



Oxley Primary School

**Short description**

Child Safe Policy and Procedures for Oxley Primary School (OPS). Guidelines for staff and other persons associated with OPS on the prevention of child abuse, the actions to be taken in cases of suspected child abuse and the creation of an environment where all students are able to learn in a safe environment.

Relevant to

All OPS staff, volunteers, contractors and the School Council

Authority

School Council

Responsible Officer

Principal

Date introduced

August 2016

Date(s) modified**Next scheduled review date**

February 2021

Related School documents

Attached – see below.

COMMITMENT TO CHILD SAFETY

Oxley Primary School is committed to safety and wellbeing of all children and young people. This will be the primary focus of our care and decision-making.

Oxley Primary School has zero tolerance for child abuse.

Oxley Primary School is committed to providing a child safe environment where children and young people are safe and feel safe, and their voices are heard about decisions that affect their lives. Particular attention will be paid to the cultural safety of Aboriginal children and children from culturally and/or linguistically diverse backgrounds, as well as the safety of children with a disability.

Every person involved in Oxley Primary School has a responsibility to understand the important and specific role he/she plays individually and collectively to ensure that the wellbeing and safety of all children and young people is at the forefront of all they do and every decision they make.

In its planning, decision-making and operations Oxley Primary School will:

1. Take a preventative, proactive and participatory approach to child safety;
2. Value and empower children to participate in decisions which affect their lives;
3. Foster a culture of openness that supports all persons to safely disclose risks of harm to children
4. Respect diversity in cultures and child rearing practices while keeping child safety paramount;
5. Provide written guidance on appropriate conduct and behaviour towards children;
6. Engage only the most suitable people to work with children and have high quality staff and volunteer supervision and professional development;
7. Ensure children know who to talk with if they are worried or are feeling unsafe, and that they are comfortable and encouraged to raise such issues;
8. Report suspected abuse, neglect or mistreatment promptly to the appropriate authorities;
9. Share information appropriately and lawfully with other organisations where the safety and wellbeing of children is at risk;
- and 10. Value the input of and communicate regularly with families and carers.

This also applies to our Out of School Hours and Vacation Care program.

DOCUMENT AIM

Oxley Primary School is totally opposed to all forms of child abuse. The school is concerned with the holistic growth of each young person. All allegations of child abuse should be reported to the Principal as well as the relevant agency (Department of Health & Human Services, *Child FIRST* and Child Protection) as required under Victoria's Mandatory Reporting requirements.

The Principal will ensure that all legal processes are followed, including those necessitated by Mandatory Reporting, Failure to Protect and other relevant legislation. Care for the child is to be of paramount importance.

This policy is intended to empower and protect all students in all our school environments

including our Outside School Hours Care and Vacation Care programs. We involve them when making decisions, especially about matters that directly affect them. We listen to their views and respect what they have to say.

We promote diversity and tolerance in our organisation, and people from all walks of life and cultural backgrounds are welcome. In particular we:

- promote the cultural safety, participation and empowerment of Aboriginal and Torres Strait Islander children
- promote the cultural safety, participation and empowerment of children from culturally and/or linguistically diverse backgrounds
- ensure that children with a disability are safe and can participate equally.

IMPLEMENTATION

Definitions

Child Abuse. The relevant legislation defines *Child Abuse* as any act committed against a child involving:

- physical violence
- sexual violence
- serious emotional or psychological abuse
- serious neglect an offence under section 49B(2) of the Crimes Act 1958 (grooming)

Children with a disability: A disability can be any physical, sensory, neurological disability, acquired brain injury or intellectually disability or developmental delay that affects a child's ability to undertake everyday activities.

Child FIRST: is the name of the Child and Family Information, Referral and Support Teams of the Department of Health & Human Services (DHHS), Victoria.

Cultural safety for Aboriginal children: The positive recognition and celebration of Aboriginal culture.

Cultural safety for children from culturally and/or linguistically diverse backgrounds: An environment which is spiritually, socially and emotionally safe, as well as physically safe for children; where there is no assault, challenge or denial of their cultural or linguistic identity, of who they are and what they need.

Failure to disclose: under amendments to the *Crimes Act 1958* all adults are required to report to Victoria Police if they know or reasonably believe that a sexual offence has been committed by an adult against a child under the age of 16. It is a criminal offence not to comply with this obligation.

