

The Child Safety Standards and School Responsibilities: This document outlines all 11 standards and what Kananook Primary School is doing to address all of these.



Standard 1: [Ministerial Order 1359](#)

Culturally Safe Environments

<https://www.vic.gov.au/schools-culturally-safe-environments-guidance>

Establish a culturally safe environment in which the diverse and unique identities and experiences of Aboriginal children and young people are respected and valued.

This is a new standard that requires schools to make sure Aboriginal children and young people feel safe.

This guidance applies to all schools, even if there are no students who have identified themselves as Aboriginal.

The term 'Aboriginal' includes Aboriginal and Torres Strait Islander peoples. It is important to be respectful of how individual children, students, their families and community refer to themselves, and use appropriate language.

Cultural safety includes being provided with a safe, nurturing and positive environment where Aboriginal children:

- feel comfortable being themselves
- feel comfortable expressing their culture, including their spiritual and belief systems
- are supported by carers who respect their Aboriginality and encourage their sense of self and identity.

Kananook Primary School will do the following to adhere to Standard 1

Build a strong school culture to support cultural inclusion

- Begin events and meetings with a Welcome to Country or an Acknowledgement of Country as a standing agenda item.
- Begin each day with an Acknowledgement of Country in each classroom
- Recognise key events and anniversaries to assist in building a strong school culture that supports cultural inclusion
- Engage the support of outside agencies to assist in the implementation of all Child Safe Policies, in particular KESO's to supported Standard 1.
- equip staff, students, volunteers and the school community to acknowledge and appreciate the strengths of Aboriginal culture and understand its importance to the wellbeing and safety of Aboriginal children and students

Provide a welcoming environment for Aboriginal children

- actively support participation and inclusion in the school by Aboriginal children, students and their families
- ensure school policies, procedures, systems and processes together create a culturally safe and inclusive environment and meet the needs of Aboriginal children, students and their families
- Implement the Reconciliation Action Plan (RAP) Action Plan that was developed in 2022
- Fly the Aboriginal and Torres Strait Islander flags on school grounds, and display around school.
- Develop a connection with the Koori Education Support Officers (KESO) to make Aboriginal voice part of decision making in matters that affect Aboriginal students. Be open to different ways of doing and expressing things.

- Celebrate the local Aboriginal community in communications with students, staff, volunteers and families. Share information through school newsletters, school assemblies, parent information nights.
- Use signage around the school using local Aboriginal words
- Lead on safety and inclusion for all Aboriginal students and their families. Learn more about Aboriginal histories and cultures, both locally and across Australia. Speak with respect and confidence about Aboriginal culture, knowledge systems and people.
- Build school wide knowledge of Aboriginal histories, cultures, perspectives, values, skills and attitudes

Provide a welcoming environment for Aboriginal children

- Acknowledge and draw on the existing knowledge of Aboriginal students and their families.
- Ask for feedback from Aboriginal students and their families about what the school does well, and what can be improved.
- Implement the [Koorie Education Policy](#) to create a learning environment for all students that acknowledges, respects and values Aboriginal cultures and identities (Government schools).
- Use [Koorie Engagement Support Officers](#) (KESOs) to provide advice to government schools about creating culturally inclusive learning environments.
- Use the [Marrung Aboriginal Education Plan 2016–2026](#) to guide the school's support for Aboriginal self-determination.

Actively address racism

- adopt measures to ensure racism is identified, confronted and not tolerated (Restorative Practices, Rights, Resilience and Respectful Relationship Program)
- address any instances of racism within the school environment with appropriate consequences (Restorative Practices, Rights, Resilience and Respectful Relationship Program)
- Express zero tolerance of racism in your statement of commitment to child safety included in your Child Safety and Wellbeing Policy and other documents.
- Address racism from students, staff, volunteers or visitors directly. Make sure racist speech or actions are always dealt with, and the culture of the school works to prevent incidents from occurring.
- Put school leaders at the front of anti-racist action. Discuss racism and work to address unconscious bias and racism in the school community.
- Encourage non-Aboriginal school leaders and teachers to commit to ways they can work as an effective ally to Aboriginal students, their families and communities.

Guide and train staff and volunteers

- Train staff and volunteers to understand the importance of Aboriginal culture to the wellbeing and safety of Aboriginal students.
- Work with the local Aboriginal community to build staff, volunteer and student knowledge and respect for Aboriginal culture and to promote cultural inclusion.
- **Staff to participate in Community Understanding Safety Training (CUST) or equivalent for staff. (All staff participated in 2021)**

Build knowledge of Aboriginal culture in school planning and curriculum

- Find out about the Traditional Owners of the land/s where the school is situated at the [Map of Indigenous Australia](#) and learn about the importance of [acknowledging Traditional Owners](#).
- Include Aboriginal history and culture in professional learning for staff and volunteers and in curriculum planning for students.
- Develop a resource bank of digital, hardcopy print and other artefacts that support the inclusion of Aboriginal content across the curriculum. Eg Clickview,

- Participate as a school community in ARDOC week and Reconciliation Events

Partner with Aboriginal communities

- Support local Aboriginal businesses through school procurement.
- Engage with local Aboriginal communities via Traditional Owner groups, corporations or the Registered Aboriginal Party to review cultural safety in school environment, systems and processes.
- Engage with the Local Aboriginal Education Consultative Group (LAECG) and/or the Victorian Aboriginal Education Association Incorporated (VAEAI).
- Visit an Aboriginal cultural learning centre, such as
 - a. [Koorie Heritage Trust](#) (Melbourne)
 - b. [Bunjilaka Aboriginal Cultural Centre](#) (Melbourne)

Review and assess how the school supports cultural inclusion

- Use the Victorian Aboriginal Child Care Agency [cultural safety continuum reflective tool](#) to make a tailored learning and development plan focused on staff cultural competence learning needs.
- Implement the Aboriginal and Torres Strait Islander Reconciliation Action Plan.

Ensure that child safety and wellbeing are embedded in school leadership, governance and culture.

This standard emphasises the vital role that school leaders and governing authorities have in establishing:

- a culture where child abuse and harm is not tolerated
- effective systems and processes to implement child safe policies and practices and manage child abuse risks.

Schools must take deliberate steps to promote child safety and wellbeing and protect children by

- embedding and promoting a child safety culture at all levels of the organisation
- school leaders actively modelling such a culture
- ensuring transparent governance arrangements.

