

Williamstown North
Primary
School

OHS Volunteer Induction 2025

School Safe Consulting

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To provide volunteer support at our school, you are required to complete an OHS Induction covering the site-specific risks.

The volunteer OHS induction is valid for 12 months.



VICTORIA Department of Education

Volunteer OHS Induction Checklist

The Volunteer OHS Induction Handbook can be used to assist in conducting an OHS induction.

Workplace	
Brief description of works	
General OHS Induction – The principal or their delegate is to ensure that volunteers have been provided with the following information and/or instructions.	
Department Health and Safety and Wellbeing (HSW) Policy	Provided <input type="checkbox"/> Yes
Required conduct/behaviour	<input type="checkbox"/> Yes
Security access arrangements / Traffic Management Plan	<input type="checkbox"/> Yes
Introduction to First Aid Officer(s) and location of First Aid Room/Kits	<input type="checkbox"/> Yes
Location of emergency evacuation plans for your area	<input type="checkbox"/> Yes
Location of Emergency Exits	<input type="checkbox"/> Yes
Introduction to workplace Wardens / Incident Controller	<input type="checkbox"/> Yes
Location of amenities	<input type="checkbox"/> Yes
Location of Chemical Register and associated Safety Data Sheets	<input type="checkbox"/> Yes
Information on hazard and incident reporting process	<input type="checkbox"/> Yes
Current School Asbestos Management Plan and Division 5 Audit Report	<input type="checkbox"/> Yes <input type="checkbox"/> NA
Introduction to school Asbestos Coordinator	<input type="checkbox"/> Yes <input type="checkbox"/> NA
Plant and equipment Safe Work Procedures and personal protective equipment (Note: all electrically powered plant and equipment are to be tested and tagged prior to use)	<input type="checkbox"/> Yes <input type="checkbox"/> NA
An overview of task(s) and relevant hazards and risks controls are communicated to volunteer workers as detailed in the Risk Assessment	<input type="checkbox"/> Yes <input type="checkbox"/> NA
Signatures	
Principal or delegate I certify that the below mentioned volunteer workers have completed an OHS induction.	
Name:	Signature: Date:

Introduction

To comply with the requirements of the Victorian Occupational Health and Safety (OHS) Act 2004 and the Victorian OHS Regulations 2017 the Department of Education (the Department) has implemented an OHS Management System (OHSMS) in all Victorian Government schools.

The OHSMS requires all volunteers to:

- Report to the general office or designated site contact upon arrival at school.
- Complete an OHS induction using the Volunteer OHS Induction Checklist.
- Sign in and out and ensure your visitor pass is worn at all times whilst on Department or other premises
- Have a current Working with Children Check, where applicable.

Department Health, Safety and Wellbeing (HSW) Policy

The Department has the *Health, Safety and Wellbeing Policy*, which has been endorsed by the Department Secretary and can be seen here:



Health, Safety and Wellbeing Policy



Scope: This Policy applies to all employees, visitors, volunteers and contractors in Department of Education and Training (DET) workplaces and activities, and instances when performing work offsite. The Department commits, so far as reasonably practicable, to:

Management Commitment 	Support and value its people and recognise a legal and moral commitment to building a positive workplace culture, ensuring healthy and safe working and learning environments by: <ul style="list-style-type: none">providing and integrating a robust and credible, Occupational Health and Safety (OHS) Management System that aligns with legislative requirements and the Department's strategic direction and operationsproviding and maintaining inclusive workplaces that mitigate risks to physical and psychological health and safetyoutlining expectations and accountabilities, and empowering leaders and employees to play an active role in maintaining healthy and safe workplacesembedding and promoting a culture of shared responsiveness, willingness, and ownership, relating to reporting, and addressing health, safety and wellbeing risksproviding and applying a robust injury management framework to foster and build a strong culture of early intervention, rehabilitation and return to work.
Consultation Commitment 	Consult, collaborate, and communicate with employees including health and safety representatives on: <ul style="list-style-type: none">identifying hazards, assessing risks, and making decisions about the measures to control risks to health and safety and proposed changes to the workplace that may affect the health, safety, and wellbeing of personshealth, safety, and wellbeing issue resolutionprovision of health, safety and wellbeing information, training, instruction, and supervisionthe importance of giving employees a reasonable timeframe to express their views and concerns and that these are taken into account when making decisions that may affect their health, safety and wellbeingflexible work arrangements and family friendly work practices to support and maintain an inclusive, diverse, respectful adaptive workforce.
Drive Continuous HSW Improvement Commitment 	Support continual health, safety and wellbeing improvement by: <ul style="list-style-type: none">improving the suitability and effectiveness of the OHS Management System through regular monitoring and review of policies and proceduresestablishing and monitoring progress towards measurable objectives and targets aimed at reducing work-related injury and ill health and improving safety performanceusing data to provide an evidence-based approach for setting the Department's strategic direction and identifying measurable objectives and targetsallocating adequate resources to efficiently integrate and maintain the OHS Management System to comply with relevant legal and compliance obligations.
Building Capability Commitment 	Support building capability by: <ul style="list-style-type: none">embedding individual health, safety, and wellbeing accountabilities for all employees across the Departmentembedding legislative and health and safety requirements in all policies and proceduresincreasing awareness and improving utilisation of the safety supports and resources availableproviding access to transparent and robust health, safety and wellbeing information, training, instruction, and documentationstrengthening leadership capability by improving understanding of applying and implementing health, safety and wellbeing supports and resources available.
Risk Management Commitment 	Support the prevention of workplace injuries and ill health by: <ul style="list-style-type: none">strengthening systems of work for identifying, assessing, controlling, monitoring, and reviewing hazards and associated risks arising from task / workplace activitiesproactively aiming to identify hazards and eliminate (if not possible, minimise) risks, in the workplace by implementing controls in a timely mannerpromoting and improving the reporting of incidents, near misses, injuries and hazards and investigating where appropriate, to prevent reoccurrenceproviding an OHS Management System that is flexible and adaptable to the risk profile of Department workplacesimplementing risk controls to achieve improved mental health and wellbeing outcomes and reduce psychosocial hazards in the workplace.

