

Mount Scopus Memorial College

Child Protection Policy



Mount Scopus Memorial College

בית הספר הזכרון



Our Mission and Values

Our Mission

The mission statement of Mount Scopus Memorial College is to provide each student with an education and an environment that

- promotes excellence in learning and academic achievement by means of inquiry and critical thinking and by creating a desire for lifelong learning
- develops the student's whole personality by offering a wide range of activities, inside and outside of the classroom
- provides Jewish learning, values, experiences, within a Modern Orthodox and Zionist framework, that enable each student to make an informed choice as to the meaning of their Jewish identity
- engenders values, knowledge and skills so that students can play their full part in their communities – as members of the College, as Jews, as Australians and as citizens of the World.

Mount Scopus Memorial College aims to provide a high-quality schooling to all of its students that

- is free from discrimination based on gender, sexual orientation, health, disability, race and socioeconomic background
- is underpinned by respectful relationships between all members of the school community
- takes place in an environment that is supportive and engaging for all school community members.

The College supports and promotes the principles and practice of Australian democracy, including:

- Elected government
- The rule of law
- Equal rights for all before the law
- Freedom of religion
- Freedom of speech and association
- The values of openness and tolerance

Scopus Values



Excellence in Learning



Holistic Development



Jewish Identity



Community and Service

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Child Protection Policy

Incorporating:

	Page No
1. Foreword	1
2. Mandatory Reporting of Child Physical and Sexual Abuse	2
3. Crimes Act 1958	9
4. Staff Contact with Students	14
5. Reportable Conduct	16
6. Student Welfare/Special Education Needs	22
7. Working With Children Checks	25
8. Camps/Extended Programs	28
9. Risk Management Strategies	35

1. Foreword

In reading the policy outlined on the following pages, all College community members, including staff and parents, should note the following:

- The College's commitment to the principles of child safety, empowerment and inclusion are inculcated into our mission and values and our policies and procedures for all staff and students.
- The College recognises the need to reflect principles of inclusion as they refer to students with physical or learning disabilities, and accordingly has in place various learning support and integration programs.
- Our policies and procedures are designed to embed a culture of child safety in all school environments.
- The College practises zero tolerance to child abuse.
- Regular briefings are provided to staff, and education provided to students and parents in order for them to understand, identify, discuss and report child safety matters.
- The College's governing body – the Council Executive – annually reviews and ratifies policies on child protection and other policies, and receives reports each term on campus security, OH&S, and risk management issues and procedures.
- The College Principal is responsible for monitoring overall school compliance with all aspects of this policy on behalf of the Executive of the College Council. In the Principal's absence, the Deputy Principal responsible for the relevant campus takes over responsibility.

2. Mandatory Reporting of Child Physical and Sexual Abuse

Rationale

Mount Scopus Memorial College is committed to providing a safe school environment for all students in its care, and practices zero tolerance of child abuse.

Purpose

This policy prescribes our commitment to the 'child safe standards for managing the risk of child abuse in schools' as set out in [Ministerial Order 870](#) issued from the Education and Training Reform Act 2006.

Mandatory reporting arises from the requirements of the Children, Youth and Families Act 2005 (Vic) for the protection of children from harm due to physical injury and sexual abuse. School personnel mandated under this Act who, in the course of carrying out their duties, form a reasonable belief that a child is in need of protection from physical injury or sexual abuse, or if the child's parents or guardians have not protected or are unlikely to protect the child from harm of that type, must report that belief and the grounds for it as soon as possible.

The scope of this policy also includes student sexual offending.

This policy assists the Principal and all College staff to comply with this requirement and fulfill their responsibilities regarding the welfare and protection of children at risk. This policy complements guidelines provided by the Department of Human Services (DHS) to all Victorian schools.

Definitions

Child: For the purpose of the relevant parts of the Children, Youth and Families Act 2005 (Vic.), a child is any person 17 years of age or younger.

Child FIRST: The Family Information Referral Support Team run by a registered community service in a local area that can receive confidential referrals about a child of concern. It does not have any statutory powers to protect a child but can refer matters to family services.

Child Protection: The Victorian Government agency, provided by DHS, that protects children at risk of significant harm. Child Protection has statutory powers and can use these to protect children.

Mandatory report: A report made to Child Protection, by a person mandated under the Act, which is based on a reasonable belief that a child is in need of protection from physical injury that results from abuse or neglect or harm caused as a result of sexual abuse.

Mandatory reporter: Person(s) required under the Children, Youth and Families Act 2005 (Vic.) to make a report to the Child Protection if they believe a child is in need of protection from physical injury or sexual abuse. In the school context, these person(s) are registered school teachers, principals and registered nurses.

Person in a relevant position of authority: The College Principal or Deputy Principal.

Reasonable belief: A reasonable belief that a child is in need of protection is more likely formed in circumstances where:

- a child states that they have been physically injured or sexually abused (self-disclosure);
- a child states that they know someone who has been physically injured or sexually abused (sometimes the child may be talking about him or herself);
- a relative, friend, acquaintance or sibling of the child states that the child has been physically injured or sexually abused;
- professional observations of the child's behaviour or development lead the mandated professional to form a belief that the child has been physically injured or sexually abused;
- signs of physical injury or sexual abuse lead to a belief that the child has been abused.

Student sexual offending: Refers to sexual behavior by a student 10 years and over which may amount to a sexual offence.

Procedures

1. Employment of staff

All prospective staff will be asked at interview about their knowledge of Child Protection procedures, and asked to give details of any Child Protection issues that they have dealt with previously.

Referees will be asked regarding candidate's knowledge of Child Protection issues.

2. Forming a belief

A requirement of the Children, Youth and Families Act 2005 (Vic.) is that when a mandatory reporter forms a reasonable belief that a child is in need of protection from physical injury or sexual abuse, he/she must make a report to Child Protection as soon as practicable.

It should be noted that although it is not mandatory to report suspected incidents of emotional abuse or neglect, mandatory reporters should make a referral to Child FIRST where they have a significant concern for a child's wellbeing, or a report to Child Protection where they form a reasonable belief that a child is in need of protection.

If a mandatory reporter suspects that a child is in need of protection it is essential that he/she document any concerns and observations in a confidential file. This process of documentation may occur over a period of time.

