POLICIES AND PROCEDURES
Child Safety Code of Conduct

Date   **October 2024**

Review   **October 2026**

Statement of Commitment to Child Safety

- Lauriston Girls' School (*"School"*) is a child safe organisation which welcomes children, young people and their families.

- We are committed to providing environment where our students are safe and feel safe, where their participation is valued, their views respected, and their voices are heard about decisions that affect their lives. Our child safe policies, strategies and practices are inclusive of the needs of all children and students.

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

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

- We take proactive steps to identify and manage any risk of harm to students in our school environment. When child safety concerns are raised or identified, we treat these seriously and respond promptly and thoroughly.

- Particular attention is given to the child safety needs of Aboriginal students, those from culturally and linguistically diverse backgrounds, international students, students with disabilities, those unable to live at home, children and young people who identify as lesbian, gay, bisexual, trans and gender diverse, intersex and queer (*LGBTIQ+*) and other students experiencing risk or vulnerability. Inappropriate or harmful behaviour targeting students based on these or other characteristics, such as racism or homophobia, are not tolerated at our School, and any instances identified will be addressed with appropriate consequences.

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

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

Purpose

- The purpose of the Child Safety Code of Conduct (*"Code"*) is to outline the School's commitment to safety and wellbeing, and the School Community's responsibilities when children and students are under in the School's care. (*note: for definition of "School Community", please refer to the section below entitled "Scope"*).

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- This Code aims to promote child safety and wellbeing within the School environment and safeguard children and students from child abuse and harm. This Code aligns with the School's stance on zero tolerance against child abuse.
- This Code also aims to help Staff identify and assess child safety risks; and understand how to minimise risk or harm to children.

Scope

- This Code applies to all members of the **School Community**, which consist of: -
  - ➢ School Council members and sub-committee members.
  - ➢ The Principal and the School Executive Team.
  - ➢ All School staff, which consist of teaching and non-teaching staff; temporary and casual staff.
  - ➢ All volunteers.
  - ➢ All contractors (*including External Education Providers*).
  - ➢ Teaching students on placement at the School.
  - ➢ Visitors.
  - ➢ Parent(*s*)/carer(*s*).
- Every member of the School Community must comply with this Code; sign and abide by this Code.
- This Code applies to all of the **School environments**, which includes: -
  - ➢ a campus of the School.
  - ➢ online or virtual School environments made available or authorised by the School Council (*or the Principal on its behalf*) for use by students (*including email, intranet systems, software applications, collaboration tools and online services*).
  - ➢ other locations provided by the School or through a third-party provider for students to use, including but not limited to:
    - i. Camps;
    - ii. Delivery of education and training such as a TAFE or registered training organisation; and
    - iii. Sporting events, excursions, competitions and other events.
- This Code applies to regardless of: -
  - ➢ The time of the interaction (*i.e. during or outside School hours*).
  - ➢ The student's age.
  - ➢ The student's consent.
  - ➢ The consent of parents/carers and families.
  - ➢ The type(*s*) of communication medium used in the interaction.

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> - Any circumstance in which a student initiates an interaction or relationship with a Staff member.

- This Code must be read in accordance with the School's Child Safety and Wellbeing Policy, Duty of Care Policy, Parent/Caregiver Code of Conduct Policy, Complaints Policy – Student Use, Complaints, Grievances and Concerns Policy, Reportable Conduct Scheme Policy, and any other professional or occupational codes of conduct that regulate particular staff at the School (*such as the Victorian Institute of Teaching (VIT) Code of Conduct*).
- Students must comply with the Student Code of Conduct Policy.