Failure to protect: it is an offence for a person in authority within a relevant organisation to fail to reduce or remove the risk of sexual abuse of a child under their care when they know that such a risk exists.

Mandated Notifier: Section 182 of the *Children, Youth and Families Act 2005* states that professionals who are legally required to report child *physical and sexual* abuse include:

- i. registered principals and teachers (including pre-service and visiting teachers)
- ii. registered nurses including school nurses.

Person in authority: a person in authority is someone who by reason of their position within the organization, has the power to reduce or remove a substantial risk that a child under the age of 16, who is under their care, may become the victim of sexual abuse committed by an adult associated with the organisation e.g. Principal of a school would be considered the person in authority.

The legislation defines **Reasonable Belief** in this way: '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:

- i. a child states that they have been or know someone who has been physically or sexually abused,
- ii. someone who knows a child states that the child has been physically or sexually abused,
- iii. professional observations of the child's behaviour or development leads a professional to form a belief that the child has been physically or sexually abused or is likely to be abused,
- iv. signs of physical or sexual abuse leads to a belief that the child has been sexually abused.

The legislation defines **Reportable Conduct** and it may include:

- i. any sexual offence, or sexual misconduct, committed against, with or in the presence of a child (including a child pornography offence), or
- ii. any assault, ill-treatment or neglect of a child, or
- iii. any behaviour that causes psychological harm to a child whether or not, in any case, with the consent of a child.

The legislation also defines **Sexual Offences** as including:

- i. sexual intercourse
- ii. acts of indecency (an act that is contrary to community standards of decency); and
- iii. indecent assault (touching without consent together with circumstances of indecency).

The definition of **Sexual Misconduct** includes a range or pattern of behaviour aimed at the involvement of children in sexual acts, including:

- i. inappropriate conversations of a sexual nature
- ii. comments that express a desire to act in a sexual manner
- iii. unwarranted or inappropriate touching
- iv. sexual exhibitionism
- v. personal correspondence (any form) with a child in respect to adult feelings and/or emotions
- vi. exposing the child to sexual behaviour of other, including pornography; and
- vii. possession of child pornography.

The definition of **Grooming** includes:

- i. patterns of behaviour aimed at engaging or 'grooming' a child as a precursor to sexual abuse
- ii. the sexual abuse need not have happened for grooming to have occurred
- iii. persuading the child that a 'special relationship' exists (spending inappropriate special time with the child, inappropriate giving of gifts, showing special favour, allowing the child to overstep certain situations because they are being favoured)
- iv. testing the boundaries (undressing in front of the child, allowing the child to sit on the lap, talking about sex, accidental touching)
- v. a person of or over the age of 18 communicating inappropriately with a child under the age of 16.

The definition of **Physical Assault** under common law principles must include three of the following elements:

- i. it is an act committed on or towards a child; and
- ii. it involves either the application of force to a child or an act that causes a child to think that immediate force will be used on them; and
- iii. it is either hostile or reckless (a reckless act is one where a person would reasonably foresee

the consequences of or likelihood of inflicting injury or fear, and ignores the risk).

The definition of **Psychological Harm** includes:

- i. persistent and targeted behaviour (scape-goating, humiliation or verbal abuse) although in rare cases the alleged behaviour may be a single incident which is extreme and harmful to the child
- ii. signs of harm being identified (displaying patterns of out of character behaviour such as refusal to attend school, sleep disturbance, anxiety, physical symptoms or self-harm)
- iii. an alleged causal link between the behaviour and the harm
- iv. exposure to domestic violence.

Relevant Child: a relevant child is a child under the age of sixteen who is, or may come, under the care, supervision or authority of a relevant organisation.

Relevant Organisation: includes schools and care services (Outside School Care and Vacation Care services)

A Child Safety Champion

Is a particular person trained to lead staff to in the implementation of the Child Safe Standards.

Broad areas of the role are to:

PROVIDE AUTHORITATIVE ADVICE

- Act as a source of support, advice and expertise to staff on matters of child safety.
- Liaise with the principal and school leaders to maintain the visibility of child safety.
- Lead the development of the school's child safety culture, including being a child safety champion and providing coordination in communicating, implementing, monitoring, enhancing and reporting on strategies to embed a culture of child safety.

RAISE AWARENESS

- Ensure the school's policies are known and used appropriately.
- Ensure the school's child safety policy is reviewed in the context of school self-evaluation undertaken as part of the school accountability framework.
- Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this.
- Be alert to the specific needs of children in need, those with special educational needs and young carers.
- Encourage among all staff a culture of listening to children and taking account of their wishes and feelings in any measures to protect them.

