain calm and find a private place to talk;
- don't promise that you'll keep a secret; tell them they have done the right thing in telling you but that you will need to tell someone who can help keep them safe;
- only ask enough questions to confirm the need to report the matter; probing questions could cause distress, confusion and interfere with any later enquiries; and do not attempt to conduct your own investigation or mediate an outcome between the parties involved.

Disclosure Do & Don't Tips

Do	Don't
Listen carefully to what the child or young person is saying; let them use their own words.	Make promises you cannot keep, such as promising that you will not tell anyone.
Tell the child or young person they did the right thing by telling you.	Push the child or young person into giving details of the abuse. Your role is to listen to what the child or young person wants to tell you or make observations - not to conduct an investigation.
Tell the child or young person it is not their fault and they are not responsible for the abuse.	Indiscriminately discuss the circumstances of the incident with others not directly involved with the child or young person.
Let the child or young person know what will happen next.	
Tell the child or young person you are pleased they told you.	
Advise your principal/child safe officer and report to relevant authorities.	

Reporting Guidelines for Disclosures or Suspicions of Harm

The following advice is provided in relation to a disclosure or suspicion of harm:

All staff and volunteers must comply with all legal requirements to report child abuse to their Child Safety Officer/School Principal who will work with you to **contact the police** on 000 when it is suspected that a child's safety is at **immediate risk** or other relevant authorities when needed.

In the case of sexually abusive behaviour by a child aged between 10 – 15 years of age, [Department of Families, Fairness and Housing \(DFFH\) Child Protection](#) may determine that the child may be in need of therapeutic treatment. This therapeutic treatment can be provided on a voluntary basis, with the consent and support of parents / carers; or it can be ordered by a court via the making of a therapeutic treatment order.

DFFH Child Protection may make an application to the children's court for a therapeutic treatment order if it is assessed that:

1. a child is of, or above the age of 10 and under the age of 15 years; and
2. has exhibited sexually abusive behaviours.

Ensure processes for reporting suspected child abuse are appropriate, clear and robust, and that children and families feel comfortable following them. This includes:

- step by step guides for staff outlining when, and to whom, a report must be made;
- requirements for accurate recording of relevant information and actions taken;

- clear criteria for assessing how, and when, to report to the Child Safety Officer/School principal and authorities (the police and/or Child Protection), which comply with all legal requirements;
- instituting strategies to make people feel safe and comfortable reporting suspected abuse by designating a Child Safety Officer, for staff and children to contact to discuss a suspected abuse or child safety concern;
- Having a child friendly complaints process in place;
- Easy to understand documents in place that parents/carers can understand or documents in their own language.

Areas of concern that require reporting to the School Child Safe Officer and Principal include:

- Suspicions or beliefs that children are at risk of harm.
- Inadequate staff-child supervision ratios
- Inappropriate relationships developing between children and staff/volunteers
- Observations of concerning changes in behaviour
- Feelings of discomfort about a relationship between a child and staff member/volunteer.
- Disclosures of abuse or harm which must be reported to external authorities.
- Any other suspected or actual breach of this framework, Code of Conduct/Statement of Commitment, legislation or related policy, procedure or practice related to the safety of children.

Documenting a Suspicion of Harm

If you or others have concerns about the safety of a child, record your concerns in an objective and accurate manner as soon as possible. If a parent explains a noticeable mark on a child, record your own observations as well as accurate details of the conversation. If you see unsafe or harmful actions towards a child in your care, intervene immediately, provided it is safe to do so. If it is unsafe, call the police for assistance.

Documenting a Disclosure of Harm

Complete a **Child Safety Incident Report Form** (can be adapted from the CLV template - See Appendix) or record the details as soon as possible so that they are accurately captured.

Include:

- time, date and place of the disclosure;
- 'word for word' what happened and what was said, including anything you said and any actions that have been taken;
- date of report and signature.

If you need to take notes as the person is telling you, explain that you are taking a record in case any later enquiry occurs. School is committed to protecting the privacy of personal information.

Record Keeping and Storage

Schools will keep confidential records of any child safety concerns or complaints should they arise. Notes and observations should be clear, easy to read and accessible. Documentation should include, dates, times and location, as well as details of conversations with other employees, volunteers, contractors or the child and their family/carers. Reports should be accurate and impartial.

Detailed descriptions of the incident or concern, evidence and actions taken, including incident forms, reports made to authorities and any other follow-up actions will be completed. In accordance with current best practice guidelines, Schools will keep these records for up to 45 years (at minimum).

All information collected by the School will be stored for 7 years.

Four rules for records

1. Keep Records secure
2. Make Records easily accessible for audit and review
3. Have good Records to protect your business
4. Keep Records for 7 years after the student completes or withdraws from School

Requirements for electronic records

Subject to any other legal obligations, you can create and maintain Records in electronic form. You must demonstrate (with supporting documentation) that the electronic Record is:

- complete, accurate and authentic
- safe from unauthorised access, loss or damage
- can only be accessed and amended with appropriate authorisation.

Keeping records secure

Schools must have a secure recordkeeping system for both hard copy and electronic records that clearly shows contract compliance and supports claims for payment. This system must securely protect the records from unauthorised access, use and amendments.

Actions

When identifying child abuse, it is critical to remember that:

- the trauma associated with child abuse can be catastrophic to the wellbeing and development of a child, and can continue after the abuse has ended;
- all concerns about the safety and wellbeing of a child, or the conduct of a staff member, contractor or volunteer should be acted upon as soon as practicable. Early intervention can save lives.

If physical or behavioural indicators lead you to suspect that a child has, or is being abused, or is at risk of abuse, you must respond as soon as practicable by following the [4 critical actions](#).

If you believe that a child is not being abused, but you still hold concerns for their safety or wellbeing, to determine who to consult with, when to make a report and when to engage other wellbeing professionals, visit [Responding to concerns about the wellbeing of a child](#).

CLV Schools must have a clear procedure or set of procedures for responding to allegations of suspected *child abuse* in accordance with this requirement and other legal obligations.

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

Support and counselling **must** be offered to all parties involved including the child, staff, volunteers and the alleged perpetrators. Support may include development of a safety plan, direct support and referral to wellbeing professionals etc.

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

If the source of suspected abuse is from within the family or community, School Authorities must contact Child Protection (or equivalent in other states or territories).

Victorian DHHS Child Protection Areas

- North Division 1300 664 9777
- South Division 1300 655 795
- East Division 1300 360 391
- West Division (Rural) 1800 075 599
- West Division (Metro) 1300 664 9777

After hours, weekends, public holidays 13 12 78

Exemptions from the Offence

You may be exempt from the offence if:

- a victim aged 16 or over has provided the information and requests confidentiality
- you were a child when you received the information
- the information would be privileged
- the information is a 'confidential communication'
- the information is in the public domain
- you are a police officer acting in the course of your duty.

Exemptions are important because they can:

- help to protect victims of family violence from the risk of further harm
- enable victims of sexual abuse to seek help and treatment, even if they do not want to report the abuse
- enable professionals to help and treat victims of sexual abuse.

Managing Breaches (Non Child Safeguarding)

Definition

A breach is any action or inaction by any member of the School, including children and young people, that fails to comply with any part of the Child and Youth Management Strategy.

This includes any breach in relation to:

- statement of commitment to the safety and wellbeing of children and the protection of children from harm, and Zero tolerance of child abuse;
- code of conduct for interacting with children and young people;
- procedures for recruiting, selecting, training and managing staff;
- policies and procedures for handling disclosures or suspicions of harm, including reporting guidelines;
- policies and procedures for implementing and reviewing the Children and Youth Risk Management Strategy and maintaining a staff register;
- risk management plans for high risk activities and special events; and
- strategies for communication and support.

All stakeholders are to be made aware of the actions or inactions that form a breach as well as the potential outcomes of breaching the Child and Youth Risk Management Strategy. Failure to disclose does not change mandatory reporting obligations. Certain professionals are mandatory reporters, meaning they are required to report to the Department of Health and Human Services if they believe on reasonable grounds that a child is in need of protection from physical and sexual abuse.

Processes to manage a breach of the Child and Youth Risk Management Strategy

Breaches will be managed in a fair, unbiased and supportive manner. The following will occur:

- All people concerned will be advised of the process;
- All people concerned will be able to provide their version of events;
- The details of the breach, including the versions of all parties and the outcome will be recorded;
- Matters discussed in relation to the breach will be kept confidential; and
- An appropriate outcome will be decided.

Suitable outcomes for breaches

Depending on the nature of the breach, outcomes may include:

- Emphasising the relevant component of the Child and Youth Risk Management Strategy, for example, the code of conduct;
- Providing closer supervision;
- Further education and training;
- Mediating between those involved in the incident (where appropriate);
- Disciplinary procedures if necessary; or
- Reviewing current policies and procedures and developing new policies and procedures if necessary.

Managing Breaches (Child Safeguarding)

Definition

A breach is any action or inaction by any member of the School or CLV to whom the Code of Conduct and/or Child Safe Policy applies that fails to comply with the Code of Conduct and Child Safe Policy.

This includes any breach in relation to:

- Statement of Commitment to the safety and wellbeing of children and the protection of children from harm, and zero tolerance of child abuse;
- Code of Conduct for interacting with children and young people;
- procedures for recruiting, selecting, training and managing staff;
- policies and procedures for handling disclosures or suspicions of harm, including reporting guidelines;
- policies and procedures for implementing and reviewing the Children and Youth Risk Management Strategy and maintaining a staff register;
- risk management plans for high risk activities and special events; and
- strategies for communication and support.

All stakeholders are to be made aware of the actions or inactions that form a breach as well as the potential outcomes of breaching the Code of Conduct and Child Safe Policy. Failure to disclose does not change mandatory reporting obligations. Certain professionals are mandatory reporters, meaning they are required to report to the Department of Health and Human Services if they believe on reasonable grounds that a child is in need of protection from physical and sexual abuse.

Processes to manage a breach of the Code of Conduct and Child Safe Policy

Breaches will be managed in a fair, unbiased and supportive manner. The following will occur:

- All people concerned will be advised of the process;
- All people concerned will be able to provide their version of events;
- The details of the breach, including the versions of all parties and the outcome will be recorded;
- Matters discussed in relation to the breach will be kept confidential;
- An appropriate outcome will be decided; and
- External investigators will be involved when necessary

Suitable outcomes for breaches

Depending on the nature of the breach, outcomes may include:

- Providing closer supervision;
- Further education and training;
- Mediating between those involved in the incident (where appropriate);
- Disciplinary procedures if necessary;
- Termination of employment or engagement with the School;
- Reporting allegations, disclosures and concerns to authorities; and
- Reviewing current policies and procedures and developing new policies and procedures.

RISK MANAGEMENT POLICY

This policy sets out the requirements for Schools to identify and manage risks that might affect their students, staff or operations.

Definitions

Objective - An objective is an aspirational, results-oriented statement describing what your School intends to achieve within the set timeframe, and describes what successful delivery would entail.

Risk - The effect (whether positive or negative) of uncertainty on objectives.

Risk Management - The identification, analysis, assessment and prioritisation of risks to the achievement of an objective.

Risk management involves the coordinated allocation of resources to:

- minimise, monitor, communicate and control risk likelihood and/or impact, or
- maximise the potential presented by opportunities.

Risk management includes coordinated activities to direct and control risks to the achievement of an objective.

Risk Register - A formatted list that records identified risks, assesses their impact and describes the actions (controls) to be taken to mitigate them. Typically, it describes the risk, the causes for that risk and the responsible person or group for managing it.

Control - A control is any existing measure that modifies risk such as uniform policy or staff succession plan.

Controls are methods or procedures that assist in achieving objectives, safeguarding assets, ensuring financial information is accurate and reliable and supporting compliance with all financial and operational requirements.

Identifying current controls and their effectiveness is one of the most important aspects of risk management. It allows you to better understand the elements that are impacting the likelihood and/or consequence of a risk.

Treatment - A risk treatment is an action you undertake to reduce a risk to an acceptable level, by adding new or improving/modifying existing controls.

Community languages schools are required to protect children when a risk is identified. In addition to general occupational health and safety risks, they must proactively manage risks of abuse to children.

- They must have risk management strategies in place to identify, assess, and take steps to minimise child abuse risks, which include risks posed by physical environments (for example, any doors that can lock), and online environments (for example, no staff member is to have contact with a child on social media).
- In addition to occupational health and safety concerns, a Risk Management Strategy should analyse the risk of 'harm' to children and young people.
- Schools are responsible for delivering the risk management strategy to suit the relevant needs of their school environment and circumstances. A [Risk Management Template](#) is provided on the CLV website to assist schools in developing their Children and Young People Risk Management Strategy.
- School has a duty of care to prevent harm before it occurs and will do its utmost to assess and mitigate risks in relation to its activities and services.
- School is a learning organisation and commits to reviewing any serious incidents or breaches of policy and procedure or order to ensure that learning can be utilised to strengthen child safety across the school.
- School's risk management strategy is designed to suit its needs and accounts for possible risks in both physical and online environments.
- School listens to what children and young people have to say about what keeps them safe/unsafe and their likes/dislikes.

School staff and volunteers need to have a clear understanding of:

- Potential risks to children and young people.
- Identifying and assessing the risks associated with the specific services and activities it delivers
- How to develop a plan to prevent risks, or to address them effectively when they occur.

Risk Management Process for Schools

The Risk Management Process for Schools contains the following steps:

Step 1 — Establish the context

Step 2 — Risk identification

Step 3 — Risk analysis

Step 4 — Evaluation

Step 5 — Risk treatment

Step 6 — Communication and consultation

Step 7 — Monitoring and review

Step 8 — Recording and reporting

1. Establishing the context

Before identifying risks, the CLV school will decide on the scope of the activity, including the objectives, and develop an understanding of the operating environment. Identifying the stakeholders (both internal and external) and considering their concerns, issues and expectations.

2. Risk identification

Risk identification means thinking about what could go wrong when delivering the objectives.

3. Risk analysis

Assess each risk to determine the overall level of risk (the 'risk rating').

This involves:

- identifying any existing controls
- considering the consequences (effect) if the risk eventuates, and
- the likelihood that the risk will occur

4. Risk evaluation

Evaluate each risk to determine whether the level of risk is acceptable and the appropriate response to the risk. The levels of acceptability relate to the risk rating levels and are described as:

- Extreme
- High
- Medium
- Low

5. Risk treatment

A risk treatment is the way in which the school responds to a risk. Options for risk treatments include:

- **Share:** if practical, share all or some of the risk with outsourced parties or insurers.
- **Terminate:** cease the activity altogether.
- **Accept:** this will require appropriate authority.
- **Reduce:** apply additional treatments until the risk is reduced to an acceptable level

6. Communication and consultation

Consult and update relevant internal and external stakeholders throughout the risk management process.

Report on risks that are shared with relevant stakeholders to provide assurance that the school is managing the risk appropriately.

7. Monitoring and review

Schedule monitoring and review periods at intervals appropriate to the nature of the objective and the level of risk.

8. Recording and reporting risk

All schools must use CLV's Risk Management Process for schools when assessing and documenting the risk(s) associated with:

- Emergency and Critical Incident Management Planning
- Child Safe Standards
- Occupational Health and Safety
- Excursions and incursions

When assessing the risks listed above, schools must document the identified risks in a [Risk Management Register](#) and they can use the [Risk Assessment Template](#) to assist in their risk assessment. Schools are responsible for keeping a record of the site specific Risk Register and ensuring it is available to all relevant persons.

Evaluation

This policy will be reviewed as part of the school's cycle every two years.

Communication of the Risk Management Policy

Principals and/or School Council are responsible for:

- providing staff with relevant training opportunities to support staff to manage risks at an operational level
- ensuring that all school staff follow CLV policies and processes, as risk management is integrated into other policies and processes.

Types of communication schools can include their Risk Management policy in:

- Social media / newsletter
- Emails
- Regular risk reports produced for the executive, board, or other stakeholders
- Periodic risk identification / awareness workshops
- Articles included in intranet, emails etc
- Presentations at meetings
- Risk management messages in annual report
- Delivering training including induction / orientation programs

IMPLEMENTING STRATEGIES TO PROMOTE CHILD PARTICIPATION AND EMPOWERMENT

Examples of how community languages schools can implement this standard include:

- Providing children with child-appropriate and accessible information about what child abuse is, their right to make decisions about their body and their privacy, that no one has a right to injure them, and how they can raise concerns about abuse. For example, information can be included in welcome packs, information sessions and posters, as well as on websites and social media.
- Ensuring information and processes for reporting concerns are accessible to all children, for example by having policies and procedures that are able to be accessed and understood by children with a disability.
- Ensuring information and processes for reporting concerns are culturally appropriate for Aboriginal children. A way to help ensure this could include engaging with parents of Aboriginal children, local Aboriginal communities or an Aboriginal community-controlled organisation to review information and processes.
- Accessing culturally appropriate language, photographs and artwork for Aboriginal children, children from culturally and/or linguistically diverse backgrounds and children with a disability when drafting communications materials.
- Translating School information (including information about children's rights, child safe policies, statements of commitment and reporting and response procedures) into relevant community languages, including relevant Aboriginal languages.
- Gathering feedback from children, for example through surveys, focus groups, story time and social media, about whether they would feel safe and be taken seriously if they were to raise concerns, and implement improvements based on this feedback.
- Enabling children to express their views and make suggestions on what child safety means to them, and on child safe policies, reporting and response procedures, and acknowledging and acting upon these where possible. For example, views could be gathered through suggestion boxes, feedback sessions, emails or online (via wikis or other social media).
- While policies and procedures need to be thorough and accurate, try to keep the language and contents as simple and accessible as possible. They should be easy for everyone to understand.

Successfully implementing should result in Schools where:

- reporting procedures for when a child feels unsafe are accessible for all children;
- children understand what child abuse is, and their rights (age appropriate);
- children understand how to report an allegation of abuse or concern for their safety to the School, a trusted adult and external bodies (for example, the police);
- children feel safe, empowered and taken seriously if they raise concerns;
- children feel empowered to contribute to the School's understanding and treatment of child safety;
- children's reports of concern are responded to appropriately.