A series of documents published by the DHS and the Department of Education and Training (DET) (see [Appendix 1](#)) provides background information and guidance for professionals mandated to make a report. These resources have been prepared to:

- ensure that mandatory reporters are aware of their legal responsibilities to report child abuse and neglect to Child Protection;
- provide mandatory reporters with information on how to recognise and respond to child abuse;
- provide mandatory reporters with advice about sharing information with Child FIRST or Child Protection.

It is important that the recommended procedures are followed to support and protect the child at risk.

These procedures are to be followed in **all** situations where a mandatory reporter forms a reasonable belief that a child is in need of protection from physical injury or sexual abuse. This includes situations where the alleged perpetrator is another member of staff.

2.1 Discussing concerns

It is recommended that the mandatory reporter's concerns and observations regarding the suspected physical injury or sexual abuse of a child are discussed with the College Principal. However the responsibility for making the referral rests with the mandatory reporter who has the right, if he or she so chooses, to make the referral without consultation.

3. Report to relevant agencies

3.1 Department of Human Services Child Protection

The mandatory reporter may form the belief that it is necessary to make a report to Child Protection. In this case, the teacher is required to make a report as soon as practicable (see [Appendix 2](#) for a list of Child Protection offices).

The mandatory reporter may continue to suspect that a child is in need of protection. In this case, the mandatory reporter should continue to record any further observations made and make a report on each occasion where they form a belief, on reasonable grounds, that a child is or is likely to be at risk of physical or sexual abuse.

[Appendix 3](#) provides a summary of school and DHS processes for the mandatory reporting of child physical and sexual abuse.

[Appendix 4](#) provides a summary of the responsibilities of principals and teachers for the mandatory reporting of child physical and sexual abuse.

3.2 Contact with Child FIRST

A registered school teacher or principal in Victoria can seek advice from or make a referral to Child FIRST if they have a significant concern for the wellbeing of a child and where the immediate safety of the child is not compromised. The teacher or principal should share relevant information with Child FIRST to help them complete their assessment of the referral. Contact should be made with the nearest Child FIRST office (see Appendix 2) for information and advice.

A mandated reporter may wish to keep their identity confidential when they make a referral to Child FIRST or a report to Child Protection, or when they share information with these agencies. A Child First or Child Protection worker cannot disclose the identity of the person making a referral or report without their consent. The publications listed in Appendix 1 provide advice on why it may be appropriate for a person making a referral or report to disclose their identity.

Guidelines around making a referral to Child FIRST is available at:

<http://www.dhs.vic.gov.au/for-service-providers/children,-youth-and-families/child-protection/how-to-make-a-report-to-child-protection/making-a-referral-to-child-first>

3.3 Allegations of child abuse and misconduct against employees or volunteers

If a person in a relevant position of authority is made aware of any allegation of reportable conduct against a worker or volunteer of the College, that person must:

- report the allegation to the Commission for Children and Young People,
- ensure appropriate investigation of the allegation in accordance with the existing workplace investigation practices used to determine whether a worker should continue to be employed by the College,
- ensure that respective members of Student Services and pastoral care staff follow established College procedures and take any required action to protect the child/ren connected with the alleged abuse until the allegation is resolved, and
- at the conclusion of the investigation, report any findings and reasons for the outcome to the Commission for Children and Young People.

This action and all other procedures to be followed in this case are outlined [in the Education Training and Reform Act 2006](#).

If the alleged perpetrator is a staff member, principal, contractor, volunteer, or any other person employed by the school, contact should be made with the Victorian Institute of Teaching and the Victorian Regulations and Qualifications Authority.

[Appendix 5](#) provides information on the Victorian Institute of Teaching 'Code of Conduct'

Further information is also available on the website of the Commission for Children and Young People at www.cryp.vic.gov.au.

3.4 Responding to Student Sexual Offending (including reporting to authorities)

All College staff play a critical role in protecting the children in our care, and must take action as soon as they witness an incident, receive a disclosure or form a suspicion that a student is a victim of student sexual offending and/or a student has engaged in sexual offending. Staff must work with the Principal or relevant Deputy Principal to complete four critical actions prescribed by the Victorian government guide in responding to student sexual offending.

The four critical actions cover:

- a) Immediate response
- b) Reporting to authorities
- c) Contacting parents and carers
- d) Providing ongoing support

In addition, the Principal or Deputy Principal will require a comprehensive record of the incident, disclosure or suspicion to be made, and it is strongly recommended that staff use the template available on DET's website provided in the list of resources linked below.

DET resources for responding to student sexual offending:

- [Four Critical Actions for Schools](#)
- [Principals' checklist](#)
- [Template for record keeping on an incident, disclosure or suspicion](#)
- [General guidelines](#)

3.5 Criminal Conduct

Reporting misconduct to any of the abovementioned agencies under the conditions outlined above does not remove the responsibility of the Principal or Deputy Principals to report allegations of criminal conduct to Victoria Police as the first priority.

4. Ongoing support

The Principal has a role in seeking or offering appropriate pastoral support for the staff member making the report, for the student and student's family. The Principal's actions in this regard should be informed by the school's policies and procedures for ensuring the safety and wellbeing of students.

The Principal or Deputy Principal will offer the services of the school psychologist to any individual involved with the report. This may be the staff member who made the report, the student for whom the report was made, the family of the student, or any other individual impacted by the circumstances of the report. The Principal or Deputy Principal will meet with the school psychologist(s) to inform them of the report. If the offer of internal psychological support is declined, the psychologist will provide a referral to an external psychologist as required. Any student involved will be monitored by key staff to ensure that their classroom behaviors remain consistent with their history.

All documentation associated with the report will remain filed in the Principal's office, or, if the reporter prefers, in the office of the Head of Student Services in the Primary or Secondary School, or in a secure and confidential repository of the reporter's choosing.

All reports, information sheets and subsequent discussions and information are to be recorded and remain strictly confidential. New staff will be informed of mandatory reporting responsibilities and procedures as part of their induction procedure.

In service training to update staff knowledge on mandatory reporting responsibilities will be provided at regular intervals.

5. Non Mandated Reporters

Although only mandated reporters have a legal responsibility to report physical and sexual abuse, everyone has a moral responsibility to report all types of known or possible child abuse.