Kananook Primary School will do the following to adhere to Standard 2

- Ensure School Council has been made aware of the requirements of the Child Safety Standards and are aware of processes and procedures related to Child Safety
- Present all updated policies and new policies to the Education subcommittee before being endorsed by the School Council.
- Principal Class team will share the responsibility of leading the development of child safety through the development and implementation of all Mandatory Child Safe Policies
- The School Council will be made aware of the requirements of this document and all related policies will be tabled at School Council following the recommended cycle (between 1-4 years). This will include the Child Safe Environment Policy, Student Code of conduct, Child Safe Code of Conduct, Child Abuse, Mandatory Reporting Policy, Working with Children's Policy and our Recruitment Practice Policy
- Our website clearly states our staff's responsibility to child safety.
- The Child Safety statement is clearly stated on the school website
- Ensure records relevant to child safety and wellbeing are created, maintained and disposed of by Public Record Office Victoria Recordkeeping Standards
- Make sure school staff and volunteers understand their obligations in information sharing and recordkeeping
- Develop, endorse and make publicly available all mandatory Child Safe documents
- Develop, record, and implement risk management actions to make sure children are safe in the school environment
- Monitor, annually review and evaluate child safety and wellbeing risk
- Promote the school's child safety policies at assemblies, meetings, welcome packs, newsletters and other regular communications.
- Create child-friendly versions of the Child Safety and Wellbeing Policy and Code of Conduct with student input and make these versions publicly available.
- Use the Child Safety and Wellbeing policy to promote the school's commitment to child safety.
- Display your commitment to child safety prominently at reception and around the school grounds. Also include the statement in enrolment packages.
- Communicate and demonstrate that mistreatment of students and racism is not tolerated in any way and that students who speak out are listened to and taken seriously.
- Promote regular open discussion on child safety issues within the school community including at leadership team meetings, staff meetings and school council meetings.

Standard 3 [Ministerial Order 1359](#)

Children and young people are empowered about their rights, participate in decisions affecting them and are taken seriously.

This standard supports schools to create a culture that values and promotes student participation. This includes:

- informing students about their rights and responsibilities in an age-appropriate way
- recognising the importance of friendships and peer support
- enabling students to actively participate in creating a culture that is safe for them and their peers.

Kananook Primary School will do the following to adhere to Standard 3

- Year five and six students participate in the Kid's on Track Program through Windermere Child and Family.
- Year four, five and six students participate in the Family Life Program through Family Life Victoria (biannually).
- Parents of Year four, five and six students invited to attend a Family Life Information session.
- Students are explicitly taught the Health component of the Victorian Curriculum during Term 1 every year, including the implementation of the Resilience, Rights and Respectful Relationship Program.
- Individual Education Plans and Individual Behaviour Management Plans are developed for students requiring additional support including Indigenous students and those who are funded under Programs for Students with Disabilities and students living out of home.
- A partnership has been established with Peninsula Health where Kananook students have easy access to a Pediatrician.
- Lunchtime social skills programs are provided to support individual students.
- Display visually engaging and easy-to-read posters promoting student voice and agency.
- Discuss commitment to student's voice at enrolment and organise orientation activities focused on activating student's voice.
- Invite students to provide feedback on school-wide decisions and take their views into account in school decision-making.
- Through the establishment of an Student Representative Council (SRC) students are involved in consultation processes and are informed of their impact on decision-making.
- Demonstrate that the school takes students seriously by acting on their concerns, noting that what might seem unimportant to an adult may be important to a young person.
- Provide students who find it harder to speak up or be heard with multiple avenues for communicating, including writing, drawing, or physical forms of communication.
- Provide training to staff and volunteers to be attuned to [signs of harm](#) and risk factors in students.
- Remind staff and volunteers to recognise that students might communicate in different ways, including through verbal and non-verbal cues, play, body language, facial expressions, drawings or behaviours.
- Follow through on your commitments – show students that the leadership team and staff are trustworthy and take their worries or concerns seriously
- Educate staff to uphold Aboriginal cultural safety and be respectful of identity and culture.
- Train staff and volunteers to facilitate child-friendly ways for students to express their views, participate in decision-making and raise their concerns.
- Teach students practical protective strategies, including:
 - what to do when they feel unsafe
 - phrases they can use to raise an objection
 - pathways for raising safety concerns, and
 - online safety behaviours.
- Provide contact information for independent child and youth advocacy services or helplines.
- Provide a range of age-appropriate picture books, fiction and non-fiction that include:
 - children's rights and empowerment themes
 - cultural and linguistic diversity
 - neurodiverse characters and people with disability
 - diversity in sexual orientation and gender.
- Support all students to identify trusted adults and friends they can talk to about a concern at school, at home or in the community.
- Deliver age-appropriate curriculum content about respectful relationships, sexuality, consent and sexual abuse prevention through the [Resilience Rights and Respectful Relationships teaching and learning materials](#).

- Use the [School's Mental Health Menu](#) to support students in your school.
- Empower students with the knowledge that adults are accountable and that students have a right to safety.
- Display posters acknowledging sexuality and gender diversity and identify safe spaces where students can go if they need support.
- Carry out regular whole school [wellbeing assessment surveys](#).
- Use the [Bully Stoppers survey tool](#) to assess bullying in your school.
- Establish Student Action Teams to investigate issues of inclusion and exclusion.
- Discuss healthy boundaries for friendships. Point out that the risk of harm can occur in child-to-child interactions, as well as adult-to-child interactions.
- Use school transition programs, like [Transition: A Positive Start to School \(DOCX, 4.3MB\)](#) or [Transition – Year 6 to 7](#), to provide support for students entering the school.
- Provide buddying or mentoring programs for new students transitioning to the school mid-year or outside of the regular transition timeline

Standard 4 [Ministerial Order 1359](#)

<https://www.vic.gov.au/schools-family-engagement-guidance>

Families and communities are informed and involved in promoting child safety and wellbeing.

This standard highlights the importance of an open and transparent child safe culture for families and communities.

Schools must provide families and communities with accessible information about their child safe policies and practices and involve them in their approach to child safety and wellbeing.

Involving families and communities in decisions relating to their children's safety and wellbeing:

- recognises the important role they play in monitoring children's safety and wellbeing and helping children to disclose concerns
- creates an open and transparent culture
- promotes a greater understanding of child safety
- encourages them to raise concerns or ideas for improvement.

Providing accessible and inclusive child safe information encourages families to engage in child safety and wellbeing discussions.

Kananook Primary School will do the following to adhere to Standard 4

To comply with this standard, at minimum, schools must:

- make sure families participate in child safety and wellbeing decisions which affect their child
- engage and openly communicate with families and the school community about its child safe approach
- make child safety information accessible
- involve families and the school community in developing and reviewing child safety and wellbeing policies and practices
- inform families and carers about the school's governance and approach to child safety and wellbeing, including roles and responsibilities of school staff.

Create a welcoming environment

- Provide new enrolments with family welcome packs that notify them as to where to find our Child Safe Documents and other policies on the website
- Conduct school open days and host community events, such as morning coffee sessions, to welcome families and the broader community.
- Create a welcoming environment at school reception so community members and families feel respected, included and safe to come onto school grounds.