SCHOOLS THAT OPERATE EARLY YEARS PROGRAMS

Schools that work with children under the age of 6 must meet additional obligations. These obligations include:

- Sample Curriculum plan for preschool-aged children
- Emergency Management Plans for each campus listed
- School policies
- A Commitment to the Victorian Child Safe Standards
- Child Safe Code of Conduct
- Child Safe Policy or Statement of Commitment Policy
- WWCCs (for all staff/volunteers at each campus)
- A clear approach to risk identification and management
- Demonstrated capacity to deliver curriculum to and for preSchool-aged students in line with the Victorian Early Years Learning and Development Framework⁵
- Commitment to professional development for staff in regard to preschool-aged delivery in line with the Victorian Early Years Learning and Development Framework

All Community Language Schools must have implemented the requirements of Ministerial Order 1359 by 1 July 2022.

⁵ [VICTORIAN EARLY YEARS LEARNING AND DEVELOPMENT FRAMEWORK FOR ALL CHILDREN FROM BIRTH TO EIGHT YEARS](#)

OCCUPATIONAL HEALTH AND SAFETY

CLV and community language schools are committed to providing a safe and positive working environment for their staff acknowledging that staff well-being is a major factor in enabling them to perform their duties to the best of their ability.

Consistent with the requirements of the *Occupational Health and Safety Act, 2004*, CLV and community language schools as employers, have an obligation to provide safe working conditions and work practices.

These include:

- providing or maintaining equipment and systems of work that are safe and without risks to health;
- making arrangements to ensure the safe use, handling, storage and transport of equipment and substances;
- providing information, instruction, training and supervision necessary to ensure the health and safety at work of staff members;
- maintaining places of work under their control in a safe condition and providing and maintaining safe entrances and exits;
- making available adequate information about research and relevant tests of substances used at the place of work.

Occupational Health and Safety Act Objectives

The objectives of the *Occupational Health and Safety Act* (Section 2) are:

- (a) to secure the health, safety and welfare of staff and other persons at work; and
- (b) to eliminate at the source, risks to the health, safety or welfare of staff and other persons at work; and
- (c) to ensure that the health and safety of members of the public is not placed at risk by the conduct of undertakings of employers and self-employed persons; and
- (d) to provide for the involvement of staff, employers and organisations representing those persons, in the formulation and implementation of health, safety and welfare standards.

Principles of Health and Safety Protection

Section 4 of the *Occupational Health and Safety Act* affirms the following principles of health and safety protection:

1. The importance of health and safety requires that all staff, other persons at work and members of the public be given the highest level of protection against risk to their health and safety that is reasonably predictable in the circumstances.
2. Persons who control or manage that give rise or may give rise to health or safety are responsible for eliminating or reducing those risks so far as is reasonably predictable.
3. Employers and self-employed persons should be proactive, and take all practicable measures, to ensure health and safety at workplaces and in the conduct of undertakings.
4. Employers and their staff should exchange information and ideas about risks to health and safety and measures that can be taken to eliminate or reduce those risks.
5. Staff are entitled, and should be encouraged, to be represented in relation to health and safety issues.

Health and Safety

Community languages schools need to recognise their responsibilities under the *Occupational Health and Safety Act 2004* to provide a healthy and safe work environment for staff, clients and o visitors. In order to achieve this, Schools will make every reasonable effort in the areas of accident prevention, hazard control and removal, injury protection, health preservation and promotion. Those aspects of working conditions must be given top priority in their plans, procedures, programs, job instructions, training, and supervision to ensure that all staff are aware of safe work practices.

Health and Safety in Community Languages Schools

In accordance with the requirements of the legislation, information and relevant training must be provided to all staff on the causes and prevention of work related illnesses and injuries.

Furniture and Equipment

Staff must be provided with relevant training prior to the use of any equipment. It is the responsibility of all staff to ensure that they use equipment, such as computers appropriately and follow the procedures recommended to protect themselves from muscle fatigue and repetitive strain injury. Staff should also ensure that they protect their eyes from the light emitted by photocopiers and should take care when filling photocopiers with toners.

Stress

Community languages schools recognise that stress is an occupational hazard and aim to minimise stress for staff by:

- making working conditions a priority;
- clearly defining job responsibilities and accountability structures;
- establishing support systems for all staff;
- ensuring work plans and timelines are realistic.

Smoking

Community languages schools recognise the dangers of passive smoking and have made their workplaces smoke free environments. No person is permitted to smoke when community language Schools are operating.

Accidents

An **Accidents and Critical Incidents Report Form** (See Appendix) as provided by CLV must be completed by any staff member involved in an accident/injury (however minor) either at work or on the way to, or from work, and given to their Principal as soon as possible.

Communicable Diseases

All staff should practice basic hygiene and exercise infection control measures to avoid communicable diseases.

Occupational Health and Safety Policy

Health and safety at work is both an individual and shared responsibility of all staff.

School Authorities are required to actively pursue the goals set out in this policy through the following approaches:

- (a) devising and administering a comprehensive health and safety program;
- (b) holding regular meetings to discuss health and safety performances; and
- (c) taking effective action to provide and maintain safe and healthy working conditions for all staff.

The legislation also places the obligation on all staff to take care of their own health and safety, and health and safety of other persons who may be affected by their acts or omissions at the workplace. It also provides for involvement of staff in dealing with health and safety issues. Therefore, all staff are expected to practice safe working habits, report unsafe working conditions and equipment, take care of others, cooperate with the School in meeting the requirements of the *Occupational Health and Safety Act* and immediately report any hazards or faulty equipment.

Maintaining a Safe and Healthy Workplace

Community languages schools are required as far as is practicable to:

- monitor the health of staff;
- maintain information and records relating to the health and safety of staff;
- monitor workplace conditions;
- engage outside specialist advice when it is required;
- provide occupational health and safety information to all staff, including the name of persons to whom they may make an enquiry or complaint in relation to health and safety.

Community languages schools have the following key responsibilities:

- Assessing work-related medical conditions, and investigating all matters relating to occupational health and safety in the workplace;
- Providing advice and supervision on all aspects relating to the maintenance of a safe working environment, safety training, hazard monitoring of the workplace and investigation of serious or recurring accidents;
- Providing advice to staff on WorkCover entitlements, administration of WorkCover claims, liaison with the Victorian WorkCover Authority, and preparation of responses to the conciliators, Administrative Appeals Tribunal, Medical Panel or County Court;
- Implementing rehabilitation programs for injured staff, supervising return-to-work programs and liaising with rehabilitation providers;
- Developing and implementing occupational health and safety training programs.

Health and Safety Representatives

All community language schools need to elect health and safety representatives. Elected health and safety representatives have specific functions and powers defined by the *Occupational Health and Safety Act*.

Health and safety representatives may:

- inspect any part of the workplace giving reasonable notice to the employer or the employer's representative; and
- report to their manager, immediately in the event of any accident or immediate risk to the health and safety of any person;
- accompany any inspector during an inspection of the workplace;
- with the consent of the staff member, be present at any interview between a staff member and an inspector concerning health and safety.

Reporting of Work-Related Injuries and Illness

It is important that community language schools recognise the need for investigating, analysing and reporting all injuries, accidents and potential hazards. It is a legal requirement under *Occupational Health & Safety* legislation and an insurance requirement to report all work-related injuries or illnesses. However, it should be recognised that good reporting also leads to effective prevention.

In order to meet legal requirements, any accident, significant injury or work-related illness must be reported immediately to the School Leadership. Other injuries or occupational illnesses should be reported within 24 hours. Accidents not causing injury also need to be reported. Prompt reporting is necessary in the event of a claim being made under WorkCover.

A reporting form should be made available which should be completed either by the person suffering the injury or illness or someone acting on his or her behalf. It is important to provide as much detail as possible, including the name, date of the accident/incident and place of incident. It is important to use specific and identifiable rooms or locations (for example do not use terms such as 'my office' or 'hurt right finger'), or for injuries, describe the condition suffered (for example, 'cut right finger').

Investigation of Work-Related Injuries and Illness

It is important to investigate, analyse and report all accidents, injuries, work-related illnesses and potential hazards in order to prevent a similar accident or injury from reoccurring. Therefore, the purpose of investigating is to gather all-important facts and set in motion any action required.

All accidents should be investigated. However, the level of investigation will vary. For example, minor incidents such as a scratch on the skin requiring a band-aid, would need a simple investigation. No injury, however small, should be ignored simply because it is of a minor nature.

For more serious accidents causing injury or having potential to cause injury, the following procedures should be followed:

- First Aid should be given as soon as possible to an injured person. If the person is seriously injured or ill, medical help must be obtained as soon as possible.

- The location of the accident must be secured until an investigation is completed. In the case of injury, it can start whilst the injured person is receiving treatment or as soon as possible.
- Evidence should be kept, such as collecting samples of broken equipment.
- The injured person as well as people who might have witnessed the accident happen should be interviewed.
- The accident investigation should be completed within 24 hours, whilst still fresh in mind. In exceptional circumstances completion within 48 hours is acceptable.

WorkCover Information for Employees

WorkCover is an injured workers' Compensation Scheme and acts in three spheres:

- *Prevention:* Aims to increase awareness of occupational health and safety in providing policies and standards to prevent injury in the workplace, because work must always be done safely, with safe equipment, in safe and healthy workplaces.
- *Compensation:* Compensates staff who are injured at work.
- *Rehabilitation:* Helps injured staff to return to work.

A Brief Guide to Compensation

The purpose of compensation is to provide proper compensation to an employee who has suffered a work-related injury or illness at work or because of their employment. The information below is provided to assist community languages Schools understand Workers Compensation.

Who Is an Employee?

An employee is any person who receives payment for providing the service. This would normally include all full time, part time and casual staff. A voluntary staff member who does not receive any payment for the services he or she provides is not eligible for the compensation under WorkCover compensation laws.

What Is a Compensable Injury?

A compensable injury is any injury, which occurs at work or during one's employment. Therefore, employment must be a significant contributing factor to development of the injury.

What do you do if you are injured?

If an employee suffers a work-related injury or illness, he or she must report it to their employer in writing within 30 days of becoming aware of it. If an employee does not report the injury, he or she might not be entitled to make a compensation claim.

What types of WorkCover claims are there and how can they be lodged?

Claim forms are available from any Post Office or the WorkCover Office. Claims fall into five categories as follows:

1. Claims for weekly compensation can be made by completing a weekly compensation claim form and providing a WorkCover medical certificate signed by the treating doctor. The claim form and medical certificate must be sent to the WorkCover Officer.
2. Claims lodged by dependents of a deceased employee must be submitted on the prescribed form and returned to the WorkCover Officer with a death certificate.

3. Claims for permanent disability must be also lodged on a prescribed form.
4. Claims for medical services are made only if no time has been lost from work.
5. Claims for Common Law damages are allowed if the employer can be proven negligent, and if these negligent actions caused harm to the employee.

Each type of the above claims is governed by various procedures, which are prescribed by *the Accident Compensation Act 2004*. The claim process can be quicker and simpler if an injured employee attends the WorkCover Office to complete the relevant form. If the injured employee is not able to attend due to injury or hospitalisation, the School can help by sending one of their staff to help the injured employee.

What happens when a valid claim is lodged?

A decision as to whether the claim is accepted or rejected must be made within 28 days of the claim being received by the WorkCover Officer. If the claim is accepted, the employee will receive a letter notifying him or her of his or her rights, duties and entitlements. However, the employee must continue to give their employer valid medical certificates for as long as he or she is unable to work and require weekly benefits.

Medical examinations

It is not unusual for a medical examination to be arranged for an injured employee. He or she will be asked to attend an appointment with a medical practitioner who specialises in the type of injury that the employee has.

Offer of suitable employment

If the employee is away from work for some time because of a work-related injury, the School must hold open that position or one similar in nature for a period of 12 months. However, WorkCover benefits may be stopped if the employee refuses to participate in rehabilitation services or a return to work plan.

REHABILITATION POLICY

Community languages schools are committed to preventing illness and injuries at the workplace by providing a safe and healthy working environment for all staff. It is recognised that injury or illness may still occur and therefore all incidents must be reviewed, and steps taken to prevent their recurrence.

Occupational rehabilitation is of benefit to everyone and should commence as soon as possible following an injury or illness. Furthermore, no person being rehabilitated will suffer financial loss or prejudice in any way.

Rehabilitation is defined as the restoration of injured employees from occupational ill-health to the fullest physical, mental, social, vocational and economic usefulness of which they are capable. It incorporates a multidisciplinary range of skills in addition to the medical management of an injury. Rehabilitation begins at the moment of injury or ill-health and continues until the employee is as fully rehabilitated as possible.

School Authorities under the law should help injured employees recover and return to work.

The return to work process has three elements:

- A risk management program
- An occupational rehabilitation program
- Individual return to work plans for injured employees.

SMOKE-FREE WORKPLACE POLICY

In recognition of their obligation to provide a safe and healthy working environment for students, staff and visitors, community language schools must not permit smoking on school premises.

ALCOHOL AND DRUGS POLICY

Alcohol is widely promoted and accepted as one of Australia's most used drugs. The effect of alcohol in the workplace includes absenteeism, poor performance, Occupational Health and Safety (OHS) costs due to accidents and health care costs. When a staff member consumes drugs or alcohol or any other substance that affects their safe performance at work, or affects the health and safety of other staff, students, or visitors, then the issue becomes management business. It is Management's responsibility under section 21 of the *Occupational Health and Safety Act 2004* to provide a safe and healthy working environment.

Community Languages Schools Policy on Alcohol and Drugs

The consumption or possession of alcohol or drugs on school premises is prohibited. This means that alcohol and drugs cannot be brought onto or consumed on school premises when a community language school is operating.

If, in the opinion of the School Leadership or other responsible person, a person is unfit to perform work because of the effect of drugs or alcohol, that person shall not be permitted to remain on the school premises.

Persons taking prescribed drugs or pharmaceutical drugs, which are likely to impair their judgment, or work performance, must advise their Manager or another responsible person of the likely effect of the medication so that appropriate work assignments can be given.

Procedures for Dealing with Drugs or Alcohol Affected Person

When dealing with staff or other persons, whom a School Leader suspects to be under the influence of drugs or alcohol, they are essentially following a discipline procedure. For discipline to be effective, the procedure must have the following elements:

- (a) The policy must be clearly communicated, and all staff made aware of the expectations and consequences.
- (b) Clear behaviour evidence, which means if the staff member breaches the policy, it must be evidenced and reported.
- (c) The procedures below should be followed.

Procedures for Breaching Alcohol or Drug Policy

For any discipline problem, the following procedures should be followed:

- A Verbal Warning given for the first breach with a statement of consequences;
- A Formal Written Warning given for the second breach, with a statement of consequences sent to the person concerned. The copy of the written warning should be kept in the staff member's personal file;
- Final Disciplinary Action taken for the third breach, which may involve carrying out the consequences such as dismissal, demotion or transfer.

It is possible to dismiss an employee for breach of policy if:

- (a) the policy is clearly communicated;
- (b) all employees are treated in the same way by the policy;
- (c) an employee who breaches the policy is given a reasonable opportunity to change; and
- (d) The above steps of the procedure are strictly followed.

In developing, implementing and maintaining a Drug and Alcohol Policy, community language Schools should ensure they display the Drug and Alcohol Policy on their notice board and communicate to staff about the prohibition of using drugs and alcohol in the workplace and discipline procedures that will be taken if a breach is registered.

FIRST AID POLICY

In line with the First Aid Regulation of the *Occupational Health and Safety Act, 2004*, community languages schools must have First Aid policies and procedures that include the following components:

- **First Aid** - the immediate treatment or care given to a person suffering from an injury or illness until more advanced care is provided or the person recovers.
- **First Aid Officer** - a person who has successfully completed a nationally accredited training course or an equivalent level of training that has given them the competencies required to administer First Aid.
- **First Aid Equipment** - includes First Aid kits and other equipment used to treat injuries and illnesses.
- **First Aid Facilities** - includes First Aid rooms, health centres, clean water supplies and other facilities needed for administering First Aid.

The following policy in relation to First Aid applies to community languages schools:

- All Schools need to have a First Aid Policy and procedures in place.
- All Schools must nominate a First Aid Officer **for each of their campuses**.
- All Schools must ensure that there is an adequate number of **trained First Aid Officers who have a current certificate on each School campus**. (For further training or information, community languages Schools can contact CLV).
- The First Aid Officer is responsible for ensuring that a Register of Injuries and Treatment is maintained up-to-date.
- All Schools must ensure that First Aid Equipment, including a First Aid Kit, is stored **on each School campus**.
- The First Aid Officer is in charge of the Kit and must ensure it is properly maintained.
- All Schools must ensure they have a list of students with allergies and their allergy plan i.e. **Individual Anaphylaxis Management Plan**.
- All Schools must display well-recognised, standardised First Aid signs to assist in easily locating First Aid Equipment and Facilities.

First Aid Kits should be kept in a prominent, accessible location and be able to be retrieved promptly. Access should also be ensured in security-controlled workplaces.

There must be evidence in the form of the school's:

- arrangements for ill students
- policy and procedures for administering medicine
- current register of staff trained in First Aid
- records of student medical conditions and management
- **Accidents and Critical Incidents Report Form** (See Appendix)
- First Aid policy and procedures
- internet use policy and procedures
- **Critical Incident Management Plan** (See Appendix)
- **Emergency Management Plan** (See CLV Website) which must be reviewed at least annually and immediately after any significant incident.

There must also be evidence of how the school communicates policies and procedures on the care, safety and welfare of students to staff, students, guardians and parents.

First Aid Policy

Policy Title	FIRST AID POLICY AND PROCEDURE
Version	
Approved By	
Review Date	

The School is committed to the provision of an effective system of First Aid management to protect the health and safety of all school employees, students and visitors as a requirement of the *Occupational Health and Safety Act 2011*. The School's policy applies to all who may be affected by injuries or illness resulting from school activities, whether on or off school campus.

To meet the requirements of the WHS legislation, a person trained in First Aid will be designated as the primary First Aid Officer and will be responsible for:

- Initial provision of First Aid treatment
- Maintaining all First Aid kits within the school
- Maintaining First Aid facilities i.e. sick bays in accordance with legislative requirements
- Administering medication

Other personnel trained in First Aid are responsible for the provision of First Aid treatment as required and may be designated by the primary First Aid Officer or Principal to be in charge of a First Aid kit or kits.

Trained personnel taking First Aid kits from the school for school time sports events are responsible for:

- The care of First Aid kits
- Providing emergency care
- Recording incidents and injuries using the appropriate forms
- Returning and restocking of the First Aid kit as necessary

While acknowledging the duty of care of trained First Aid personnel, such persons must not provide treatment beyond the level of recognised training and/or instruction that they have received.