Non mandated people who believe on reasonable grounds, that a child is in need of protection, should report their concerns to the principal immediately.

Non mandated staff include:

- Registered psychologists
- Social workers, speech pathologists, aides
- Non-teaching staff including administration, canteen staff, cleaners

In addition, failure to disclose to the police suspicion of possible child sexual abuse is a criminal offence. Details of this offence and the obligations it places on all members of the College community are to be found in the Crimes Act 1958 (Vic) Policy contained in the collated Child Protection Policy and separately on the College's policy framework.

References

CEOM Policy 2.19 Catholic Education Office Melbourne, 2008:

<http://www.cem.edu.au/publications-policies/policy/policy-2.19-child-protection-reporting-obligations/>

Department of Education: [*Allegations of Student Sexual Assault in Schools: Information for school staff*](#)

Department of Human Services 2007: [*Providing Support to Vulnerable Children and Families: An information sharing guide for registered school teachers and principals in Victoria*](#)

Department of Human Services Victoria 2001 Professional Development Kit: [*Safe From Harm: The role of professionals in protecting children & young people*](#)

Resource Sites

- Department of Education and Training [The School Policy and Advisory Guide](#) (formerly known as the **Victorian Government Schools Reference Guide**)
- [Student Wellbeing Branch](#)
- [Emergency and Security Management](#)
- Victoria Police [Sexual Offences and Child Abuse Unit](#)
- Department of Human Services [Protecting Children Together/Every child every chance](#)
- [Office for Children, Youth and Families \(Child Protection\)](#)
- Victorian Institute of Teaching [VIT Code of Conduct](#)
- Commission for Children and Young People [Reportable Conduct Scheme](#)

Appendices

Appendix 1: <http://www.education.vic.gov.au/school/principals/spag/safety/Pages/safety.aspx>

Appendix 2: <http://www.dhs.vic.gov.au/for-individuals/children,-families-and-young-people/child-protection/child-protection-contacts>

Appendix 3: <http://www.dhs.vic.gov.au/for-service-providers/children,-youth-and-families/child-protection>

Appendix 4:

<http://www.education.vic.gov.au/documents/school/principals/spag/safety/protectionofchildren.pdf>

Appendix 5: <http://www.vit.vic.edu.au/SiteCollectionDocuments/PDF/Code-of-Conduct-June-2008.pdf>

Appendix 6: <http://www.education.vic.gov.au/school/principals/spag/pages/spag.aspx>

Appendix 7:

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

Appendix 8:

Appendix 9: <http://www.cem.edu.au/publications-policies/policy/policy-2.19-child-protection-reporting-obligations/>

More advice on mandatory reporting

The documents and resources below were developed in consultation with the Catholic Education

Office and Independent Schools Victoria and are relevant to all Victorian school staff.

Protecting the safety and wellbeing of children and young people, a joint protocol of the

Department of Human Services Child Protection, Department of Education and Early

Childhood Development, licensed children's services and Victorian Schools, is now available

online:

- Protecting the safety and wellbeing of children and young people mandatory reporting protocol:
<http://www.education.vic.gov.au/documents/school/principals/spag/safety/protectionofchildren.pdf>
- Step-by-step guide to making a report to Child Protection or Child FIRST:
http://www.eduweb.vic.gov.au/edulibrary/public/stuman/wellbeing/Flowchart_Mandatory_Reporting_Sep_2010.pdf

The [Department of Education and Training Child Protection Website](#) contains further information related to mandatory reporting including PowerPoint presentations.

- Responding to Allegations of Student Sexual Assault - Procedures for Victorian Government Schools:
http://www.eduweb.vic.gov.au/edulibrary/public/stuman/wellbeing/Responding_to_Allegations_of_Student_Sexual_Assault_-_Procedures_for_Victorian_Government_Schools2.pdf

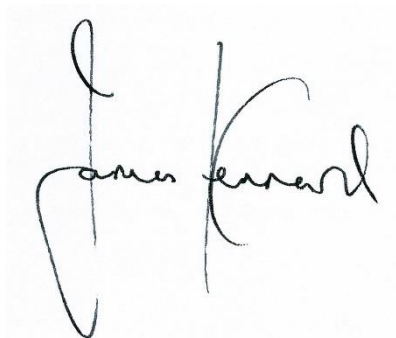
Responsibilities

To all Managers and Deputy Principals/Campus Coordinators:

- To ensure that this policy is adhered to and to ensure that all staff under their control are aware of this policy.

Approved by the College Principal:

7 September 2017

A handwritten signature in black ink, appearing to read "James Kennard". The signature is written in a cursive style with a large initial 'J' and 'K'.

3. Crimes Act 1958

Mount Scopus Memorial College ('the College') is committed to fulfilling its duty of care to all students and specifically students under the age of 16 in relation to the Crimes Act 1958 (Vic), which was amended in 2014 to include offences of:

- (i) failing to disclose a sexual offence,
- (ii) grooming for sexual conduct, and
- (iii) failing to protect a child from sexual offence¹

Aims

Through the application of this policy, the College aims to:

- Ensure that all reasonable steps are taken so that students are safe from sexual abuse and that they feel safe at all times.
- Enable the College Council members, all persons in positions of authority, care or supervision, all employees of the College and where applicable, students of 18 years or over to understand their role and responsibility in protecting the safety and wellbeing of children and young people under the age of 16 in accordance with the Crimes Act 1958 (Vic).

That is, to ensure individuals associated with the College who have the power or responsibility to reduce or remove a substantial risk, take steps to reduce or remove any substantial risk that a student under 16 years of age will become the victim of sexual assault, including the recognition of 'grooming'.

- Ensure all members of the College community aged 18 and over understand their reporting obligations in accordance with the Crimes Amendment (Protection of Children) Act 2014 (Vic).

That is, to ensure all members of the College community aged 18 and over (who are not Mandatory Reporters) who form a reasonable belief that a sexual offence has been committed by an adult against a child under 16, report that information to police.

This policy is underpinned by the Crimes Act 1958 (Vic).

Guidelines

The Principal will:

- Ensure that all staff members, volunteers, students aged 18 and over, College Council members and the College parent community are aware of the Crimes Act 1958 (Vic) Policy and have access to a copy of the policy.
- Ensure that all adults within the College community are aware of their obligation to report suspected sexual abuse of a child under 16 years to the police.
- Provide support for staff in undertaking their responsibility in this area.