The Department employees, visitors, volunteers and contractors are required to take reasonable care for their own health, safety and wellbeing and others that may be affected by their actions or omissions. These parties will cooperate with the Department in adhering to health and safety requirements including following the Department's policies, procedures and/or instructions and participating in consultation and training.

The Department's OHS Management System sets out how this policy is to be implemented.

Jenny Atta
Secretary
19/01/2022

Required Conduct/Behaviour

All volunteers are expected to abide by the workplaces code of conduct while on site. This includes:

- No smoking on school grounds or within four metres of an entrance to all Department workplaces.
- No alcohol or drugs are to be consumed on any Department premises. Any volunteer under the influence will be dismissed.
- No offensive language is permitted on any Department premises.
- Noise must be kept to a minimum. If this is not practicable, then non-urgent work should be scheduled outside of school hours, where possible.
- Possessions, materials, and equipment should be secured and not left unattended.
- Abide by the workplaces traffic management procedures.
- Entrance to other areas of the Department workplace aside from the work area is prohibited, unless otherwise agreed to.
- Remove all litter and debris from the workplace.
- Report any problems, hazards, or incidents to the principal or their delegate.
- Dress appropriately and wear the correct personal protective equipment suitable.
- No pets are permitted on Department premises.

Access

All volunteers must report to the general office or site contact and sign in upon arrival at the workplace or designated point where not on Department premises. This requirement is indicated on signage located at all entrances to the school, see below:



Traffic Management

Volunteers driving vehicles are to enter and exit the school grounds via the following locations:

- Burgoyne Lane, Melbourne Rd and Station Rd

Vehicles entering school grounds must adhere to all traffic signage. Where there is no signage, vehicles are to move at walking pace at all times. If a vehicle has limited visibility or mobility, a spotter should be used when the vehicle is in motion.

Volunteers are NOT to operate vehicles on, or around, school grounds during designated drop off/pick up times or during break times:

- Drop off: **8:30am – 9:10am**
- Recess: **10:55am – 11:25am**
- Lunch: **1:25pm – 2:35pm**
- Pick Up: **3:20pm – 3:50pm**

Designated pedestrian crossings are:

- Melbourne Rd, Station Rd & Freyer St



First Aid

In the event of an injury:

1. If the injury is not serious, report or escort the injured party to the administration office for assistance.
2. If the injury is serious ring 000, do not wait for first aid officer.
3. Stay with injured party. Send someone else to find the first aid officer or workplace manager.
4. If no one else is available, ring the school number 9397 5722 and inform the office that someone is injured at your location.
5. If trained, apply first aid to the injured party.
6. Once incident is over, fill in an incident report at the office.



First Aid Officers

Our First Aid Officers are;

- Arlene Lawrence
- Alice Walter
- Andrew Papadatos
- Belinda Gill
- Ashleigh Paton
- Felicity Minton
- Dean Pearce
- Julie Papazisis
- Kerri Allerby
- Kylie Missen
- Linda Taylor
- Maximus Marioli
- Melanie Kennie
- Rachel Wilson
- Tracey Carroll
- Shannon Carroll
- Sarah Nobbs
- Ruth Harrap
- Tania Brown

First Aid Room/Kits and Amenities

Please see map in the Appendix of your Volunteer Induction Handbook and in **Slide 23**. for the following clearly marked items:



Staffroom



Toilets and
amenities



Parking



First Aid
Room



First Aid
Kit

Workplace Codes

In the event that a code is called, please obey the following instructions:

CODE GREEN	GREEN FIELDS EVACUATION
CODE PINK	GYM EVACUATION
CODE ORANGE	LOCK DOWN
CODE YELLOW	OFF-SITE EVACUATION

Emergency Procedures

On hearing the alarm:

- switch off all equipment
- proceed to the advised assembly area
- report to the nearest member of staff or one of the wardens
- do not leave the assembly area until advised.