Engage families and communities in building a child safe organisation

- Ask parents and carers about their children. This can be in formal settings like parent/teacher interviews, or during chance meetings at pick-up and drop-off.
- Provide parents and carers with information about children's rights via facebook, website and parent information sessions.
- Regularly engage with parents, carers and students and discuss the needs of students through parent/teacher interviews, via Seesaw and personal phone calls.

Provide regular opportunities to communicate

- Provide frequent opportunities for parents and carers to engage with staff to discuss their children's experiences at school.
- Implement Seesaw as the communication tool between staff, children and families.

- If needed organise interpreters and translations to engage families from non-English speaking backgrounds in conversations about the school's child safety strategies.
- Incorporate child safety questions in parent and carer surveys to measure awareness and confidence in the school's child safety approach and to support ongoing improvement.
- Remind the school community about the shared roles of parents, carers and school staff in creating a positive environment for learning by promoting the Code of Conduct Policies.
- Communicate with and appropriately involve families at all stages of the process if a concern is raised or complaint is made.

Reflect the diversity of the school community

- Make newsletters and communications inclusive. Normalise a diversity of family profiles and reflect the characteristics of your school community.
- Select meeting venues that are physically accessible, welcoming and culturally safe.
- Encourage volunteer positions from families from diverse backgrounds, including people with a disability, Aboriginal people, and those from culturally and linguistically diverse backgrounds.

Provide inclusive and accessible information

- Display the [PROTECT poster \(PDF, 203KB\)](#) in shared areas that are accessible to parents and the community.
- Make sure child safety information is easy to read – consider font size, font style, colours used, formatting and visual presentation.
- Provide links to the school's child safety policies in the school's social media posts, newsletters and staff circulars.
- Check that the students, school staff, and members of the school community know who to contact if they have a concern about child safety. Keep this information up to date and accessible, and review it regularly.
- Use images and other accessibility aids to help child safety information be understood by families that have low literacy or vision.

Build family and community involvement in child safety into business as usual

- Make child safety a standing item at school governing authority meetings and staff meetings
- Report on the outcomes of relevant reviews to staff and volunteers, community and families and students to show transparency and accountability.
- Encourage families and carers to advocate for their children and champion their safety while at school and in other environments, including extra-curricular activities such as sports, tutoring, music and language classes.
- Promote [Resilience Rights and Respectful Relationships education](#) to families.
- Acknowledge the important role that families and communities play in monitoring children's safety and wellbeing and helping children to disclose concerns.
- Communicate with and appropriately involve families at all stages of the process if a concern or complaint is raised

Standard 5 [Ministerial Order 1359](#)

<https://www.vic.gov.au/schools-diversity-equity-guidance>

Equity is upheld and diverse needs are respected in policy and practice.

This standard focuses on creating environments where all children and young people feel welcome.

Equity is a state of fairness in which all children and young people can participate freely and equally in areas of life, regardless of their background, characteristics or beliefs. This means their safety is not dependent on their socio-economic, family or personal circumstances.

As part of this standard, schools must:

- recognise and respond to students' diverse circumstances
- understand that some students are at higher risk of harm than others
- provide easy access to information
- adjust procedures to respond to different needs
- make sure complaints processes are child-friendly, culturally safe and easy to understand

Kananook Primary School will do the following to adhere to Standard 5

Recognise the diverse backgrounds, needs and circumstances of students

- Maintain an up to date Wellbeing and Engagement Policy, which addresses the following diverse student and family attributes:
 - cultural safety for Aboriginal and Torres Strait Islander students
 - the needs of students with disability and responses to disability
 - the needs of students from diverse religious and cultural communities
 - the needs of very young students and children
 - the impact of prior trauma
 - gender differences
 - the experiences of lesbian, gay, bisexual, trans and gender diverse, intersex and queer (LGBTIQ+) students
 - challenges for students who are in foster care, out of home care, living away from home or international students
 - students experiencing pregnancy or who are young parents
 - socio-economic factors (experiencing family homelessness, insecure employment or accommodation, individual or family contact with the justice system, poverty, addiction, low educational attainment, remote or regional isolation).
- Pay attention to diverse student cohorts and individuals in your community, recognising that they may have higher risk of harm.
- Normalise asking for and using people's preferred pronouns and names for students.
- Use contemporary, culturally sensitive and inclusive examples when discussing families, relationships or professions and vocations.

Identify and address challenges that students experience due to their diverse attributes

- Communicate that discrimination and bullying are not tolerated – if incidents of bullying or discrimination occur, address the incident in line with school policy, (Engagement and Wellbeing Policy, Restorative Practices and Child Safe Policy)
- Let students know they can raise concerns or report incidents that occurred at school and outside the school.
- Check in with vulnerable students and their families to confirm their needs are being met. This can occur at pick-up or drop-off, at parent teacher interviews or through informal discussions.
- Engage genuinely with students. Find out what matters to them, what they know and don't know about safety, and what they need to be safe and feel safe.
- Validate students' feelings. Students may feel that they have not been listened to or believed in the past.
- Offer buddying and mentoring for students who are at risk of social isolation.

- Discuss how students feel about discussing their personal circumstances and respect their wishes. Note that where staff or volunteers have formed a reasonable belief that sharing information is necessary to lessen or prevent a serious threat to an individual's life, health, safety or welfare, they may be required to share information despite the wishes of the student that their information remain confidential.
- Take a holistic approach when responding to family violence.
- Respond to family violence in a way that is accessible, culturally responsive, safe, child-centred, inclusive and non-discriminatory.

Put in place policies and strategies to help meet the diverse needs of students

- Ensure school environments are welcoming and inclusive. For example:
 - display flags representing different cultures within the school community
 - provide materials in different languages
 - decorate the school with artistic expressions from students and young people.
- Provide child safety information in accessible, child-friendly language and formats.
- Accompany child safety information with the support materials needed to help students and families interpret it.
- Anticipate the needs of students from diverse backgrounds and life circumstances. Don't expect all students to be equally empowered to ask for what they need.
- Provide staff and volunteers with training to identify and address racism, bullying and discrimination.
- Create opportunities to remind staff and volunteers about student diversity and accommodating students and young people's needs.
- Seek out expert advice as needed to support inclusion, such as an occupational therapist, speech pathologist, provision planning

Support diversity through school planning and resources

- Recognise dates that connect with your school community, for example:
 - Cultural Diversity Week (March)
 - Hearing Awareness Week (1–7 March)
 - National Reconciliation Week (27 May–3 June)
 - Crazy Hair Day (Cystic Fibrosis Awareness, 26 July)
 - World Mental Health Day (10 October)
 - International Day of Persons with Disability (3 December)
- Compile a range of age-appropriate instructional materials for exploring differences and similarities in class including:
 - Resilience Rights and Respectful Relationships resources
 - Books, and resources that reflect diverse views and perspectives
 - Speech and drama scripts that explore themes around diversity.
- Use images of students with diverse characteristics in school publications to reflect the school community

Relevant standards

- Internal controls are in place to ensure those attending camps, excursions, regular volunteers, student teachers and contractors involved in child related work have a current Working with Children Check.

