



BSC Statement of Commitment to Child Safety

Brunswick Secondary College is committed to safety and wellbeing of all children and young people. This will be the primary focus of our care and decision-making.

Brunswick Secondary College has zero tolerance for child abuse.

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

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

In its planning, decision-making and operations Brunswick Secondary College will

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



BSC

Child Safety Code of Conduct

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

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

The Principal and school leaders of Brunswick Secondary College will support implementation and monitoring of the Code of Conduct, and will plan, implement and monitor arrangements to provide inclusive, safe and orderly schools and other learning environments. The Principal and school leaders of Brunswick Secondary College will also provide information and support to enable the Code of Conduct to operate effectively.

All staff, contractors, volunteers and any other member of the school community involved in child-related work are required to comply with the Code of Conduct by observing expectations for appropriate behaviour below. The Code of Conduct applies in all school situations, including school camps and in the use of digital technology and social media.

Acceptable behaviours

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

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

Unacceptable behaviours

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

- ignore or disregard any concerns, suspicions or disclosures of child abuse
- develop a relationship with any student that could be seen as favouritism or amount to 'grooming' behaviour (for example, offering gifts)
- exhibit behaviours or engage in activities with students which may be interpreted as abusive and not justified by the educational, therapeutic, or service delivery context
- ignore behaviours by other adults towards students when they appear to be overly familiar or inappropriate
- discuss content of an intimate nature or use sexual innuendo with students, except where it occurs relevantly in the context of parental guidance, delivering the education curriculum or a therapeutic setting
- treat a child unfavourably because of their disability, age, gender, race, culture, vulnerability, sexuality or ethnicity.
- communicate directly with a student through personal or private contact channels (including by social media, email, instant messaging, texting etc) except where that communication is reasonable in all the circumstances, related to school work or extra-curricular activities or where there is a safety concern or other urgent matter



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- photograph or video a child in a school environment except in accordance with school policy or where required for duty of care purposes
 - in the school environment or at other school events where students are present, consume alcohol contrary to school policy or take illicit drugs under any circumstances.
1. SPAG: <http://www.education.vic.gov.au/school/principals/spag/safety/pages/photoandfilm.aspx> . The policy says the school should get consent before taking and publishing photos of a student. This applies every time a photo is taken. The same policy applies for excursions and school activities.
 2. SPAG: <http://www.education.vic.gov.au/school/principals/spag/safety/pages/alcohol.aspx>. The policy says the school must obtain school council approval before alcohol can be consumed on school grounds or at a school activity. The policy says staff members should not consume alcohol during camps and excursions.

This Code of Conduct was endorsed/approved by the Brunswick Secondary College School Council on December 14 2016 for review if legislative or other changes require in the interim or no later than December 2018.

By observing these standards, you acknowledge your responsibility to immediately report any breach of this code to your Principal.
If you believe that a child is in immediate risk of abuse, telephone 000.

I agree to adhere to this Code of Conduct.

Name: _____

Signature _____

Date _____

CHILD SAFE STANDARD 1: KEY ACTIVITIES OF A SCHOOL CHILD SAFETY OFFICER/LEADER ROLE

A school lead for child safety should have sufficient status and authority, including leadership support and the ability to direct other staff (where appropriate), to undertake the role effectively

Broad areas of the role are to:

PROVIDE AUTHORITATIVE ADVICE

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

RAISE AWARENESS

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

TRAIN

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

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

CHILD SAFE STANDARD 6: RISK ASSESSMENT TEMPLATE

A key part of a risk management strategy is a risk assessment. Risk assessment resources form part of the [School Policy & Advisory Guide: Risk Management Policy](#).

Risk Event or Environment	Existing risk management strategies or existing controls	Likelihood	Consequence	Current risk rating	New risk management strategies or treatments	Who is responsible?	Target risk rating
Poor reporting compliance while building the organisational culture of child safety	Annual training Frequent and visible messaging Clear reporting procedures	Unlikely	Moderate	Medium	<ul style="list-style-type: none"> Strategies to embed organisational culture of child safety are reviewed 	Climate for Learning Assistant Principal	Low
Low awareness while building the organisational culture of child safety	Appointed Child Safety Officer with public commitment Child safety statement of commitment and code of conduct Clear strategies developed to embed culture of child safety	Unlikely	Moderate	Medium	<ul style="list-style-type: none"> Strategies to embed organisational culture of child safety are reviewed 	Climate for Learning Assistant Principal	Low
Unquestioning trust of long term employees and contractors or norms	Strategies developed to embed culture of child safety Clear child safety reporting procedures	Possible	Major	High	<ul style="list-style-type: none"> Refresher training for all staff 	Principal, School Council Chair	Low
Recruitment of an inappropriate person	WWCC or Victorian Institute of Teaching registration Informal and formal mentoring	Unlikely	Major	Medium	Processes updated to require: <ul style="list-style-type: none"> Criminal history search Pre-employment reference check includes asking about child safety (WWCC) 	Principal, Business Manager, ISP Leader	Low

Risk Event or Environment	Existing risk management strategies or existing controls	Likelihood	Consequence	Current risk rating	New risk management strategies or treatments	Who is responsible?	Target risk rating
Engagement with children online	Child safety code of conduct Strategies developed to embed culture of child safety	Possible	Moderate	Medium	<ul style="list-style-type: none"> Ongoing home visits for ISP Train students and staff to detect inappropriate behaviour Ensure appropriate settings on all student technologies, including ISP home stays 	Principal, School Council Chair, eLearning Leader	Low
Unknown people and environments at excursions and camps	Child safety code of conduct Strategies developed to embed culture of child safety Clear child safety reporting procedures	Unlikely	Moderate	Medium	<ul style="list-style-type: none"> Assessment of new or changed environments for child safety risks Ensure Code and strategies apply in all school contexts 	Principal, School Council Chair	Low
Ad-hoc contractors on the premises (e.g. maintenance)	Child safe environments Information and awareness for visitors, staff, volunteers and contractors Adequate monitoring through Compass Kiosk	Unlikely	Moderate	Medium	<ul style="list-style-type: none"> Refresher training for frequent contractors 	Principal, School Council Chair	Low