Leaving Site in an Emergency:

All volunteers are required to proceed to the evacuation point and remain there until given clearance to leave by the Incident Controller or principal or their delegate.

Evacuation Point and Emergency Exits:

The evacuation point is located at **GREEN FIELDS**; refer to Evacuation Map in your Volunteer Induction Handbook and on **Slide 23**. Emergency Exits are identified by an exit sign above the door:



Please refer to Evacuation Diagrams displayed around the school for the location of Emergency Exits.

Workplace Wardens/Incident Controller

Workplace Wardens

Chief Warden/Incident Controller	RICHARD BUCKINGHAM
Operations Officer	SARAH NOBBS
Communication Officer	BELINDA GILL
Planning Officer	SHEVANI MOODLEY
First Aid Officer	ARLENE LAWRENCE
Logistics Officer	GIORGIA MOSS

Hazardous Substances and Dangerous Goods

If transporting hazardous substances or dangerous goods onto site, the principal or their delegate must be informed. You must complete a Safe Work Method Statement or equivalent to outline the controls methods you will use to ensure that the risks of the hazardous substances and/or dangerous goods are managed.

Such controls may include, but are not limited to:

- the provision of Safety Data Sheets (SDS)
- correct labelling of containers
- correct storing and handling of containers
- correct disposal of any waste
- provision of personal protective equipment (PPE).



Asbestos

All schools are expected to have a Schools Asbestos Management Plan in the event of the discovery of suspected asbestos containing material (ACM) or the accidental disturbance of existing ACM. At present, our school has no identified asbestos containing materials onsite.

If ACM has been identified in the school, the following process must be followed prior to the commencement of works:

- Asbestos Register **MUST** be checked at the time of sign-in when the proposed work involves drilling, scraping, sanding, sawing or any other destructive process.
- if work is to be carried out in the vicinity of Asbestos Containing Material, the Asbestos Coordinator [Richard Buckingham Ph: 9397 5722](#) must be consulted prior to the commencement of work.
- asbestos containing material may only be removed by a licensed removalist.

Animals / Wildlife

There is the potential to come into contact with domestic animals and wildlife while on this site. Should this occur, you must:

- do not approach any domestic animals (e.g., dogs) or dangerous wildlife
- report the sighting of any domestic animals or dangerous wildlife to the principal or their delegate.
- do not reach into any holes or gaps in the buildings without first checking to see if it is safe.



Hazard and Incident Reporting

Any hazard or incident that poses a risk to the safety of a student, parent, visitor, volunteer or employee must be reported:

- **Call 000 immediately to report any incident threatening life or property. This number will connect you to the following emergency services:**
 - **police for crime, injury that may not be accidental, or assault**
 - **ambulance for injury and medical assistance**
 - **fire brigade for fires, gas leaks and incidents involving hazardous and dangerous materials.**
- **Notify the administration office in person, or, if unable or unsafe to do so, notify someone via the emergency contact list.**
- **Principal is to report the incident on eduSafe Plus.**

What makes manual handling hazardous?

Four key risk factors that can make manual handling tasks hazardous include:

- Task
- Individual
- Load
- Environment

What techniques can I use to help prevent an injury?

- S.M.A.R.T Lifting Technique
- Team Lifting
- Pushing or Pulling Techniques when using mechanical aids

S.M.A.R.T LIFTING



Size up that load

- Assess the load (shape, size and weight)
- Determine where the load needs to be moved and placed
- Determine whether you can carry the load or whether a mechanical aid should be used



Move the load as close to the body as possible

- Carry the load as close to the body as possible
- Secure your grip



Always bend your knees

- Keep feet apart in a comfortable position (usually in line with hips)
- Minimise lower back bending
- Bend knees (squat or semi-squat position)



Raise the load with your legs

- Lift the load with your legs, not your back, in a smooth motion (avoid twisting or jerky movements)
- Maintain normal curvature of the spine



Turn your feet in the direction you want to move

- Change direction by pointing your feet and not twisting your back
- To set the load down, squat down, keep your head up and allow your legs to carry the weight

Risk Assessments

Overview of task(s) – Risk Assessment

- Our school has put together a detailed Risk Assessment which includes the hazards and risks of the task/s being performed and includes controls that have been put in place.
- The Risk Assessment will be available for volunteers and should be communicated prior to work taking place.

Plant and Equipment

Safe Work Procedures (SWP) and Personal Protective Equipment (PPE)

- Depending on the type of work taking place SWP's will be available for volunteers using Plant and Equipment. Suitable PPE will also be available for volunteers as required .
- Further details will be available prior to the work taking place.