The 'First Aid' policy is displayed in the following locations:

Location(s):
Staff Induction Booklet
Office

First Aid Procedure

The aim of First Aid is to:

- Promote a safe environment
- Preserve life
- Prevent injury or illness from becoming worse
- Help promote recovery
- Provide comfort to the ill or injured

Responsibilities of a First Aid Worker

Workers are required under the WHS Act to take reasonable care for their own health and safety and must not adversely affect the health and safety of other persons. Workers must comply with any reasonable instruction and cooperate with any reasonable policy or procedure relating to health and safety at the workplace, such as procedures for First Aid and for reporting injuries and illnesses.

In relation to First Aid, Workers are responsible for:

- Providing basic life support and emergency care that is consistent with their current level of training
- Reporting and recording incidents and injuries as per School procedures

Workers are required not to interfere with or misuse anything provided in the interest of health and safety under work health and safety legislation in the workplace, for example: removing First Aid supplies from First Aid kits and First Aid facilities. Also they should:

- Assess the situation quickly
- Identify the nature of the injury Or illness as far as possible
- Arrange for emergency services to attend If needed
- Manage the patient promptly and appropriately
- Stay with patient until able to hand over the emergency services
- Give further help if necessary

Responsibilities of Parents and/or Guardians

To ensure the health and safety of students at all times and to ensure that staff have necessary medical information, parents and/or guardians are responsible, in relation to their children and/or charges, for:

- Keeping the School informed of any medical conditions, treatments and medical contact details
- Providing staff with appropriate information and training/instruction where medical conditions require specialised treatment
- Updating the School on any changes in medical conditions and/or required treatments

Care for Ill Students

Students who are unwell should not attend school.

If a student becomes unwell during the school day they may be directed to the First Aid Room and monitored by staff. Depending on the nature of their symptoms, staff may contact parents/carers or an emergency contact person to ask them to collect the student.

First Aid Management

If there is a situation or incident which occurs at school or a school activity which requires first aid to be administered to a student:

- Staff who have been trained in first aid will administer first aid in accordance with their training. In an emergency situation, other staff may assist in the administration of first aid within their level of competence.
- In a medical emergency, staff may take emergency action and do not need to obtain parent/carer consent to do so. Staff may contact Triple Zero “000” for emergency medical services at any time.
- Staff may also contact NURSE-ON-CALL (on 1300 60 60 24) in an emergency. NURSE-ON-CALL provides immediate, expert health advice from a registered nurse and is available 24 hours a day, 7 days a week.
- If first aid is administered for a minor injury or condition, School will notify parents/carers by sending a note home to parents/carers and a phone call if necessary.
- If first aid is administered for a serious injury or condition, or in an emergency situation, school staff will attempt to contact parents/carers or emergency contacts as soon as reasonably practicable.
- If staff providing first aid determine that an emergency response is not required but that medical advice is needed, school staff will ask parents/carers, or an emergency contact person, to collect the student and recommend that advice is sought from a medical practitioner.
- Whenever first aid treatment has been administered to a student School will:
 - Record the provision of care in an **Accidents & Critical Incidents Report Form** (See Appendix)
 - If care was provided in response to a medical emergency or reportable incident, follow the CLV policy.

In accordance with guidance from the Department of Education and Training, analgesics, including paracetamol and aspirin, will not be stored at school or provided as a standard first aid treatment. This is because they can mask signs of serious illness or injury.

First Aid Officers

The School has provided the number and qualification level of First Aid Officers required.

First Aid Officer Details

NAME	LOCATION	QUALIFICATIONS	CONTACT NUMBER

The School has created a ***First Aid Register for First Aid Personnel.***

First Aid Officer Training

The School has ensured that all School First Aid Officers have undergone recognised First Aid training. The School maintains a registry of all First Aid officers, listing First Aid qualifications and renewal date.

First Aid and CPR Training Registry

NAME	CONTACT NO.	QUALIFICATIONS	ANNUAL CPR TRAINING DATE	CERTIFICATE EXPIRY DATE
		First Aid and CPR		
		First Aid and CPR		
		First Aid and CPR		
		First Aid and CPR		

The School has created a ***First Aid and CPR Training Registry for First Aid Personnel.***

First Aid Equipment and Facilities

First Aid Kits

All workers must be able to access a First Aid kit.

The First Aid kit should provide basic equipment for administering First Aid for injuries including:

- Cuts, scratches, punctures, grazes and splinters
- Muscular sprains and strains
- Minor burns
- Amputations and/or major bleeding wounds
- Broken bones
- Eye injuries
- Shock

The School has allocated the following location as the designated for the First Aid Kit:

LOCATION	TYPE (portable, fixed, vehicle kit, etc.)

The School has created the ***First Aid Registry for First Aid Kits.***

First Aid Room

The School has allocated the following location as the designated First Aid room or area.

LOCATION	SITE

The School has assigned responsibility for the First Aid room or area to the following designated First Aid Officer/s:

NAME	PHONE NUMBER

The School has created the ***First Aid Registry for First Aid Rooms.***

First Aid Room Contents

The School has met the content requirements of the First Aid Room (e.g. mattress, pillow and sheets provided)

First Aid Record-Keeping

The School has established a system for recording all information relevant to the First Aid management of an injury or illness. A record of any First Aid treatment given should be kept by the First Aid Worker and reported to the Principal on a regular basis to assist reviewing First Aid arrangements. First Aid treatment records are subject to requirements under the Health Records legislation.

Records must be kept of all persons trained in First Aid and Emergency Care. These records must be updated and regularly reviewed to ensure adequate training levels are maintained.

Incident/accident record books are kept in the following locations:

LOCATION	RESPONSIBLE PERSON	CONTACT NUMBER

The School has adapted the **Accidents and Critical Incidents Report Form** (See Appendix).

Administering Medication

The School has designated suitably trained staff to be responsible for the appropriate storage and administration of prescribed and non-prescribed medications to students.

Staff trained to dispense specific medication:

Schools must obtain written advice on a **Medication Authority Form** (See Appendix) for all medication to be administered by the school. It is recommended that the form be completed by the student's medical/health practitioner ensuring that the medication is warranted.

However if this advice cannot be provided the principal may agree that the form can be completed by parents or carers or adult or independent students.

When administering medication the principal, or their nominee must ensure that a log is kept of medicine administered

All medication administered, must be recorded by the First Aid Officer on the School's student database or on the **Medication Administration Log** (See Appendix).

Management of Asthma

Workplace employees are required to undergo Asthma First Aid training to be able to:

- Purchase and store blue reliever medication (such as Ventolin) in the workplace First Aid kit; and
- Administer the blue reliever medication to manage the signs of a suspected asthma First Aid emergency.

Asthma attacks can be:

- **Mild** - this may involve coughing, a soft wheeze, minor difficulty in breathing and no difficulty speaking in sentences
- **Moderate** - this may involve a persistent cough, loud wheeze, obvious difficulty in breathing and ability to speak only in short sentences
- **Severe** - the student is often very distressed and anxious, gasping for breath, unable to speak more than a few words, pale and sweaty and may have blue lips.

All students judged to be having a severe asthma attack require emergency medical assistance.

Call an ambulance (dial 000), notify the student's emergency contact and follow the 4-Step **Asthma First Aid Plan** while waiting for the ambulance to arrive.

When calling the ambulance, clearly state that a student is having 'breathing difficulties'.

The ambulance service will give priority to a person suffering extreme shortness of breath. Regardless of whether an attack of asthma has been assessed as mild, moderate or severe, Asthma First Aid (as detailed below) must commence immediately.

The danger in any asthma situation is delay. Delay may increase the severity of the attack and ultimately risk the student's life.

Asthma First Aid Plan

All students with Asthma have an Asthma Action Plan, follow the First Aid procedure immediately. If no Asthma Action Plan is available, the following steps outlined should be taken immediately.

Step 1:

Sit the student down in as quiet an atmosphere as possible. Breathing is easier sitting rather than lying down. Be calm and reassuring. Do not leave the student alone.

Step 2:

Without delay, give 4 separate puffs of a blue reliever medication (Ventolin). The medication is best given one puff at a time via a spacer device. If a spacer device is not available, simply use the puffer on its own. Ask the person to take 4 breaths from the spacer after each puff of medication.

Step 3:

Wait 4 minutes. If there is little or no improvement repeat steps 2 and 3.

Step 4:

If there is still little or no improvement; call an ambulance immediately (dial 000). State clearly that a student is having 'breathing difficulties'.

Continuously repeat steps 2 and 3 while waiting for the ambulance.

Management of Anaphylaxis

What is anaphylaxis?

Anaphylaxis is a severe, rapidly progressive allergic reaction that is potentially life threatening. Although allergic reactions are common in children, severe life threatening allergic reactions are uncommon and deaths are rare. However, deaths have occurred and anaphylaxis is therefore regarded as a medical emergency that requires a rapid response.

Signs and Symptoms of Anaphylaxis

The symptoms of a mild to moderate allergic reaction can include:

- Swelling of the lips, face and eyes
- Hives or welts
- Abdominal pain and/or vomiting.
- Difficulty breathing or noisy breathing
- Swelling of the tongue
- Swelling/tightness in the throat
- Difficulty talking and/or a hoarse voice
- Wheezing or persistent coughing
- Loss of consciousness and/or collapse
- Young children may appear pale and floppy

Symptoms usually develop within 10 minutes to one hour of exposure to an allergen but can appear within a few minutes.

Every student who has been diagnosed as at risk of anaphylaxis will have an individual ***Anaphylaxis Management Plan***.

The student's ***Anaphylaxis Management Plan*** will clearly set out:

- The type of allergy or allergies.
- The student's emergency contact details.
- Practical strategies to minimise the risk of exposure to allergens for in-school and out of class settings, including:
 - during classroom activities
 - during snack times
 - before and after school, in the yard and during breaks

Review the student's **Anaphylaxis Management Plan** annually or if the student's circumstances change, in consultation with parents. The Anaphylaxis Management Plan will also include an individual **ASCIA Action Plan**, which sets out the emergency procedures to be taken in the event of an allergic reaction. (ASCIA, the Australasian Society of Clinical and Allergy, is the peak body of immunologists and allergists in Australia).

Infection Control

Respiratory Hygiene

Respiratory hygiene or cough etiquette are terms used to describe infection prevention measures. Practices include:

- covering the mouth and nose when coughing or sneezing;
- using tissues and disposing of them appropriately;
- using face masks and disposing of them appropriately, as required;
- and attending to hand hygiene immediately after coughing, sneezing or blowing nose.

Infectious Disease

The transmission of microorganisms, such as bacteria, viruses, parasites or fungi directly or indirectly, from one person to another.

Standard Precautions

The minimum infection prevention and control practices that must always be used, by all people, in all First Aid situations.

The use of standard precautions aims to minimise and, where possible, eliminate the risk of transmission of infection.

Student Health Support Plan

This plan outlines how the School will support a student's health care needs, based on health advice received from a student's medical practitioner. See Appendix for the **Student Health Support Plan** template.

Additional First Aid Training

For specific medical conditions, Principals may require staff to undertake additional training to manage students with chronic health issues such as asthma, diabetes, epilepsy or cancer etc.

Administration of Medication

- **Non-Prescribed:** School and CEB office staff are not permitted to store or administer any non-prescribed medications including analgesics (paracetamol and aspirin). This is because analgesics and other non-prescribed medications can mask signs and symptoms of a serious illness or injury.
- **First Dose Medication:** Students are not permitted to take their first dose of a new medication at School.
- **Sharing of Medication:** Students are not permitted to share their medication with anyone else, unless it is a life-threatening emergency. For example, a student having

an acute asthma attack on camp and requires additional Ventolin, until Emergency Services can arrive.

- **Prescribed Medications:** If a student is required to take prescription medication then parents/carers should be encouraged to arrange for the medication to be taken outside of School hours. However, if this is not possible (for example during a School camp) then the School will support the student to take the medication safely.
- **First Aid Administration:** When a First Aid staff member is authorised to administer prescribed medications to a student or to supervise a student taking prescription medication, the following information must be provided by the parents/carers:
 - consent
 - the name of the medication
 - medical practitioner's instructions (including dosage)
 - time medication to be taken; and • method for taking medication (e.g. oral, inhalation, injection, etc)

All prescription medication must be:

- secured to minimise the risk to others;
- in a place only accessible by staff;
- away from classrooms (unless quick access is required);
- away from First Aid kits (except when be carried for offsite activities); and
- according to packet instructions in relation to temperature.

All medication must be administered in accordance with the principles of administering medication to ensure the correct student receives:

- their correct medication
- in the proper dose
- via the correct method
- at the correct time of day; and
- details are recorded

Where possible two (2) staff members (preferably with First Aid training) must supervise the administration of medication.

Details of all medications administered must be recorded in student medical records using existing school databases.

During off-site activities such as school camps, tours or excursions, it may be necessary to administer medication to a student. In these circumstances the **Medication Administration Log** can be used to manually record details until it can be added to the student medical records.

Resources

- [Occupational Health and Safety Act 2004 \(Vic\)](#)
- [First Aid in the Workplace Compliance Code](#)
- [Department of Education and Early Childhood Development website](#)
- [School Health and Safety: Hands on Guide CCH Australia, 2008](#)

First Aid Registers & Forms

See Appendix for all the following templates and forms:

- First Aid Register – First Aid Personnel
- First Aid Register – First Aid Kits & Rooms
- First Aid Register – First Aid and CPR Training
- Medical Authority Form
- Medication Administration Log
- Student Support Health Plan
- Accidents and Critical Incidents Report Form

Emergency Telephone Numbers:

Poisons Information Service: 13 11 26

Ambulance: 000

Policy Review

This First Aid Policy is reviewed on an **annual basis** or as and when necessary, for example if a First Aider leaves the School. This First Aid Policy was ratified at Committee Meeting on 16 November 2023 and is scheduled for review in November 2024.

Communication

This policy will be communicated to the School's community in the following ways:

- Available publicly on School's website [or insert other online parent/carer/student communication method]
- Included in staff induction processes and staff training
- Included in staff handbook/manual
- Discussed at staff briefings/meetings as required
- Hard copy available from school administration upon request

MANAGING AND REPORTING SCHOOL INCIDENTS (INCLUDING EMERGENCIES)

Policy

This policy describes the requirements for managing and reporting school incidents, including emergencies.

This policy applies to incidents that occur during or outside school hours at the following locations:

- CLV Schools
- services delivered by School councils within the School environment including:
 - outside school hours care
 - VCE programs delivered as part of a CLV School program
- during travel to and from School
- online School environments
- school camps, excursions, or outdoor adventure activities
- any other location where there is subsequent impact on students or the School community.

This policy and associated guidelines and procedures apply to incidents that impact students and/or school operations that are brought to the attention of the school regardless of when and where they occurred, provided they impact on the student or other students within the school environment, including camps and excursions.

Schools must manage and report incidents in accordance with the guidance and procedures described.

An incident is an actual or alleged event or situation that:

- causes harm or creates a risk of causing harm to a student's health, safety or well being either directly or indirectly while under the care or supervision of the School, including international students
- impacts a student and is brought to the attention of the School, regardless of when or where it occurred, provided it is impacting on the student or other students within the School environment
- causes harm or creates a risk of causing harm to an employee's health, safety or well being either directly or indirectly in the work setting
- effects or risks affecting the continuity of School operations, including matters of security (including cyber security), property damage and emergencies
- requires police notification or involves matters of serious conduct
- is a WorkSafe notifiable incident.

School Management and Reporting

Schools are required to manage incidents .

1. Identifying an incident and immediate response
2. Reporting an incident (report for support)
3. Ongoing support and recovery
4. Investigation
5. Incident review and closure
6. Analyse and learn

Stage 1: Identifying an incident and immediate response

The immediate safety of students, staff and the education community is paramount. The following actions may be required:

- provide First Aid
- contact emergency services on [000](#)
- enact the School's (or site's) emergency management plan
- capture and preserve evidence (such as 'notifiable incidents' to WorkSafe or for criminal investigations)
- contact nominated family or carers.

Stage 2: Reporting an incident (Report for Support)

Following the immediate response, the principal (or delegate) is responsible for assessing the severity of the incident, using the [Severity rating decision-making matrix \(PDF\)](#) – refer to the Guidance tab for detailed advice.

Incidents are rated as either:

- Low
- Medium
- High
- Extreme.

Certain incidents require additional steps, including the following.

- Notifiable incidents must also be reported to WorkSafe on [13 23 60](#). The incident site may need to be preserved until a WorkSafe inspector arrives. A completed incident notification form must be submitted within 48 hours.
- Any child protection concerns must be reported to Child Protection for mandatory reports or Child FIRST for any other child protection concerns. Refer to: [Protecting Children — Reporting and Other Legal Obligations](#).
- Any allegations of criminal conduct must be reported to Victoria Police. Refer to: [Department Protocol on Reporting Criminal Activity](#).
- Any allegations of sexual offences committed by an adult against a child under the age of 16 must be reported to Victoria Police. Refer to: [Police and Child Protection Interviews](#).

- Allegations of misconduct, unsatisfactory performance, sexual harassment and reportable conduct must be reported to the CLV office.
- Any incidents of suspected fraud and/or corruption must be reported to the department's Fraud and Corruption Control Unit.

Stage 3: Ongoing support and recovery

The School principal (or delegate) is responsible for providing immediate relief support to impacted students, staff and the education community. Where necessary and appropriate, additional support will be provided by School support staff and corporate office staff based in regional and central offices.

Stage 4: Investigation

Some incidents may trigger investigations under other department policies and legislative schemes (for example, privacy breaches should be reported in accordance with the Privacy and Information Sharing policy, mandatory reporting to the Department of Families, Fairness and Housing). A preliminary investigation screening should be undertaken within 2 days of an incident being reported.

Stage 5: Incident review and closure

This stage outlines the process and accountabilities for incident reviews and closure. Reviews are discretionary but provide a valuable learning opportunity. The incident severity rating informs the responsible authority for closing incidents, in consultation with the principal. Incidents are closed when current and/or future risk is eliminated, mitigated or accepted.

Stage 6: Analyse and learn

This stage provides an overview of the incident information. Incident data analysis includes monitoring, interrogating and acting on identified trends. The Security and Emergency Management Division undertakes regular data analysis and reporting.