TRAIN

- Being authoritative in providing advice by: of keeping their skills up to date with appropriate training carried out every two years of having a working knowledge of how the Department of Health and Human Services (DHHS) and Community Service Organisations conduct a child protection case conference to be able to attend and contribute to these effectively when required to do so.

PROTECT

- Be able to keep detailed, accurate, secure written records of concerns and referrals.
- Ensure each member of staff has access to and understands the school's child safety policy and procedures, especially new and part time staff.
- Make sure staff are aware of training opportunities and the latest DHHS and DET policies and guidance.



Oxley Primary School



Code of Conduct

Oxley Primary School is committed to the safety and wellbeing of children and young people. Our school community recognises the importance of, and a responsibility for, ensuring our school is a safe, supportive and enriching environment which respects and fosters the dignity and self-esteem of children and young people, and enables them to thrive in their learning and development.

This Code of Conduct aims to protect children and reduce any opportunities for child abuse or harm to occur. It also assists in understanding how to avoid or better manage risky behaviours and situations. It is intended to complement child protection legislation, Department policy, school policies and procedures and professional standards, codes or ethics as these apply to staff and other personnel.

The Principal and school leaders of Oxley Primary School will support implementation and monitoring of the Code of Conduct, and will plan, implement and monitor arrangements to provide inclusive, safe and orderly schools and other learning environments.

The Principal and school leaders of Oxley Primary School will also provide information and support to enable the Code of Conduct to operate effectively. All staff, contractors, volunteers and any other member of the school community involved in child related work are required to comply with the Code of Conduct by observing expectations for appropriate behaviour below. The Code of Conduct applies in all school situations, including school camps and in the use of digital technology and social media.

Acceptable Behaviours

As staff, volunteers, contractors, and any other member of the school community involved in child related work individually, we are responsible for supporting and promoting the safety of children by:

- upholding the school's statement of commitment to child safety at all times

- treating students and families in the school community with respect both within the school environment and outside the school environment as part of normal social and community activities.
- listening and responding to the views and concerns of students, particularly if they are telling you that they or another child has been abused or that they are worried about their safety/the safety of another child
- promoting the cultural safety, participation and empowerment of Aboriginal and Torres Strait Islander students
- promoting the cultural safety, participation and empowerment of students with culturally and/or linguistically diverse backgrounds
- promoting the safety, participation and empowerment of students with a disability
- reporting any allegations of child abuse or other child safety concerns to the school's leadership
- understanding and complying with all reporting or disclosure obligations (including mandatory reporting) as they relate to protecting children from harm or abuse.
- if child abuse is suspected, ensuring as quickly as possible that the student(s) are safe and protected from harm.

Unacceptable Behaviours

As staff, volunteers, contractors, and any other member of the school community involved in child related work we **must not**:

- ignore or disregard any concerns, suspicions or disclosures of child abuse
- develop a relationship with any student that could be seen as favouritism or amount to 'grooming' behaviour (for example, offering gifts)
- exhibit behaviours or engage in activities with students which may be interpreted as abusive and not justified by the educational, therapeutic, or service delivery context
- ignore behaviours by other adults towards students when they appear to be overly familiar or inappropriate
- discuss content of an intimate nature or use sexual innuendo with students, except where it occurs relevantly in the context of parental guidance, delivering the education curriculum or a therapeutic setting
- treat a child unfavourably because of their disability, age, gender, race, culture, vulnerability, sexuality, ethnicity or any other differences.

- communicate directly with a student through personal or private contact channels (including by social media, email, instant messaging, texting etc) except where that communication is reasonable in all the circumstances, related to school work or extra-curricular activities or where there is a safety concern or other urgent matter
- photograph or video a child in a school environment except in accordance with school policy or where required for duty of care purposes
- in the school environment or at other school events where students are present, consume alcohol contrary to school policy 2 or take illicit drugs under any circumstances.



Oxley Primary School



WORKING WITH CHILDREN CHECK POLICY

Preamble

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

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

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

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

Definitions

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

Student: any child who is enrolled at the School

What is the WWC check?

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

When is a WWC check required?

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

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

What is the application process?

The candidate must complete a Working with Children Check application form. The forms are available online.