Emergency Contacts

School Contacts		
POSITION:	NAME:	CONTACT NUMBER:
Principal / Asbestos Coordinator	Richard Buckingham	9397 5722 – Ext 102
Assistant Principal / Business Manager	Sara Nobbs	9397 5722 – Ext 100
Administration / Comms Officer	Belinda Gill	9397 5722 – Ext 106
General Office Number		9397 5722



Emergency Contacts:

Fire:	000
Ambulance:	000
Police	000
Police Assistance Line	13 14 44
Poisons:	13 11 26

Emergency Management Process

Version: 30/10/2023


You hear the emergency alarm! Listen for the details of the DANGER and the evacuation point.

elise@schoolsafeconsulting.com.au

School Safe Consulting

0438 350916

Code Green – GREEN FIELD	Code Pink SHELTER IN PLACE - GYM	Code Yellow OFF-SITE to St Stephens Church	Code Orange LOCK DOWN – Level 1 OR Level 2
Stay calm & listen to your teacher. Use common sense at all times.	Stay calm & listen to your teacher. Use common sense at all times.	Stay calm and listen to your teacher. Use common sense at all times.	Stay calm & listen to your teacher. Use common sense at all times.
Line up at your nearest and safest exit point. Evacuate to the GREEN FIELD . If the teacher in the room next door is a warden, their class will follow behind your class. Wardens collect their first aid kit, sweep their space, and catch up with their class when it's convenient. If safe to do so, scan the QR code. Take an electronic device (e.g. phone) and wear your high vis vest. Where possible, close windows and doors before evacuating.	Line up at your nearest and safest exit point. Evacuate to the GYM . If the teacher in the room next door is a warden, their class will follow behind your class. Wardens collect their first aid kit, sweep their space, and catch up with their class when it's convenient. If safe to do so, scan the QR code. Take an electronic device (e.g. phone) and wear your high vis vest. Where possible, close windows and doors before evacuating.	Line up at your nearest and safest exit point. Evacuate to ST STEPHENS CHURCH If the teacher in the room next door is a warden, their class will follow behind your class. Wardens collect their first aid kit, sweep their space, and catch up with their class when it's convenient. If safe to do so, scan the QR code. Take an electronic device (e.g. phone) and wear your high vis vest. Where possible, close windows and doors before evacuating.	You must remain in the classroom. All doors and windows to your classroom & building must be closed & locked .
Students who are out of their room must move safely to the nearest classroom and join this class. The teacher will report them back to their class at the assembly point.	Students who are out of their room must move safely to the nearest classroom and join this class. The teacher will report them back to their class at the assembly point.	Students who are out of their room must move safely to the nearest classroom and join this class. The teacher will report them back to their class at the assembly point.	If you are outside, move to the nearest and safest internal space. Lock all windows & doors . This may mean sharing a space.
Line up with your class on the GREEN FIELD from Foundation to Year 6.	Line up with your class in the GYM in assembly position.	Evacuate to the ST STEPHENS CHURCH Exit the school grounds via your nearest and safest external gate. Turn left along Melbourne Road and enter the church. Await further instructions.	Students who are out of their classroom must move safely to the nearest room and report to the teacher straight away.
			Take the roll. Scan the QR Code and complete all relevant fields.
			LEVEL 1 If safe to do so, continue with your classroom program quietly , but remember, NO ONE CAN LEAVE YOUR SPACE .
			LEVEL 2 STOP what you are doing. Turn off lights and sit quietly in a safe location, away from windows and doors.