Acceptable Standards of Behaviour

- Each member of the School community is responsible for promoting the safety and wellbeing of students by adhering to the following standards of behaviour:
  - Uphold and act in accordance with the School's child safe policies, procedures and coded of conduct at all times.
  - Comply with applicable guidelines published by the School with respect to child safety.
  - Behave as a positive role model to students.
  - Promote the safety, welfare and wellbeing of students.
  - Be vigilant and proactive regarding student safety and child protection issues.
  - Ensure, where practicable, that adults are not alone with a student. One-to-one interactions between an adult and a student are to be in an open space or in line of sight of another adult.
  - Provide age-appropriate supervision for students.
  - Comply with guidelines published by the School with respect to child protection.
  - Treat all students with respect.
  - Promote the safety, participation and empowerment of students with a disability.
  - Promote the cultural safety, participation and empowerment of linguistically and culturally diverse students.
  - Use positive and affirming language towards students.
  - Encourage students to '*have a say*' and participate, and then listen to them with respect.
  - Respect students' cultural, religious and political differences, including promoting the cultural safety, participation and empowerment of Aboriginal students, students with culturally and/or linguistically diverse backgrounds, students with a disability, international students, and lesbian, gay, bisexual, transgender and intersex (*LQBTIQ+*) students.
  - Help provide an open, safe and supportive environment for all students to interact, and socialise.

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➢ Intervene when students are engaging in inappropriate bullying behaviour towards others or acting in a humiliating or vilifying way.

➢ Report any breaches of this Child Safe Code of Conduct.

➢ Report concerns about child safety to the appropriate member of staff and ensure that your legal obligations to report allegations externally are met.

➢ Where an allegation of child abuse is made, ensure as quickly as possible that the student involved is safe.

➢ Call the Police on 000 if you have immediate concerns for a student's safety.

➢ Respect the privacy of students and their families and only disclose information to people who have a need to know.

➢ Child abuse is suspected, ensure as quickly as possible that the student(*s*) are safe and protected from harm.

Unacceptable Behaviours

- The School Community must never engage in the following conduct:

  ➢ Engage in any form of inappropriate behaviour towards students or expose students to such behaviour.

  ➢ Use prejudice, oppressive behaviour or inappropriate language with students.

  ➢ Express personal views on cultures, race or sexuality in the presence of students or discriminate against any student based on culture, race, ethnicity or disability.

  ➢ Engage in open discussions of an adult nature in the presence of students.

  ➢ Engage in any form of sexual conduct with a student including making sexually suggestive comments and sharing sexually suggestive material.

  ➢ Engage in inappropriate or unnecessary physical conduct or behaviours including doing things of a personal nature that a student can do for themselves, such as toileting or changing clothes.

  ➢ Engage in any form of physical violence towards a student including inappropriately rough physical play.

  ➢ Use physical means or corporal punishment to discipline or control a student.

  ➢ Engage in any form of behaviour that has the potential to cause a student significant, emotional or psychological harm.

  ➢ Develop '*special*' relationships with students that could be seen as favouritism (*for example, the offering of gifts or special treatment for specific students*).

  ➢ Engage in undisclosed private meetings with a student that is not your own child.

  ➢ Engage in meetings with a child that is not your own, outside of school hours and without permission from the School and the child's parent.

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➤ Engage in inappropriate personal communications with a student through any medium, including any online contact or interactions with a student.

➤ Photograph or video a student in a school environment except in accordance with the School's Photographic Policy or where required for duty of care purposes.

➤ Take or publish (including online) photos, movies or recordings of a student without parental/carer consent.

➤ Post online any information about a student that may identify them such as their: full name; age; e-mail address; telephone number; residence; school; or details of a club or group they may attend.

➤ Treat a student unfavourably because of their disability, age, gender, race, culture, vulnerability, sexuality or ethnicity

➤ Consume alcohol against the School Drug and Alcohol Policy or take illicit drugs in the school environment or at school events where students are present.

➤ Discuss intimate topics or use sexualised language, except when needed to deliver the school curriculum or professional guidance.

➤ Ignore an adult's overly familiar or inappropriate behaviour towards a student.

➤ Ignore or disregard any suspected or disclosed child abuse.

Appropriate use of information and Communication Technologies ("ICT")

• The School provides ICT to students and School staff for educational or administrative purposes. For oversight purposes, the School monitors and reviews data stored within or transmitted via the School's ICT. Whilst ICT facilitates communication with speed and efficiency, any data (*e.g. images, videos, documents etc.*) once sent, can't be recalled and will be retained indefinitely in an external location (*i.e. stored in external servers not owned/managed by the School*).

• School staff must comply with the Information and Communication Technologies Policy, and the Social Media Policy for Staff, which includes: -

➤ Exercise good judgement by adhering to the principles of ethical behaviour when using work electronic mails (*"emails"*).