¹ Note: section 49C of the Crimes Act relating to the 'failure to protect' came into effect on 1 July 2015.

All staff members will:

- Be aware of the College's Crimes Act 1958 (Vic) Policy and the College's Child Protection - Mandatory Reporting Policy.
- Report any reasonable belief of child sexual abuse to the police or fulfil their obligation as Mandatory Reporters.
- Provide an educational environment that is supportive of all children's emotional and physical safety.

Parents/Guardians/Volunteers/Students 18 and over will:

- Be aware of the College's Crimes Act 1958 (Vic) Policy and the Child Protection - Mandatory Reporting Policy.
- Understand their obligations to report reasonable belief of child sexual abuse to the police.

Specific Offences

1. Failure to Disclose

Reporting child sexual abuse is a community-wide responsibility. The failure to disclose offence imposes a clear legal duty upon all adults aged 18 and over to report information about child sexual abuse to police.

Definition

Under section 327 of the Crimes Act, any person (including any staff member) of or over the age of 18 years who forms a reasonable belief that a sexual offence has been committed in Victoria by an adult against a child under 16 years of age must disclose that information to police, as soon as it is practicable to do so. Failure to disclose the information to police is a criminal offence, except in limited circumstances such as where the information has already been reported to DHS Child Protection.

The offence applies to **all adults** in Victoria, not just professionals who work with children.

Forming a 'Reasonable Belief'

A 'reasonable belief' or a 'belief on reasonable grounds' is not the same as having proof but is more than mere rumour or speculation.

A 'reasonable belief' is formed if a reasonable person in the same position would have formed the belief on the same grounds. For example, a 'reasonable belief' might be formed if:

- a child states that they have been sexually abused
- a child states that they know someone who has been sexually abused (sometimes the child may be talking about themselves)
- someone who knows a child states that the child has been sexually abused
- professional observations of the child's behaviour or development leads a professional to form a belief that the child has been sexually abused or is likely to be abused
- signs of abuse lead to a belief that the child has been sexually abused.

Procedure

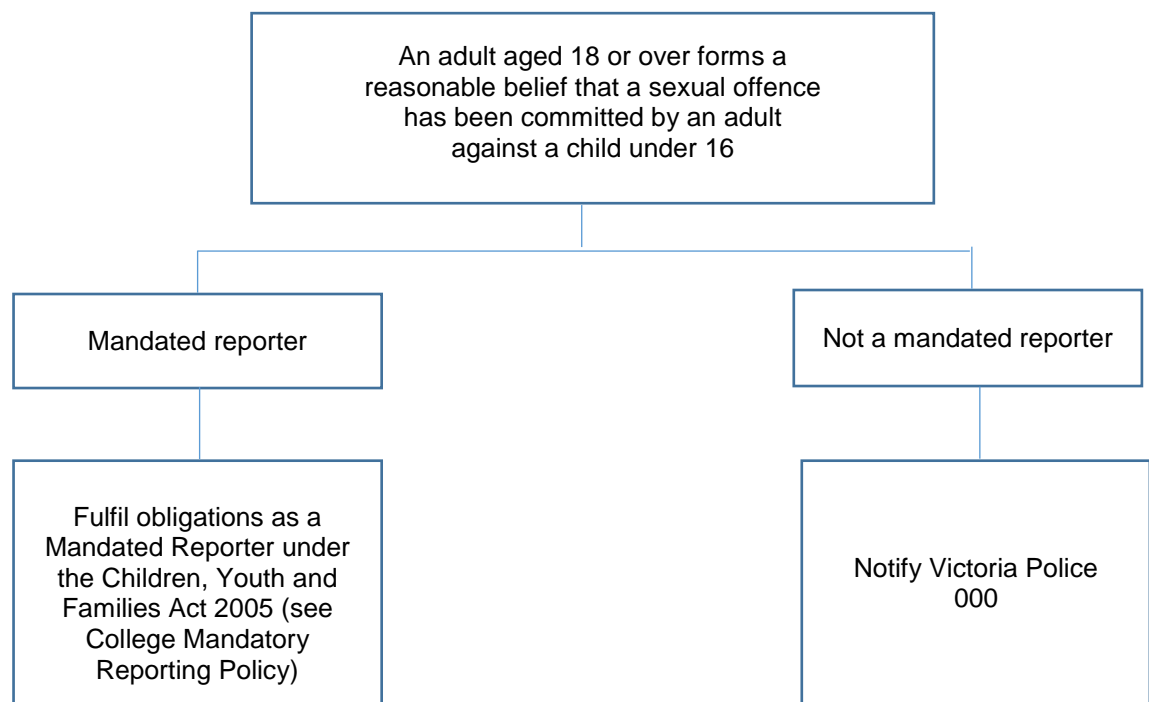
Any adult aged 18 or over who forms a reasonable belief that a sexual offence has been committed in Victoria by an adult against a child under 16 must report that information to Victoria Police by dialling 000 (or otherwise to a member of the police force of Victoria).

An adult will not be guilty of an offence if they do not report in the following circumstances:

- The victim is 16 years of age or older and does not have an intellectual disability that limits his/her capacity to make an informed decision; and he/she does not want the information reported to the police
- The victim has disclosed the information in confidence in the course of a therapeutic relationship with you as a registered medical practitioner or counsellor.
- The victim turned 16 years of age before 27 October 2014.

Reasonable excuses for failing to comply with the requirement include:

- a reasonable belief that the information has already been reported to police or DHS Child Protection disclosing all of the information
- a reasonable fear that the disclosure will place someone (other than the alleged perpetrator) at risk of harm



A person in the College may have a mandatory reporting obligation under the Children, Youth and Families Act 2005. In summary, this obligation requires teachers to report concerns about child welfare to child protection authorities within the Department of Human Services (DHS). DHS passes all allegations of child sexual abuse to police so it will be a reasonable excuse for not reporting to police if a person has made a report to DHS or reasonably believes a report has been made to DHS (please refer to the College's Child Protection – Mandatory Reporting Policy).

2. Grooming

Section 49B of the Crimes Act relates to the offence of “Grooming for sexual conduct with a child under the age of 16 years.” The offence targets predatory conduct designed to facilitate later sexual activity. The offence can be committed by any person aged 18 years or over.