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

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

Further information about the application process is available on the Department of Justice webpage.

What if the applicant does not pass the check?

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

When can the candidate commence?

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

Who pays for the WWC check?

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

Responsibilities

The School must:

- identify all staff who require a Working with Children check;
- ensure existing staff and volunteers are informed of the requirement to undergo the check;
- ensure prospective staff and volunteers have passed a WWC check before commencement;

- check the card's validity on the [Department of Justice webpage](#);
- have a photocopy of the WWC card and with details updated on the school register (if individual is a staff member, copy to be kept on the staff member's personnel file)
- ensure suitable monitoring procedures are in place to ensure staff members hold a valid WWC check card at all times.

The staff member or volunteer must:

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

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

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

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

Related Procedures

- [Police Records Check Procedure](#)

Related Documents

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

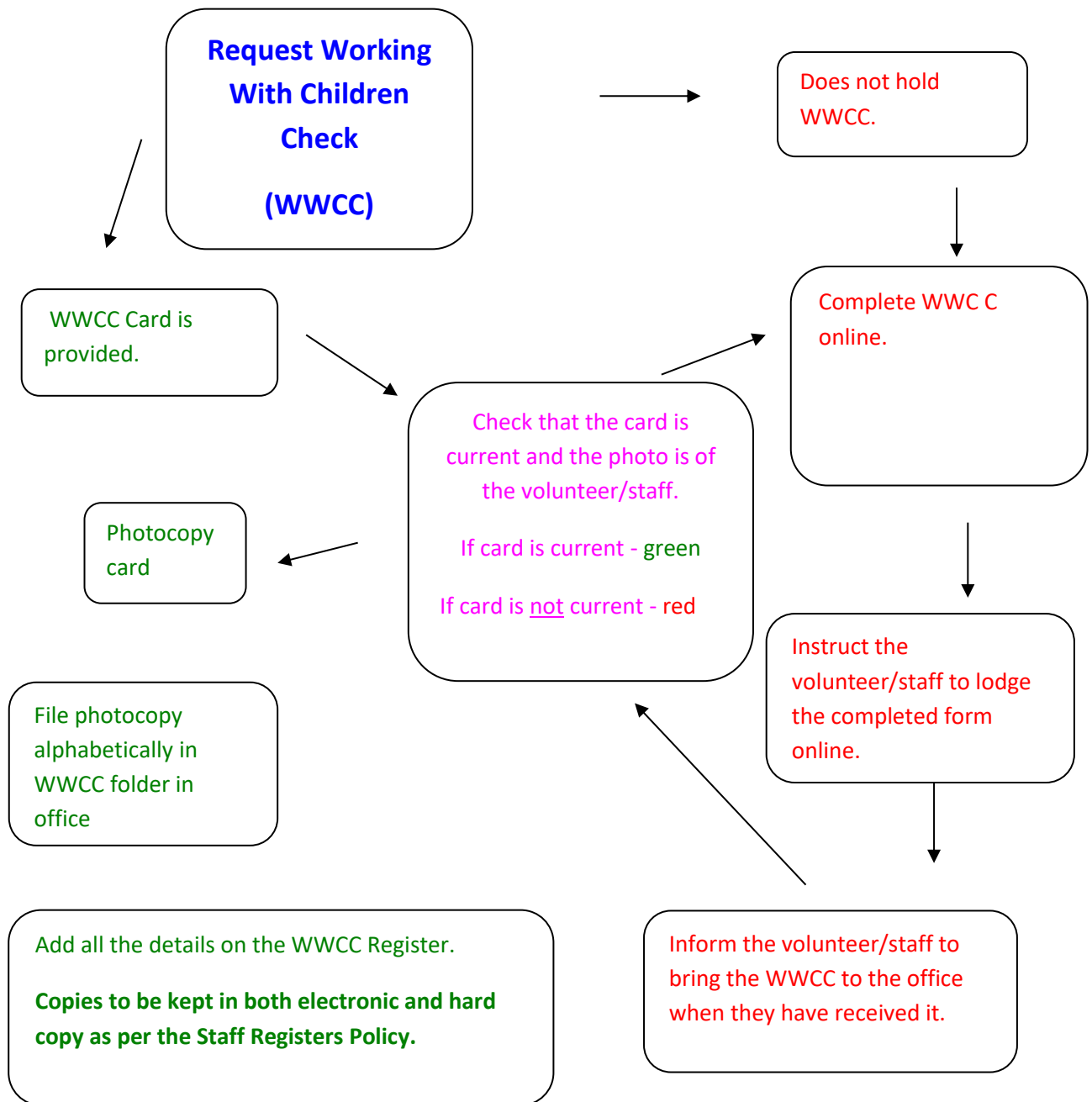
Further information is available from the [Department of Justice Working with Children webpage](#) or the Working with Children information line on 1300 652 879

School Register

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

The register will be placed on the admin network.

