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Child Safety Policy

Status: Draft July 2016

Rationale:

Rolling Hills Primary School has a commitment to continually develop child safety policies and processes to create and maintain a child safe school environment and to put in place actions to:

- demonstrate its commitment to child safety and monitor the school's adherence to its child safety policy;
- support, encourage and enable school staff, parents, and children to understand, identify, discuss and report child safety matters; and
- support or assist children who disclose child abuse, or are otherwise linked to suspected child abuse.

Aim:

To create and maintain a child safe environment for learning for all at Rolling Hills Primary School [RHPS].

Guidelines:

- Rolling Hills Primary School will follow the DET guidelines for Child Safety - <http://www.vrqa.vic.gov.au/Documents/ChSafMINOrder8702.pdf>.
- The Student Wellbeing and Engagement Policy is to be read in conjunction with this policy, especially the Rights and Responsibilities of Students, Staff and Families as per the supporting document attached below.
- Child Abuse includes:[according to the above Ministerial Order 8702
 - (a) any act committed against a child involving-
 - (i) a sexual offence; or
 - (ii) an offence under section 498(2) of the Crimes Act 1958 (grooming); and
 - (b) the infliction, on a child, of-
 - (i) physical violence; or
 - (ii) serious emotional or psychological harm; and
 - (c) serious neglect of a child.
- RHPS has a zero tolerance of child abuse.

Implementation:

Procedures for responding to and reporting allegations of suspected child abuse:

Forming a belief on reasonable grounds:

- A person may form a belief on reasonable grounds that a child is in need of protection after becoming aware that a child or young person's health, safety or wellbeing is at risk.

Reporting a belief:

- Mandated staff members (Teachers and Principals) must make a report to Child Protection as soon as practicable after forming a belief on reasonable grounds that a child or young person is in need of protection. Staff members, whether or not mandated, need to report to the principal or assistant principal their belief when the belief is formed in the course of undertaking their professional duties. A report must be made as soon as practicable after forming the belief and on each occasion on which they become aware of any further reasonable grounds for the belief. If one staff member has a different view from another staff member about making a report and the staff member continues to hold the belief that a child is in need of protection, that person is obliged to make a report. [Please refer to the Mandatory Reporting Policy and Procedures Policy for procedures in response to allegations of child abuse.]

These procedures do not:

- prohibit or discourage school staff from reporting an allegation of child abuse to a person external to the school;

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- state or imply that it is the victim's responsibility to inform the police or other authorities of the allegation;
- require staff to make a judgment about the truth of the allegation of child abuse; or prohibit staff from making records in relation to an allegation or disclosure of child abuse.

Strategies to identify and reduce or remove risks of child abuse:

- Risk management strategies have been developed within the following school policies: Mandatory Reporting Policy and Procedures Policy; Student Wellbeing and Engagement Policy; Duty of Care Policy
- If RHPS identifies risks of child abuse occurring in one or more school environments, a record must be made of those risks and specify the action(s) that will be taken to reduce or remove the risks (risk controls). Please refer to the Excursion Policy for risk management of students in other learning environments.
- As part of its risk management strategy and practices, the school must monitor and evaluate the effectiveness of the implementation of its risk controls.

RHPS will ensure that appropriate guidance and training is provided to the individual members of staff about:

- individual and collective obligations and responsibilities for managing the risk of child abuse; child abuse risks in the school environment; and current child safety standards.
- strategies to promote child empowerment and participation
- RHPS leadership will develop strategies to deliver appropriate education about: standards of behaviour for students attending the school;
- healthy and respectful relationships (including sexuality);
- resilience; and
- child abuse awareness and prevention.

RHPS will promote the child safety standards in ways that are readily accessible and easy to understand

PLEASE READ THE ATTACHED SUPPORTING DOCUMENTS FOR THE CODE OF CONDUCT FOR STUDENTS, STAFF AND FAMILIES OF ROLLING HILLS PRIMARY SCHOOL.