PRIVACY POLICY

Community languages schools must exercise appropriate processes and guidelines with respect to the privacy of staff, students and parents.

All personal information considered or recorded will respect the privacy of the individuals involved, whether they be staff, volunteers, parents or children, unless there is a risk to someone's safety.

All staff including contractors, service providers and volunteers of the department, and all CLV Schools, must comply with Victorian privacy law and this policy.

We have safeguards and practices in place to ensure any personal information is protected. Everyone is entitled to know how this information is recorded, what will be done with it, and who will have access to it.

CLV acknowledges that community language schools must exercise appropriate processes and guidelines which respect the privacy of all staff and students. CLV considers any breach of privacy by Schools to be a serious issue which will need to be investigated.

School Authorities should familiarise themselves with the Privacy Policy and ensure they follow the Schools' Privacy Policy when collecting, using, disclosing and managing personal and health information.

Definitions

Personal information - Personal information is recorded information or opinion, whether true or not, about a person whose identity is apparent, or can reasonably be ascertained, from the information. The information or opinion can be recorded in any form. A person's name, address, phone number and date of birth (age) are all examples of personal information.

Sensitive information - Sensitive information is a type of personal information with stronger legal protections due to the risk of discrimination. It includes information or opinion about an identifiable person's racial or ethnic origin, political opinions or affiliations, religious beliefs or affiliations, philosophical beliefs, sexual orientation or practices, criminal record or membership of a trade union.

Personal and sensitive information is regulated in Victoria under the *Privacy and Data Protection Act 2014 (Vic)*.

Health information - Health information is information or opinion about an identifiable person's physical, mental or psychological health or disability. Health information is a type of personal information which, because of its sensitivity, also has different and stronger legal protections.

Health information is regulated in Victoria under the *Health Records Act 2001 (Vic)*.

What information do Schools collect?

Schools collect the following types of information.

- Information about students and their families provided by students, their families and others – for example, contact and enrolment details, health information, and parenting and access arrangements.
- Information about job applicants, staff, volunteers and visitors provided by job applicants, staff members, volunteers, visitors and others – for example, qualifications, working with children checks, teacher registration and banking details.
- Information about the activities of students, staff and families if they are on School grounds

CLV Schools provide families with a privacy collection notice (also known as a collection statement or privacy notice) on enrolment and on an annual basis to communicate:

- the reason for collecting information about families and students
- how the information is used and disclosed
- how to access, update and correct the information.

Accessing Information

All individuals, or their authorised representative(s), have a right to access, update and correct information that a School holds about them, providing access to information or records doesn't increase a risk to the safety of a child or children.

Access to Student Information

Schools only provide School reports and ordinary School communications to students, parents, carers or others who have a legal right to that information. Requests for access to other student information or by others must be made by lodging a [Freedom of Information](#) (FOI) application through the department's Freedom of Information Unit.

Storing and Securing Information

CLV Schools take reasonable steps to protect information from misuse and loss, and from unauthorised access, modification and disclosure. They store all paper and electronic records securely, consistent with the records management policy and information security standards

Records must only be disposed of with written approval of the School's principal, after the minimum retention period has been met.

CLV Schools must have systems and processes for managing electronic and hardcopy records to ensure the authenticity, security, reliability and accessibility of these records.

All records must be stored in safe and secure locations to ensure their integrity and accessibility. Permanent records must be stored in conditions that ensure their long-term preservation.

Related Policies

- Freedom of Information
- Privacy and Information Sharing

Each School **must** have its own Privacy Policy. More information can be found here:
[Privacy and Information Sharing: Policy | education.vic.gov.au](https://www.education.vic.gov.au/privacy-and-information-sharing/policy)

SECURITY OF INFORMATION

In order to ensure the security of information relating to staff, students and parents, community languages schools should restrict access to authorised users in line with agreed protocols and limit to the minimum level necessary for each user as follows:

Computer security:

- Using access passwords.
- Deletion of files held on hard drives, where appropriate.

Paper record security:

- Keeping staff/student/School files in locked storage when not in use.
- Disposing of waste paper containing staff/student information by shredding.
- If possible, do not leave personal information in an unattended car. If staff/student/School information is carried in a car, it should be locked in the boot so that it cannot be seen or easily accessed by an unauthorized person.

Staff/student/parent/school information sent by post or courier is secured by:

- Using registered mail so that delivery acceptance is recorded.
- Sealing envelopes and marking them, "Confidential: Attention X".

In the case of demonstrations or case studies, individuals must:

- take reasonable care to protect their own health and safety and the health and safety of others;
- cooperate with their employer in ensuring that the workplace is safe and healthy and report to their employer any situation that could constitute a hazard;
- follow the instructions and training provided by their employers;
- not interfere with anything set up in the interests of health and safety.

EXCURSIONS

Policy

This policy sets out requirements for Schools to plan for and safely undertake excursions, including camps and adventure activities.

Excursions can provide an exciting opportunity for students to increase their knowledge, to practice what they have learnt or to focus on a specific topic for an extended period of time. Excursions can be as simple as a one-hour trip to a local shopping centre, or they can be major events such as a whole-day field trip to the zoo or a school language camp involving travel and accommodation over a few days. The following checklists may assist community languages schools' teachers in planning excursions.

Excursions in the local area

- Evaluate the students' prior experiences, then decide what appropriate new experiences will extend the concepts that you want to develop.
- Consider possibilities and go to the selected venue to explore what it can offer.
- Discuss the feasibility of the excursion with the School Leadership and with other staff.
- Ensure that the required teacher–student ratio, as required for your state/territory, is observed.
- Present the completed **Excursion Consent Form** (see Appendix) and copy of **Letter to Parents Seeking Permission for an Excursion** (see Appendix) to the School Leadership for approval.
- Finalise the excursion details, including venue and transport if required.
- Make up a class list.
- Prepare activities to be undertaken during and following the excursion.

Excursions further afield

- Check that the appropriate venue is available, that it has the required facilities, including provision for wet weather, and that the dates and times are available.
- If other staff members are involved, arrange a meeting to discuss details and arrangements.
- Prepare information for parents, including:
 - date(s) of the excursion and departure and arrival times;
 - mode of transport to be used;
 - cost of the excursion;
 - indicate if any special clothing might be required;
 - catering arrangements – whether food will be provided;
 - medical authorisation.
- Send the consent forms home at least two weeks prior to the excursion. At the beginning of the School year, it is a good idea to check that medical treatment consent,

signed by parents, for all students enrolled in your class is held by the School. If not, then send a new consent form to parents for signing.

- Keep an accurate record of returned forms and payments.
- Before the excursion, check final arrangements with the venue and transport company and ensure alternative arrangements are in place should the weather become unfavourable.
- Prepare an attendance roll. If students are to be taken in groups, make sure that other staff, aides or parents have a list of the students in their care.
- Prepare name tags and see that First Aid equipment, cameras and film are available. Finalise catering arrangements, if applicable.
- On the day of the excursion, check the student list against the students actually going.
- Notify the School Leadership when you are leaving and report to him/her on your return.

During excursions ensure observance of the following safeguards

- Check the number of students getting on and off buses.
- Maintain order and supervise students at all times.
- Make provision for action to be taken by adults and students if a student becomes separated from the group.
- Ensure students know and obey the rules applicable to the area being visited.
- If the return journey is delayed, contact the School Leadership so that parents can be informed.

Follow-up

- Appropriate follow-up activities should be designed prior to the excursion to ensure maximum benefit is gained from the experience. These can include art/craft, library, drama, photography, film-making etc., all of which can be used to develop oral and written expression.
- The use of an iPad, computer, or video, during the excursion and on return, can stimulate discussion.

Student-teacher ratio

For general excursions, teacher–student ratios to be observed should be checked out with the Department of Education.

The guidelines are mandatory and School staff must follow them in planning and conducting all excursions as defined in the Excursions Policy.

The following is a checklist for Schools to follow when they plan their excursions:

- Approvals
- Consent
- Student medical information
- Student activity locator
- Risk management planning
- Emergency or critical incident management
- Staffing – roles and responsibilities
- Supervision
- Student preparation and behaviour
- Liability, waivers and indemnities
- External providers
- First Aid
- Venue selection
- Weather
- Transport
- Communications
- Identification

COMPLAINTS POLICY & PROCEDURE

The purpose of this policy is to ensure that:

- families understand how their complaint is managed and how it can be escalated, if required
- CLV demonstrates how it responds to complaints in a fair, effective and efficient manner.

The Complaints Policies and Procedures must be:

- child-focused;
- easy to understand;
- culturally safe; and
- accessible.

This means students can understand what to do and who to talk to if anything makes them feel uncomfortable or unsafe. This includes procedures that children can understand and follow if they need to.

School must ensure that they:

- take complaints seriously, and respond to them promptly and thoroughly;
- cooperate with law enforcement;
- meet reporting, privacy and employment law obligations.

A grievance or complaint is an expression of dissatisfaction with a real or perceived issue at a school where a response or resolution is expected.

The dissatisfaction will usually arise from a perception that the school has:

- done something wrong
- failed to do something it should have
- acted unfairly or inappropriately

The complaint may be about an individual staff member, a student or a policy or procedure. Examples may include issues related to:

- student discipline procedures;
- learning and teaching;
- students requiring educational adjustment;
- damage/loss of personal property;
- bullying and harassment by students against other students.

Definitions

For the purpose of this policy, the following terms are defined as follows:

A **'parent'**, in relation to a child, includes a guardian and any person who has parental responsibility for the child including parental responsibility under the Family Law Act of the Commonwealth, and any person with whom a child normally or regularly resides.

A '**complaint**' is an expression of dissatisfaction, either written or verbal, with an action taken, decision made, or service provided, or the failure to provide a service, take action or make a decision at a School.

A '**complainant**' is the party making the complaint.

A '**support person**' is someone who assists the complainant through the complaint process.

An '**advocate**' is someone acting on behalf of the complainant.

Students with a Disability

Students with disabilities have rights under the *Disability Discrimination Act 1992* (Commonwealth), the *Disability Standards for Education 2005* (Commonwealth) and the *Equal Opportunity Act 2010* (Victoria) to participate in their education on the same basis as their peers, including the right to reasonable adjustments.

As with all complaints to which this policy applies, families raise any concerns or complaints regarding the treatment of a student with a disability with the School in the first instance. The Regional Disabilities Coordinator or designated regional officer can provide advice to families when they are seeking to raise a concern or make a complaint at their School.

Process for Handling Complaints (Internal)

The following staff / parent / student grievance procedure developed for community languages schools, specifies the procedures staff, parents and students can follow if they have a grievance.

Step 1

Those with a complaint should approach an appropriate officer for discussion and advice on the issue. The discussion is confidential. The complaint can be face-to-face, by phone or email.

Step 2

If the problem is not resolved in Step 1, the complainant may put the issue in writing (letter or email) and request that the issue be raised with the School Management Committee/School Principal at the next committee meeting. The School Management Committee/ School Principal shall make a decision on the issue and advise the complainant within 7 days or let the complainant know of a timeframe if it will be longer.

Step 3

If the problem is not resolved in Step 2, the complainant may attend a meeting of the School Management Committee/ School Principal and shall be entitled to address that meeting.

The complainant may be accompanied by a representative of their choice.

The complainant may request that the person against whom the complaint is being made not be present while they address the meeting. The School Management Committee/School Principal shall make a decision on the issue and advise the complainant of their decision within 7 days.

A full report should be provided to the School Management Committee/School Principal and the complainant.

If the matter is not resolved internally, refer to the **Process for Handling Complaints (External)**.

In matters of curriculum and assessment, the complainant may seek advice from the Victorian Curriculum and Assessments Authority (VCAA): [Pages - Complaints handling policy and procedure](#)

Process for Handling Complaints (External)

A positive relationship between students, parents and school staff is critical in realising and maintaining the best possible educational outcomes.

Complaints can be resolved early when a concern is first raised with the person responsible for the situation. CLV provides a three-step framework to help resolve complaints:

STEP 1: Raise the complaint with the school

If the matter relates to a Teacher, School Administrator or Principal, the complainant raises it with them first. This will typically result in the quickest response and is often in the best interest of the student.

STEP 2: Raise the complaint with CLV

If a mutually agreed resolution cannot be reached or the complainant feels uncomfortable raising the complaint directly with the school, they can escalate the complaint to the CLV Office for resolution. See **Complaints Form** in the Appendix and on the CLV website.

CLV Complaints and Grievances Handling Procedure

A good complaints process will be:

- Fair
- Confidential
- Transparent
- Accessible
- Efficient

In preparation for raising a concern or complaint, CLV encourages parents, guardians, carers or members of the community who may wish to submit a complaint to:

- carefully consider the issues one wishes to discuss;
- remember that one may not have all the facts relating to the issues needing to be raised;
- think about how the matter could be resolved;
- be informed by checking the policies and guidelines set by CLV on its website.

The CLV Complaints and Grievances Handling Procedure is as follows:

1. Record receipt of the complaint.

Recipient of complaint, whether formal or informal, is to note the date and time of the receipt/making of complaint and create an electronic file for the complaint.

2. Acknowledge receipt of the complaint to the complainant.

Acknowledge receipt of the complaint no later than five business days from the date of receipt.

3. Notify CLV's Executive Director of any formal complaint.

The recipient of the complaint is to notify the executive director of the receipt of a formal complaint. Within five business days of the date of the acknowledgement of the complaint.

4. Assess the formal complaint and identify the issues.

A CLV staff member is assigned responsibility for assessing and investigating the complaint. CLV will make an objective and fair assessment on the weight of the evidence available. CLV will document the recommended decision and outcome. CLV makes a decision about whether the complaint is substantiated, and what further action, if any, should be taken.

5. Take required action.

Whether or not a complaint is substantiated, the investigation may identify actions required to be taken. The CLV Executive Director is responsible for ensuring that necessary action is taken as soon as practicable, including where appropriate:

- The reversal of a decision made in relation to the complainant.
- A review and changes to CLV Policy and Procedures.
- Further action under policies including in relation to CLV staff, for example, for misconduct and/or unsatisfactory performance.
- A referral of the subject matter of the complaint, or another matter, to an external body or person.

6. Close the complaint.

Once the matter is resolved and required action has been taken, close the complaint file and archive it.

Resolution From Raising the Complaint with CLV

Where appropriate, CLV may seek to resolve a complaint through any of the following:

- an apology or expression of regret;
- a change of decision;
- a change of policy, procedure or practice;
- offering the opportunity for student counselling or other support
- other actions consistent with school values that are intended to support the student, parent and school relationship, engagement, and participation in the school community.

In some circumstances, CLV may also ask to attend a meeting with an independent third party, or participate in a mediation with an accredited mediator to assist in the resolution of the dispute (See Step 3)

STEP 3: Raise the complaint with a third party mediator.

If the matter still cannot be resolved by CLV, refer to the Dispute Settlement of Victoria:
[Dispute Settlement Centre of Victoria](#)

Anonymous Complaints

Anonymous complaints will be accepted. However, it may not be possible to investigate the matters thoroughly or at all, without sufficient information. It will not be possible to provide a response to an anonymous complainant.

Key Responsibilities

Position/Roles	Responsibilities
CLV	If a mutually agreed resolution cannot be reached or the complainant feels uncomfortable raising the complaint directly with the school, CLV Office is responsible to help resolve the complaint by following the CLV Complaints and Grievances Handling Procedure.
School Council	Ensure appropriate policy and procedures exist to deal with concerns and complaints. Deal with complaints related to the actions or decisions of the Principal.
School Principal	Ensure that the College conducts proper and transparent grievance processes to investigate and resolve any such complaints. Ensure this policy is easily accessible, by publishing it on the School's website.
Staff	Adhere to this policy and procedure to ensure consistent and fair treatment of all concerns and complaints.
Parents and Students	Raise a concern or complaint directly with the person involved in an attempt to resolve the matter initially informally. Raise any unresolved issues following the procedures detailed in this policy.

School Role

The Principal is responsible for the efficient and effective organisation, management and administration of the school including the school's complaint-handling processes.

Schools are required to:

- always consider their duty of care to the student or students involved in the complaint
- ensure teachers are advised about the complaint where appropriate
- develop and publish a complaints policy for their school which explains the processes at the school for raising concerns or complaints including:
 - 1) who to contact to raise a concern or complaint at the school
 - 2) actions upon receipt of a complaint
 - 3) timeframes for acknowledgement and resolution of a complaint
 - 4) potential outcomes
 - 5) escalation process
- keep written records of complaints and document all steps taken to achieve agreement
- train all school staff on the school's complaint-handling procedures and provide development opportunities on complaint management

School Responsibilities

The responsibility of the school is to work with the complainant (and student if appropriate) to achieve a mutually agreed resolution. When a complaint is raised, the Principal (or delegate):

- acknowledges receipt of a complaint
- speaks with the complainant to ensure they are aware of the school's complaint policy, and to better understand the issues or problem. If the complainant has not raised the issue with the relevant teacher, the Principal can ask them to initiate discussions with the teacher in the first instance, if appropriate in the circumstances.

Where the complaint cannot be, or isn't appropriate to be, resolved with the Teacher, the Principal:

- provides a prompt response with indicative timelines relevant to the nature of the complaint
- speaks with the complainant to ensure they understand the problem and provides any additional support to help resolve the complaint
- acknowledges the goal is to endeavour to achieve an outcome that supports the best interests and wellbeing of the student and that is, where possible, acceptable to all parties
- advises the complainant how the complaint will be addressed
- provides updates throughout the process as agreed with the complainant
- seeks advice from appropriate units within the CLV office and/or external agencies
- considers the wellbeing of students, teachers and other staff members
- in situations where further time is required, will consult with the complainant and discuss any interim solutions.

Where appropriate the Principal:

- may arrange a meeting with the complainant, Teacher/s and/or Assistant Principal

- discusses the school's findings with the complainant in an attempt to reach an agreed resolution
- communicates to the complainant steps they have taken or intend to take to prevent a similar incident or issue from occurring again.

Sample Acknowledgement Letter to Complainant

Dear [NAME], I refer to information provided by you/your son/your daughter, [child's name], to [name], [position], regarding the attached complaint.

The matter has been referred to me and I propose dealing with it by [state the process]. Please let me know if you have any comments or requests about the process of resolving the complaint.

You will be contacted at various stages of the process regarding progress of the complaint. If you require any information, please contact me on [telephone number].