FLOWCHART for WORKING WITH CHILDREN CHECKS



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

Business Manager has primary responsibility for checking and processing WWCCs.

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



Child Protection - Grooming Policy

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

Rationale:

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

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

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

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

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

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

Key Principles:

- A safe environment is required to protect children and young people from harm and to prevent staff from abusing their position of authority and trust.

- The child and young person's ongoing safety and wellbeing must be the primary focus of all decision making.
- School leaders and staff must be fully self-aware of, and comply with, their professional obligations and responsibilities.
- The commitment to protecting children is embedded in the organisation's culture and responsibility for taking action is understood and accepted at all levels of the organisation.

Definitions:

Child

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

Grooming

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

Indictable sexual offence

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

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

Person in authority

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

Reasonable belief

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

Sexual abuse

Sexual abuse occurs when a person uses power or authority over a child to involve the child in sexual activity and the child's parent or caregiver has not protected the child. Physical force

is sometimes involved. Child sexual abuse involves a wide range of sexual activity, including physical activity and/or exposure of the child to pornography.

Implementation:

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

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

Related Documentation:

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

Oxley Primary School WWCC Register Procedures

Oxley Primary School WWCC List

Oxley Primary School Duty of Care Policy

Oxley Primary School Excursions Policy

Oxley Primary School Incursions Policy

Oxley Primary School On Site Supervision Policy

Oxley Primary School Privacy Policy

Oxley Primary School Staff Registers Policy

Oxley Primary School Student Engagement and Well Being Policy

Oxley Primary School Visitors in School Policy
 VIT Legal Obligations of a Teacher
 VIT Teacher Code of Conduct
 Child Protection and Safety Policy
 Child Protection – Mandatory Reporting Policy
 Child Protection – Working With Children Checks Policy
 Child Protection – Failure to Protect Policy
 Child Protection – Grooming Policy

References:

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

Date Implemented	July 25 th , 2016
Author	Jeremy Campbell
Approved By	School Council
Responsible for Review	Principal
Review Date	First meeting in 2021



OXLEY PRIMARY SCHOOL
STUDENT ENGAGEMENT and WELLBEING POLICY



Introduction

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

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

Section 1: SCHOOL PROFILE

Oxley Primary School is a rural school and is situated on the Wangaratta Whitfield Road in the picturesque King River Valley 11 kilometres from Wangaratta on the edge of the Oxley Township. Oxley Primary School is a member of the Ovens Learning Community of schools, which includes Milawa, Whorouly, Glenrowan, Everton and Carraragarmungee. These schools come together for a wide range of engaging activities that enhance the strength of the Student Engagement policy. Oxley is the base school for the regional MARC service.

Oxley Primary School is **committed to Nurturing confident, lifelong learners, in a friendly rural community.** Oxley Primary School promotes and **develops lifelong learners by working with children to:**

- Develop confident learners who demonstrate high levels of understanding curriculum
- Creates socially competent individuals who contribute to the broader community
- Develop enquiring minds and a spirit of curiosity
- Adopt a proactive approach to care for our planet
- Develop independent thinkers who are adaptive and resilient in a changing world
- Foster respect and responsibility for self and others
- Motivate children who value learning.

Oxley Primary School's mission statement also gives students:

- Caring, learning partnerships between teacher, parent and child
- Comprehensive extra-curricular programs, including social, cultural, and environmental aspects that develops the whole child
- An ethos of support, challenge and encouragement to succeed
- Using new technologies that link the child to the local and global communities
- A safe and caring learning community that values fun and enjoyment
- A relevant curriculum focused on the child's current and future needs
- A whole school approach to developing a culture of care for our planet
- A stimulating learning environment through innovative teaching and an investigative approach to learning

Oxley Primary School has a strong focus on literacy and numeracy as these are the building blocks for the other Key Learning Areas. There is a strong emphasis on technology to support the other subject areas. Oxley Primary School provides programs in English, Mathematics, Science, Studies of Society and Environment, Technology, The Arts and Physical Education. The classroom programs are also enhanced by school camps, excursions, musical performances and cluster activities. Art and Library specialists visit us fortnightly. Oxley also has a music specialist who works at the school on a weekly basis.

