

## CHILD SAFETY CODE OF CONDUCT POLICY



### Help for non-English speakers

If you need help to understand the information in this policy please contact the School by telephoning 03 9376 1622.

### 1. STATEMENT OF COMMITMENT

Everyone in society has a moral responsibility to keep children safe and to protect them from harm. Mount Alexander College is committed to ensuring child safety, raising awareness about the importance of child safety in the school and outlining the expectations of all members of the school community.

Mount Alexander College is committed to the safety and wellbeing of children and young people.

Our school community recognises the importance of, and has a responsibility for, ensuring our school is a safe, supportive and enriching environment that 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 inappropriate behaviours and situations. It is intended to complement child protection legislation, Department of Education and Training (DET) policy, school policies and procedures and professional standards and codes or ethics as these apply to staff and other personnel.

Under the School Council, the Principal will:

- be responsible for the overall welfare and wellbeing of staff and volunteers;
- be accountable for managing and maintaining a duty of care towards staff and volunteers; and
- nominate Mount Alexander College's Leading Teacher Student Wellbeing and Engagement as the Child Protection Officer. The Child Protection Officer will provide information and support to all staff, volunteers, children, young people and their carers regarding child protection matters.

The Principal and school leaders of Mount Alexander College will support the 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 Mount Alexander College will also provide information and support to enable the Code of Conduct to operate effectively.

All staff, contractors, volunteers, International Student Program (ISP) Homestay family members and any other member of the school community involved in child-related work are required to comply with the Code of Conduct by observing the expectations for acceptable behaviour detailed below.

The Code of Conduct applies in all school situations including any physical or virtual place made available or authorised by the School Council for use by a child during or outside school hours (including school camps and in the use of digital technology and social media).

The Code of Conduct is to be read in conjunction with the related policies listed below including the Mount Alexander College Child Protection Policy.

For definitions in relation to Ministerial Order No. 870 on which this Code of Conduct is based, see *Appendix 1*.

School leadership (including the Principal and Assistant Principal[s]) will consider the diversity of all children, including (but not limited to) the needs of children of Aboriginal and Torres Strait Islander background, children from culturally and linguistically diverse backgrounds, with disabilities, and children who are vulnerable for any reason when implementing the Child Safe Standards.

In recognition of the diverse cultural and linguistic needs represented within the Mount Alexander College community, the Child Safety Code of Conduct will also be provided in Persian, Dinka, Amharic, Oromo, Somali, Turkish, Tigrigna, Mandarin and Vietnamese and in other languages as requested.

This policy will also be discussed routinely at the regular MAC parent forums meeting through interpreters in languages including those specified above when required.

All School Councillors, DET employees, volunteers, ISP Homestay family members and contractors are required to sign the Mount Alexander College Child Safety Code of Conduct Agreement. See *Appendix 2*.

## 2. ACCEPTABLE BEHAVIOURS

All staff involved in child-related work on behalf of Mount Alexander College will take individual responsibility for supporting and promoting the safety of children by:

- Upholding the school's statement of commitment to child safety and, at all times, adhering to the Mount Alexander College child protection related policies.
- Carrying out all duty of care obligations.
- Operating within the policies and guidelines of Mount Alexander College.
- 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 stating that they or another child has been abused or that they are worried about their safety or the safety of another child.
- Considering the diversity of all children, including (but not limited to) the needs of children from Aboriginal and Torres Strait Islander backgrounds, children from culturally and linguistically diverse backgrounds, with disabilities and children who are vulnerable for any reason, when implementing the Child Safe Standards.
- Promoting the cultural safety, participation and empowerment of Aboriginal and Torres Strait Islander students.
- Promoting the cultural safety, participation and empowerment of students with culturally and/or linguistically diverse backgrounds.
- Promoting the safety, participation and empowerment of students with a disability.
- Reporting any allegations of child abuse or other child safety concerns to the Principal and/or Child Protection Officer.
- Understanding and complying with all reporting or disclosure obligations (including mandatory reporting) as they relate to protecting children from harm or abuse.
- Undertaking yearly mandatory reporting e-module, professional learning and staff briefings on mandatory reporting and reportable conduct.
- Contacting Victoria Police if a child is at immediate risk of abuse – dial 000.
- If child abuse is suspected, ensuring as quickly as possible that the student(s) are safe and protected from harm.
- Being professional, fair, considerate and honest with others.
- Complying with specific college guidelines on physical contact with children. See *Appendix 3*.
- Respecting the privacy of children, their families and teachers/carers and only disclosing information to people who have a need to know.
- Ensuring that child safety is a regular agenda item at staff meetings and/or School Council meetings.
- Seeking permission to search personal belongings, including school bags, school equipment, mobile phone and other devices when there are reasonable grounds that any student may be at risk of harm including physical, psychological and/or sexual harm.

## 3. UNACCEPTABLE BEHAVIOURS

All people involved in child-related work on behalf of Mount Alexander College must not:

- Ignore or disregard any concerns, suspicions or disclosures of child abuse.
- Develop relationships 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 within an educational, therapeutic or service delivery context.
- Ignore the behaviours of other adults towards students when they appear to be overly familiar or inappropriate.
- Discuss the 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 in a therapeutic setting.