SCAN ME

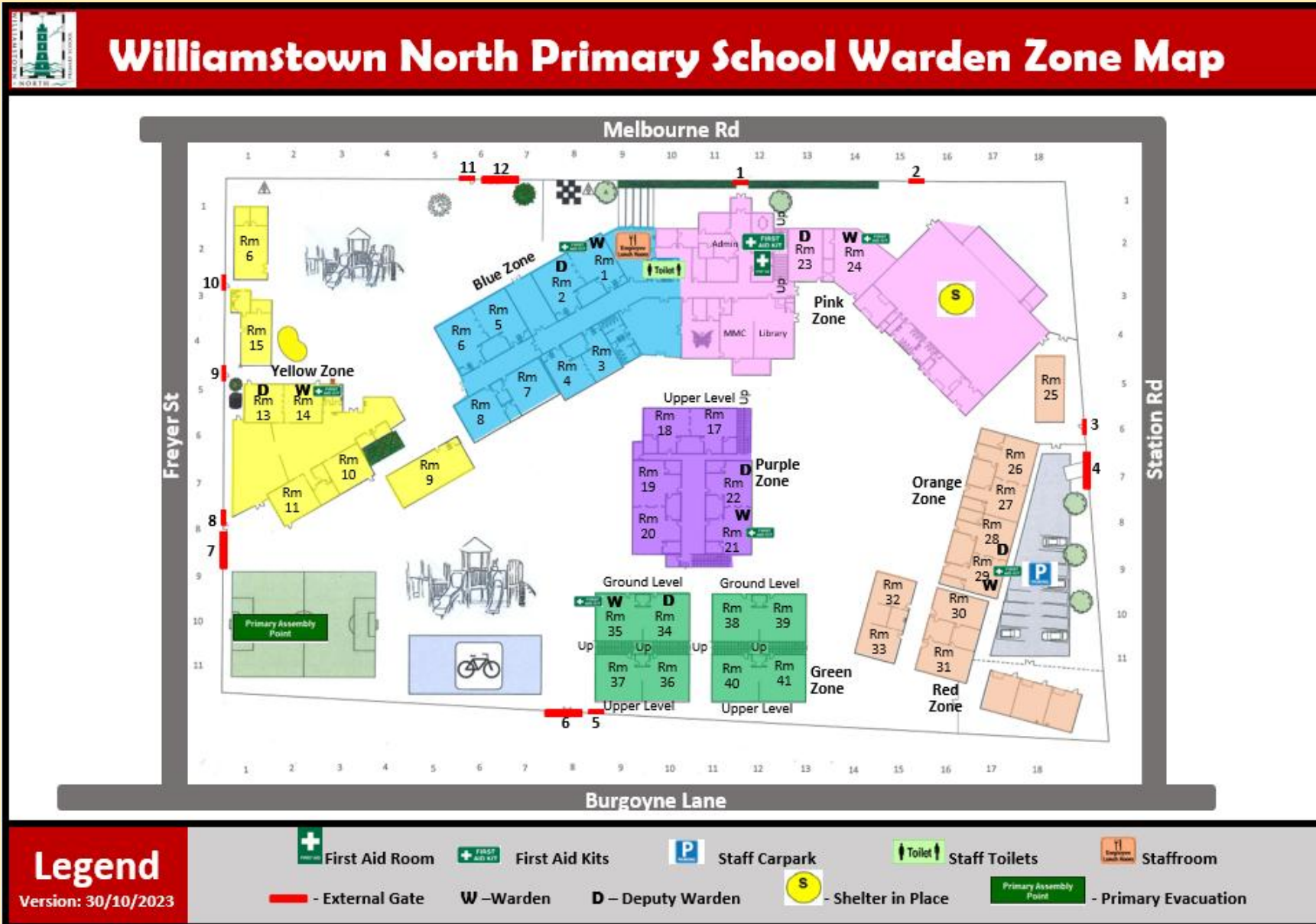
Take the roll as soon as your class settles. All staff members will scan the QR Code (if not already scanned) and complete all relevant fields within the form. *Please carefully check your responses for typing mistakes before submitting.* If you have any concerns, please approach the nearest member of staff.

Coloured Wardens **must** complete the final section within this form to communicate if their zone has been swept and cleared.

You will be notified when it is safe to return to your class program.



Warden Zone Map





PROTECT Child Safe Volunteer Presentation

PROTECT

Victoria's Child Safe Standards

School volunteer training

Updated Term 3, 2024



Acknowledgment of Country



Support for you

- You can talk to:
 - Our school leadership team
- Or access external services:
 - [Sexual Assault Crisis Line](#) is a counselling service for people who have experienced both past and recent sexual assault available 5pm to 9am/7 days. **Phone 1800 806 292**
 - [1800Respect](#) is a domestic, family and sexual violence counselling service. **Phone 1800 737 732**
 - [Lifeline](#) is support for anyone experiencing a personal crisis or thinking about suicide available 24 hours/7 days. **Phone 13 11 14**
 - [Blue Knot](#) supports adult survivors of childhood trauma and abuse 9am to 5pm/7 days. **Phone 1300 657 380**
 - [13 YARN](#) is a culturally safe crisis support line for Aboriginal and Torres Strait Islander people available 24 hours/7 days. **Phone 13YARN (13 92 76)**
 - [Qlife](#) offers peer support and referrals for LGBTIQ+ 3 to 12pm/7 days. **Phone 1800 184 527**
 - Your GP or another allied health professional



In this presentation

Overview of the Child Safe Standards

- Definitions: child safety, harm and child abuse
- Why child safety is so important
- Victoria's Child Safe Standards

Signs of abuse

Volunteer responsibilities to keep students safe and our school's child safety policies and procedures

- Volunteers Policy
- Child Safety and Wellbeing Policy
- Child Safety Code of Conduct
- Responding to incidents, disclosures and suspicions of child abuse
- Information sharing and recordkeeping



Definitions

Child safety

- protecting all children from child abuse
- managing the risk of child abuse
- providing support to a child at risk of child abuse
- responding to suspicions, incidents, disclosures or allegations of child abuse

Source: [Ministerial Order 1359](#)

Harm

- is damage to the health, safety or wellbeing of a child resulting from child abuse by adults or from the conduct of other children
- includes physical, emotional, sexual and psychological harm
- can arise from a single act or event or a series of acts or events over time

Source: [A Guide for Creating a Child Safe Organisation](#)

Child abuse

- any act committed against a child involving a sexual offence (including grooming)
- the infliction, on a child, of
 - physical violence
 - serious emotional or psychological harm
- the serious neglect of a child

Source: [Child Wellbeing and Safety Act 2005](#)



Why child safety is so important

- Our school is committed to the safety and wellbeing of all children. We want children attending our school to be safe, happy and respected.
- The Child Safe Standards recognise that all children are vulnerable.
- The Child Safe Standards require schools to **take steps to prevent child abuse** and **build a culture of child safety**.
- Schools cannot assume that child abuse does not and cannot happen within their school or school community.