Oxley Primary School places great value and emphasis on being a community school with everyone associated with the school aiming to provide the best opportunities for the students. Many of the school facilities and equipment would not have been able to be purchased without the help of our magnificent parent body. Parents not only help with the fund-raising but also in classroom activities and excursions. With this support the students, parents and teachers working together would not be able to achieve the results that have been achieved as far.

The school is 0.46 on the Student Family Occupation scale. Employment levels across the school families are very high. Although situated in a rural area, very few school families rely solely on primary production as their main source of income. The majority of families are in employed in Wangaratta or the Oxley area. All students come from English speaking backgrounds and there is no ethnic diversity in the school community. Many of the school families have had multiple generations attend the school.

WHOLE SCHOOL PREVENTION STATEMENT

We value the development of qualities of happiness, respect, equality, learning and relationship in developing the whole student. The school aims form the foundation of our whole school prevention program which consists of the following:

- A behaviour management program which rewards positive behaviours and sets out clear consequences for inappropriate behaviour both in the yard and in the classroom
- The use of a school-wide approach to discipline
- Ensuring effective Individual Behavioural Management Plans are put in place when appropriate

- Specific engagement and alternative programs for children at risk
- Support from the school's support services is available to parents, students and staff
- A school environment where students are engaged and want to come to school
- Support programs offered for students who have difficulty in learning or who have been recognised as having a disability

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

- Recognising and encouraging through positive language as well as class rewards such as a points system and Student of the Week rewards.
 - Ensuring a learning environment where all students are able to participate in a learning program that meets their individual needs
- Providing opportunities for authentic Student Voice via Student Councils, circle time and a variety of opportunities for students to articulate how they like to learn within individual classes and through conferencing with parents.
 - Working in partnership with parents and carers
 - Developing 'start up' behaviours in all learners (eg Listening skills, organisational skills, questioning)

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

Attendance: Regular attendance is seen as a major factor contributing to student achievement and wellbeing. Oxley PS has a long history of excellent student attendance and absenteeism is not an issue. Where issues of student attendance appear to be developing, parents are immediately contacted to discuss the issue. Parents at this school regularly communicate student absences to the school.

Bullying: It is everyone's right and responsibility to report any and all acts of bullying. All reports of bullying will be taken seriously and be acted on immediately by the school. Confidentiality will at all times be respected. A "*Bystanders Code of Conduct*" is promoted and children are encouraged to speak out about students behaving in a bullying manner. Students are given the opportunity in formal sessions such as Circle Time to express their feelings to a whole group where appropriate.

Anti Bullying Program: Throughout the year all classes will discuss the many forms of bullying and continually revisit our School Values System. Students are given the opportunity in formal sessions such as Circle Time to express their feelings to a whole group where appropriate.

In instances of bullying, positive counselling programs will be initiated for each individual with the aim that those who have been identified as bullying will take steps to redress their own behaviour. If the student is not able to do this without support, appropriate referral will be

made to a social worker or a psychologist. Parents will be informed at each step of this process.

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

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

Cyber Bullying: Cyber bullying is a deceptive form of bullying. Oxley PS minimises the opportunity for it to occur by restricting student use of mobile phones and preventing access to computer social networking sites by use of effective filtering software.

Programs that are educational and developmentally appropriate are used in the school with a code of conduct being signed at the beginning of each year by the students. It is the responsibility of the school to teach students to be cyber safe and to uphold the school values while online and using social media.

Every second year there will be a parent information session as well as student workshops for using modern technology.

All staff have the responsibility to ensure that:

- All forms of cyber bullying are prohibited
- Staff and students are aware of cyber bullying
- A code of conduct is in use for technology, including computers and mobile phones, whilst on the school premises. This is discussed with students and parents at the start of each year.
- All cases of cyber bullying are reported to the Principal and responded to promptly.
- There is supervision of technologies where cyber bullying may occur.
- Mobile phones, cameras or other digital devices are not used to record audio and visual material that is not an authorised part of the school curriculum.
- The privacy of students, staff and members of the school community is not compromised but staff Duty of Care will be taken into consideration where necessary.