➤ Use appropriate and professional language in work emails.

➤ Be vigilant that in any legal dispute, all related emails will be retrieved; and the details will be scrutinised and cross-examined by the Court and all related parties to the legal dispute.

➤ Never send work emails which are vexatious, discriminatory, offensive, defamatory, threatening, abusive or obscene.

➤ Never invite (*or accept any student's invitation*) and add any student into personal emails; or personal social media platforms (*e.g. Instragram, Snap, Facebook, WhatsApp etc.*).

➤ Never use personal emails; or personal social media platforms (*e.g. Instragram, Snap, Facebook, WhatsApp etc.*) to contact students.

> ➢ Never use personal emails or personal social media platforms (*e.g. Instragram, Snap, Facebook, WhatsApp etc.*) to publicly post School-related videos and/or images.

> ➢ Never use work emails; or any social media platforms (*e.g. Instragram, Snap, Facebook, WhatsApp etc.*) to publicly post School-related videos and/or images, unless students' parent/carer has agreed in writing; and approved by the School.

> ➢ Never transmit, store, promote or display materials which are vexatious, discriminatory, offensive, defamatory, threatening, abusive or obscene.

> ➢ Always and promptly report on any situation that involves inappropriate use of the School's ICT.

- The School may use a social media platform (*e.g. WhatsApp*) which resides within a School ICT (*e.g. mobile phone*) to communicate with students during overseas excursions only. In this instance, the School must ensure that after an overseas excursion, all students' personal information (*e.g. name, phone number etc.*) are hard deleted from the School ICT. For further details on what constitutes "*personal information*", please refer to the Office of the Australian Information Commissioner (OAIC) website.

- School staff must never use the School's telecommunication networks to view, upload, download or circulate any of the following materials:

> ➢ Sexually related or pornographic messages or material.

> ➢ Violent or hate-related messages or material.

> ➢ Racist or other offensive messages aimed at a particular group or individual.

> ➢ Malicious, libellous or slanderous messages or material.

> ➢ Subversive or other messages or material related to illegal activities.

> ➢ Messages or information which contains any criminal element.

Appropriate Physical Contact to Assist or Encourage a Student

- School staff may at times be required to physically assist a student who is injured, ill or may require encouragement. School staff must always advise the student of what they intend to do and seek the student's consent. The following types of physical contact are considered appropriate: -

> ➢ Physical contact with students as a clear expression of nurturing.

> ➢ For example, kindergarten or Prep children who are distressed may require comforting and it is reasonable for the teacher or co-educator to have a reasonable level of physical contact to calm a distressed child.

> ➢ Physical contact with students as a clear expression of encouragement.

> ➢ For example, when congratulating a student, a handshake or a gentle pat on the shoulder are acceptable if the student is comfortable with this action. However, kissing of students is not acceptable.

> ➢ Administration of first aid or assessing an injury.

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> ➤ If a student is unconscious, they can't provide consent before first aid is provided. Therefore, it is assumed that an unconscious student has given their consent.

> ➤ Helping a student who has fallen or is injured.

> ➤ Assisting with the toileting of a young child or student with disability.

> ➤ When teachers are required to attend to the toileting needs of young children, it must be done with caution. It may be appropriate to have the door opened. In respect of students with a disability the management of toileting needs should be included in the student's individual management plan.

> ➤ Gently touching a young child to attract their attention.

- Some examples of good practice in the area of physical contact include but are not limited to:

> ➤ In normal classroom situations, avoid touching a student anywhere other than the hand, arm, shoulder, or upper back.

> ➤ Avoid physical contact with a student's head or neck area. This includes avoiding tapping students on the head to get their attention.

> ➤ Do not throw items at students other than as part of a curriculum exercise (*e.g. sports program*) and in a manner which is safe and appropriate (*this includes not throwing bags, clothing, shoes, pens, erasers and books at students whether or not to get their attention*).

> ➤ Avoid being alone with a student in an isolated area or behind closed doors. If through no fault of the School staff this situation occurs, avoid any physical contact with the student unless there is serious danger or risk to the student which may necessitate physical contact (*e.g. first aid*).