Evaluation:

The Child Safety Policy may be reviewed annually and every three years by the Education Sub-Committee of School Council

References:

<http://www.education.vic.gov.au/school/principals/spag/safety/pages/dutyofcare.aspx>

<http://www.vrqa.vic.gov.au/Documents/ChSafMINOrder8702.pdf>

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

<http://www.vrqa.vic.gov.au/childsafe/Pages/default.html>

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SUPPORTING DOCUMENT – – CODE OF CONDUCT

RHPS is a TRIBES learning community – our Agreements consist of Mutual Respect; Safety; Attentive Listening; Personal Best; Right to Pass/Participate and Appreciation. All members of our learning community – students, staff, parents, and friends have a responsibility to demonstrate our TRIBES agreements at all times.

All members of our RHPS learning community also have the responsibility to show our school values of R - Responsibility, H - Honesty, P - Pride, S - Support.

RHPS has an acceptable usage agreement as part of the Digital Technologies Acceptable Usage Policy and as part of our Cyber Safety Policy and supporting documents.

Everyone in the school community has the right to participate in a safe, supportive and inclusive educational environment. All members of the school community deserve to be treated in accordance with our values and TRIBES Agreements.

Rights and Responsibilities of Students

Rights	Responsibilities
<p>Students have a right to:</p> <ul style="list-style-type: none"> learn in a secure environment where, without intimidation, bullying (including cyber-bullying) or harassment, they are able to fully develop their talents, interests and potential participate fully in the school's educational program have their opinions considered enabling ownership of class procedures and input into the curriculum take part in learning programs that meet their individual needs. work and play without interference in an atmosphere of harmony and cooperation. receive respect, kindness and courtesy and to be treated with fairness. be valued for their individuality including; race, gender, cultural, physical or intellectual diversity. expect the school rules are fair, consistently implemented and respect the rights of all involved. 	<p>Students have a responsibility to:</p> <ul style="list-style-type: none"> participate fully in the school's educational program and to attend regularly. Students should also be expected to display positive behaviours that demonstrate respect for themselves, their peers, their teachers and all other members of the school community in accordance with school values and TRIBES agreements demonstrate respect for the rights of others, including the right to learn, thus contributing to an engaging educational experience for all take greater responsibility for their own learning and participation as members of the whole school community. This involves developing as individual learners who increasingly manage their own learning and growth by setting goals and managing resources to achieve these goals care and value themselves, others, teachers and the school community. be safety conscious in relation to themselves and others. develop a sense of accountability for their own actions. work to achieve their personal best whilst allowing others to do the same. allow for others to learn and to respect the rights of others. explore their full potential in their learning.

Rights and Responsibilities of Teaching Staff

Rights	Responsibilities
<p>Teachers have a right to</p> <ul style="list-style-type: none"> expect that they will be able to teach in an orderly and cooperative environment be informed, within Privacy requirements, about matters relating to students that will affect the teaching and learning program for that student expect a reasonable workload and be treated with respect by their colleagues 	<p>Teachers have a responsibility to</p> <ul style="list-style-type: none"> create engaging learning opportunities and safe environments for the benefit of all students know their students and how students learn use a range of teaching strategies and resources to engage students in effective learning. be familiar with Department Curriculum and the content they teach plan with colleagues in teams to ensure uniformity, whilst having the opportunity to facilitate student learning in their own unique style, and to consider the interests of students assess for, as and of learning including moderation

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	<p>and common assessment tasks</p> <ul style="list-style-type: none"> • to treat students with courtesy and dignity • to maintain objectivity in their relationships with students and families • conduct themselves in a professional relationship with the students and families in their school whether at school or not
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Rights and Responsibilities of Educational Support Officers:

Rights	Responsibilities
<p>ESOs have a right to:</p> <ul style="list-style-type: none"> • expect a reasonable workload and be treated with respect by their colleagues • feel comfortable in approaching teachers and principal class members, if they have concerns and should expect that communication is open, honest and accurate. • be treated with respect regardless of their social, economic, religious or cultural backgrounds. 	<p>ESOs have a responsibility to:</p> <ul style="list-style-type: none"> • support the school in its endeavours to educate students • engage in constructive communication with other staff regarding student learning • support the school in maintaining a safe and respectful learning environment for all students. • create engaging safe environments for the benefit of all students • to treat students with courtesy and dignity • to maintain objectivity in their relationships with students and families • conduct themselves in a professional relationship with the students and families in their school whether at school or not

Rights and Responsibilities of Families:

Rights	Responsibilities
<p>Parents/carers have a right to:</p> <ul style="list-style-type: none"> • expect that the school will work toward positive learning and behaviour outcomes for their children. • feel comfortable in approaching teachers and principal class members, if they have concerns and should expect that communication is open, honest and accurate. • be treated with respect regardless of their social, economic, religious or cultural backgrounds. 	<p>Parents/carers have a responsibility to:</p> <ul style="list-style-type: none"> • support the school in its endeavours to educate their children • ensure their children attend regularly • engage in constructive communication with school staff regarding their children's learning and behaviour • support the school in maintaining a safe and respectful learning environment for all students.

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School Actions/consequences:

STAGE ONE:

Type of Classroom Behaviour	Type of Yard Behaviour	Range of Interventions
Talking out of turn. Disrupting the learning of others. Refusal to follow minor directions. Rudeness to fellow students Inappropriate language. Refusal to work in class. Littering. Minor breaking of Tribes Agreements and/or RHPS Values.	Littering. Minor offences in playground. Refusal to follow minor directions. In wrong area of yard. Out of bounds. Running on paths. Eating in wrong area. Bad sportsmanship. Playing with sticks/objects Climbing trees	Reward Positive Behaviours Positive directions. Warnings. Discussion with student. Move place within yard/class temporarily. Move place within yard/class for longer time. Withdrawal of yard/classroom privileges. Student with teacher at recess or lunch for discussion. List student in Yard duty Book—give warning.

STAGE TWO:

Type of Classroom Behaviour	Type of Yard Behaviour	Range of Interventions
Repeated serious disruption to learning of others. 'One off' serious incident eg: Abusive swearing, fighting in class, extreme refusal to follow instructions. Moderate or repeated breaking of Tribes Agreements and/or RHPS Values	More serious yard offences or repeated pattern of yard offences as per the database. Minor pushing. Minor punching Sticks in hand Minor rough play Throwing bark Swearing Repeated out of bounds Inappropriate language. Throwing sticks/stones. Minor hurting others physically. Minor Vandalism Deliberately annoying neighbours	Mandatory: Parents notified in writing for classroom behaviours via communication book and/or Compass email by teacher. List student in Yard duty Book Withdrawal from yard/class for set period of time. Cooling off time – time out. Student to meet with classroom teacher. Meeting with parents, classroom teacher and/or Level Coordinator. Behaviour Plan/Contract. Withdrawal of privileges. Repair & Rebuild. Counselling Referral.

STAGE THREE:

Type of Classroom Behaviour	Type of Yard Behaviour	Range of Interventions
Repeated serious disruption to learning of others after both stages above. Verbal and/or physical abuse of staff/students. Possession of weapons or dangerous items. Sexual Harassment. Significant breaking of Tribes Agreements and/or RHPS Values	Verbal and/or physical abuse of staff/students. Possession of weapons or dangerous items. Sexual Harassment Repeated refusal to follow directions of staff Severe breach of values. Hitting with sticks/objects Targeting others with objects. Bullying Significant inappropriate language towards others, including racist or sexist comments. Significant Vandalism	Mandatory: Parents notified in writing by Principal team. Fill out Incident Report form. Information uploaded on to Compass Chronicle. Send for Prin team if student to be withdrawn from yard immediately. Lunch time out/After school time out. Withdrawal from classes. Behavioural Contract. Formal Parent Conference. Referral to external agencies. Suspension. Expulsion.