Definition

- The offence of grooming concerns predatory conduct undertaken to prepare a child for sexual activity at a later time.
- The offence applies where an adult communicates, by words or conduct, with a child under the age of 16 years or with a person who has care, supervision or authority for the child with the intention of facilitating the child’s engagement in or involvement in sexual conduct, whether with the groomer or another adult.
- Grooming does not necessarily involve any sexual activity or even discussion of sexual activity – for example, it may only involve establishing a relationship with the child, parent or carer for the purpose of facilitating sexual activity at a later time.
- The sexual conduct must constitute an indictable sexual offence. This includes offences such as sexual penetration of a child, indecent assault and indecent act in the presence of a child. It does not include summary offences, such as ‘upskirting’ and indecent behaviour in public.

Procedure

Should any member of the College community aged 18 and over become aware of grooming behaviour by a person aged 18 years or over, they should notify the police and/or the Principal immediately.

It is the responsibility of the Principal and/or others associated with the College with authority or responsibility, to take action upon becoming aware of grooming behaviour to protect (so as to reduce or remove a substantial risk) in accordance with the ‘failure to protect’ offence (see point 3).

1. Any member of school community aged 18 years or over forms a reasonable belief of grooming taking place.
2. Member of College community notifies the police and/or the Principal or other senior staff member.
3. Take steps to protect child including reduction or removal of risk
4. Subject to guidance from the police, follow College policies on Investigations.

3. Failure to Protect¹

Section 49C of the Crimes Act makes it a criminal offence in Victoria for a person in authority to fail to protect a child under the age of 16 from criminal sexual abuse. This applies where there is substantial risk that a child under the care, supervision or authority of an organisation (including schools) will become a victim of a sexual offence by an adult associated with the College. The person in a position of authority may be guilty of an offence if they know of the risk of abuse and have the power or responsibility to reduce or remove the risk, but negligently fail to do so.

Definition

If a person associated with the College² who by reason of their position has the power or responsibility to reduce or remove a substantial risk that a child will become a victim of a sexual offence committed by an adult associated with the College, they must not negligently fail to reduce or remove the risk

That is, as soon as a person in authority becomes aware of a risk of child sexual abuse, they will be under a duty to take steps to remove or reduce that risk.

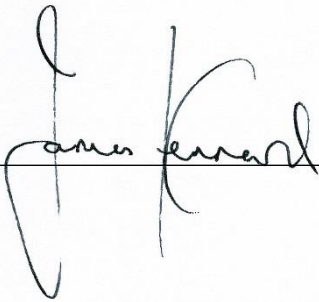
A person who has the power or responsibility to reduce or remove a risk will include the Principal, College Council members and senior staff, as well as teachers by virtue of their responsibilities. For the avoidance of doubt, any member of staff or person associated with the College who knows of a substantial risk that a child will become a victim of a sexual offence should notify the Principal as soon as is reasonably practicable.

Procedure

When aware of a substantial risk of criminal sexual abuse to a child in the College from an adult aged 18 or over associated with the College, the Principal will act to reduce or remove the risk. The person will be removed from any child-related role pending an investigation.

1. Principal becomes aware of risk of sexual abuse to a child in school from an adult aged 18 years or over associated with the school community.
2. Principal takes immediate action to reduce or remove the risk to the child. Such an action might include: if the adult concerned is a staff member, immediately standing that person down or otherwise removing their access to students while an investigation is underway.
3. Notify police and/or other authorities.
4. See College policy on mandatory reporting. Seek guidance from police

Approved by College Principal:



A handwritten signature in black ink, appearing to read 'James Kennard', is written over a horizontal line.

Dated:

31 July 2015

¹ Note: section 49C of the Crimes Act relating to the 'failure to protect' offence came into effect on 1 July 2015.

² Under the proposed s.49C(1), a *person associated with an organisation* includes but is not limited to a person who is an officer, an office holder, employee, manager, owner, volunteer, contractor or agent of the organisation but does not include a person solely because the person received services from the organisation.

4. Staff Contact with Students

Purpose of Policy

The safety, participation and empowerment of students, including those with physical or learning disabilities, is paramount.

All communication and contact with students, for the sake of their studies, is to be encouraged, but it must be done in such a manner so that staff must never put themselves in a position where their intentions can be misconstrued, or where they can be vulnerable to accusations. All staff need to be meticulous in how they deal with students in and outside of the classroom.

The watchword therefore is openness – all dealings with students must be visible and known to others.

Communication

All email communication from teachers to students must be from the teacher's school email account, and a cc must be sent to studentmail@scopus.vic.edu.au.

SMS messages must only be sent to students when the matter is urgent, and a copy of SMS's sent to, and received from students must be retained on the teacher's phone.

Phone calls to students should also only be made when no alternative medium is possible. No other electronic communication with students is permitted (e.g. Facebook, Twitter, Snapchat, What's App, Instagram etc) unless prior approval is obtained from the Principal or Deputy Principal.

Staff cannot be 'Facebook friends' with students, or follow students on Instagram or similar apps.

Tutorials

When arranging extra tutorials, it is preferable for them to take place in school itself (in rooms with windows and open doors). If this is not possible, and the tutorial takes place out of school, then it must involve two or more students, or alternatively a single student with their parent in attendance.

All meetings with students that take place outside of regular classes – either in school or outside – must be reported, in advance if possible, to one's line manager.

The above section does not apply to arrangements whereby the teacher is hired as a tutor by a student's parents. However, staff are reminded at all times not to put themselves in situations which could be misinterpreted.

Physical Contact

Physical contact with Secondary School students, of either gender, is not permitted, unless strictly for educational purposes (i.e. for PE or Instrumental Music). Even in those circumstances, it should only be conducted in sight of others.

Physical contact with Primary School students should only be conducted when appropriate and only in sight of others.

Staff must not use toilets and showers provided for students, and vice versa.

Transporting Students

Students may be passengers in a staff member's car if:

- There is more than one student in the car throughout the journey, and
- Written (or emailed) permission has been obtained from the student's parent for each journey or set of journeys, and
- Written (or emailed) permission has been obtained from the Principal or Deputy Principal for each journey or set of journeys.

Videoing or Photographing of Children

Photographing students can only be done for the purposes of documenting of work or for creating images for College publicity.