> ➤ Do not presume that a hug or touch is acceptable to a particular student. What the School staff member considers acceptable may not be comfortable for the student.

> ➤ Whenever possible use verbal directions rather than physically handling a student (*e.g. when requesting a student to turn around, use verbal instructions rather than physically turning the student around*).

> ➤ When physical contact with a student is a necessary part of the teaching/learning experience, School staff must exercise caution to ensure that the contact is appropriate and acceptable:

> > ❖ Explain what the physical contact is for.

> > ❖ If practicable, ask for volunteers to demonstrate.

> > ❖ Seek the student's permission before making physical contact.

> > ❖ If the student does not give permission for the physical contact to occur, do not proceed.

- School staff must never impose physical punishment on any student when carrying out their professional duties.

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Physical Contact Initiated by Students

- School staff must not encourage students to initiate physical contact with them. However, it is recognised that in certain circumstance, students may initiate contact with a School staff without any encouragement by the staff member. For example, young children who climb onto a teacher's lap or reach out to hold the teacher's hand. The physical contact initiated by the student may be uncomfortable for the School staff or it may be considered inappropriate. Either way, the School staff needs to take some action to manage the situation.

- If a School staff feels uncomfortable, or the contact is inappropriate, it is reasonable for the School staff to redirect the student without causing unnecessary distress or embarrassment to the student. With younger children it may not be necessary to draw his or her attention to the fact. For example, a teacher with a young child on his or her lap may gently remove and distract the child without commenting on the reason for doing so. With older students it may be appropriate that in addition to redirecting the student, the School staff also provides an explanation to the student without judging, shaming or otherwise making the student feel wrong for initiating the contact.

Using Non-physical Intervention in a Student Management Situation

- Non-physical intervention is the most appropriate means of managing student behaviour. Where a problem with a student becomes apparent, non-physical interventions include:
  - ➢ Direct other students to move away from the situation.
  - ➢ Talk with the individual student in a calm, non-threatening manner to diffuse the situation (*"what do you want me to do"*).
  - ➢ Encourage the student to move to a safe place.
  - ➢ Seek assistance from other staff, or in extreme cases, the Police.
- It is important to de-escalate the situation by approaching the student in a non-confrontational manner. Although the student's behaviour needs to be addressed, it may be more appropriate to talk about issues and consequences of her behaviour at another time.
- It is not appropriate to make physical contact with students, including their personal possessions (*for example, pushing, grabbing, poking, pulling, grabbing of backpack*) to ensure they comply with directions.
- It is not appropriate to physically block students from entering or leaving a classroom or to pursue a student if he or she is trying to run away unless there is a reasonable concern for the safety of the student or others.
- Under no circumstance should School staff physically threaten or intimidate a student or engage in any form of conduct that might cause physical or emotional harm to students.
- Under no circumstances should School staff physically assault any student. Assault involves either hostile or reckless application of force or the threat of such force. Physical contact to protect

students from danger or harm to themselves that is both reasonable and necessary would not amount to physical assault.

- Any School staff who feels physically threatened or intimidated by any student should immediately report his or her concern to the Principal so that appropriate action protective of the School staff member can be taken.

Appropriate Use of Physical Restraint

- Whilst non-physical intervention is the most appropriate means of managing student behaviour, sometimes, School staff may need to make legitimate use of physical restraint, if a student is:
  - ➢ Attacking another student or teacher.
  - ➢ Posing an immediate danger to herself or others.

- Where physical restraint is used, School staff should continue to talk with the student throughout the incident and make clear that physical restraint will stop when it ceases to be necessary; and ensure that a calm and professional approach is maintained.

- School staff should not use physical intervention when non-physical intervention could be used. The application of physical force or contact as a means of punishment, or as a response to property destruction, school disruption, refusal to comply, or verbal threats is not acceptable. Maintaining good order is never a reasonable justification for using force or restraint.

- Appropriate physical force may be permitted to meet the duty of care obligation to protect students from foreseeable risk of injury. Common law defences such as self-defence, and defence of others remain legitimate reasons for the use of physical contact. Everyone has the right to defend themselves against an attack provided that the degree of force used is reasonable in the circumstances.

- Any such strategy must be in keeping with the School's behaviour management practices or individual student management plan. Staff should report and document any such incidents.