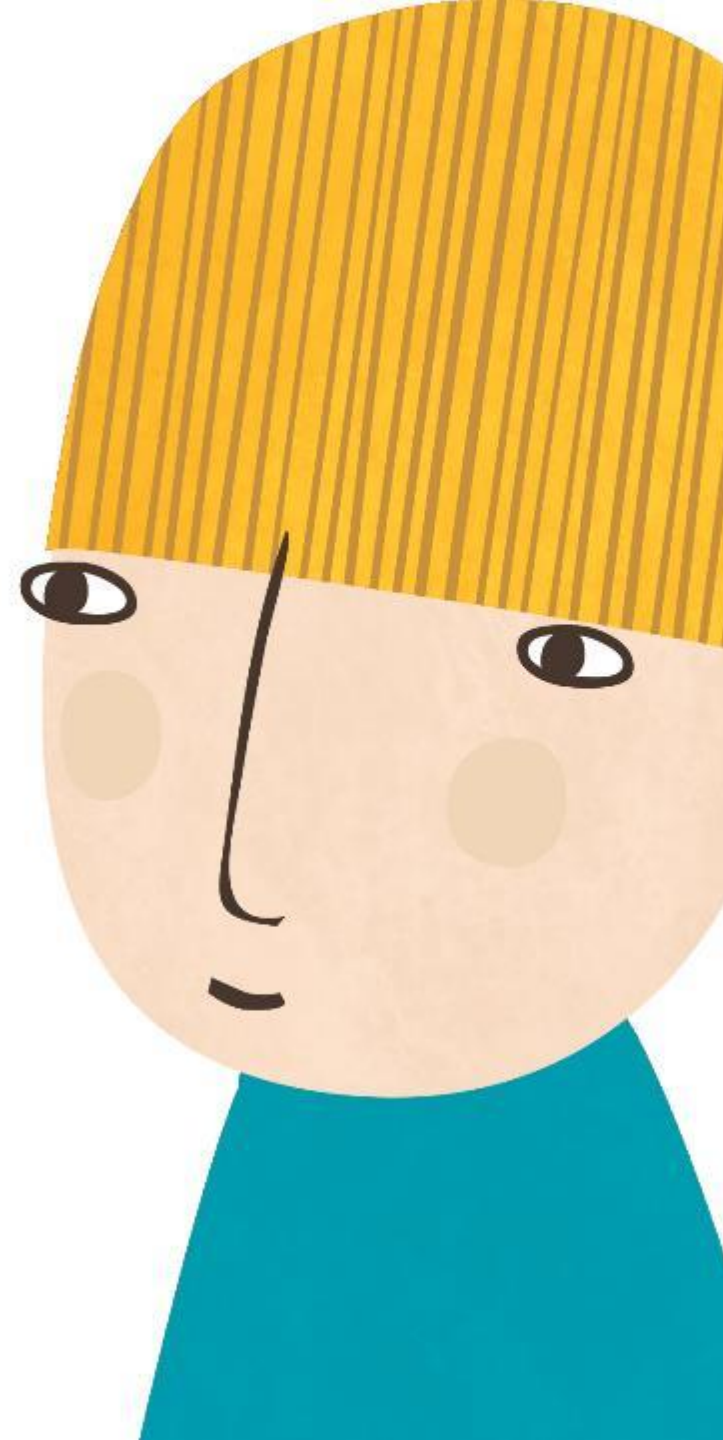


Victoria's Child Safe Standards

- [Child Safe Standard 1](#) – Establish a culturally safe environment in which the diverse and unique identities and experiences of Aboriginal children and young people are respected and valued.
- [Child Safe Standard 2](#) – Ensure that child safety and wellbeing are embedded in school leadership, governance and culture.
- [Child Safe Standard 3](#) – Children and young people are empowered about their rights, participate in decisions affecting them and are taken seriously.
- [Child Safe Standard 4](#) – Families and communities are informed and involved in promoting child safety and wellbeing.
- [Child Safe Standard 5](#) – Equity is upheld and diverse needs are respected in policy and practice.
- [Child Safe Standard 6](#) – People working with children and young people are suitable and supported to reflect child safety and wellbeing values in practice.
- [Child Safe Standard 7](#) – Ensure that processes for complaints and concerns are child focused.
- [Child Safe Standard 8](#) – Staff and volunteers are equipped with the knowledge, skills and awareness to keep children and young people safe through ongoing education and training.
- [Child Safe Standard 9](#) – Physical and online environments promote safety and wellbeing while minimising the opportunity for children and young people to be harmed.
- [Child Safe Standard 10](#) – Implementation of the Child Safe Standards is regularly reviewed and improved.
- [Child Safe Standard 11](#) – Policies and procedures that document how schools are safe for children, young people and students.
- [Ministerial Order 1359](#) provides the framework for child safety in schools.
- [Child Safe Standards action list](#): a quick reference list of compliance requirements for schools.