All images must be available for inspection by the Deputy Principal or Principal.

Photographing or videoing of children in any school environment is prohibited, unless it is in accordance with College policy, or required for duty of care purposes.

Contact Outside of School

Staff must not arrange social activities with students outside of school. Staff must not enter into relationships with students of any age. Staff must reflect College values of respect, safety and inclusion whenever they find themselves in the company of students and their families as part of their normal social and community activities.

Staff may host students in their homes for Shabbat meals, etc, provided that:

1. There are two or more students present at all times.
2. Students' parents have given permission
3. The staff member informs their line manager.

Encouraging Students to Speak Out

Students will be regularly reminded that any action of a staff member that makes the student feel uncomfortable or unsafe should be reported to a senior member of staff, and that any suspected abuse should be reported to the police.

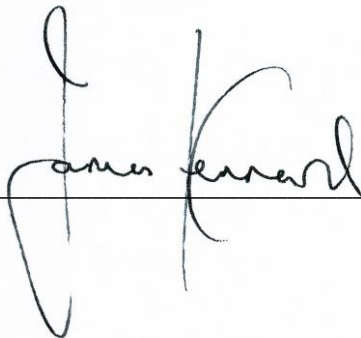
Policy Implementation

It is the responsibility of all staff to ensure this policy is adhered to.

Failure to follow these procedures will result in disciplinary action.

By following these procedures, we can ensure that we continue to serve our students' needs, without risk to them or to us.

Approved by College Principal: _____



Date: 7 September 2017

5. Reportable Conduct

Rationale

Mount Scopus Memorial College is committed to the safety and wellbeing of children and young people, and aims to protect children and reduce any opportunities for child abuse or harm to occur.

The Victorian Government's independent statutory body - Commission for Children and Young People ('CCYP') oversees the new Reportable Conduct Scheme, which requires organisations with a high level of responsibility for children to report to the CCYP any allegations, based on a reasonable belief, that a worker or volunteer has engaged in child abuse.

The Reportable Conduct Scheme has the power to:

- monitor investigations into abuse and report on trends,
- share information with organisations with a high level of responsibility for children to improve child safety, and
- inquire into the safety system of such organisations.

Scope of Policy

There are five types of reportable conduct defined in the Child Wellbeing and Safety Act 2005:

1. Sexual offences (against, with or in the presence of a child)

In Victoria, it is an offence to engage in certain sexual behaviours against, with or in front of a child. Many of these behaviours are reportable conduct under the reportable conduct scheme.

This includes:

- sexual assault
- indecent acts
- possession of child abuse material
- 'grooming' a child in order to commit a sexual offence

A full list of the relevant sexual offences is set out in clause 1 of schedule 1 to the [Sentencing Act 1991](#).

A person does not need to be charged with, or found guilty of, a sexual offence for their behavior to be reportable conduct.

2. Sexual misconduct (against, with or in the presence of a child)

'Sexual misconduct' captures a broader range of inappropriate behaviours of a sexual nature that are not necessarily criminal.

Examples of sexual misconduct include:

- Developing an intimate relationship with a child, for example, through regular contact with the child without the knowledge or approval of the organisation's management.
- Inappropriately discussing sex and sexuality with a child
- Other overtly sexual acts that could lead an organisation to take disciplinary or other action.

3. Physical violence (against, with or in the presence of a child)

Physical violence includes an act that causes physical injury or pain. Examples of physical violence can include:

- Hitting/kicking/punching
- Pushing/shoving/grabbing/throwing/shaking
- Using an object to hit or strike
- Using inappropriate restraint/excessive force

Physical violence does not include lawful behavior. For example:

- Reasonable steps taken to protect a child from immediate harm, such as taking a child's arm to stop them from going into oncoming traffic
- Medical treatment given in good faith by an appropriately qualified person, such as a senior first aid officer administering first aid.

Threats of physical violence that do not cause physical injury or pain may be covered by the reportable conduct scheme as behavior that causes significant emotional psychological harm (see below).

4. Behaviour that is likely to cause significant emotional or psychological harm

For behavior to be reportable under this category:

- A child must have suffered significant emotional or psychological harm
- There must be a clear link between the alleged conduct and the harm suffered.

The behavior must cause emotional or psychological harm that is 'significant' as discussed below. Signs that a child may have been emotionally or psychologically harmed may include:

- Patterns of out-of-character behavior
- Regression in behavior
- Distress and anxious behaviours
- Other physical symptoms, such as self-harm

Emotional or psychological harm may also occur where an existing mental health disorder has been exacerbated or aggravated.

A professional psychological or medical assessment of the child may assist to determine whether a child has suffered emotional or psychological harm. However, a clinical diagnosis will not be required in every case.

For example:

- The alleged conduct is so serious and/or occurred over such a sustained period, that it can be reasonably inferred that the child has been harmed
- Requiring a child to be assessed may unreasonably re-traumatise or otherwise further harm the child.

There must be a clear link between the emotional or psychological harm and the alleged conduct. In deciding if there is a clear link, the College will consider the likelihood that the child would have been harmed if the alleged conduct had not occurred.

Examples of emotional or psychological harm may include:

- Exposure to violence or threats of violence
- Self-destructive behavior
- Antisocial behavior
- Persistent hostility/rejection
- Humiliation/belittling
- Scapegoating

It will not be reportable conduct if:

- A person takes reasonable steps to protect a child from immediate harm
- A person with responsibility for discipline takes lawful and reasonable disciplinary action, such as sending a child to sit in 'time out' for a period of time, in line with College policy
- An appropriately qualified person gives medical treatment in good faith, such as a senior first aid officer administering first aid

5. Neglect

Neglect occurs when a person does not meet their obligations and responsibilities to keep a child safe and well.

The neglect:

- Must be more than minor and insignificant
- Does not need to have a lasting or permanent effect
- May be an ongoing situation or a one-off incident, as long as it is not minor in nature

Examples of neglect include:

- Supervisory neglect, which is the absence or inattention of a person which places the child at risk of physical harm or injury, sexual abuse, or allows other criminal behavior towards the child
- Physical neglect, which is the failure to provide basic physical necessities for a child, such as adequate food, clothing and housing
- Medical neglect, which is the failure to provide for appropriate medical care for a child, including a failure to acknowledge the seriousness of an illness or condition, or deliberately withholding appropriate care.