- Treat a child unfavourably because of their disability, age, gender, race, culture, religion, vulnerability, sexuality or ethnicity.
- Shame, humiliate, oppress, belittle or degrade children or young people.
- Use inappropriate language in the presence of children or young people.
- Initiate unnecessary physical contact with a child or young person or do things of a personal nature for them that they can do for themselves.
- Be alone with a child or young person unnecessarily and for more than a very short time.
- 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.
- Photographing or videoing a child in a school environment except in accordance with school policy or where required for duty of care purposes.
- Consume alcohol or take illicit drugs under any circumstances in the school environment or at other school events where students or children are present.

#### 4. WHAT HAPPENS IF YOU BREACH THIS CODE OF CONDUCT?

If DET employees breach this Code of Conduct, they will face disciplinary action in line with the Department's Guidelines for [Managing Complaints, Misconduct and Unsatisfactory Performance - Teaching Service](#).

Volunteers and contractors will face termination of contract or cessation of engagement with the school.

#### 5. STRATEGIES TO EMBED A CHILD SAFE CULTURE

Mount Alexander College's culture encourages staff, students, parents and the school community to raise, discuss and scrutinize child safety concerns. This makes it more difficult for abuse to occur and remain hidden.

All child safety documents, including this policy, the Child Safety Code of Conduct, the school's Child Safety Responding and Reporting Obligations (including Mandatory Reporting) Policy and Procedures, [Identifying and Responding to All Forms of Abuse in Victorian Schools](#) and the [Four Critical Actions for Schools](#) are available online on the school website. The Four Critical Actions for Schools are also publicly displayed across the school.

#### 6. FURTHER INFORMATION AND RESOURCES

Mount Alexander College policies and resources relevant to this policy include:

- Camps and Excursions Policy
  - Child Protection Policy
  - Bullying Prevention Policy
  - Mandatory Reporting Policy
  - Student Engagement and Inclusion Policy
  - Privacy Policy
  - Visitors Policy
- available online <http://www.mountalexandercollege.vic.edu.au/about-mac/school-policies/>

Department of Education and Training resources:

- Acceptable Use Policy for ICT Resources  
<https://www2.education.vic.gov.au/pal/ict-acceptable-use/overview>
- Four Critical Actions for Schools  
[https://www.education.vic.gov.au/Documents/about/programs/health/protect/FourCriticalActions\\_ChildAbuse.pdf](https://www.education.vic.gov.au/Documents/about/programs/health/protect/FourCriticalActions_ChildAbuse.pdf)

Other related resources:

- Child Safe Standards for education providers  
<https://www.vic.gov.au/child-safe-standards-education-providers>

## 7. REVIEW CYCLE AND APPROVAL

Policy last reviewed:	August 2022
Consultation:	Principal, Student Wellbeing Team and School Council
Next scheduled review date:	August 2024 Note: the mandatory review cycle is 2 years or if legislation or other changes are required in the interim.
<b>Signatures</b>	
Dani Angelico <b>Principal</b>	Angelica Inserra <b>School Council President</b>

## APPENDIX 1

### **Definitions: Ministerial Order No. 870**

**Child abuse** includes:

- any act committed against a child involving
  - a sexual offence or
  - an offence under section 49B(2) of the Crimes Act 1958 (grooming)
- the infliction, on a child, of
  - physical violence or
  - serious emotional or psychological harm
- serious neglect of a child.

**Child** means a child enrolled as a student at the school

**Child-connected work** means work authorized by the School Council and performed by an adult in a school environment while children are present or reasonably expected to be present.

**Child safety** encompasses matters related to protecting all children from child abuse, managing the risk of child abuse, providing support to a child at risk of child abuse, and responding to incidents or allegations of child abuse.

**School environment** means any physical or virtual place made available or authorized by the School Council for use by a child during or outside school hours, including:

- a campus of the school
- online school environments (including email and intranet systems)
- other locations provided by the school for a child's use (including, without limitation, locations used for school camps, sporting events, excursions, competitions, and other events).

**School staff** means an individual working in a school environment who is:

- employed under Part 2.4 of the Education and Training Reform Act 2006 (ETR Act) in the government teaching service or
- employed under a contract of service by the council of the school under Part 2.3 of the ETR Act or
- a volunteer or a contracted service provider (whether or not a body corporate or any other person is an intermediary).

**APPENDIX 2**

***Mount Alexander College***

***Child Safety Code of Conduct Agreement***

I have read and understood the Mount Alexander College Child Safety Code of Conduct and agree to adhere to it.

Name: .....

Signature: .....

Date: .....