Teachers – Guiding Principles

- Teachers are also required to abide by the principles relating to relationships with students as set out in the Victorian Teaching Profession's Code of Conduct published by the VIT. These principles include:
  - ➢ knowing their students well, respecting their individual differences and catering for their individual abilities.
  - ➢ working to create an environment which promotes mutual respect.
  - ➢ modelling and engaging in respectful and impartial language.
  - ➢ protecting students from intimidation, embarrassment, humiliation and harm.
  - ➢ respecting a student's privacy in sensitive matters.
  - ➢ interacting with students without displaying bias or preference.

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> ➤ not violating or compromising the unique position that a teacher holds of influence and trust in their relationship with students.

Health Practitioners (Nurse, Psychologist and Physiotherapist)

- When dealing with students, Health Practitioners at the School should always consider their professional obligations in accordance with Code of Conducts/Ethics associated with its respective National Board or the shared Australian Health Practitioner Regulation Agency (*AHPRA*) Code of Conduct.

- Nurse: -

  - ➤ The Nursing and Midwifery Board of Australia works to ensure that Australia's nurses and midwives are suitably trained, qualified and safe to practise.

  - ➤ Examples of key principles of the Code of Conduct for Nurses in relation to this Code are as follow:

    - ❖ Nurses must provide safe, Student-centred, evidence-based practice for the health and wellbeing of Students.

    - ❖ Nurses must engage with Students in a culturally safe and respectful way, foster open, honest and compassionate professional relationships, and adhere to their obligations about privacy and confidentiality.

    - ❖ Nurses must embody integrity, honesty and compassion towards Students.

- Psychologist: -

  - ➤ The Psychology Board of Australia works to ensure that Australia's psychologists are suitably trained, qualified and safe to practise.

  - ➤ Examples of key principles of the 2007 Australian Psychological Society (APS) Code of Ethics in relation to this Code are as follow:

    - ❖ Psychologists must engage in conduct which promotes equity and the protection of students' human rights, legal rights and moral rights.

    - ❖ Psychologists must provide psychological services to benefit, and not to harm students. The welfare of students takes precedence over a psychologist's self-interest.

    - ❖ Psychologists must be honest and objective in their professional dealings with students. They must be committed to the best interests of students.

    - ❖ Psychologists must be aware of their own biases, limits to their objectivity, and the importance of maintaining proper boundaries with students.

    - ❖ Psychologists must identify and avoid potential conflicts of interest. They refrain from exploiting student and associated parties.

- Physiotherapist: -

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- ➢ The Physiotherapy Board of Australia works to ensure that Australia's physiotherapists are suitably trained, qualified and safe to practise.
- ➢ Examples of key principles of the shared APHRA Code of Conduct in relation to this Code are as follow:
  - ❖ Physiotherapists must practise safely, effectively and in partnership with students. This is possible through a relationship based on respect, trust and effective communication.
  - ❖ Physiotherapists must consider the specific need of students of Aboriginal and Torres Strait Islander Peoples and their health and cultural safety, including the need to foster open, honest and culturally safe professional relationships.
  - ❖ Physiotherapists must be respectful and adopt a culturally safe practice by having knowledge of how their own culture, values, attitudes, assumptions and beliefs influence their interactions with students. Physiotherapists must communicate with all students in a respectful way and meet their privacy and confidentiality obligations.
  - ❖ Physiotherapists must maintain effective and professional relationships with students and provide explanations that enable students to understand and participate in their care.
  - ❖ Physiotherapists must adopt good practices which involve putting students' safety, which includes cultural safety, first. Physiotherapists should minimise risk to students by maintaining their professional capability through ongoing professional development and self-reflection and understanding and applying the principles of clinical governance, risk minimisation and management in practice.
  - ❖ Physiotherapists must display a standard of professional behaviour that warrants the trust and respect of students. This includes practising ethically and honestly.