RIGHTS AND RESPONSIBILITIES

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

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

STUDENTS

RIGHTS	RESPONSIBILITIES
To be able to learn and feel secure in a safe, supportive environment.	To act in a safe, responsible manner and to be supportive of fellow students.

<p>To have his/her opinion and property respected.</p> <p>To have appropriate access to school facilities</p> <p>To have appropriate access to the teacher.</p> <p>To know what is acceptable behaviour and the consequences of unacceptable behaviour.</p> <p>To have his/her individual learning style understood and catered for.</p>	<p>To be considerate of others' feelings and respect their belongings. Speak respectfully to all school community members.</p> <p>To take care of and share school equipment.</p> <p>To respect the rights of others to share the teacher's time.</p> <p>To be aware of the school rules and accept consequences when necessary. To attend school unless unwell.</p> <p>Attend Parent/student/teacher interviews and participate in goal setting?</p>
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STAFF

RIGHTS	RESPONSIBILITIES
<p>To work in a pleasant, safe environment and to be treated with courtesy by all.</p> <p>To be able to implement appropriate management strategies for children who are interfering with the rights of others</p> <p>To contact parents/carers when necessary and to expect their support.</p> <p>To be informed of any family situation or home problem that may affect a student's learning or behaviour.</p> <p>To be involved in a collaborative decision - making model within the school.</p> <p>To be seen as an individual able to express a point of view.</p>	<p>To act as role models and provide suitable, interesting activities while maintaining a safe environment.</p> <p>To understand policies and policy changes within Department of Education and Early Childhood Development, Victoria.</p> <p>To be consistent and fair in the implementation of these management techniques.</p> <p>To be approachable, to listen and be prepared to consult with parents.</p> <p>To act appropriately and discreetly and make time to act on information.</p> <p>To reflect on school based issues and be prepared to consult, contribute and negotiate. To encourage others to think about, respect and value others' opinions.</p> <p>Encourage and celebrate consistent student attendance.</p>

PARENTS

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

SHARED EXPECTATIONS

The shared expectations of the school and community are designed to promote the following values in and out of the school:

The shared expectations of the school and community are designed to promote the following values in and out of the school:

Respect: recognising and accepting (or even better) celebrating differences in opinion ability, race and religion.

Respect:

Showing respect at Oxley Primary School is when:

*We actively listen with our eyes and ears and follow instructions,

*We use our manners and are fair to others,

*We have a positive attitude and always try to do our best.

Honesty: truthfulness and open communication.

Honesty:

Honesty at Oxley Primary School is when:

*You do something wrong, you own up to it and it makes you feel relieved,

*You self-umpire in games,

*You are true to yourself and don't try to be someone else.

Caring: caring for myself, others and the environment.

Care:

Caring at Oxley Primary School is when:

*People treat you the way you would like to be treated,

*You look after the schools and other people's property,

*We look after the environment.

Responsibility: willingness to be accountable for personal behaviour.

Responsibility:

Being responsible at Oxley Primary School is when:

*You complete the tasks you have been asked to do,

*You are reliable and trustworthy to be counted on,

*You take control of your own actions / the way you act.

Excellence: doing our best at all times.

Excellence:

Excellence at Oxley Primary School is when:

*You put in lots of effort into everything you do,

*You keep the school clean and tidy,

Our behaviour is always of the highest standard.

We act from what we think not from our emotions.

We therefore expect everyone that enters the school to uphold these values written by the students and the teachers.

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

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

SCHOOL ACTIONS and CONSEQUENCES

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

Oxley PS has developed a range of positive behaviour interventions:

- Acknowledging Positive play for children displaying thought for others in the playground by acknowledgement in individual classes reward systems and at whole school assemblies.
- Classroom acknowledgement for children displaying positive behaviours.
- Classroom management procedures that include positive interaction with a variety of teachers, and encourage strategies for self discipline.
- Explicit teaching of self discipline and appropriate behaviour via such techniques as circle time, parking lots, resilience building, K.E.A.P.S and Games Factory.