The Meaning of 'Significant'

The Reportable Conduct Scheme is concerned with significant allegations about worker behaviour or actions towards a child. Accordingly, allegations can only be made about emotional or psychological harm or neglect that is significant.

Allegations may be made about serious forms of harm or behaviours that have a lasting or permanent effect. However, this does not always need to be the case. It is enough that the alleged conduct is more than trivial or insignificant to fall within the definition of significant under the Reportable Conduct Scheme.

Reasonable Belief

A reportable allegation is made where a person makes an allegation, based on a reasonable belief, that a worker or volunteer has committed reportable conduct or misconduct that **may** involve reportable conduct. This includes where a reportable allegation is made against the head of an organisation.

A reasonable belief is more than suspicion. There must be some objective basis for the belief. However, it is not the same as having proof, and does not require certainty.

For example, a person is likely to have a reasonable belief if they:

- Observed the conduct themselves
- Heard directly from a child that the conduct occurred
- Received information from another credible source (including another person who witnessed the reportable conduct or misconduct)

Organisational leaders do not need to agree with or share the belief that the alleged conduct has occurred. However, they do not need to notify the CCYP about the allegation if it is plainly wrong or has no basis at all in reality.

Procedures

1. Initial notification to CCYP - within three business days

The Principal/Deputy Principal must notify the CCYP within three business days of becoming aware of a reportable allegation against a worker or volunteer.

Information submitted at this stage should include:

- Name of the worker or volunteer
- Date of birth of worker or volunteer
- Police report, if criminal conduct **** refer paragraph 6**
- Address and phone contact information of campus
- Principal/Deputy Principal name
- Initial advice on the nature of the allegation

2. Detailed information to CCYP - within 30 calendar days

- Details of the allegation
- Details of response to the allegation
- Details of any disciplinary or other action proposed
- Any written response from the worker or volunteer about the allegation and the proposed disciplinary or other action

3. Advice on investigation to CCYP - as soon as practicable **** refer to point 6 below before commencing investigation**

The Principal/Deputy Principal will arrange for an investigation into the allegation as soon as practicable after becoming aware of it, and inform the CCYP of:

- Name of investigator
- Contact details

The investigation will be conducted either by:

- (a) internal personnel as appointed by the Principal/Deputy Principal
- (b) Victorian Registration and Qualifications Authority
- (c) an independent investigator as appointed by the Principal/Deputy Principal

4. Outcomes of investigation to CCYP - as soon as practicable

The Principal/Deputy Principal will require of the investigator a detailed report of their findings and prepare and send a final report to the CCYP as soon as practical, which must include:

- Copy of findings and reasons for the findings
- Details about any disciplinary or other action proposed
- Reasons for taking or not taking action

5. Additional documents to CCYP - on request from Commission

The Commission may request further documentation from the Principal/Deputy Principal

6. Reporting to Victoria Police

All suspected criminal behaviour should be reported to Victoria Police.

If the reportable allegation involves suspected criminal behaviour, both Victoria Police and the CCYP must be notified.

The Principal/Deputy Principal may not arrange or continue an investigation into a reportable allegation if they are aware that Victoria Police will be investigating the allegation.

Clarification on how to proceed under these circumstances is available from the CCYP or Victoria Police.

Further Assistance

Assistance in determining reportable allegations, or guidance on areas of concern can be obtained from the Commission for Children and Young People:

Ph: 03 8601 5281

Email: childsafestandards@ccyp.vic.gov.au

Web: www.ccyp.vic.gov.au


Definitions

Commission for Children and Young People:	A Victorian government agency operating under Victoria's reportable conduct scheme to which organisations with a high level of responsibility for children are required to report allegations of child abuse against workers or volunteers.
Reportable conduct:	Allegations against workers or volunteers of child abuse and misconduct involving children as detailed and defined in this policy.
Reportable Conduct Scheme:	A Victorian government scheme that requires centralised reporting to the Commission for Children and Young People by organisations with a high level of responsibility for children of

allegations of child abuse and misconduct towards children made against their workers or volunteers. This requirement is additional to any requirement to report to Victoria Police, Child First or to Child Protection (DHS agency).

Approved by the College Principal

Date: 20 June 2017

A handwritten signature in black ink, appearing to read "James Kennard". The signature is written in a cursive style with a large initial "J" and "K".

6. Student Welfare/Special Education Needs

Purpose

In accordance with the Commonwealth Consolidated Disability Discrimination Act of 1992 and in line with the Victorian Disability Act 2006:

Student Welfare relates to all the curricular activities that MSMC undertakes in order to provide for the physical safety, well being and Special Education Needs of its students, including those with a physical disability.

Special Education Needs (SEN) refers to a diverse continuum of need and wellbeing, encompassing the cognitive, social, emotional and physical development of students (cf. International Baccalaureate, 2010).

The aim is to ensure that the school

- creates and maintains a caring environment in which the experience of teaching and learning is enhanced for all students.
- fosters the personal and social development of the individual and is the prerequisite for a student's capacity to learn.
- develops and maintains policies and procedures to ensure that all students, including those with a physical disability, are protected from the threat of physical or sexual abuse.

There is recognition by the school that the safety and well being of its students is inextricably interwoven with the school's curriculum and social organisation.

The College is committed to inclusion of all College community members, regardless of age, gender, vulnerability, sexuality or ethnicity. Students and their families are treated with respect in any interaction, whether on school grounds or outside of the school environment.

Support Centre

The Learning Support Centre supports children in their academic learning, focusing on literacy and numeracy. We aim to create a learning environment that will be both motivating and suitable for the full range of diversity among our students. Within this environment we provide learning opportunities that are stimulating, relevant and developmentally appropriate, where children's individual strengths are recognised and valued.

Counselling

The College psychologists endeavour to provide services that optimise the safety and wellbeing of students and staff at the College. To do this they assist with programs that are conducive to promoting healthy attitudes and behaviour. When necessary they can provide additional mental health intervention on an individual or group basis.

The psychologists are the professionals to consult if your child is having difficulties concentrating on school-work, is anxious, has friendship issues or is affected by a crisis at home.

Enrichment

We believe all children should be appropriately challenged and stimulated by their school experience and that there should be school-wide enrichment opportunities for all children to discover and develop their innate talents.