Standard 6 [Ministerial Order 1359](#)

<https://www.vic.gov.au/schools-suitable-staff-volunteers-guidance>

People working with children and young people are suitable and supported to reflect child safety and wellbeing values in practice.

This standard focuses on ensuring that people who work with children and young people are suitable and supported to act in a child safe way. Schools should make child safety and wellbeing a key consideration when recruiting staff and volunteers.

As part of this standard, schools must:

- develop robust procedures to ensure only suitable people work with children
- supervise staff and volunteers to ensure they prioritise the safety of children
- support staff and volunteers to understand their responsibilities.

Kananook Primary School will do the following to adhere to Standard 6

- make sure job advertisements have clear statements about the following as outlined in KPS Recruitment Policy:
 - the job's requirements, duties and responsibilities regarding child safety and wellbeing
 - the job occupant's essential or relevant qualifications, experience and attributes in relation to child safety and wellbeing.
- advise job applicants about the child safety practices of the school, including the Code of Conduct
- make volunteers aware of the school's Child Safety and Wellbeing Policy and Child Safety Code of Conduct
- screen school staff applicants:
 - sight, verify and record a Working with Children clearance if they person is required to have one or any equivalent background checks such as Victorian Institute of Teaching registration
 - collect and record proof of identify, qualifications, history of working with children and references
- screen volunteers as outlined in KPS Working With Children Policy by
 - sighting, verifying and recording a Working with Children clearance
 - consider the child safety risks relevant to the volunteer's role and, if reasonable and appropriate collect and record proof of identify, qualifications, history of working with children and references
- provide an induction to staff, volunteers and contractors engaged in child-related work, regarding child safety and wellbeing that is appropriate to the nature of the role
- ensure that induction addresses the school's:
 - Child Safety Code of Conduct
 - Child Safety and Wellbeing Policy
 - procedures for managing complaints and concerns related to child abuse (Mandatory Reporting Policy)
- make sure staff, governing body members, and volunteers engaged in child-connected work, are aware of their responsibilities for:
 - children and students
 - information sharing and reporting obligations
 - recordkeeping obligations
- provide supervision and people management of staff and volunteers that focuses on child safety and wellbeing.
- All advertised positions will include a statement in the job description about responsibility to child safety. Victorian government schools are child safe environments. Our schools actively promote the safety and wellbeing of all students, and all school staff are committed to protecting students from abuse or harm in the school environment, in accordance with their legal obligations including child safe standards. All schools have a Child Safety Code of Conduct consistent with the Department's exemplar available at <http://www.education.vic.gov.au/about/programs/health/protect/Pages/childsafestandards.aspx>
- Communicate regularly with staff and volunteers about the Child Safety and Wellbeing Policy and Code of Conduct in supervision meetings, at staff meetings and staff updates.

- Provide refresher child safe training for staff and volunteers.
- Include child safety and wellbeing as a regular agenda item for staff meetings at all levels of the organisation.
- Include child safety and wellbeing goals in staff professional development plans
- Nominate a child safety champion and support them to facilitate the induction and training programs for staff and volunteers.
- Provide induction that covers:
 - the Child Safety and Wellbeing Policy
 - the Child Safety Code of Conduct
 - how to contribute to identifying, removing or reducing risks
 - recordkeeping and information sharing requirements
 - school values and philosophy
 - procedures for managing complaints
 - privacy and reporting protocols.
- Train all staff and volunteers as appropriate to their roles, on topics such as:
 - child safety (including family violence)
 - mandatory reporting
 - responding to student sexual offending
 - human rights and the rights of children

Make child safety a key part of recruitment processes

- Provide role descriptions for staff and volunteers to clearly outline their duties and responsibilities regarding supervision, child safety and wellbeing, and diversity and inclusion. This may involve revising existing role descriptions.
- Make sure all staff, particularly those with mandatory reporting responsibilities, are aware of the up-to-date processes for making a report.
- Provide child safety champion/s with information to support their function relating to child safety, family violence and information sharing.
- Put a process in place to check staff and volunteers' working with children clearance status or equivalent background check on at least an annual basis.
- Include child safety in ongoing staff support, supervision and performance management processes.
- Align complaints processes with best practice, including the [PROTECT Four Critical Actions](#) and Reportable Conduct requirements.
- Declare and manage any potential conflicts of interest, such as family or business relationships or close friendships.
- Provide clear avenues for staff to report concerns.
- Involve staff in after-action reviews when a child safety incident has occurred.

The school has developed a Child Safe Environment Policy which will be shared at Staff Meetings, Leadership Meetings, ES Classroom Support Meetings, with staff in our KOOSH program, members of School Council and the school community via UpDate Ed, Seesaw and on the school website. All new staff will be made aware through the induction process. A copy will also be added to the induction pack provided to all volunteers, student teachers and others working within the school.

- All volunteers attending camps and excursions are required to have a current Working With Children Check that is presented to the school office.
- All volunteers, student teachers as part of induction are expected to provide a current Working With Children Check. All groups coming into the school for incursions must provide the office with a current Working With Children Check.
- All staff are made familiar with the Mandatory Reporting Policy and the Child Safety Standards and are reminded of this requirement through staff professional development sessions and as a part of the initial meeting with all staff at the beginning of school year.
- A section will be added to Staff Manual outlining the new Child Safety documentation.
- All staff are expected to read this documentation.
- Completion of eLearning Mandatory Reporting modules to be added to Staff Meeting schedule to allow staff time to complete this requirement.

- Minutes of meetings will indicate discussion of these policies and procedures.
- Risk Management Plans are developed for camps and other school activities.
- ICT Agreement are signed by parents and students.
- Classroom teachers regularly teach Cyber Safety.
- School programs encourage students to report child abuse.

Ensure that processes for complaints and concerns are child focused.

This standard focuses on ensuring that schools have complaints processes that are child-focused, culturally safe and accessible to everyone.

Schools must have policies, procedures and practices to

- have a complaints handling process focused on students and their safety needs
- take complaints and concerns seriously
- respond promptly and thoroughly
- identify and respond to all forms of child abuse
- report child abuse to relevant authorities, whether or not there is a legal obligation to report it.