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## APPENDIX 3

### ***Guidelines on Physical Contact with Students***

All Mount Alexander College DET employees, volunteers, visitors and contractors need to be aware of the following good practice with students:

- when touch is required, ask the student's permission to touch and explain what form it will take
- avoid being in a one-to-one situation with a student where possible
- never assume that physical contact is acceptable to a student
- respect the signs that a student is uncomfortable with touch
- use verbal directions rather than touch, for example, when directing students to an area
- use the above approach with activities such as dance, sport, music or drama
- make sure the physical contact is appropriate to the activity
- students must not be left in a distressed state for long periods. Parents need to be contacted.

### ***Cultural Protocols and Appropriate Physical Contact***

All Mount Alexander College DET employees, volunteers, visitors and contractors need to be aware that:

- some cultures and religions disapprove of physical contact between adults and children, especially if the adult is a male and the child is female
- some students from other cultures may have backgrounds of severe trauma
- it is usual for some Aboriginal and Torres Strait Islander children to touch an adult to communicate a need rather than to express it verbally
- some cultures including Aboriginal and Polynesian children prefer not to make direct eye contact.

### ***Use of physical contact for the purposes of health and safety at the school***

DET employees may make legitimate use of physical restraint if all non-physical interventions have been used unsuccessfully and as a last resort in the following situations:

- a student or adult's safety is threatened
- a student is attacking another student
- a student is posing an immediate danger to themselves or others

It is the teacher's duty of care to protect students from risks of injury.

Teachers need to keep talking to the student throughout the incident.

If it is necessary to physically restrain a child for safety reasons, grip clothing rather than the body wherever possible.

### ***Inappropriate Physical Contact***

All DET employees, volunteers and contractors are prohibited from:

- using any form of corporal punishment/physical discipline. This includes spanking, slapping, pinching, hitting, tapping, poking or any other physical force as retaliation or correction
- massaging a student or having a student massage them
- touching the groin, genital area, buttocks, breasts or any other part of the body that may cause distress or embarrassment
- initiating, permitting or requesting contact including kissing, tickling, hand holding
- inappropriate use of physical restraint including:
  - force applied to the head or neck
  - restrictions to breathing
  - punching or kicking
  - holding by the hair or ear
  - confining a student in a locked room or limited space
- any physical contact in a private area of the school, or in one-on-one situations on camps, tours or excursions.

## ***Appropriate Physical Contact***

### **Sport and Physical Education**

Touching students is a natural part of coaching and instructing in sport. This is an important and necessary aspect of safe and effective teaching especially in activities such as gymnastics and demonstrating a range of games skills.

In line with a teachers' duty of care and the community's view of acceptable standards of appropriate behaviour and physical activity, teachers will only make physical contact if the aim is to:

- Develop sports skills or techniques.
- Treat or prevent an injury.
- Meet the requirements of the sport.

Teachers will:

- Explain what the touching will be and ask for volunteers or ask students if they mind a hands-on demonstration approach.
- Explain when spotting is required in programs such as gymnastics.
- Be explicit about where contact will be made, for example, around the waist or hips.
- Be explicit about the fact that if students need 'catching' for safety reasons, touching may proceed as planned, to ensure their safety.
- Give students verbal instructions first and only follow up with a demonstration if the student permits it (such as in throwing a javelin or ball).
- Minimise the need for touching.

### **Other Circumstances**

With the permission of the student, and with prior explanation of the touching, physical contact may occur in the course of:

- Music, drama or dance demonstrations.
- Administering first aid.

Physical contact is acceptable in a non-intrusive form such as:

- Shaking hands or a pat on the back or upper arm when congratulating a child. Positive reinforcement with encouraging words should accompany this.
- A hand on the upper arm or upper back to comfort a student who is experiencing grief and loss or distress.

### **Appropriate Physical Contact with Children with Additional Needs or Disabilities**

Students with diagnosed conditions may engage in a much wider range of physical behaviours towards DET employees and other students as a result of their condition. Staff may need to engage in more physical contact as a means to their duty of care.

Staff may need to:

- Be more thoughtful about their physical contact with children with additional needs and disabilities.
- Be aware that these children have an increased reliance on staff to keep them safe.
- Involve specialised staff to set up educational plans to provide strategies to support the child and minimise the need for physical contact.
- Ensure children special needs including Autism Spectrum Disorder have facts including a list of do's and don'ts in relation to appropriate touching.
- Assist with the toileting and personal care needs. An individual plan for these student needs must have been negotiated with parents.

### ***Supervision of Change Rooms On and Off Site***

Teachers have a duty of care which includes the supervision of change rooms on and off site.

Teachers will:

- Develop and give explicit rules about behaviour in the change room.
- Set a routine for going into change rooms and keep to it.
- As a rule, stand at the door with their back to students. Student privacy will be respected.
- Let students know when entering with the request that they cover up.



There are particular community sensitivities around male/female teacher supervision of the opposite gender students in change rooms.

Where this is absolutely necessary, teachers will:

- Make sure that students know the teacher will need to enter the change room if there is an emergency following a warning and advice to cover up.
- Choose two student representatives to report any problems in the change rooms.
- Call all students out if there is any disturbance.
- Ask a same sex teacher to enter the change room if students remain inside.