Sports, Outdoor Education and Music Program

- Sports coaches, outdoor education instructors, music teachers and School staff who are involved in coaching, training or guiding students during sporting, outdoor education and music activities must adopt practices that assist children to feel safe and protected, including:
  - ➢ Using positive reinforcement and avoiding abusive, harassing or discriminatory language and practices based on race, religion, ethnic background, or special ability / disability.
  - ➢ Explaining the reason for the contact and asking for the student's permission if physical contact with a student by a sports coach, outdoor education instructor, music teacher or School staff is necessary during a sporting or outdoor education activity.
  - ➢ Avoiding (*where possible*) situations where an adult may be alone with a student such as in a dressing or change room, or when a student needs to be transported in a vehicle.
  - ➢ Refraining from initiating a relationship with students and discourage any attempt by students to initiate an intimate relationship.

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Transportation and Facilities

- Students must never be transported by staff in a private vehicle without any permission (*obtained in writing*) from their parent, carer or guardian; with the following exceptions: -
  - ➢ In cases of an emergency, if there is an immediate or foreseeable safety risk to the student.
  - ➢ Other situations where no other option could be reasonable foreseen.
- Students should be transported directly to their destination. No stops should be made other than those that are reasonably scheduled for meals or comfort stops.
- Changing and showering facilities or arrangements for adults must be separate from facilities or arrangements for students and School staff must not shower or change in front of students.
- School staff must always knock and advise of their presence prior to entering the Howqua House of students. While in a Howqua House, School staff must uphold and maintain a strict approach to this Code, for example, maintain a strict professional manner by not sitting on a student's bed.

Privacy and Confidentiality

- The management of students' personal and sensitive information; and health information is regulated in Victoria under the Privacy and Data Protection Act 2014 (Vic) and the Health Records Act 2001 (Vic) respectively.
- Disclosure of Information within the School, where required:
  - ➢ All information shared by students will be kept confidential by the School. Only when it is required, students' information will be disclosed to relevant School staff on a "need to know" basis to enable the School to: -
    - ❖ Provide for and support the student's education.
    - ❖ Support the student's social and emotional wellbeing and health.
    - ❖ Reduce the risk of reasonably foreseeable harm to the student, other students, staff or visitors (*duty of care*).
    - ❖ Make a reasonable adjustment for the student's disability (*anti-discrimination law*).
    - ❖ Provide a safe and secure workplace (*occupational health and safety (OHS) law*).
  - ➢ Guidance from the School Executive Team must be sought prior to any disclosure of students' information, and any disclosure of students' information on a "need to know" basis must be in the best interest of students.
- Disclosure of Information to Individual(*s*) External to the School:
  - ➢ The School must not disclose students' information to any individual(s) external to the School, unless the School has obtained consent from the student (*only if the student is aged 15 or over*); parent or carer (*a must for student below the age of 15*).

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> - The School may use or disclose students' information if it is required or authorised by or under an Australian law or a court/tribunal order, in circumstances such as to: -
>   - ❖ Share students' information with authorised services to promote child wellbeing or safety or assess or manage family violence risk.
>   - ❖ support a child who has been impacted, or is suspected to be impacted, by abuse.
> - The School's reporting obligations is underpinned by the School's <u>Mandatory Reporting Policy</u> and <u>Child Safety and Wellbeing Policy</u>.

Agreement to the Child Safe Code of Conduct

- The **School** provides a copy of this Code to all School staff, volunteers and contractors at induction, or otherwise prior to them commencing work at the **School**.
- The **School** also communicates requirements of this Code via refresher training at regular intervals for all School staff; and volunteers and contractors who have direct contact with students.
- All School staff; and volunteers and contractors who have direct contact with students must acknowledge in writing (*on paper or electronic device*) that they have read and agreed to adhere to this Code prior to commencing work at the **School**.
- This Code forms part of the contract between the **School** and; volunteers and contractors. Therefore, all volunteers and contractors are deemed to have agreed to adhere to this Code on signing the contract or on commencing work at the **School**.

Required Reporting

- Members of the School Community are required to report to the Principal if they:
  > - Are charged with or convicted of a serious offence (*those punishable by 12 month or more in jail*).
  > - Are the subject of an Apprehended Violence Order.
  > - Become aware of a serious crime committed by any member of the School Community.
- In addition, members of the School Community must report to the Principal:
  > - Any concerns they may have about the safety, welfare and wellbeing of a child or young person.
  > - Any concerns they may have about the inappropriate actions of any member of the School Community that involves children or young people.
  > - Any concerns they may have about any member of the School Community engaging in '*reportable conduct*' or any allegation of '*reportable conduct*' that has been made to them; and

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> ➢ Becomes aware that any member of the School Community was charged with or convicted of an offence (*including a finding of guilt without the court proceeding to conviction*) involving '*reportable conduct*'; and

> ➢ If they become the subject of allegations of '*reportable conduct*' regardless of whether it relates to their employment at the School.