Kananook Primary School will do the following to adhere to Standard 7

- Develop and maintain a Complaints Handling Policy which:
 - is publicly available and accessible
 - is child-focused
 - is culturally safe and easily understood by the school community
 - has information about the process for making a complaint about the school or any person within the school
 - requires that complaints are taken seriously and responded to promptly and thoroughly.
- procedures for responding to complaints or concerns relating to child abuse that is:
 - publicly available and accessible
 - child-focused
 - culturally safe and easily understood by the school community
 - ensures complaints are taken seriously and responded to promptly and thoroughly
 - covers all forms of child abuse
 - sensitive to the characteristics of the school community
 - able to address reporting of complaints and concerns to relevant authorities, whether or not the law requires reporting, and cooperate with law enforcement
 - able to provide details of recordkeeping, reporting, privacy and employment law obligations to be met when responding to complaints and concern

Standard 8 [Ministerial Order 1359](#)

<https://www.vic.gov.au/schools-knowledge-skills-awareness-guidance>

Staff and volunteers are equipped with the knowledge, skills and awareness to keep children and young people safe through ongoing education and training.

By delivering tailored training to all staff and volunteers, everyone will share an understanding of:

- what child safety means
- the importance of child safety
- what to look for, and
- what to do.

This provides staff and volunteers with the knowledge and skills they need to create a schoolwide culture of child safety.

Appropriate training and supervision helps keep staff and students safe and helps schools meet their child safety and occupational health and safety legal requirements.

Kananook Primary School will do the following to adhere to Standard 8

- The school uses its connection with SSSO's to address and promote student wellbeing and student mental health.
- Wellbeing team of Principal Class and SSSO's meet each fortnight to discuss students of concern.
- Professional Development in Real Schools and in other areas related to student wellbeing are provided to staff.
- SSG meetings are held regularly for students on Programs for Students with Disabilities, students living in Out of Home Care and any other students where there are concerns, whether it be academic or related to student wellbeing.
- Processes are in place for staff to speak to a member of the Principal class and Wellbeing Officer if they have any concerns about a student. Staff are reminded regularly about processes.
- Weekly opportunities are made available for staff to speak with SSSO staff about any concerns they may wish to be address.
- All teaching staff are expected to adhere to the Victorian Institute of Teaching Code Of Ethics. <http://www.vit.vic.edu.au/professional-responsibilities/conduct-and-ethics>
- All staff are expected to adhere to of Code of Conduct for Victorian Public Sector Employees <http://vpssc.vic.gov.au/resources/code-of-conduct-for-employees>
- All staff have an understanding of how Child Safety Code of Conduct compliments the responsibilities under the other two Codes of Conduct, but it does not replace these.
- All staff are expected to follow all guidelines set out in staff manual.
- All school employees, contractors, volunteers and any other members of the school community involved in child related work are aware of the Child Safety Code of Conduct. Copies will be available on the school website and will also be included in their induction.
- All staff are expected to complete eLearning Mandatory Reporting modules in week four of Term four. Certificates of completion to be filed in staff personal files.
- All new staff to provide evidence of completing the eLearning Mandatory Reporting modules or will be required to complete these as a part of their induction program.
- Inclusion of the Child Safety Code of Conduct in annual training on first day school year for all employees.
- Inclusion of the Child Safety Manual as a part of the first day of school year for all staff and the induction process for all new employees.
- Links to the school website will also be provided to families to ensure up to date knowledge of all Child Safe related Policies.
- Nominate a child safety champion and support them to facilitate the induction and training programs for staff and volunteers.
- Provide an induction for new staff, volunteers and new school council members on child safety, appropriate to the person's role that covers:

- the Child Safety and Wellbeing Policy
- the Child Safety Code of Conduct
- the Child Safety Responding and Reporting Obligations (incl. mandatory Reporting) policy and procedures
- [signs of harm](#) and risk factors caused by peers or adults (including grooming and family violence) and the different ways young people express concerns or disclose harm
- building culturally safe environments
- privacy, information sharing and recordkeeping obligations
- how to facilitate child-friendly ways for students to express their views, participate in decision making and raise concerns

Standard 9 [Ministerial Order 1359](#)

<https://www.vic.gov.au/schools-physical-and-online-environments-guidance>

Physical and online environments promote safety and wellbeing while minimising the opportunity for children and young people to be harmed.

This standard focuses on child safety and wellbeing in physical and online environments and ensuring that procurement also reflects child safety.

Schools need to have policies and strategies:

- for identifying and responding to risk and reducing or removing the risk of harm
- for online conduct and online safety
- ensuring that procurement policies for facilities and services ensure the safety of children and students

Schools must analyse and understand potential risks to students. It is important to think about risks created by school structure and culture, activities and physical and online environments.

Online technologies are constantly changing which presents significant challenges for schools, parents and carers. Online behaviour needs to be addressed in the Child Safety and Wellbeing Policy and Codes of Conduct to promote child safety.

Arrangements with external agencies also create child safety risks. They create opportunities for unknown people to have contact with students.

Kananook Primary School will do the following to adhere to Standard 9

- Classroom teachers regularly discuss and teach Cyber Safety strategies to all students.
- Information is provided to students and parents through the school website, the school Newsletter and Information Sessions related to Cyber Safety.
- All students/parents sign an Internet Agreement outlining safe usage of the internet.

Standard 10 [Ministerial Order 1359](#)

<https://www.vic.gov.au/schools-review-child-safety-practices-guidance>

Implementation of the Child Safe Standards is regularly reviewed and improved.

This standard focuses on continuous improvement in child-safe policies, procedures and practices.

Schools must:

- regularly review and evaluate policies and strategies
- analyse child safety incident data
- share review findings with the school community.

Kananook Primary School will do the following to adhere to Standard 10

- review and evaluate their [child safety and wellbeing policies](#), procedures and practices after any significant child safety incident, or at least every 2 years and improve where applicable
- analyse complaints, concerns and safety incidents to identify causes and systemic failures and to inform continuous improvement
- report on the outcomes of relevant reviews to staff, volunteers, the community, families and students.

Reviews of child safety policies and practices may be prompted by:

- a concern expressed by a student, family member, staff member, volunteer or community member
- a complaint or confirmed incident of child harm
- a legislative or regulatory change
- new issues or new activities proposed, such as new technologies or building changes
- discovery that staff or volunteers are not aware of child safety policies, or not implementing child safety policies as intended
- after a pre-determined period has passed.
- Schools should conduct thorough reviews and consider:
 - [Child Safety and Wellbeing policy](#)
 - [Child Safety Code of Conduct](#)
 - [Child Safety Risk Register](#)
 - Complaints Policy
 - Procedure for responding to complaints and concerns relating to child abuse
 - Recordkeeping and information management protocols
 - Policies and practices on accessibility, cultural safety, diversity and inclusion
 - Recruitment policies and practices for staff and volunteers
 - Induction programs
 - Training for staff and volunteers
 - Communication aimed at students, their families and the community about child safety
 - How the school is embedding child safety and rights in the curriculum.
 - Create and update child-safe policies