Yours sincerely,

Name

Date

Appeal

The School Management Committee/ School Principal must ensure that their decisions are in line with the relevant Acts of Parliament, which govern the employment of staff or curriculum issues.

If a staff member feels that they have been unfairly treated, they may consult with the relevant Union or the Industrial Relations Commission of Victoria .

If a staff member feels that they have been unfairly discriminated against on the grounds of sex, race, etc. they may refer the issue to the Equal Opportunity Tribunal.

Staff should be made aware of their rights to consult with the Industrial Relations Commission of Victoria or the Equal Opportunity Tribunal.

EMERGENCY MANAGEMENT PLANNING

All community language schools are required to have an Emergency Management Plan (EMP) **for each of their campuses** to ensure the safety of all staff, students, contractors and School visitors in the event of an emergency.

Schools must have a current Emergency Management Plan that contains a risk assessment that addresses hazards and potential threats to the School and which covers the four components of **Preparedness, Prevention, Response** and **Recovery**.

Schools must:

- ensure that staff, students and the School community have a clear understanding of the Emergency Management Plan and its procedures;
- ensure that staff, students and the School Management Committee are trained so that they know what they are required to do during an emergency;
- test emergency arrangements at regular intervals to ensure that procedures work and everyone learns emergency protocols.
- test emergency response procedures by conducting drills at regular intervals, at least quarterly per annum

Emergency

An emergency is as defined in section 3 of the *Emergency Management Act 2013 (Vic)*: The actual or imminent occurrence of an event which in any way endangers or threatens to endanger the safety or health of any person in Victoria or which destroys or damages, or threatens to destroy or damage, any property in Victoria or endangers or threatens to endanger the environment or an element of the environment in Victoria including, without limiting the generality of the foregoing:

- an earthquake, flood, wind-storm or other natural event
- a fire
- an explosion
- a road accident or any other accident
- a plague or an epidemic or contamination
- a security threat
- a hi-jack, siege or riot
- a disruption to an essential service.

These events ordinarily require a coordinated whole of school response.

Critical Incidents

A critical incident is something which we interpret as a problem or a challenge in a certain context. This plan applies to the management of our response to all critical incidents that impact on CLV schools and applies to all employees, students, assets and facilities within CLV schools.

A critical incident is defined as any event or circumstance that causes people to experience uncharacteristically strong emotional or psychological distress which has the potential to interfere with their ability to function either at the time of the event or later. Critical incidents may include:

- Natural disasters (e.g. floods, fires);
- Community based incidents (e.g. public transport tragedies);
- Industrial accidents (e.g. explosions, chemical spills);
- School-related incidents (e.g. fire, laboratory accidents, bus crashes, serious playground or sporting accidents, school camp accidents, international excursion issues or extreme physical violence);
- Threats against a school, office, students or staff members (e.g. bomb threats);
- Serious criminal allegations against students or staff (e.g. sexual abuse);
- Alleged criminal activity (e.g. drugs, assaults); and
- Sudden death of staff member or student or family.

An incident is an actual or alleged event or situation that:

- causes harm or creates a risk of causing harm to a student's health, safety or well being either directly or indirectly while under the care or supervision of the School, including international students;
- impacts a student and is brought to the attention of the School, regardless of when or where it occurred, provided it is impacting on the student or other students within the school environment;
- causes harm or creates a risk of causing harm to an employee's health, safety or well being either directly or indirectly in the work setting;
- effects or risks affecting the continuity of School operations, including matters of security (including cyber security), property damage and emergencies;
- requires police notification or involves matters of serious conduct.

Critical incidents requiring planning include, but are not limited to:

- child abuse
- medical emergency
- mental stress
- data or privacy breach
- missing student/person

Critical Incident Main Tasks

- Allocation of roles and responsibilities
- Notification and reporting arrangements
- Actions to identify the level of risk
- Actions required to maintain the safety of those involved
- Liaison with emergency services and other agencies
- Assessment of impact of event on those involved

First 24-Hours Short Term Tasks

1. Record emergency
2. Ensure students and staff are safe from harm or injury
3. Establish Critical Incident Management Team (CIMT)
4. Allocate responsibilities
5. Inform Staff
6. Inform Students
7. Communication Centre
8. Media Coverage
9. Long-Term Actions

Critical Incident Management Plan

- Appoint a skilled Critical Incident Management Team member to respond to media enquiries. A written press release may be useful. If necessary, protect others from contact with the media. Advice regarding this may be obtained.
- Establish an open line of contact with the family or families directly involved.
- Provide out of school hours contact if necessary. This could be as simple as circulating the Principal's telephone number or school mobile number. In more complex situations it may mean maintaining telephone contact at the school.
- Continue contact with the family to identify their expectations of the school, e.g. student participation in funeral or memorial service.
- Try to identify those most likely to need help, e.g. classmates, teachers, special friends. Some students not directly affected may become distressed.
- Ensure that counselling help is available. Contact the CLV Office and/or the Department if necessary. All emergency or criminal activity, in which the safety or well-being of staff or students is at risk, or where there is a threat to property, must be reported immediately to the Department's 24-hour Emergency and Security Management Branch on (03) 9589 6266 or Worksafe 132 660.
- Continue to keep staff, students and parents informed especially about what has and what the school is doing about it.
- As soon as possible, call students together and provide information about what has happened and what the school is doing about it. A follow up letter home may be important.
- Provide counselling services for all. Ensure that there are suitable places in which this can take place. Be prepared to modify the timetable and make other arrangements so that people are free to make use of available help.
- The class teacher may be the person to whom students first turn to for help.
- Children wishing to attend funerals should do so in the company of their parents. Provide meaningful participation for those not actually attending the service.

- Continue normal routines at school but acknowledge the effect of tragedy on the school community. Be flexible with those in need of help. Be aware that many people may be deeply affected, e.g. an event may cause a person to recall some traumatic event involving them in the past. The anniversary may also be a difficult time.
- Maintain links with the family. The school and family may wish to develop a memorial garden, erect a memorial plaque, or display a photo in a prominent position in the school.
- Be sensitive to staff and student's needs over a period of time

Action Plan:

- Who is going to do what, and when?
- Plan a follow up time. Offer individual counselling, or referral. State what help is available, and that it is O.K. to seek help. Peer support can be valuable if peers are emotionally able to handle it.
- If moved to tears, don't be afraid to let other students/teachers see - the expression of emotion can validate the responses of others and the expression of these responses, and thus be very supportive.

Emergency Drills

Practicing emergency response procedures through drills:

- ensures widespread familiarity with emergency response procedures and the capacity to efficiently and effectively implement them in a live emergency
- promotes more effective emergency response procedures, by ensuring that evacuation locations and pathways are practical and workable in different emergency scenarios and that safety will be maintained throughout the response procedure.

Fire services and police may be willing to assist Schools with emergency testing by acting as observers or by reviewing School emergency procedures.

Schools must document outcomes and lessons from the drill, with any required changes to response arrangements, incorporated into their EMP.

Drill Date	Time	Outcome	Action Plan

Schools may seek advice from local emergency service providers and local councils where available to inform the content of the *Risk mitigation* and *offsite evacuation* sections of their Emergency Management Plan.

Emergency Management Plan

This **Emergency Management Plan** applies to all staff, students, visitors and contractors at community languages schools.

The School Emergency Management Plan should include:

- the range of emergencies covered;
- a site plan;
- a general description of the school and its environment;
- an assessment of risks and hazards facing the school;
- roles and responsibilities of staff and others;
- procedures for reporting emergencies;
- procedures to be followed by staff and students during an emergency;
- lockdown arrangements;
- evacuation arrangements;
- alternative evacuation assembly areas;
- Emergency Services contact numbers;
- measures to prevent or reduce the impact of emergencies that do occur;
- arrangements for establishing recovery programs following emergencies.

CLV has an **Emergency Management Plan Template** on its website.

Evacuation Procedures

Community languages schools are required to have an evacuation plan. For schools which use government buildings, the evacuation plan that has been prepared by that facility needs to be made known to all members of the school community. For schools whose buildings do not have an evacuation plan, it is the responsibility of the community language school to prepare a plan and familiarise the school community with the procedures by placing the evacuation plan in a strategically located position which is accessible to the entire school community.

Ideally, the evacuation plan would be exhibited **on a main wall**, which would allow school staff, students, contractors and school visitors to become familiar with the plan. Below is a template for use by community languages schools. The template should be edited to suit the location of each school.

Priority	Safety of students, staff, parents, members of the community and/or site visitors.
Reporting the emergency <i>Edit according to location</i>	<ul style="list-style-type: none">• Contact Emergency Services immediately on 000• Notify the Regional Director
Evacuation <i>Edit to suit the location</i>	Signal
	Procedure
	Special considerations
	Special responsibilities

<p>Evacuation assembly <i>Edit to suit the location</i></p>	<p>Assembly area/s</p>
	<p>Assembly procedure</p> <ol style="list-style-type: none"> 1. Class lists/rolls are checked. 2. Report all students/persons unaccounted for to the School Leader (or delegate).
<p>Evacuation clearance <i>Edit to suit the location</i></p>	<ol style="list-style-type: none"> 1. No person is to return to any area of the School until advised by the School Leader. 2. One blast on the alarm is the clearance signal.
<p>General principles <i>Edit to suit the location</i></p>	<p>Evacuation procedures will be displayed on Emergency Evacuation maps in all rooms.</p> <ol style="list-style-type: none"> 1. Priority is to the safety of students and persons in the School. 2. All staff, parents and visitors are automatically involved. 3. Visitors should sign the Visitors' book at the office. 4. All volunteers in the School should sign the 'Volunteers' book 5. Visitors and volunteers must follow the Evacuation Procedures including bringing the sign on book. 6. Parent helpers/tutors must follow the Evacuation Procedures. 7. No person should be placed in a position of risk. 8. The Evacuation drill will be conducted at least twice a year. Annual revision of the use of Fire Extinguishers will also be conducted. 9. The School Leader or delegate is responsible for ensuring the electricity is turned off and that Emergency Services are contacted and given every assistance.
<p>Communications <i>Edit to suit the location</i></p>	<p>If the evacuation goes for an extended time, then the Response Controller activates the Communications Phone Tree to inform the parents and stakeholders via the established formats.</p>
<p>Pre-arrangements <i>Edit to suit the location</i></p>	<ul style="list-style-type: none"> ● Site Emergency Evacuation Maps must be clearly displayed in all rooms. ● Visitor sign-in registers maintained in the office. ● Emergency class lists kept by the exit door. ● Relief staff provided with Evacuation summary.

Onsite Evacuation/Relocation Procedure

When it is unsafe for students, staff and visitors to remain inside the facility's building the Chief Warden on-site will take charge and activate the School Response Team if necessary.

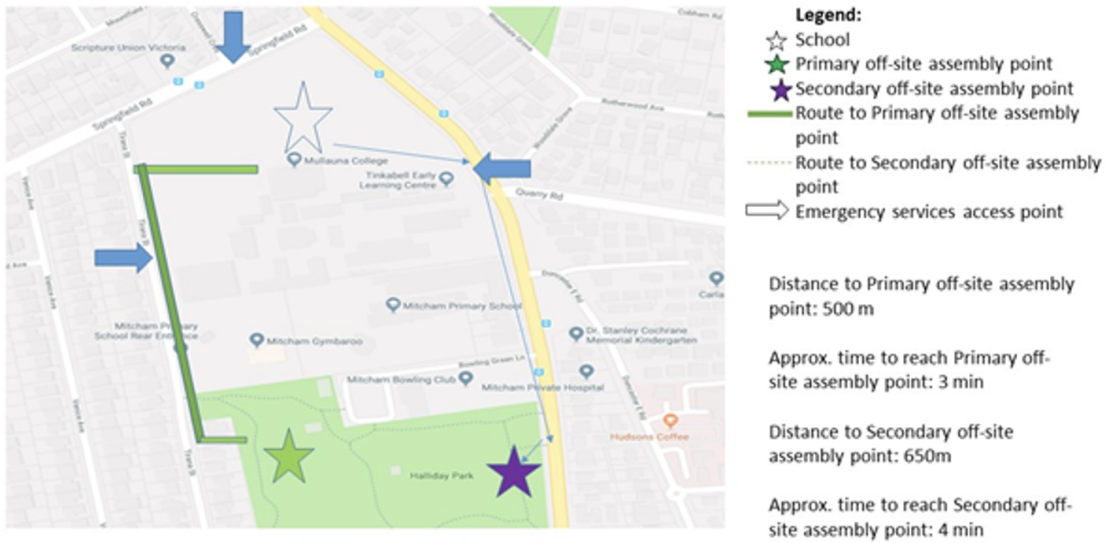
- Call 000 and inform Emergency Services of the nature of the emergency.
- Determine which of your facility's pre-identified on-site evacuation points is most appropriate to use.
- Assemble students, staff and visitors at your nominated on-site (insert the location of your site) evacuation assembly point/s.
- Take the student attendance list, staff attendance list, your Emergency Kit/First Aid Kit and this Plan.
- Once at the assembly point, check all students, staff and visitors are accounted for.
- Ensure communication with Emergency Services is maintained.
- Wait for Emergency Services to arrive or provide further information.
- Confirm with Emergency Services staff that it is safe to return to normal operations.
- Seek advice from your Approved Provider/Licensee or Person with Management or Control/Licensee Representative if required.
- Maintain a record of actions/decisions undertaken and times.
- Contact parents as required.

In an Emergency Schools must follow the following procedure:





Call <i>Police, Ambulance, Fire Services</i>	000
For Advice call your Approved Provider/Licensee or Person with Management or Control/Licensee Representative	Insert your Approved Provider/Licensee or Person with Management or Control/Licensee Representative details
Convene your Incident Management Team	

School/Campus Area Map

A Sample Area Map is provided below.



Sample Area Map and legend

Distance to off-site assembly point:	
Approx. time to reach off-site assembly point:	
See the Legend	
Primary assembly point	
Route to Primary assembly point	
Off-site assembly point	
Route to off-site assembly point	
Emergency services access point	

Specific Emergencies - Response Procedures

The fields below contain example responses for guidance and should be edited to suit the location.

EMERGENCY	RESPONSE
<p>Building Fire <i>Edit to suit the location</i></p>	<p><As appropriate insert any additional mitigation steps relevant to your facility that you have identified in your risk assessment></p> <ul style="list-style-type: none"> ● Call 000 for emergency services and follow advice. ● Activate the fire alarm. ● Report the emergency immediately to the School Response Controller who will convene your School Response Team (SRT) if necessary. ● Extinguish the fire (only if safe to do so). ● If appropriate, follow the procedure for on-site evacuation. ● Evacuate to the <Insert the location of your assembly point/s>, closing all doors and windows. ● Check that all students, staff, visitors and contractors are accounted for. ● Contact parents as required.
<p>Bushfire <i>Edit to suit the location</i></p>	<p><As appropriate insert any additional mitigation steps relevant to your facility that you have identified in your risk assessment></p> <ul style="list-style-type: none"> ● Call 000 for Emergency Services and follow advice. ● Report the emergency immediately to the School Response Controller who will convene the SRT if necessary. ● Determine appropriate response strategy (evacuate or lockdown) in consultation with Emergency Services, if possible. ● Provide advice to Emergency Services regarding any hazards within the School, e.g., gas cylinder location. ● If evacuation is required and time permits before you leave: <ul style="list-style-type: none"> ○ Make sure you close all doors and windows ○ Turn off power and gas. ● Check that all students, staff, visitors and contractors are accounted for. ● Listen to TV or local radio on battery-powered sets for bushfire/weather warnings and advice. ● Contact parents as required.
<p>Major external emissions/spill (includes gas leaks) <i>Edit to suit the location</i></p>	<p><As appropriate insert any additional mitigation steps relevant to your facility that you have identified in your risk assessment></p> <ul style="list-style-type: none"> ● Call 000 for Emergency Services and follow advice. ● Report the emergency immediately to the School Response Controller who will convene the School Response Team (SRT) if necessary. ● Turn off gas supply. ● If the gas leak is onsite, notify your gas provider. ● If appropriate, follow the procedure for on-site evacuation. ● Alternatively, this may need to be to an off-site location. ● Check students, staff and visitors are accounted for.

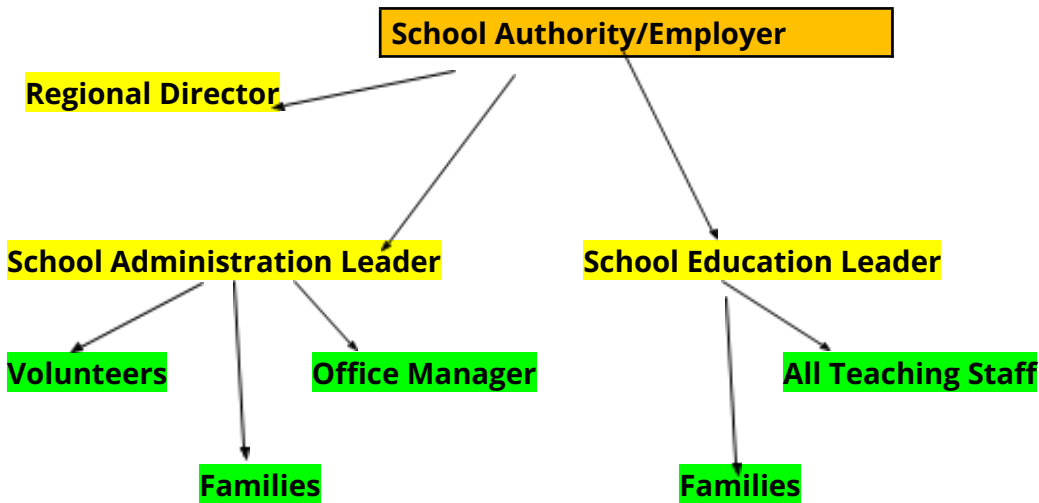
	<ul style="list-style-type: none"> • Await 'all clear' advice from Emergency Services or further advice before resuming normal School activities. • Contact parents as required.
<p>Intruder <i>Edit to suit the location</i></p>	<p><As appropriate insert any additional mitigation steps relevant to your facility that you have identified in your risk assessment></p> <ul style="list-style-type: none"> • Call 000 for Emergency Services and seek and follow advice. • Report the emergency immediately to the School Response Controller. • Do not do or say anything to the person to encourage irrational behaviour. • Initiate action to restrict entry to the building if possible and confine or isolate the threat from building occupants. • Determine whether evacuation or lock-down is required. Do this in consultation with the Police where possible. • Evacuation should only be considered if it is safe to do so. • Contact parents as required.
<p>Bomb or substance threat <i>Edit to suit the location</i></p>	<p><As appropriate insert any additional mitigation steps relevant to your facility that you have identified in your risk assessment></p> <ul style="list-style-type: none"> • Call 000 for emergency services and seek and follow advice. • Report the threat to the School Response Controller. • Do not touch any suspicious objects found. • If a suspicious object is found or if the threat specifically identified a given area, then evacuation may be considered. • If appropriate under the circumstances, clear the area immediately within the vicinity of the object of students and staff • Ensure students and staff are not directed past the object • Ensure students and staff that have been evacuated are moved to a safe, designated location • Contact parents as required. <p>If a bomb/substance threat is received by telephone:</p> <ul style="list-style-type: none"> • Do not hang up. • If possible fill out the bomb threat checklist while you are on the phone to the caller. • Keep the person talking for as long as possible and obtain as much information as possible. • Have a co-worker call 000 for Emergency Services on a separate phone without alerting the caller and notify the School Response Controller. <p>If a bomb/substance threat is received by mail:</p> <ul style="list-style-type: none"> • Place the letter in a clear bag or sleeve. • Avoid any further handling of the letter or envelope or object. • Call 000 for Emergency Services and seek and follow advice. • Notify the School Response Controller. <p>If a bomb/substance threat is received electronically or through the School's website:</p> <ul style="list-style-type: none"> • Do not delete the message • Call 000 for Emergency Services and seek and follow advice • Notify the School Response Controller.