- Please note under the Children, Youth and Families Act 2005, professionals including registered teachers, Principals and nurses are required to act in the best interests of the child which includes reporting to Child Protection all allegations or disclosures of physical abuse, sexual abuse and neglect and reporting to Child Protection when a belief is formed that a child has been harmed or is at risk of being harmed.

- School staff should refer to the School's [Mandatory Reporting Policy](#), [Child Safety and Wellbeing Policy](#) and Code of Conduct for Staff, Contractors and Volunteers, for further information.

Breaches of the School Code of Conduct

- Member of the School Community hold a position of trust and are accountable for their actions.

- The consequences of inappropriate behaviour and breaches of this Code will depend on the nature of the breach.

- Prior to the formal reporting of any observed or suspected breach, members of the School Community should discuss the matter with their supervisor (*dependent on the work arrangement with the School, where relevant*) or the Principal. If the discussion is related to a possible breach by a supervisor, the matter should be discussed with the Principal.

- The School may consider the following factors when evaluating possible follow-up actions: -
    - ➢ The seriousness of the breach;
    - ➢ The likelihood of the breach occurring again;
    - ➢ Whether the member of the School Community has committed the breach more than once;
    - ➢ The risk implications of the breach towards other member of the School Community; and
    - ➢ Whether the breach would be serious enough to warrant formal disciplinary action.

- Actions that may be taken by the School in respect of a breach of this Code include management or remedial action, training or disciplinary action ranging from a warning to termination of employment. The School will reserve the right to determine in its entirety the response to any breach of this Code.

- In instances where a reportable allegation has been made, the matter will be managed in accordance with the [Reportable Conduct Scheme policy](#) and may be subject to referral to the Victorian Institute of Teaching and to Victoria Police.

Record Keeping

- All School staff have a responsibility to create and maintain accurate and honest records of their communications with parents and students. Such records can be stored on the School's database,

through Synergetic Notes, or as a written note to be kept in the Student's File which is kept in the Principal's office. The School Psychologists and School Nurses maintain records, both on the School's database and in hard copy student files for their professional use and these are not accessible by other School staff.

- School staff must not destroy of remove records without appropriate authority.

- School staff must maintain the confidentiality of all official documentation and information which are not publicly available, or which have not been published.

Related Policies

- Child Safety and Wellbeing Policy

- Duty of Care Policy

- Parent/Caregiver Code of Conduct Policy

- Complaints Policy – Student Use

- Complaints, Grievances and Concerns Policy

- Reportable Conduct Scheme Policy,

- Student Code of Conduct Policy

- Photographic Policy

- Information and Communication Technologies Policy

- Social Media Policy for Staff

- Volunteer Policy

- Mandatory Reporting Policy

- Responding to Student Sexual Offending policy

- Working with Children Clearance policy

- Duty of Care policy

- Parent Code of Conduct

- Privacy policy

- Records Management policy

Legislation

- Children, Youth and Families Act 2005 (Vic)

- Child Wellbeing and Safety Act 2005 (Vic)

- Crimes Act 1958 (Vic)

- Education and Training Reform Act 2006 (Vic)

- Victorian Institute of Teaching Act 2001 (Vic)

CRICOS No. 00152F | Primary Years Course Code: 015713K | Secondary Years Course Code: 005356J
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Date reviewed: October 2024, reviewed biennially

This is a controlled document by Principal

- Privacy Act 1988

Review Date

This policy will be reviewed every two years with the next review due in October 2026. An interim review may take place following any changes in legislation.

Revision History

Version	Date	Author	Description of changes
2	October 2024	Susan Just	Revision to the whole of Version 1.

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16 | **LAURISTON GIRLS' SCHOOL** CHILD SAFETY CODE OF CONDUCT

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