- Develop a register of existing child safe standard policies, noting the date the policy was approved, and schedule a review date every 2 years.
- When required, develop a work plan and establish a working group led by the [child safety champion](#), to review and update policies and procedures.
- Monitor and manage child safety risks using a risk register.
- Determine the causes of child safety incidents and monitor for repeat issues or systemic failures.
- Use complaints and incidents as a learning opportunity to inform continuous improvement.
- Identify ways to involve staff, volunteers, students, families and community members in review processes. Refer to Child Safe Standard 4 for actions on how to engage families and communities.
- Implement current child safe policies and procedures
- Keep records of documentation, such as board meeting papers and minutes, outlining recommendations on how child safe practices can be improved and implemented.
- Develop an audit log (that is appropriately secured and has version control) of complaints and concerns, demonstrating appropriate responses and mitigations.
- Review complaints received and incidents reported for gaps, weaknesses or failures in policies.
- Make review findings and recommendations easy to access and understand.
- Include findings from child safety reviews in child safety training for staff and volunteers.
- Communicate review outcomes to students in age-appropriate ways.
- Inform the school community of any child safety policy changes were relevant or applicable.
- Use surveys, focus groups and discussions to review the accessibility and level of awareness of child-safe policies and procedures by students, families, staff and volunteers.

Standard 11 [Ministerial Order 1359](#)

<https://www.vic.gov.au/schools-implementation-child-safety-practices-guidance>

Policies and procedures that document how schools are safe for children, young people and students.

This standard focuses on incorporating the 11 Child Safe Standards into school policies, procedures and practices, which work together to create a child-safe culture.

Schools should ensure these policies and procedures are:

- informed by community consultations so they are relevant to the school
- accessible to all
- informed by best practice
- championed by leaders
- well understood by those they apply to
- implemented effectively.

Kananook Primary School will do the following to adhere to Standard 11

Policies and procedures will be informed by stakeholder consultation. They will be developed by the Education Sub-Committee of School Council, and ratified by School Council following required time lines. Consultation may also take the following form:

- informal feedback, such as talking with parents when they pick up their children
- formal feedback, such as scheduled parent or carer interviews
- other feedback processes, such as surveys or focus groups
- reviews, such as reviews of your policies and procedures
- processes for raising concerns and handling complaints.

Child safety policies and procedures will include:

- an effective date, review date and approval details
- contact details for support
- references to related documents
- the school's underlying child safety and wellbeing values and principles
- definitions of any specialised terms used
- who the policy applies to
- responsibilities of leaders, staff and volunteers
- how to recognise child harm
- how to recognise and report complaints or allegations of child harm
- legal reporting obligations
- reporting lines (which can be shown by a diagram)
- what actions to take if a child or young person is at risk or has disclosed harm
- education and training requirements, including frequency.

The Communication of Procedures and Scheduled Policy Review Policy will be used to guide review timelines of all policies.

References:

<http://www.education.vic.gov.au/school/principals/health/Pages/childprotection.aspx>

<http://www.dhs.vic.gov.au/for-individuals/children,-families-and-young-people/child-protection/protecting-children-together>

<http://www.dhs.vic.gov.au/for-service-providers/children%2c-youth-and-families/child-protection/specialist-practice-resources-for-child-protection-workers/child-development-and-trauma-specialist-practice-resource>

http://www.dhs.vic.gov.au/_data/assets/pdf_file/0007/586465/information-guide-registered-teachers-principals.pdf

<http://www.dhs.vic.gov.au/for-individuals/children,-families-and-young-people/child-protection/about-child-abuse>

FOUR CRITICAL ACTIONS FOR SCHOOLS

Responding to Incidents, Disclosures and Suspicions of Child Abuse

PROTECT



1 RESPONDING TO AN EMERGENCY

If there is no risk of immediate harm go to **Action 2**

If a child is at immediate risk of harm you **must** ensure their safety by:

- separating alleged victims and others involved
- administering first aid
- calling **000 for urgent medical and/or police assistance** to respond to immediate health or safety concerns
- identifying a contact person at the school for future liaison with Police.

Where necessary you may also need to maintain the integrity of the potential crime scene and preserve evidence.

2 REPORTING TO AUTHORITIES

As soon as immediate health and safety concerns are addressed you **must** report all incidents, suspicions and disclosures of child abuse as soon as possible. Failure to report physical and sexual child abuse may amount to a criminal offence.

← Q: *Where does the source of suspected abuse come from?* →

WITHIN THE SCHOOL

VICTORIA POLICE

You **must** report all instances of suspected child abuse involving a school staff member, contractor or volunteer to Victoria Police.

You **must also** report **internally** to:

GOVERNMENT SCHOOLS

- School Principal and/or leadership team
- Employee Conduct Branch
- DET Security Services Unit

CATHOLIC SCHOOLS

- School Principal and/or leadership team
- Diocesan education office

INDEPENDENT SCHOOLS

- School Principal and/or school chairperson

WITHIN THE FAMILY OR COMMUNITY

DHHS CHILD PROTECTION

You **must** report to DHHS Child Protection if a child is considered to be:

- in need of protection from child abuse
- at risk of being harmed (or has been harmed) and the harm has had, or is likely to have, a serious impact on the child's safety, stability or development.

VICTORIA POLICE

You **must also** report all instances of suspected sexual abuse (including grooming) to Victoria Police.

You **must also** report **internally** to:

GOVERNMENT SCHOOLS

- You **must also** report to:
- School Principal and/or leadership team
- DET Security Services Unit

CATHOLIC SCHOOLS

- You **must also** report to:
- School Principal and/or leadership team
- Diocesan education office

INDEPENDENT SCHOOLS

- You **must also** report to:
- School Principal and/or chairperson

YOU MUST TAKE ACTION

As a school staff member, you play a **critical role** in protecting children in your care.

- You **must** act, by following the 4 critical actions, as soon as you witness an incident, receive a disclosure or form a reasonable belief that a child has, or is at risk of being abused.
- You **must** act if you form a suspicion/reasonable belief, even if you are unsure and have not directly observed child abuse (eg. if the victim or another person tells you about the abuse).
- You **must** use the **Responding to Suspected Child Abuse** template to keep clear and comprehensive notes.

* A reasonable belief is a deliberately low threshold. This enables authorities to investigate and take action.

3 CONTACTING PARENTS/CARERS

Your Principal **must** consult with DHHS Child Protection or Victoria Police to determine what information can be shared with parents/carers. They may advise:

- **not to contact** the parents/ carer (eg. in circumstances where the parents are alleged to have engaged in the abuse, or the child is a mature minor and does not wish for their parent/carer to be contacted)
- **to contact** the parents/carers and provide agreed information (this must be done as soon as possible, preferably on the same day of the incident, disclosure or suspicion).

4 PROVIDING ONGOING SUPPORT

Your school **must** provide support for children impacted by abuse. This should include the development of a **Student Support Plan** in consultation with wellbeing professionals. This is an essential part of your duty of care requirements. Strategies may include development of a safety plan, direct support and referral to wellbeing professionals.