<p>Internal emission or spill <i>Edit to suit the location</i></p>	<p><As appropriate insert any additional mitigation steps relevant to your facility that you have identified in your risk assessment></p> <ul style="list-style-type: none"> ● Call 000 for Emergency Services and seek and follow advice. ● Report the emergency immediately to the School Response Controller who will convene your SRT if necessary. ● Move staff and students away from the spill to a safe area and isolate the affected area. ● Seek advice regarding clean up requirements, and if safe to do so, the spill can be cleaned up by staff. Personal Protective Equipment should be worn as per the requirements of the Material Safety Data Sheet and Safety Work Procedure. ● Contact parents as required.
<p>Severe Weather event <i>Edit to suit the location</i></p>	<p><As appropriate insert any additional mitigation steps relevant to your facility that you have identified in your risk assessment></p> <p>Sudden event during operational hours</p> <ul style="list-style-type: none"> ● Call 000 if Emergency Services are needed and follow advice. ● Advise the School Response Controller who will convene the SRT if necessary. ● Before the storm, store or secure loose items external to the building, such as outdoor furniture and rubbish bins. ● Disconnect electrical equipment – cover and/or move this equipment away from windows. ● Secure windows (close curtains & blinds) and external doors. If necessary, tape windows and glass entrances. Utilise boards and sandbags if required. ● Instigate a lockdown. ● During the severe storm: <ul style="list-style-type: none"> – Remain in the building and keep away from windows – Restrict the use of telephone landlines to emergency calls only, particularly during a thunderstorm. ● Report any matter concerning the safety and wellbeing of students, staff and visitors to the School Response Controller. ● Listen to local radio or TV on battery-powered sets for weather warnings and advice. <p>Forecast imminent event (e.g. cyclone, floods)</p> <ul style="list-style-type: none"> ● If weather warnings and advice from the State Disaster Management Group indicate that the location will be impacted by a severe weather event, the School Response Controller will follow the decision-making process to determine if the School will be temporarily closed. ● The SRT will be convened. ● If the School is to be temporarily closed, then all stakeholders will be advised including the Regional Director who will manage the School Closures advice. ● The Temporary Closure procedure needs to be implemented. ● After the event, if the School is situated in the impact zone, then Building and Asset Services (BAS) will determine if the site is safe for the School Response Controller to enter to undertake a Suitability Assessment to Re-open.

School Communication Details

Phone tree

In a disaster or emergency event, the phone tree must be activated. See example below. Please adjust for your location.



Staff Contact Details

List the names and contact details of all School staff

Role	Name	Email(s)	Phone No. (Day)	Phone No. (After Hours)

Specialist Trained Staff

List the names, training (e.g. First Aid, Fire Warden, Child Safe officer etc) and the date qualification was obtained of all specialist trained staff in a table, such as the one below.

Staff Member	Training	Date Qualified

Students/Staff Requiring Assistance to Evacuate

List the names of staff and students who will require assistance to evacuate in a table such as the one below.

* Response – Evacuation, Lockdown or Temporary Closure.

Name	Class/ Room	Condition	Response*/ Assistance required	Person responsible	Family/Carer contact & mobile

External Emergency numbers

Prepare a list such as the one below of all external emergency contact numbers (adjust according to the location). Display a copy of this list next to your administration phone/s.

Group	Contact/details	Phone number
Police	Life-threatening or time critical emergency	000 – calling from landline
	Non-life-threatening incident	131 444
	Local Police Station	
Ambulance		000
Fire and Emergency Services (FES)		000
State Emergency Service (SES)		132 500
Hospital/s		
Electricity	Local number	
Water Corporation	Local number	
Gas supplier		
Building and Asset Services	Regional Manager	
Department of Community Safety (Regional Office)		
Child Safety Services		

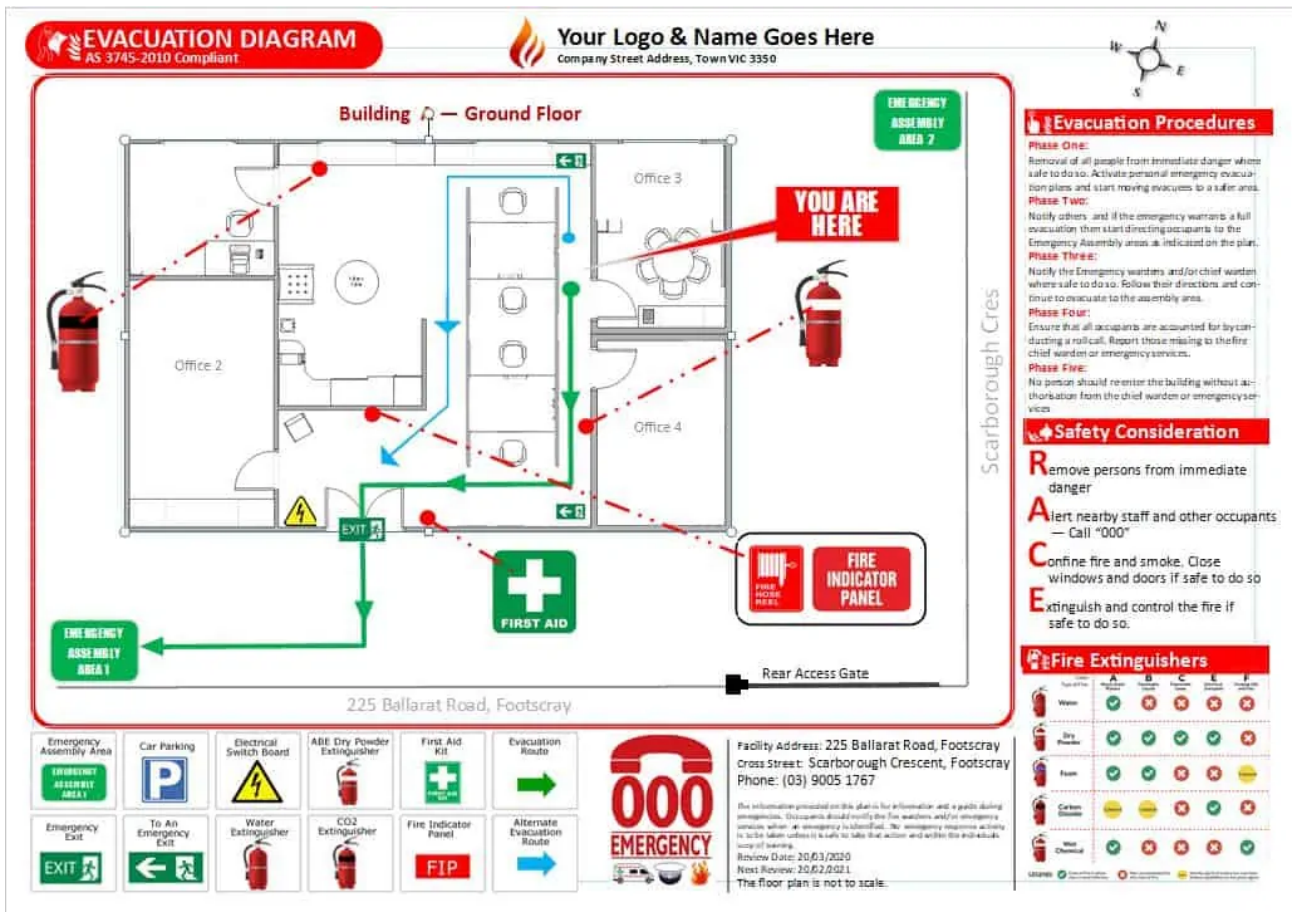
Evacuation Map

Insert a detailed evacuation diagram of your School.

An example of an evacuation map and the date validated is provided below.

Please adjust for your location.

Date Evacuation Diagram Validated:	
---	--



Policy Review

The Emergency Management Plan is reviewed on an annual basis or as and when necessary (e.g. immediately after any significant incident). The School's Principal is responsible for ensuring the School's EMP has been updated and formally approves it for implementation. This Emergency Management Plan Policy was ratified at the Committee Meeting on 16 November 2023 and is scheduled for review in November 2024.

REFERENCES

[Working with Children Check | vic.gov.au](https://www.vic.gov.au/working-with-children-check)

[Education and Training Reform Regulations 2017](#)

[Occupational Health and Safety Act and regulations | WorkSafe Victoria](#)

[WorkSafe Victoria](#)

[Workers compensation - Fair Work Ombudsman](#)

[Equal Opportunity Act 2010](#)

[Department of Health and Human Services Victoria](#)

[Children, Youth and Families Act 2005](#)

VIC Non-School Providers

Regulatory information to help non-School providers delivering senior secondary or foundation secondary courses comply with the new Child Safe Standards.

[Non-school providers | vic.gov.au](https://www.vic.gov.au/non-school-providers)

APPENDIX

The following appendix contains a number of templates developed by CLV to help schools adapt them for their needs. They can all be found on the CLV website.

Risk Management Register

1. Background Information			
School/Workplace:		Date:	
Title of Assessment:		Name of person conducting assessment:	

2. Risk Assessment				
	Identify and list Hazards	List Current Risk Controls	Risk Rating	List Additional Controls <i>(if any - where current controls are not adequately managing the level of risk)</i>
1				
2				
3				
4				
5				
6				
7				
8				
9				

2. Risk Assessment				
	Identify and list Hazards	List Current Risk Controls	Risk Rating	List Additional Controls <i>(if any - where current controls are not adequately managing the level of risk)</i>
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				

1. Consequence - Evaluate the consequences of a risk occurring according to the ratings in the top row

Descriptor	Level	Definition
Insignificant	1	No injury
Minor	2	Injury/ ill health requiring first aid
Moderate	3	Injury/ill health requiring medical attention
Major	4	Injury/ill health requiring hospital admission
Severe	5	Fatality

3. Risk Matrix – Using the matrix calculate the level of risk by finding the intersection between the likelihood and the consequences

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

2. Likelihood - Evaluate the likelihood of an incident occurring according to the ratings in the left hand column

Descriptor	Level	Definition
Rare	1	May occur somewhere, sometime (“once in a lifetime / once in a hundred years”)
Unlikely	2	May occur somewhere within the Department over an extended period of time
Possible	3	May occur several times across the Department or a region over a period of time
Likely	4	May be anticipated multiple times over a period of time May occur once every few repetitions of the activity or event
Almost Certain	5	Prone to occur regularly It is anticipated for each repetition of the activity of event

4. Risk Level/Rating and Actions

Descriptor	Definition
Extreme:	Notify Workplace Manager and/or Management OHS Nominee immediately. Corrective actions should be taken immediately. Cease associated activity.
High:	Notify Workplace Manager and/or Management OHS Nominee immediately. Corrective actions should be taken within 48 hours of notification.
Medium:	Notify Nominated employee, HSR / HSC . Nominated employee, OHS Representative / HSC is to follow up that corrective action is taken within 7 days.
Low	Notify Nominated employee, HSR / HSC . Nominated employee, HSR / HSC is to follow up that corrective action is taken within a reasonable time.

Risk Assessment Template

A key part of a risk management strategy is a risk assessment. Risk assessments can take many forms. An example is provided below. Risk assessment resources form part of the [School Policy & Advisory Guide: Risk Management Policy](#). An example is provided below to assist schools in their risk assessment.

Each school will be different and must undertake their school specific assessment.

Risk Event or Environment	Existing risk management strategies or existing controls	Likelihood	Consequence	Current risk rating	New risk management strategies or treatment	Who is responsible?	Target risk rating
No organisational culture of child safety – lack of leadership, public commitment and frequent messaging	Child safety code of conduct Strategies developed to embed culture of child safety	Possible	Severe	Extreme	Strategies to embed organisational culture of child safety are reviewed Statement of commitment to child safety is publicly available	Principal, School Council	Low
Intruders/ trespassers come onto the school grounds	Staff observing behaviour of students and people on the site Staff wearing yellow vests and students wearing uniform	Possible	Severe	Extreme	Fences and gates	Principal/ School Council	Low

Risk Event or Environment	Existing risk management strategies or existing controls	Likelihood	Consequence	Current risk rating	New risk management strategies or treatment	Who is responsible?	Target risk rating
	<p>Lanyards for people who sign into the school</p> <p>Staff carrying mobile phones on yard duty</p> <p>Approaching people on the site and asking who they are</p>						
Inappropriate behaviour is not reported and addressed	<p>Child safety code of conduct</p> <p>Clear child safety reporting procedures</p>	Unlikely	Severe	High	<p>Strategies to embed organisational culture of child safety are reviewed</p> <p>Refresher training for staff</p>	Principal, School Council	Low

Risk Event or Environment	Existing risk management strategies or existing controls	Likelihood	Consequence	Current risk rating	New risk management strategies or treatment	Who is responsible?	Target risk rating
Unquestioning trust of long term employees and contractors or norms	Strategies developed to embed culture of child safety Clear child safety reporting procedures	Possible	Major	High	Refresher training for staff	Principal, School Council	Low
Layout of the school facilities, creates potential for students to be isolated, unsupervised and at risk	Out of bounds areas Yard duty areas and supervision Decommission areas Strategies to embed a culture of child safety	Possible	Major	High	Clear yard duty positions and roles Clear signage Train students and staff to detect inappropriate behaviour	Principal, School Council	Low
Engagement with children online or via telecommunications	Child safety code of conduct Strategies	Possible	Moderate	Medium	Train students and staff to detect inappropriate behaviour	Principal, School Council	Low

Risk Event or Environment	Existing risk management strategies or existing controls	Likelihood	Consequence	Current risk rating	New risk management strategies or treatment	Who is responsible?	Target risk rating
	developed to embed culture of child safety				Ensure appropriate settings on all student technologies		
DVAS – unmonitored adults on the site during the school day	In an out of bounds area and part of a supervised yard duty area	Unlikely	Major	Medium	Implement a sign in process Working with Children’s Check required for all members List of members Raise the society’s awareness around the Child Safety culture	Principal, School Council	Low
DVSDS – unsure of alignment of policies and personnel – staff, students, parents	Some staff know each other	Unlikely	Major	Medium	Meet with Principal	Principal, School Council	Low
Recruitment of an inappropriate person	WWCC or Victorian Institute of Teaching registration	Unlikely	Major	Medium	Processes updated to require: Criminal history search Pre-employment	Principal, School Council	Low

Risk Event or Environment	Existing risk management strategies or existing controls	Likelihood	Consequence	Current risk rating	New risk management strategies or treatment	Who is responsible?	Target risk rating
					reference check includes asking about child safety		
Unknown people and environments at excursions and camps	<p>Child safety code of conduct</p> <p>Strategies developed to embed culture of child safety</p> <p>Clear child safety reporting procedures</p>	Unlikely	Moderate	Medium	<p>Assessment of new or changed environments for child safety risks</p> <p>Ensure Code and strategies apply in all school contexts</p>	Principal, School Council	Low
Ad-hoc contractors on the premises (eg maintenance)	<p>Child safe environments</p> <p>Information and awareness for visitors, staff,</p>	Unlikely	Moderate	Medium	<p>Child safe environments</p> <p>Information and awareness for visitors, staff, volunteers and contractors</p>	Principal, School Council	Low

Risk Event or Environment	Existing risk management strategies or existing controls	Likelihood	Consequence	Current risk rating	New risk management strategies or treatment	Who is responsible?	Target risk rating
	volunteers and contractors Adequate monitoring				Adequate monitoring		

Last Updated: 13 December 2023

Parent Excursion/Camp Consent Form

To obtain effective consent, Community Languages Schools need to provide sufficient information to parents about the nature of and risks associated with the excursion. Parents must be able to give informed consent to their child's participation in the excursion after considering the risks. Specific information about the excursion should be included here or provided as an attachment. There must be full disclosure. Parents should also be given the opportunity to ask questions.

Name of the Community Language School:

Class of the Community Language School:

Title of excursion/camp:

Educational purpose of the Excursion/Camp:

What do you hope the students will learn from the experience?

Details of supervising staff:

Name all staff and indicate who the teacher-in-charge is.

A Working with Children Check is required for staff who will supervise students and who are not registered teachers. This does not apply to parent volunteers whose children are participating in the excursion/camp.

Costs:

Include all the foreseeable excursion and incidental costs as well as the refund policy.

Name and contact details of the 24-hour school emergency contact:

This is for Parents who need to contact their child during the excursion. You can list more than one contact.

Departure details:

Include the time, date and place where students depart for the excursion or camp.

Return details:

Include the time, date and place where students return from the excursion or camp.

Parent Excursion/Camp Consent Form (cont'd)

Distance from expert medical care:

How far the students will be away from expert medical care (eg. hospital or ambulance)?

Accommodation arrangements for camp:

Type of accommodation eg. campsite, tents, caravan park etc

Travel arrangements:

How will students be transported to, during and from the excursion/camp?

Adventure activities to be undertaken or that may be offered to students throughout the excursion:

List proposed activities as well as any alternative or back-up activities planned.