PROTECT

Volunteer responsibilities to keep students safe and our school's child safety policies and procedures



Volunteer responsibilities to keep students safe

- Volunteers make a valuable contribution to our school community and have responsibilities to keep students safe in our school environments.
- Our school has developed policies and procedures to keep children safe and to make sure we respond to any concerns.
- Volunteers must be familiar with and follow our school's:
 - Volunteers Policy
 - Child Safety Code of Conduct
 - Child Safety and Wellbeing Policy
 - Procedures for responding to incidents, disclosures and suspicions of child abuse



Volunteers Policy

- Our school's **Volunteers Policy** sets out the procedures to make sure that volunteers are suitable to work with children and can make a positive contribution to our school community. The policy outlines:
- Suitability checks required for volunteers which usually include:
 - Working with Children (WWC) Clearance
 - Other suitability checks which may be needed based on the volunteer role, such as references, proof of identity, qualifications and work history involving children
- Our volunteer training and induction processes
- Management and supervision arrangements
- Volunteer obligations relating to privacy, information sharing and record keeping.



Child Safety and Wellbeing Policy

Our school's Child Safety and Wellbeing Policy:

- demonstrates our commitment to providing environments where our students are safe and feel safe
- tells our community about our strategies and governance arrangements to keep children safe
- helps us create a shared commitment to keeping children safe
- supports everyone in our school community to know their responsibilities for keeping children safe
- is publicly available



Our Child Safety and Wellbeing Policy

- All staff and **volunteers** will:
 - participate in child safety and wellbeing induction and training provided by the school
 - follow the school's child safety and wellbeing policies and procedures
 - act in accordance with our Child Safety Code of Conduct
 - identify and raise concerns about child safety issues in accordance with our Child Safety Responding and Reporting Obligations Policy and Procedures
 - ensure students' views are taken seriously and their voices are heard about decisions that affect their lives
 - implement inclusive practices that respond to the diverse needs of students.



Our commitment to child safety and wellbeing

- We are a child safe organisation which welcomes all children, young people and their families
- We are committed to providing environments 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
- We have no tolerance for child abuse and take proactive steps to identify and manage any risk of harm to students in our school environments
- 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



Establishing culturally safe environments and responding to diverse needs

- Our volunteers can support every student to have a positive experience in a safe environment
- This includes supporting Aboriginal cultural safety and understanding the diverse circumstances of children and students.
- Everyone can:
 - promote cultural safety in our school community by recognising the link between Aboriginal culture, identity and safety.
 - pay particular attention to the needs of students with disability, students from culturally and linguistically diverse backgrounds, students who are unable to live at home, international students, lesbian, gay, bisexual, trans and gender diverse, intersex, queer and asexual (LGBTIQA+) students and Aboriginal students.



Child Safety Code of Conduct

Our school's Child Safety Code of Conduct provides adults with a clear guide on the behaviour that is expected of them in our school environments, and:

- lists acceptable and unacceptable behaviours
- identifies professional boundaries and ethical behaviour
- applies to all school activities, including school camps, using digital technology and social media
- is publicly available

Who has to follow it?

Staff, volunteers, contractors, and any other member of our school community involved in child-connected work, including school council members



Acceptable and unacceptable behaviours

Acceptable behaviours

- upholding our commitment to child safety and following our Child Safety and Wellbeing Policy
- treating students and families in our school community with respect
- listening and responding to the views and concerns of students
- promoting the cultural safety, participation and empowerment of Aboriginal students
- ensuring, as far as practicable, that adults are not alone with a student
- reporting any allegations of child abuse or other child safety concerns
- if child abuse is suspected, ensuring as quickly as possible that the student(s) are safe and protected.

Unacceptable behaviours

- ignore or disregard concerns, suspicions or disclosures of child abuse
- develop a relationship with a student that could be seen as favouritism or amount to 'grooming' behaviour
- display behaviours or engage with students in ways that are not justified by the educational or professional context
- ignore an adult's overly familiar or inappropriate behaviour towards a student
- communicate directly with a student through personal or private contact channels
- have contact with any student outside of school hours except when needed to deliver the school curriculum.



Responding to incidents, disclosures and suspicions of child abuse (1)

- Volunteers **must not** ignore or disregard any concerns, suspicions or disclosures of child abuse or harm
- You must report any concerns to a teacher or the school leadership team as quickly as possible
- Everyone has a role to ensure children are safe – if something doesn't feel right, you must speak up



Responding to incidents, disclosures and suspicions of child abuse (2)

Volunteers should follow the [Four Critical Actions for Schools](#) when responding to incidents, disclosures and suspicions of child abuse:

1. Respond to the emergency

- If a child is at immediate risk of harm, you must ensure their safety.

2. Report to authorities/Refer to services

- As soon as immediate health and safety concerns are addressed you must report your concerns to the principal or school leadership (as per our school's Child Safety Responding and Reporting Obligations Policy/Procedures).
- School leadership will work with you to make a report to the relevant authorities, based on whether the source of the suspected abuse is in the school, family or community.