Appendix 1: SCHOOL ACTIONS AND CONSEQUENCES: A STAGED RESPONSE

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

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

Consequences for unsafe play in the yard:

- Restorative conferencing between relevant parties or class circle time if the behaviour impacts on others
- Warning from the yard duty teacher
- Walk with the teacher and tidy up around the yard as directed

- Half of lunchtime spent in supervised, inside area (parents notified of this consequence)
- For repeated breaches of our school rules or expected behaviours, parent conference. An Individual Behaviour Management Plan will be developed
- Referral to the Principal and an extended period of Time Out allocated. Student support group established, with parents, Principal and any other agencies
- School suspension for severe breaches of code that impact on the safety and wellbeing of other students or staff

Consequences for disruptive or challenging behaviour in classrooms:

- Negotiated classroom plan with, children at all levels are given direct instructions to build their positive social behaviours using programs such as Bounce Back, Blue Earth and You Can Do It.
- Reflection on student's learning program, pre-referral protocols followed
- Referral to Principal and Student Support Group (SSG) established with Individual Behaviour Management Plan developed
- Suspension for severe breaches of school's Student Engagement Policy that impact on the safety and wellbeing of other students or staff

Cyber Bullying: Cyber bullying is a deceptive form of bullying. Oxley PS minimises the opportunity for it to occur by restricting student use of mobile phones and preventing access to computer social networking sites by use of effective filtering software.

Programs that are educational and developmentally appropriate are used in the school with a code of conduct being signed at the beginning of each year by the students. It is the responsibility of the school to teach students to be cyber safe and to uphold the school values while online and using social media.

Consequences for inappropriate use of technology are as follows:

- Students and parents to sign the code of conduct at the beginning of the year
- Classroom teacher and student to discuss the issue and work out a resolution using a restorative model.
- Ongoing misuse of modern technology – Parent, Teacher, Principal and Student meeting to discuss the issue. Behavioural management plan to be written up and signed by all parties.
- School suspension for severe breaches of code that impact on the safety and wellbeing of other students or staff.

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

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

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

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

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

The DET Student Engagement Guidelines provide clear guidance for principals in these matters and will be the point of reference in any extended suspension situation. Expulsion procedures are also clearly outlined and maybe referred to on:

[https://www.education.vic.gov.au/Documents/school/teachers/studentmanagement/ExpulsionpolicyforPrincipals\(PDF\).pdf](https://www.education.vic.gov.au/Documents/school/teachers/studentmanagement/ExpulsionpolicyforPrincipals(PDF).pdf)

Related Documentation:

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

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

References:

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

Date Implemented	July 25 th , 2016
Author	Jeremy Campbell
Approved By	School Council
Review	First meeting in 2021



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

POLICY STATEMENT

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

Aims:

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

What are bullying, cyber bullying and harassment?

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

Cyber-bullying consists of covert, psychological bullying, conveyed through the electronic and digital mediums.

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

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

GUIDELINES

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

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

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

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

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

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

What Bullying is Not

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

Mutual Conflict

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

Social Rejection or Dislike

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

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

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

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

PROGRAM

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

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

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

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

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

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

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

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

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

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

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

behaviour is unacceptable.

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

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

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

How will your complaint be dealt with?

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

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

Level 1

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

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

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

Here, the classroom teacher and Principal may:

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

Level 2

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

Level 3

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

Reporting on Incident of Bullying / Harassment

Staff _____ member _____ recording _____ incident: _____

Date: __ / __ / __

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

Year/Class: _____

Name(s) of target(s)

Name(s) of witnesses

Did you observe the incident? YES No

If 'No' who reported the incident to you?

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

What form(s) of bullying took place? Verbal Physical Indirect Cyber

Other Please

detail:

Was the incident of bullying: Mild Severe

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

Describe how student responded to your intervention

Where / when / time incident took place:

Location:

When: before school recess lunch in class after school

Time: ____ : ____ am/pm

Date incident took place: __ / __ / __

Additional comments:

LINKS AND APPENDICES (including processes related to this policy)

Resources connected to this policy are:

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

Appendices which are connected with this policy are:

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

EVALUATION

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



Staff Registers Policy

RATIONALE:

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

AIM

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

IMPLEMENTATION

Register of all staff

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

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

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

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

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

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

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

- **Working with Children Check:**

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

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

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

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

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

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

Eight weeks prior to the WWC Check expiring, a pre-populated renewal application form will be sent to the cardholder. The card holder is expected to complete this action and the office staff will follow up to check that this is done with checks of WWC each term.

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

- **First Aid Qualifications**

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

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

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

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

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

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

Date Implemented	25 th July 2016
Author	Jeremy Campbell
Approved By	School Council
Responsible for Review	Principal
Review Date	First meeting in 2021