Activities within this excursion/camp present the potential for students to sustain physical injury. The following procedures will be implemented – along with other strategies – to manage the potential risks.

A risk management plan for this excursion/camp has been developed by staff and is available for parents to review on request.

Attachments

- Daily itinerary
- Group equipment list (if relevant)
- Clothing list
- Medical form
- Further location descriptions (if applicable)

Student behaviour

I understand that in the event of my child's misbehaviour or behaviour that poses a danger to himself/herself or others during the excursion, he/she may be sent home. I further understand that in such circumstances I will be informed and that any costs associated with his/her return will be my responsibility.

Student illness

I understand that in the event excursion staff determine it is necessary for my child to be sent home early due to illness, any cost associated with his/her return will be my responsibility.

Parent Excursion/Camp Consent Form (cont'd)

ICT/Photograph consent

I agree with my child using the Internet and computer network in accordance with the same Internet student users' agreement that applies at their school. [Strike out if you do not consent]

I also consent to my child being photographed and/or visual images of my child being taken during activities by the school for use in the school's publications, school's website or for publicity purposes without acknowledgement and without being entitled to any remuneration or compensation. [Strike out if you do not consent]

Cancellations or Alterations

I understand that the excursion arrangements may be altered at short notice, due to circumstances beyond the control of the school, and while every effort will be made for inconvenience or financial losses to parents to be minimised, these may be unavoidable.

Consent for emergency transportation

In the event of an emergency I consent to my child being transported in a privately-owned vehicle driven by a member of the supervisory staff listed above.

Student accident insurance

The School does not provide student accident cover. Parents may wish to obtain student accident insurance cover from a commercial insurer, depending on their health insurance arrangements and any other personal considerations.

Parent consent

I have read all of the above information provided by the school in relation to the {Insert excursion name here} including any attached material.

I give permission for my daughter/son _____ (full name) to attend.

Parent/guardian: _____ (full name)

_____ (signature) _____ (date)

In case of emergency I can be contacted on: _____

OR _____

Note: Parents should also complete the 'Confidential medical information for school camps and excursions'.

Last Updated: 16 November 2023

Letter to Parents - Permission for an Excursion/Camp

Dear Parents,

The students of [INSERT GRADE LEVEL] class at [INSERT COMMUNITY LANGUAGE SCHOOL NAME] will be attending an excursion/camp to [INSERT LOCATION] on [INSERT DATE].

Details of the excursion/camp are provided in the attached document and consent form.

Please read this document carefully as it provides information on the activities your child will undertake, and the cost. If you are happy to give permission for your child to attend, please complete the form, sign it and return with \$__ by [INSERT DATE].

Please make sure you also complete and sign the Medical information on students participating in excursions or camps form.

(This information must be provided by parents to assist the School in the case of any medical emergency which may arise. All information is held in confidence).

Yours sincerely,

Signature of School Leader

Name of School Leader

Name of School

Date:

Last Updated: 16 November 2023

Confidential Medical Information on Students Participating in Excursions or Camps

(This information must be provided by parents to assist the School in the case of any medical emergency which may arise. All information is held in confidence).

Full name of student:

Date of birth:

Year level:

Full name of parent/guardian:

Address:

Postcode:

Telephone contact:

Other emergency contact:

Name, address and telephone number of family doctor:

Medicare no.:

Please tick if your child suffers any of the following conditions:

- Bedwetting
- Fits of any type
- Heart condition
- Anaphylaxis
- Dizzy spells, blackouts
- Sleepwalking
- Asthma
- Diabetes
- Migraine
- Travel Sickness

Please specify any other disabilities or conditions requiring special care during the camp/excursion (attach additional information if necessary).

Please specify any allergies your child is known to have (e.g. penicillin, other drugs, foods)

Tetanus immunisation

Year of completed tetanus immunisation or last booster was:

(if over ten years since immunisation or last booster, parents are advised to arrange a booster and inform the school prior to the camp/excursion).

Tablets and medicines

Please specify any medication your child may be taking during the excursion/camp. (Indicate name and dose of medication).

Confidential Medical Information on Students Participating in Excursions or Camps

All medicines must be handed to the teacher in charge prior to leaving, with your child's name, the dose to be taken and when it should be taken. These will be kept in the First Aid centre and distributed as required. If it is necessary for your child to carry his/her own medication e.g. for anaphylaxis, it must be with the knowledge and permission of both a parent and teacher in charge.

Authorisation by parent for emergency treatment

In the event of my son/daughter requiring medical attention I understand that the teacher in charge of the camp/excursion will endeavour to communicate with me concerning the required action.

If this is not possible, the teacher in charge will administer or seek whatever treatment he/she judges to be reasonably necessary.

Name of parent/guardian:

Signature of parent/guardian:

Date:

Last Updated: 16 November 2023

Complaints Form

This Complaints Form can be completed by Parents/Carers, Community, Staff or Students.
If a mutually agreed resolution cannot be reached or the complainant feels uncomfortable raising the complaint directly with the school, they can escalate the complaint to the CLV Office for resolution using this Complaints Form.

PERSONAL DETAILS (OF COMPLAINANT):

Title:	First name:	Family name:
Street Address:		
Suburb:		Postcode:
Telephone: B/H		Mobile:

Email:

STUDENT DETAILS (IF COMPLAINT IS ABOUT A STUDENT):

First name:	Family name:		
Year level:	Gender (please tick)	Male <input type="checkbox"/>	Female <input type="checkbox"/>
School Name:			

WHO HAVE YOU CONTACTED PREVIOUSLY ABOUT YOUR COMPLAINT? (please indicate below)

Class teacher: <input type="checkbox"/>	Year Level: <input type="checkbox"/>	Assistant Principal: <input type="checkbox"/>	Principal: <input type="checkbox"/>
Language:			

COMMUNITY LANGUAGE SCHOOL DETAILS:

School Name:	Campus:
Principal Name:	
Teacher's Name (if applicable):	
Telephone: B/H	Mobile:

THIS COMPLAINT IS RELATED TO *(tick relevant box/es):*

- The administration or management staff member of the school
- A classroom teacher
- A staff member other than the child's teacher at the school
- Other (please specify): _____

HAVE YOU TAKEN THE CORRECT STEPS IN RESOLVING THE ISSUE BEFORE LODGING THIS FORM?
(tick relevant box/es and provide details in spaces provided below)

Class Teacher

- Yes
- No

Principal

- Yes
- No

Assistant Principal

- Yes
- No

DETAILS OF THE MEETINGS *(Attach additional information as required):*

Date/s of meeting/s with Class Teacher:
Outcome of meeting/s:
Date/s of meeting/s with Principal or Assistant Principal:
Outcome of meeting/s:

First Aid Registers

This sheet should be displayed near first aid kits, in the first aid room/sick bay and on notice boards. Records must be kept of all persons trained in First Aid.. These records must be updated and regularly reviewed to ensure adequate training levels are maintained.

First Aid Officers Details

NAME	LOCATION	QUALIFICATIONS	CONTACT NUMBER

First Aid and CPR Training Registry

NAME	CONTACT NO.	QUALIFICATIONS	ANNUAL CPR TRAINING DATE	CERTIFICATE EXPIRY DATE
		First Aid and CPR		
		First Aid and CPR		
		First Aid and CPR		
		First Aid and CPR		

First Aid Equipment and Facilities

First Aid Kits

The School has allocated the following location as the designated for the First Aid Kit:

LOCATION	TYPE (portable, fixed, vehicle kit, etc.)

First Aid Room

The School has allocated the following location as the designated First Aid Room or Area.

LOCATION	SITE

The School has assigned responsibility for the First Aid Room or area to the following designated First Aid Officer/s:

NAME	PHONE NUMBER

First Aid Record-Keeping

Incident/accident record books are kept in the following locations:

LOCATION	RESPONSIBLE PERSON	CONTACT NUMBER

Last Updated: 16 November 2023

Medication Authority Form

[INSERT SCHOOL LOGO OR NAME]

MEDICATION AUTHORITY FORM

For students requiring medication to be administered at school

This form should, ideally, be signed by the student's medical/health practitioner for all medication to be administered at school but schools may proceed on the signed authority of parents in the absence of a signature from a medical practitioner.

- For students with asthma, [Asthma Australia's School Asthma Care Plan](#)
- For students with anaphylaxis, an [ASCIA Action Plan for Anaphylaxis](#)

Please only complete the sections below that are relevant to the student's health support needs. If additional advice is required, please attach it to this form.

Please note: wherever possible, medication should be scheduled outside school hours, e.g. medication required three times daily is generally not required during a school day – it can be taken before and after school and before bed.

STUDENT DETAILS

Name of school: _____

Name of student: _____ Date of Birth: _____

MedicAlert Number (if relevant): _____

Review date for this form: _____

MEDICATION REQUIRED

Name of Medication/s	Dosage (amount)	Time/s to be taken	How is it to be taken? (e.g. oral/topical/injection)	Dates to be administered	Supervision required
				Start: / / End: / / OR <input type="checkbox"/> Ongoing medication	<input type="checkbox"/> No – student self-managing <input type="checkbox"/> Yes <input type="checkbox"/> remind <input type="checkbox"/> observe <input type="checkbox"/> assist <input type="checkbox"/> administer
				Start: / / End: / / OR <input type="checkbox"/> Ongoing medication	<input type="checkbox"/> No – student self-managing <input type="checkbox"/> Yes <input type="checkbox"/> remind <input type="checkbox"/> observe <input type="checkbox"/> assist <input type="checkbox"/> administer

MEDICATION STORAGE

Please indicate if there are any specific storage instructions for any medication:

MEDICATION DELIVERED TO THE SCHOOL

Please ensure that medication delivered to the school:

- Is in its original package
- The pharmacy label matches the information included in this form

SELF-MANAGEMENT OF MEDICATION

Students in the early years will generally need supervision of their medication and other aspects of healthcare management. In line with their age and stage of development and capabilities, older students can take responsibility for their own health care. Self-management should be agreed to by the student and their parents/carers, the school and the student's medical/health practitioner.

Please describe what supervision or assistance is required by the student when taking medication at school (e.g. remind, observe, assist or administer):

MONITORING EFFECTS OF MEDICATION

Please note: School staff **do not** monitor the effects of medication and will seek emergency medical assistance if concerned about a student's behaviour following medication.

PRIVACY STATEMENT

The school collects personal information so as the school can plan and support the health care needs of the student. Without the provision of this information the quality of the health support provided may be affected. The information may be disclosed to relevant school staff and appropriate medical personnel, including those engaged in providing health support as well as emergency personnel, where appropriate, or where authorised or required by another law. You are able to request access to the personal information that we hold about you/your child and to request that it be corrected. Please contact the school directly or FOI Unit on 96372670.

AUTHORISATION TO ADMINISTER MEDICATION IN ACCORDANCE WITH THIS FORM

Name of parent/carer or adult/mature minor**:

Signature: _____ Date: _____

Name of medical/health practitioner: _____

Professional role: _____

Signature: _____ Date: _____

Contact details: _____

If additional advice is required, please attach it to this form.

**Please note: Mature minor is a student who can make their own decisions on a range of issues, before they reach eighteen years of age. See: [Decision Making Responsibilities for Students](#)

Last Updated: 16 November 2023

Medication Administration Log

[INSERT SCHOOL LOGO OR NAME]

MEDICATION ADMINISTRATION LOG

For students requiring medication to be administered at school

This log should be completed by the staff member administering medication to any student at the school.

Name of student: _____ Year level: _____

Date	Time	Name of Medication and Dose	Tick when checked ✓				Comments	Staff member administering (print name and initial)	Staff member checking* (print name and initial)
			Correct Child	Correct Medication	Correct Dose	Correct Route			

***Cross-checking:** It is recognised that in many school settings medication is administered using a system of two staff members checking that medication is correctly administered. This is an appropriate added safety measure and is seen as good practice.

Last Updated: 16 November 2023

Student Health Support Plan

This plan outlines how the school will support the student's health care needs, based on health advice received from the student's medical/health practitioner. This form must be completed for each student with an identified health care need (not including those with Anaphylaxis as this is done via an Individual Anaphylaxis Management Plan – see [Anaphylaxis](#))

This Plan is to be completed by the principal or nominee in collaboration with the parent/carer and student.

School:		Phone:	
Student's name:		Date of birth:	
Year level:		Proposed date for review of this plan:	
Parent/carer contact information (1)	Parent/carer contact information (2)	Other emergency contacts (if parent/carer not available)	
Name:	Name:	Name:	
Relationship:	Relationship:	Relationship:	
Home phone:	Home phone:	Home phone:	
Work phone:	Work phone:	Work phone:	
Mobile:	Mobile:	Mobile:	
Address:	Address:	Address:	
Medical /Health practitioner contact:			
<input type="checkbox"/> General Medical Advice Form - for a student with a health condition <input type="checkbox"/> School Asthma Action Plan <input type="checkbox"/> Condition Specific Medical Advice Form – Cystic Fibrosis <input type="checkbox"/> Condition Specific Medical Advice Form – Acquired Brain Injury <input type="checkbox"/> Condition Specific Medical Advice Form – Cancer <input type="checkbox"/> Condition Specific Medical Advice Form – Diabetes <input type="checkbox"/> Condition Specific Medical Advice Form – Epilepsy <input type="checkbox"/> Personal Care Medical Advice Form - for a student who requires support for transfers and positioning. <input type="checkbox"/> Personal Care Medical Advice Form - for a student who requires support for oral eating and drinking. <input type="checkbox"/> Personal Care Medical Advice Form - for a student who requires support for toileting, hygiene, and menstrual health management			
List who will receive copies of this Student Health Support Plan :			
1. Student's Family 2. Other: _____ 3. Other: _____			
The following Student Health Support Plan has been developed with my knowledge and input.			
Name of parent/carer or adult/mature minor** student: _____ Signature: _____ Date: _____			
**Please note: Mature minor is a student who can make their own decisions on a range of issues, before they reach eighteen years of age. See: Decision Making Responsibilities for Students			
Name of principal (or nominee): _____ Signature: _____ Date: _____			
Privacy Statement:			
The school collects personal information so as the school can plan and support the health care needs of the student. Without the provision of this information the quality of the health support provided may be affected. The information may be disclosed to relevant school staff and appropriate medical personnel, including those engaged in providing health support as well as emergency personnel, where appropriate, or where authorised or required by another law. You are able to request access to the personal information that we hold about you/your child and to request that it be corrected.			

HOW THE SCHOOL WILL SUPPORT THE STUDENT'S HEALTH CARE NEEDS

Student's name:	
Date of birth:	Year level:
What is the health care need identified by the student's medical/health practitioner?	
Other known health conditions:	
When will the student commence attending school?	
Detail any actions and timelines to enable attendance and any interim provisions:	

Below are some questions that may need to be considered when detailing the support that will be provided for the student's health care needs. These questions should be used as a guide only.

Support	What needs to be considered?	Strategy – how will the school support the student's health care needs?	Person Responsible for ensuring the support
Overall Support	Is it necessary to provide support during the school day?	<i>For example, some medication can be taken at home and does not need to be brought to school.</i>	
	How can the recommended support be provided in the simplest manner, with minimal interruption to the education and care program?	<i>For example, students using nebulizers can often learn to use puffers and spacers at school.</i>	
	Who should provide the support?	<i>For example, the principal should conduct a risk assessment for staff and ask: Does the support fit with assigned staff duties, the scope of their position, and basic first aid training (see First Aid for Students and Staff) Are additional or different staffing or training arrangements required?</i>	
	How can the support be provided in a way that respects dignity, privacy, comfort and safety and enhances learning?	<i>For example, detail the steps taken to ensure that the support provided respects the student's dignity, privacy, comfort and safety and enhances learning.</i>	
First Aid	Does the medical/health information highlight any individual first aid requirements for the student, other than basic first aid?	<i>Discuss and agree on the individual first aid plan with the parent/carer. Ensure that there are sufficient staff trained in basic first aid (see First Aid for Students and Staff) Ensure that all relevant school staff are informed about the first aid response for the student.</i>	
	Are there additional training modules that staff could undertake to further support the student, such as staff involved with excursions and specific educational programs or activities?	<i>Ensure that relevant staff undertake the agreed additional training Ensure that there are contingency provisions in place (whilst awaiting the staff member to receive training), to facilitate the student's attendance at school.</i>	

Support	What needs to be considered?	Strategy – how will the school support the student’s health care needs?	Person Responsible for ensuring the support
Complex medical needs	Does the student have a complex medical care need?	<p><i>Is specific training required by relevant school staff to meet the student’s complex medical care needs?</i></p> <p><i>The Schoolcare Program enables students with ongoing complex medical needs to have their health care requirements met safely at school. This program is available to students who would be unable to attend school without the procedure being performed by appropriately trained staff. Following the referral process, RCH nurses will attend your school and provide specialist training to nominated school staff.</i></p>	
Personal Care	Does the medical/health information highlight a predictable need for additional support with daily living tasks?	<p><i>Detail how the school will support the student’s personal care needs, for example in relation to nose blowing, washing hands, toileting care (including menstrual health management and other aspects of personal hygiene)</i></p> <p><i>Would the use of a care and learning plan for toileting or hygiene be appropriate?</i></p>	
Routine Supervision for health-related safety	Does the student require medication to be administered and/or stored at the School?	<p><i>Ensure that the parent/carer is aware of the school’s policy on medication management.</i></p> <p><i>Ensure that a medication log or equivalent official medications register is completed by the person administering the taking of the medication.</i></p>	
	Are there any facilities issues that need to be addressed?	<p><i>Ensure the school’s first aid room/sick bay and its contents provide the minimum requirements and discuss whether other requirements can be facilitated in this room to meet the student’s health care needs.</i></p> <p><i>Ensure the school provides necessary reasonable adjustments to assist a student who requires a wheelchair or other technical support. Discuss requirements and possible modifications with the parent/carer/student.</i></p>	
	Does the student require assistance by a visiting nurse, physiotherapist, or other health worker?	<p><i>Detail who the worker is, the contact staff member and how, when and where they will provide support.</i></p> <p><i>Ensure that the school provides a facility which enables the provision of the health service.</i></p>	
	Who is responsible for management of health records at the school?	<p><i>Ensure that information privacy principles are applied when collecting, using, retaining or disposing of personal or health information.</i></p>	
	Where relevant, what steps have been put in place to support continuity and relevance of curriculum for the student?	<p><i>For example, accommodation in curriculum design and delivery and in assessment for a student in transition between home, hospital, and school; for a student’s attendance (full-time, part-time or episodically).</i></p>	

Support	What needs to be considered?	Strategy – how will the school support the student’s health care needs?	Person Responsible for ensuring the support
Other considerations	Are there other considerations relevant for this health support plan?	<p><i>For example, in relation to behaviour, such as special permission to leave group activities as needed; planned, supportive peer environment.</i></p> <p><i>For example, in relation to the environment, such as minimising risks such as allergens or other risk factors.</i></p> <p><i>For example, in relation to communication, is there a need to formally outline the communication channels between the school, family and health/medical practitioner?</i></p> <p><i>For example, is there a need for planned support for siblings/peers?</i></p>	

Last Updated: 16 November 2023

Accidents and Critical Incidents Report Form

Complete this form to report incidents involving and/or impacting CLV students. Incidents are categorised according to actual/alleged impact on Students.