You **must** follow the **Four Critical Actions** every time you become aware of a further instance or risk of abuse. This includes reporting new information to authorities.

CONTACT

DHHS CHILD PROTECTION

AREA
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

After hours, weekends, public holidays **13 12 78**

CHILD FIRST

www.dhs.vic.gov.au
VICTORIA POLICE
000 or your local police station

DET SECURITY SERVICES UNIT

(03) 9589 6266

STUDENT INCIDENT AND RECOVERY UNIT

(03) 9637 2934

EMPLOYEE CONDUCT BRANCH

(03) 9637 2595

DIOCESAN OFFICE

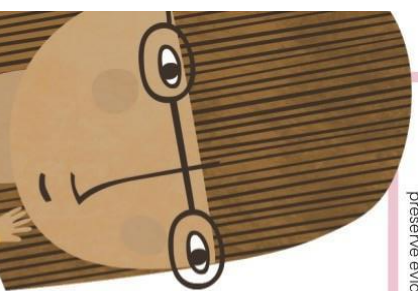
Melbourne (03) 9267 0228
Ballarat (03) 5337 7135
Sale (03)5622 6600

SANDHURST

(03) 5443 2377

INDEPENDENT SCHOOLS

(03) 9825 7200



THE VICTORIAN TEACHING PROFESSION CODE OF ETHICS

[illegible]

As teachers, we use our expert knowledge to provide experiences that inspire and facilitate student learning. We are a significant force in developing a knowledgeable, creative, productive and democratic society. The values that underpin our profession are **integrity, respect and responsibility**.

We hold a unique position of trust and influence, which we recognise in our relationships with students, parents (caregivers and guardians), colleagues and the community.

We demonstrate our **integrity** by:

- acting in the best interest of students
- maintaining a professional relationship with students, parents, colleagues and the community
- behaving in ways that respect and advance the profession.

We demonstrate our **respect** by:

- acting with care and compassion
- treating students fairly and impartially
- holding our colleagues in high regard
- acknowledging parents as partners in the education of their children.

- We demonstrate our **responsibility** by:
- providing quality teaching
 - maintaining and developing our professional practice
 - working cooperatively with colleagues in the best interest of our students.

The purpose of this code is to:

- state the value that guides our practice and conduct
- enable us as a profession to affirm our public accountability
- promote public confidence in our profession.

10. <https://doi.org/10.1016/j.jmb.2019.05.005>

- state the value that guides our practice and conduct
- enable us as a profession to affirm our public accountability
- promote public confidence in our profession.

The Code sets out the ideals to which we aspire.

1. **Introduction**
 2. **Background**
 3. **Methodology**
 4. **Results**
 5. **Discussion**
 6. **Conclusion**
 7. **References**
 8. **Appendix**
 9. **Figure 1**
 10. **Figure 2**
 11. **Figure 3**
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SECTION 1: PROFESSIONAL CONDUCT

Teachers' professional conduct is characterised by the quality of the relationships they have with their students³, their students' parents⁴ (guardians and caregivers), families and communities and their colleagues.

RELATIONSHIPS WITH STUDENTS

PRINCIPLE 1.1: TEACHERS PROVIDE OPPORTUNITIES FOR ALL STUDENTS TO LEARN

The main focus of teaching is student learning. Teachers demonstrate their commitment to student learning by:

- a knowing their students well, respecting their individual differences and catering for their individual abilities
- b maintaining a safe and challenging learning environment
- c accepting professional responsibility for the provision of quality teaching
- d having high expectations of every student, recognising and developing each student's abilities, skills and talents
- e considering all viewpoints fairly
- f communicating well and appropriately with their students.

PRINCIPLE 1.2: TEACHERS TREAT THEIR STUDENTS WITH COURTESY AND DIGNITY

Teachers:

- a work to create an environment which promotes mutual respect
- b model and engage in respectful and impartial language
- c protect students from intimidation, embarrassment, humiliation or harm
- d enhance student autonomy and sense of self worth and encourage students to develop and reflect on their own values
- e respect a student's privacy in sensitive matters, such as health or family problems, and only reveal confidential matters when appropriate. That is:
 - if the student has consented to the information being used in a certain way
 - to prevent or lessen a serious threat to life, health, safety or welfare of a person (including the student)
 - as part of an investigation into unlawful activity
 - if the disclosure is required or mandated by law
 - to prevent a crime or enforce the law
- f refrain from discussing students' personal problems in situations where the information will not be treated confidentially
- g use consequences commensurate with the offence when disciplining students.

PRINCIPLE 1.3: TEACHERS WORK WITHIN THE LIMITS OF THEIR PROFESSIONAL EXPERTISE

In fulfilling their role, teachers carry out a wide range of responsibilities. They support students by knowing their strengths and the limits of their professional expertise. Teachers:

- a seek to ensure that they have the physical, mental and emotional capacity to carry out their professional responsibilities
- b are aware of the role of other professionals and agencies and when students should be referred to them for assistance
- c are truthful when making statements about their qualifications and competencies.

PRINCIPLE 1.4: TEACHERS MAINTAIN OBJECTIVITY IN THEIR RELATIONSHIPS WITH STUDENTS

In their professional role, teachers do not behave as a friend or a parent. They:

- a interact with students without displaying bias or preference
- b make decisions in students' best interests
- c do not draw students into their personal agendas
- d do not seek recognition at the expense of professional objectivity and goals.

PRINCIPLE 1.5: TEACHERS ARE ALWAYS IN A PROFESSIONAL RELATIONSHIP WITH THE STUDENTS IN THEIR SCHOOL, WHETHER AT SCHOOL OR NOT

Teachers hold a unique position of influence and trust that should not be violated or compromised. They exercise their responsibilities in ways that recognise that there are limits or boundaries to their relationships with students. The following examples outline some of those limits.

A professional relationship will be violated if a teacher:

- a has a sexual relationship with a student
- b uses sexual innuendo or inappropriate language and/or material with students
- c touches a student without a valid reason
- d holds conversations of a personal nature or has contact with a student via written or electronic means including email, letters, telephone, text messages or chat lines, without a valid context
- e accepts gifts, which could be reasonably perceived as being used to influence them, from students or their parents.

A professional relationship may be compromised if a teacher:

- a attends parties or socialises with students
- b invites a student or students back to their home, particularly if no-one else is present.

RELATIONSHIPS WITH PARENTS (GUARDIANS, CAREGIVERS), FAMILIES AND COMMUNITIES

PRINCIPLE 1.6: TEACHERS MAINTAIN A PROFESSIONAL RELATIONSHIP WITH PARENTS (GUARDIANS AND CAREGIVERS)

Teachers should be respectful of and courteous to parents. Teachers:

- a consider parents' perspectives when making decisions which have an impact on the education or wellbeing of a student
- b communicate and consult with parents in a timely, understandable and sensitive manner
- c take appropriate action when responding to parental concerns.