3. Contact Parents/Carers

- The principal and school must determine who needs to be contacted.

4. Provide ongoing support

- The school must determine the support for children impacted by abuse.

For more information, see:

- [Protecting Children – Reporting and Other Legal Obligations](#)
- [Report child abuse in schools | schools.vic.gov.au](https://schools.vic.gov.au/report-child-abuse-in-schools)
- Our school's Child Safety Responding and Reporting Obligations Policy and Procedures



Signs of abuse to look out for (video)

Video: Identifying signs of abuse



Common signs of abuse – children

Physical

- Bruises, welts, cuts/grazes or burns
- Internal injuries and bone fractures
- Injury to the genital or rectal area (e.g. pain going to the toilet)
- Wearing clothes unsuitable for weather conditions to hide injuries
- STDs and/or frequent urinary tract infections
- Consistently dirty and unwashed
- Consistently hungry, tired and listless
- Unattended health problems and lack of routine medical care

Behavioural

- Disclosure and/or drawings or writing depicting violence/abuse
- Habitual absences
- Significant/unexplained developmental delay
- Regressive or unusual changes to behaviour
- Drug or alcohol misuse, suicide or self-harm
- Harm to others or animals
- Inconsistent or unlikely explanation for injury or inability to remember the cause
- Reluctance to go home and/or a wariness or fear of a parent/carer
- Unusual fear of physical contact with adults
- Developmentally inappropriate sexualised behaviour
- Withdrawal or excessive secrecy

[PROTECT: Identify child abuse](#)



Child sexual abuse – including grooming

- Child sexual abuse is when a person uses power or authority over a child to involve them in sexual activity.
- Grooming involves predatory behaviour by an adult to prepare a child under 16 for sexual abuse at a later time, either with the groomer or with another adult.
- Perpetrators of child sexual abuse (including grooming) are usually:
 - known to the child
 - trusted by their families, communities, schools or other institutions.
- Indicators of sexual abuse and grooming can be difficult to identify.
- Parents, carers and other significant adults (including within organisations) may also be groomed by someone intending to abuse a child.
- Any child can be victim of sexual abuse, however children who are vulnerable, isolated, or have a disability are much more likely to become victims and are disproportionately abused.



Common adult grooming behaviours

Targeting perceived vulnerabilities and relationship building

- Giving a child/student gifts.
- Preferential treatment (e.g. favouritism, flattery, making a child/student feel 'special').
- Being overly friendly (e.g. offering food or drink, someone to talk to for support).
- Meeting 1:1 away from others.
- Offering to drive a child/student to or from school or another service.
- Attempts by one parent to alienate their child from the other parent.

Fake loving 'relationship' or friendship which is progressively sexualised

- Out-of-hours contact or visits home with the student or their family.
- Bringing sexual material into conversations.

Inappropriate:

- communication (e.g. social media befriending and messaging, calls, emails, texts)
- social/professional boundaries (e.g. sharing personal details and disclosures)
- touching (e.g. tickling, play wrestling)

Control, reinforcement and victimisation

- Undermining the victim's reputation so they won't be believed.
- Trying to get the child/student to do dangerous or illegal things and forcing them into sexual acts in return for not being hurt or exposed.
- Reluctance, fear or embarrassment by the child/student to be alone with an adult (parent/staff member/coach/carer).
- Overprotective or volatile relationship between the child and one of their parents or family members.



Identifying and managing child safety risks

- Always follow our school's Child Safety Code of Conduct
- Be aware of the behavioural and physical indicators of child abuse
- Look out for any indicators of child abuse in children and young people you work with
- Immediately raise concerns about any suspicions of child abuse with a teacher or school leadership
- Alert a teacher or school leadership to any other potential risks you become aware of in our school environments



Information sharing obligations for volunteers

- Any student information you become aware of because of your volunteer work must be managed sensitively and in accordance with our Schools' [Privacy Policy](#) and [Volunteers Policy](#).
- You can share student information **with relevant school staff** to:
 - support the student's education, wellbeing and health
 - reduce the risk of harm to the student, other students, staff or visitors
- Volunteers must report any child safety concerns that they become aware of to a teacher or school leadership as soon as possible
- There are some circumstances where volunteers may also be obliged to disclose information to authorities outside of the school such as to Victoria Police



Record keeping

- Our school follows the department's [Records Management-School Records Policy](#)
- While it's unlikely you will be responsible for any school records during your volunteer work, any school records that you are responsible for must be provided to the person nominated in our [Volunteers Policy](#).



Key things to remember

Child safety at our school is everyone's responsibility.

Volunteers have a responsibility to:

- always follow the school's child safety and wellbeing policies and procedures
- act in accordance with our school's **Child Safety Code of Conduct**
- take students' views seriously, especially when they raise concerns or worries about their safety or the safety of a friend
- raise concerns about a child's safety or any inappropriate behaviours in the school community with a teacher or school leadership immediately
- recognise and respect the diversity of the children, young people, and families at our school



PROTECT

Questions?

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