Use the Incident Report Guide to assist in completing the form.

If completing a paper copy, please use **black or blue** pen only. If more space is required for any section, please attach an additional clearly labelled page/s.

Parts 1 – 4 are to be completed by the most CLV staff member present at the time of the incident, the ‘reporter’

Part 1: Reporter details

Reporting person’s name: _____

Telephone number: _____

Position title: _____

Reporting School: _____

School name

Part 2: Incident details

Date of incident: *DD/MM/YYYY* / / Time of incident: AM PM

If you did not see the incident:

Date you were first told about the incident: *DD/MM/YYYY* / / Time first told of incident: AM PM

Address/location of incident: _____

Where did it happen?

Incident type

Refer to the Incident types (list C). Choose and write down ONE (the most serious) incident type only. Copy exact wording from the list.

For incidents involving **assault**:

Please mark one only.

‘Other’ refers to those who are not parents, students, or staff but who were involved in the incident.

- parent to parent
- parent to staff
- staff to parent
- parent to student
- staff to student
- student to student
- other

Part 3: Who was involved?

Please complete for each person involved in the incident. This includes witnesses.

	Family name	First name	Sex (M/F)	Aboriginal or Torres Strait Islander (circle one)	Date of Birth	Address	Participant/ Witness/ Victim/ (P/W/V) (circle one only*)	Injured (circle one)	Medical professional required (circle one)
1				Y N			P W V	Y N	Y N
2				Y N			P W V	Y N	Y N
3				Y N			P W V	Y N	Y N
4				Y N			P W V	Y N	Y N

* Only mark ‘victim’ when an incident involves assault.

Staff or others: details

Please complete for each CLV staff member or others involved in the incident, including any witnesses.

	Family name	First name	Position/title	Staff / Volunteer <i>(circle one)</i>	Participant/ Witness/ Victim/ (P/W/V) <i>(circle one only)</i>	Injured <i>(circle one)</i>	Medical professional required <i>(circle one)</i>
1				S V	P W V	Y N	Y N
2				S V	P W V	Y N	Y N
3				S V	P W V	Y N	Y N
4				S V	P W V	Y N	Y N

Part 4: What happened?

Describe the incident and the immediate response of staff.

This section should be a brief, factual account of the incident. Include impact to the person who was involved; how, where and when the incident occurred; who did what; who (if anyone) was injured and the nature and extent of injuries (if applicable).

Was any property or equipment damaged? Yes No

Details of damage: _____

Signature of reporter: _____ Date: / /

Part 5: Principal's report

Part 5 to be completed by the Principal or Assistant Principal after being notified of the incident.

Print Name: _____ Telephone: _____

Position: _____

Brief summary of incident (for all incidents)

Provide a brief summary of the incident in 20 words or less.

What actions have been taken and what follow-up actions will be taken in response to the incident?

Please describe what actions have been taken to address safety risks and what will be done to prevent recurrence of the incident.

Staff to Student assault and/or abuse in care

These refer to alleged or actual physical or sexual assault where a student in care is the victim, and the perpetrator is a staff member.

Is this an incident of staff to student assault? Yes No *If yes, complete the remaining items in this section.*

Have immediate student safety needs been met? Yes No

Has an investigation been initiated? Yes No

Is this an incident of abuse in care? Yes No

Please provide details:

Compulsory treatment (for Disability Services students only):

Are any of the students subject to compulsory treatment under the Disability Act (2006)? Yes No

Other areas informed

Police contacted: Yes No Date: / / Time: N/A

Police officer's name: _____ Telephone: _____

Police investigation: Yes No Date: / / N/A

Emergency Services: Yes N/A Date: / / Case number: _____

Emergency & Security Management notified: Yes No Date: / / N/A

Report quality checked: Yes

Signature of Manager: _____ Date: / / Time: _____

Please return this completed report and any attachments to CLV School (INSERT SCHOOL NAME) and CLV Child Safety Officer: Neda Erjaei at neda.erjaei@communitylanguages.org.au

INTERNAL USE

Date received the form: _____

Action taken: _____

Date report completed: _____

Last Updated: 13 December 2023

Letter to Parents/Guardians - Accidents & Critical Incidents

This letter can be used as a template for schools when they are informing parents of a tragedy, offering some advice and outlining what the schools response involves (brief details of the incident and, in the event of a death, perhaps some positive remembrances of the person lost). Where text/social media are used for communicating with parents this content will help with drafting.

[INSERT SCHOOL CONTACT DETAILS]

Dear Parent/Guardian,

The school has experienced (the sudden death, accidental injury, etc.) of [INSERT NAME OF STUDENT].

We are deeply saddened by the death/events. Our thoughts are with the [INSERT FAMILY NAME] family.

We have support structures in place to help your child cope with this tragedy [ELABORATE].

It is possible that your child may have some feelings and questions s/he may like to discuss with you. It is important to give information that is age appropriate.

You can help your child by taking time to listen and by encouraging him/her to express feelings. All children are different and will express their feelings in different ways. It is not uncommon for children to have difficulty concentrating or be fearful, anxious, or irritable. They may become withdrawn, cry, complain of physical aches and pains, have difficulty sleeping or have nightmares. Some may not want to eat. These are generally short-term reactions. Over the course of the coming days, please keep an eye on your child and allow him/her to express their feelings without criticism.

Although classes will continue as usual, I anticipate that the next few days will be difficult for everyone. An information night for parents is planned for [INSERT DATE, TIME, PLACE]. At that time, further information about how to help children in grief will be given.

We have enclosed some information which you may find useful in helping your child through this difficult time. Young people frequently turn to social media to see what others are saying, or to find out more. At these times it is important that you monitor their use and engage with them about what they read. We urge you to emphasise and reinforce the need to be extremely sensitive and careful about what they post.

If you would like advice, you may contact the following people at the school: [INSERT DETAILS].

Principal's signature

Critical Incident Management Plan

Critical Incident Management Team

Role	Name and Email	Phone Number
Team Leader		
Guard Liaison		
Staff Liaison		
Student Liaison		
Parent Liaison		
Community Liaison		
Media Liaison		

Short Term Actions - Day 1

Task	Responsible Person
Gather accurate information: Who, what, when, where?	
Convene a Critical Incident Management Team (CIMT) meeting - specify time and place clearly	
Contact external agencies	
Arrange supervision for students	
Hold staff meeting	
Agree on schedule for the day	All staff
Inform students (close friends and students with learning difficulties may need to be told separately)	
Compile list of vulnerable students	
Contact / visit bereaved family	
Prepare and agree on media statement and deal with the media	
Inform parents/guardians	
Hold end of day staff briefing	

Medium Term Actions - Day 2 and Following Days

Task	Responsible Person
Convene a CIMT meeting to review the events of Day 1	
Meet external agencies	
Meet whole staff	
Arrange support for students, staff, parents/guardians	
Visit the injured	
Liaise with bereaved family regarding funeral arrangements	
Agree on attendance and participation at funeral service	
Make decisions about school closure	BOM
<i>Add any other task specific to your school</i>	
<i>Add any other task specific to your school</i>	

Follow-Up - Beyond 72 Hours

Task	Responsible Person
Monitor students for signs of continuing distress	
Liaise with agencies regarding referrals	
Plan for return of bereaved student(s)	
Plan for giving of "memory box" to bereaved family	
Decide on memorials and anniversaries	Staff, parents and students
Review response to incident and amend Critical Incident Management Plan accordingly	Staff
<i>Add any other task specific to your school</i>	
<i>Add any other task specific to your school</i>	

Last Updated: 16 November 2023

Child Safety Incident Report Form

[INSERT SCHOOL NAME]

The Child Safe Standards require organisations that provide services for children to have processes for responding to and reporting suspected child abuse . You can provide this resource to a child or their family if they disclose an allegation of abuse or safety concern in your organisation (they may need your help to complete it). Your staff can also use this resource to record disclosures or concerns.

Child Safety concerns take many forms and may be through direct disclosure, observation or information received from others. Disclosures include:

- If a child discloses an incident of abuse to you.
- If a parent/carer says their child has been abused in your organisation or raises a concern.
- Your own observations.

The Child Safety Officer, or their nominee, will notify the child's family, and investigate the alleged incident as quickly as possible (allowable by law).

All incident reports must be stored securely.

If anyone is in immediate danger staff should report immediately to Victoria Police on 000.

RESPONDING TO THE EMERGENCY

<p>Did the child require First Aid? Provide details if "yes"</p>	
<p>Who administered this? (Name and Title)</p>	
<p>Did the child require further immediate medical assistance?</p>	
<p>Current location and safety status: <i>(e.g. Are all impacted students safe and not in any immediate danger? If a child is in immediate danger, school staff should report immediately to Police on 000)</i></p>	

NAME OF PERSON COMPLETING THIS FORM

<p>Name:</p>	
<p>Contact Details:</p>	
<p>Relationship to child(ren):</p>	

<p>Name:</p>	
<p>Contact Details:</p>	
<p>Relationship to child(ren):</p>	

STAFF MEMBER LEADING THE RESPONSE

Name:	
Role:	
Location:	
Relationship to child(ren):	

INCIDENT DETAILS

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

INCIDENT CATEGORY

- Physical abuse**
- Sexual abuse**
- Sexual exploitation**
- Grooming**
- Emotional or psychological abuse**
- Neglect**
- Exposure to family violence**
- Peer to peer event**
- Code of Conduct and/or Policy Breach**

INCIDENT DESCRIPTION

When did it take place?	
Who was involved?	
What did you see?	
Protective action taken?	
Other information	

CHILD/REN DETAILS

First Name:		Family Name:			
DOB:		Sex:			
Address:					
Suburb:		State:		Postcode:	
Does the child identify as (✓ relevant response):					
CaLD	<input type="checkbox"/>	Aboriginal or Torres Strait Islander	<input type="checkbox"/>	Having a disability	<input type="checkbox"/>

First Name:		Family Name:			
DOB:		Sex:			
Address:					
Suburb:		State:		Postcode:	
Does the child identify as (✓ relevant response):					
CaLD	<input type="checkbox"/>	Aboriginal or Torres Strait Islander	<input type="checkbox"/>	Having a disability	<input type="checkbox"/>

CHILD/REN DETAILS (CONTINUED)

First Name:		Family Name:			
DOB:		Sex:			
Address:					
Suburb:		State:		Postcode:	
Does the child identify as (✓ relevant response):					
CaLD	<input type="checkbox"/>	Aboriginal or Torres Strait Islander	<input type="checkbox"/>	Having a disability	<input type="checkbox"/>

ADULT DETAILS

Name(s) of staff/volunteer/contractor involved in the incident: N/A

First Name:		Family Name:	
Position:		Department/Team:	
Email:		Phone (direct):	
Date:		Time:	

First Name:		Family Name:	
Position:		Department/Team:	
Email:		Phone (direct):	
Date:		Time:	

Name(s) of person(s) who witnessed or is aware of the incident: N/A

First Name:		Family Name:	
Position:		Department/Team:	
Email:		Phone (direct):	
Date:		Time:	

First Name:		Family Name:	
Position:		Department/Team:	
Email:		Phone (direct):	
Date:		Time:	

Name(s) of parent/guardian of child(ren) involved in the incident: N/A

First Name:		Family Name:			
DOB:		Sex:			
Address*:					
Suburb:		State:		Postcode:	
Does the parent identify as (✓ relevant response):					
CaLD	<input type="checkbox"/>	Aboriginal or Torres Strait Islander	<input type="checkbox"/>	Having a disability	<input type="checkbox"/>

** if address is different from the child.*

Name(s) of parent/guardian of child(ren) involved in the incident: N/A

First Name:		Family Name:			
DOB:		Sex:			
Address*:					
Suburb:		State:		Postcode:	
Does the parent identify as (✓ relevant response):					
CaLD	<input type="checkbox"/>	Aboriginal or Torres Strait Islander	<input type="checkbox"/>	Having a disability	<input type="checkbox"/>

** if the address is different from the parent/guardian listed above.*

REPORTER'S DETAILS

Name:	
Contact details:	
Relationship to child/ren:	

INCIDENT REPORTER WISHES TO REMAIN ANONYMOUS?

Mark with an 'X' as applicable

- Yes
 No

ACTION TAKEN

Has the Incident been reported **externally**?

N/A YES NO

If No, please report immediately

External Agency	Contact Name	Date	Time	Agency Reference Number
Child Protection (1300 655 795 or after hours 13 12 78)				
Police (000)				
Other Regulatory Body (please specify e.g. Dept. of Education, CCYP etc)				
Report Details:				
Notification Required:		Yes		No
Rationale:		Outcome (if/when known):		

Has the Incident been reported **internally**?

N/A YES NO

ROLE	NAME	DATE	TIME	SIGNATURE
Child Safe Officer				
Principal				
CLV Child Safe Officer				
Name of staff member managing the incident:				
Contact Details	Email:		Phone:	
Internal Reference (if applicable):		Document Storage Reference:		

Contacting parents/carers:

YES NO

	YES	NO	DATE/TIME	CONTACT NAME
Have you sought advice from DHS, DET or Victoria Police?				
	YES	NO	RATIONALE	
Is it appropriate to contact parents or carers?				

If contacting parents/carers:

Name of staff member making the call:	
Name of parent/carer receiving the call:	
Discussion outcomes:	

TO BE COMPLETED BY THE CHILD SAFE OFFICER

Does the incident meet the threshold for Reportable Conduct? YES NO

Has it been reported to the Principal/CLV? YES NO

If No, please report as soon as possible.

External Agency	Contact Name	Date	Time	Agency Reference Number	
Internally to Principal/CSO					
Internally to CLV Child Safe Officer					
Reportable Conduct Scheme (CCYP) 1st contact					
Other					
Report Details:					
Next Steps:					

What follow-up action is required?

ROLE	RATIONALE	DUE DATE	OUTCOME (IF/WHEN KNOWN)
External Investigation (wait until outcome of police investigation)			
Internal Investigation			
Review of Policies and Procedures			
Risk Assessment Review			

FURTHER INFORMATION

Contact the Child Safe Officer on:

[INSERT EMAIL ADDRESS AND PHONE NUMBER]

Cyber Safety Use Agreement

Sample Students Use Agreement

1. I can only use the computers and other School ICT equipment/devices for my schoolwork.
2. If I am unsure whether I am allowed to do something involving ICT, I will ask the teacher first.
3. I will log on only with my username and will not allow anyone else to use my username.
4. I will not tell anyone else my password. If I need to show my parents/carer something which is password-protected, I agree to log in with them.
5. I can only go online or access the Internet at school when a teacher gives permission, and an adult is present. I can only access websites that my teacher directs me to use.
6. I understand that I must not, at any time, use the Internet, email, mobile phones, or any ICT equipment/device to be mean, rude, offensive, or to bully, harass, or in any way harm anyone else connected to our School.
7. While using a computer I will not:
 - a. attempt to search for things online I know are not acceptable at our School. This could include anything that is rude or violent or uses unacceptable language such as swearing.
 - b. make any attempt to bypass security measures, monitoring and filtering that is in place at the school.
8. If I accidentally find anything mean or rude or things, I know are not acceptable at our school on any ICT, I will:
 - not show other students.
 - turn off the screen or minimise the window.
 - immediately report the incident to a teacher.
9. I understand that I must not download or install any files such as music, videos, games, or programs without the permission of a teacher. This is to ensure we are following copyright laws.
10. The School Cyber Safety rules apply to any ICT equipment/devices brought to school including mobile phones.
11. I will not supply any personal information online unless I have my teacher's permission as personal information can identify you. Personal information includes but is not limited to:
 - Name
 - Address
 - Email address
 - Phone numbers
 - Photos
12. I will respect the school's ICT network and will treat all ICT equipment/devices with care. This includes:
 - not intentionally disrupting or interfering with any school network and systems
 - not attempting to gain unauthorised access to the school's ICT network and system.
 - using my allocated computer in computer rooms/classrooms
 - only doing my own work on the computer
 - not misusing equipment or changing settings
 - staying in my seat unless I have permission to move around the room.
 - following all school Cyber Safety rules, and not joining in if other students choose to be irresponsible with ICT.

- not having food or drink near equipment.
- reporting any breakages/damage to a staff member

13. I understand that if I break these rules, the school may need to inform my parent(s)/carer(s). In serious cases, the school may take disciplinary action against me. I also understand that my family may be charged for any repair costs.

Name:

Year-Level at School:

Signature:

Sample Parents Agreement

I have read and understood the Cyber-safety/Technology User Agreement and I am aware of the school's initiatives to maintain a cybersafe learning environment and agree to the following.

I allow my child to access the school computer network abiding by the Cyber Safety/Technology User agreement and support consequences for breach of behaviour.

I allow my child to access the internet at school abiding by the Cyber Safety/Technology User agreement and support consequences for breach of behaviour.

I allow my child's work, with their consent, to be published on the school's Intranet.

I allow my child's image to be published on the school's website and identified only by first name if necessary.

Name of child:

Year of enrolment at school:

Name of parent/caregiver/legal guardian:

Signature of parent/caregiver/legal guardian:

Date:

Please note: This agreement will remain in force as long as your child is enrolled at this school. If it becomes necessary to add/amend any information or rule, you will be advised in writing.

PLEASE RETURN THIS SECTION TO SCHOOL AND KEEP A COPY FOR YOUR OWN REFERENCE.

Policy number	CLV 06	Version	5
Drafted by	Neda Erjaei	Approved by Committee on	20 December 2023
Responsible person	Neda Erjaei	Scheduled review date	20 December 2024