PRINCIPLE 1.7: TEACHERS WORK IN COLLABORATIVE RELATIONSHIPS WITH STUDENTS' FAMILIES AND COMMUNITIES

Teachers recognise that their students come from a diverse range of cultural contexts and seek to work collaboratively with students' families and communities within those contexts.

RELATIONSHIPS WITH COLLEAGUES

PRINCIPLE 1.8: COLLEGIALLY IS AN INTEGRAL PART OF THE WORK OF TEACHERS

Teachers demonstrate collegiality by:

- a treating each other with courtesy and respect
- b valuing the input of their colleagues
- c using appropriate forums for constructive debate on professional matters
- d sharing expertise and knowledge in a variety of collaborative contexts
- e respecting different approaches to teaching
- f providing support for each other, particularly those new to the profession
- g sharing information relating to the wellbeing of students.

SECTION 2: PERSONAL CONDUCT

PRINCIPLE 2.1: THE PERSONAL CONDUCT OF A TEACHER WILL HAVE AN IMPACT ON THE PROFESSIONAL STANDING OF THAT TEACHER AND ON THE PROFESSION AS A WHOLE

Although there is no definitive boundary between the personal and professional conduct of a teacher, it is expected that teachers will:

- a be positive role models at school and in the community
- b respect the rule of law and provide a positive example in the performance of civil obligations
- c not exploit their position for personal or financial gain
- d ensure that their personal or financial interests do not interfere with the performance of their duties
- e act with discretion and maintain confidentiality when discussing workplace issues.

SECTION 3: PROFESSIONAL COMPETENCE

PRINCIPLE 3.1: TEACHERS VALUE THEIR PROFESSIONALISM, AND SET AND MAINTAIN HIGH STANDARDS OF COMPETENCE

Teachers:

- a are knowledgeable in their areas of expertise
- b are committed to pursuing their own professional learning
- c complete their duties in a responsible, thorough and timely way.

PRINCIPLE 3.2: TEACHERS ARE AWARE OF THE LEGAL REQUIREMENTS THAT PERTAIN TO THEIR PROFESSION. IN PARTICULAR, THEY ARE COGNISANT OF THEIR LEGAL RESPONSIBILITIES IN RELATION TO:

- discrimination, harassment and vilification
- negligence
- mandatory reporting
- privacy
- occupational health and safety
- teacher registration.

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THE VICTORIAN TEACHING PROFESSION CODE OF ETHICS

[illegible]

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- behaving in ways that respect and advance the profession.

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- acting with care and compassion
- treating students fairly and impartially
- holding our colleagues in high regard
- acknowledging parents as partners in the education of their children.

- We demonstrate our **responsibility** by:
- providing quality teaching
 - maintaining and developing our professional practice
 - working cooperatively with colleagues in the best interest of our students.

The purpose of this code is to:

- state the value that guides our practice and conduct
- enable us as a profession to affirm our public accountability
- promote public confidence in our profession.

10. <https://doi.org/10.1016/j.jmb.2019.05.005>



Early childhood teacher hotline:
1300 977 263

[illegible]

INTEGRITY – public officials should demonstrate integrity.

3.6 Reporting Unethical Behaviour Public sector employees comply with legislation, policies and lawful instructions in the performance of their work. Public sector employees report to an appropriate authority workplace behaviour that violates any law, rule or regulation or represents corrupt conduct, mismanagement of public resources, or is a danger to public health or safety or to the environment. Public sector employers inform their employees of their rights and responsibilities under 'whistleblower' and similar legislation.

3.10 Criminal Offences Public sector employees advise their manager if they are charged with a criminal offence, which is punishable by imprisonment or, if found guilty, could reasonably be seen to affect their ability to meet the inherent requirements of the work they are engaged to perform.

3.11 Drugs and Alcohol Public sector employees carry out their work safely and avoid conduct that puts themselves or others at risk. This includes the misuse of alcohol, drugs or other substances when at work or when engaged in work related activities. The misuse of alcohol, prescribed drugs, illegal drugs and other substances is an issue for both employers and employees as it impacts on both work and personal life and in some cases the reputation of their public sector body. Public sector employees who are on medication that could affect their work performance or the safety of themselves or others inform their manager or supervisor to ensure any necessary precautions or adjustments to work can be put in place.

RESPECT – public officials should demonstrate respect for colleagues, other public officials and members of the Victorian community.

6.1 Fair and Objective Treatment Public sector employees promote an environment that encourages respect. Public sector employees are fair, objective and courteous in their dealings with the Government, community and other public sector employees.

6.2 Privacy and Confidentiality Public sector employees understand the importance of privacy and confidentiality. Confidential information requires special treatment and protection. Those people who provide confidential information to public sector employees have the right to expect this information will be treated as confidential. Public sector employees with access to confidential information ensure it remains confidential, and at all times act in accordance with legislation and policies relating to dealing with private information.

6.4 Equity and Diversity Public sector employees follow the spirit as well as the letter of the law relating to discrimination, harassment, bullying and victimisation. Public sector employees create an environment that is free of discrimination, harassment and bullying. Valuing and promoting diversity is an important element of demonstrating respect.

LEADERSHIP – public officials should demonstrate leadership.

7.1 Leading by Example Public sector employees model the behaviours based on the public sector values and at all times act in an ethical manner. Leadership is about positive influence, inspiring and empowering others. Providing sound advice, delivering high quality services and encouraging best practice demonstrates responsiveness. Being honest, using powers correctly, identifying and dealing with inappropriate conduct, avoiding conflicts of interest and developing and maintaining public trust demonstrates integrity. Making decisions that are free of bias, considering all relevant facts and ensuring policies and programs are implemented fairly demonstrates impartiality. Being transparent, responsible, using resources efficiently and inviting scrutiny demonstrates accountability. Treating others fairly, eliminating discrimination, harassment and bullying, and focusing on improving outcomes demonstrates respect.

7.3 Supporting Others Public sector employees work co-operatively with their colleagues and other public sector body employees. They support and learn from them and accept differences in personal style. They respect, and seek when necessary, the professional opinions of colleagues in their area of competence, and acknowledge their contribution. Public sector employees, managers and supervisors provide other public sector employees with support and guidance.

HUMAN RIGHTS – public officials should respect and promote the human rights set out in the Charter of Human Rights and Responsibilities.

8.2 Making Decisions and Providing Advice Consistent with Human Rights Public sector employees ensure their own decisions, advice and policy development properly considers the human rights set out in the Charter, and respects the human rights of others.

8.4 Protecting Human Rights Public sector employees seek to protect the human rights of colleagues, other public officials and members of the Victorian community by raising concerns regarding circumstances that could breach those rights, and reporting any suspected breaches in accordance with procedures established by their public sector employer.