At Mount Scopus we aim to provide for advanced and high potential learners through a differentiated curriculum which is provided in the regular classroom and a continuum of services from which a personalized program may be shaped, taking into account the specific needs of each child. Students are identified through classroom performance, outside testing, parent and self-referrals.

Integration

The College supports the inclusion of students with a disability and promotes respect and tolerance for individual differences. Each student on the Integration Program has a flexible and individualized program that establishes short and long term goals and is regularly monitored by the members of the Program Support Group (PSG).

(Refer to the Mount Scopus Integration Handbook, for details.)

Special Education

The Learning Support Centre (LSC) provides additional support for students at risk of being unable to access the regular year level curriculum due to significant learning gaps and /or learning disabilities. The primary focus of the LSC is to ensure all students have adequate English skills. Identified students may need diagnostic assessments before being offered individual or small group instruction.

In the Secondary School, additional English classes at years 8, 9 and 10 focus on the re teaching and revision of essential English skills. In some cases, staff members are supported in the preparation and modification of work to suit individual students who cannot fully participate in the regular program.

Mechanech Program

Mechanchim share the development of the child with parents and subject teachers who work closely with Head of Years and support staff. As such, they are the people to contact initially about a child's general academic or personal progress at the College.

The following policies have been developed to ensure the care, safety and welfare of students and to ensure compliance with any State and Commonwealth laws that apply.

- Class Placement Policy – Refer Section 3.08 of the College's Parent Handbook 2016
- [Work Completion Years 7 - 10 Policy](#)
- [Child Protection Policy](#), incorporating policies on:
 1. Mandatory Reporting of Child Physical and Sexual Abuse
 2. Student Welfare/Special Education Needs (this policy)
 3. Staff Contact with Students
 4. Working with Children Checks
 5. Camps/Extended Programs
 6. Crimes Act 1958
 7. Risk Management Strategies
- [Duty of Care Policy](#)
- Managing Complaints and grievances – refer to [Communication with Abusive Parents](#) and [Parental Complaints](#)
- On site supervision of students – refer to [Duty of Care Policy](#)
- Ensuring the safety and welfare of students with an external provider – refer to Liability section in the [Camps and Other External Activities Policy](#)

Code of Behaviour Policies

The following policies are located in the Parent Handbook 2016

- Bullying policy – (section 3.06)
- Attendance Policy - (section 3.04)
- General Behaviour (section 3.17)
- Uniform Policy (section 3.27)
- Body Piercing Policy (section 3.05)
- Traffic Safety (section 3.25)
- Students Driving and Conduct on School grounds (section 3.24)
- Truancy and Out of bounds (section 3.26)
- Cigarettes and Smoking (section 3.08)

- Drugs Policy ([section 3.13](#))
- Alcohol Policy ([section 3.02](#))
- [Disciplinary Procedures](#)

Health Policies

- Arrangements for ill students – refer to [Health Centre Practices and Procedures](#)
- Anaphylaxis management plans:
 1. [Gandel Campus at Burwood](#)
 2. [Fink Karp Ivany](#)
 3. [Gandel Besen House](#)
- Policy and Procedures for distributing medicine – refer to section 1.3.6 [Health Centre Practices and Procedures](#)
- Register of Staff trained in First Aid (Documents are located in the school Health Centre)
- Records of Student medical conditions and management (On file in the school Health Centre)
- Accidents and Incidents register (On file in the school Health Centre)
- First Aid Policy and Procedures – refer to [Health Centre Practices and Procedures](#)

Approved by the College Principal

Date: 7 September 2017

A handwritten signature in black ink, appearing to read "James Kennell". The signature is written in a cursive style with a vertical line separating the first and last names.

7. Working with Children Check

Date of Issue:	1 September 2007
Revised:	1 February 2010
Revised	19 February 2015

1.0 Purpose

The following covers Mount Scopus Memorial College's policy on compliance with the *Working with Children Act 2005* (the Act).

The Working with Children (WWC) check is an initiative of the Victorian Government and is administered by the Department of Justice. The WWC Check policy assists Mount Scopus Memorial College (MSMC) in the protection of our students and maintains a safe environment by ensuring any person engaged in child related work (paid or unpaid) is compliant with the *Working with Children Act 2005* (the Act).

2.0 Aims

- To ensure Mount Scopus Memorial College is compliant with the *Working with Children Act 2005*.
- To ensure employees, volunteers, contractors and visitors working at Mount Scopus Memorial College who fall within the guidelines determined by the *Working with Children Act* are compliant with the Act.

3.0 Guidelines

- Mount Scopus Memorial College has legislative obligations under the *Working with Children Act 2005* with respect to ensuring certain employees, contractors, volunteers and visitors have applied for and have a WWC Check.
- WWC Checks are valid for five years and are transferable between jobs or volunteer organisations.

Compulsory WWC Checks

- All non- teaching staff either employed full time, part time, fixed term or casual by Mount Scopus Memorial College
- Parents and volunteers engaging in work as a volunteer in which their child does not participate.
- Parents and volunteers who coach and/or support sports teams in which their child does not participate.
- Parents and volunteers attending school camps.
- Representatives from organisations not employed by the College.
- Any casual or short term staff employed by Mount Scopus Memorial College (e.g. staff employed to assist with productions or other special activities)
- Outside of school hours care staff employed by Mount Scopus Memorial College.

- Other volunteers engaged in child related work either paid or unpaid.
- Student services support staff contracted to Mount Scopus Memorial College.
- Those contractors identified as required to obtain a WWC check (including Information Technology staff) are required to provide Mount Scopus Memorial College with a copy of their Working with Children Check Card prior to entering the premises and commencing their work. It is the Contractors responsibility to cover the cost associated in obtaining their Working with Children Check.

Exemptions

- Teaching staff who are registered teachers under the Victorian Institute of Teaching (VIT) Act 2001 employed at Mount Scopus Memorial College, as they have undergone criminal records checks through the VIT.

Implementation

- The College will keep a register listing the relevant details of those people who have obtained a WWC Check so that it will not be necessary to produce the check on every occasion. This register will be maintained by the Human Resources Department in conjunction with the Operations Manager. The register will be updated with new WWC checks on an ongoing basis. Human Resources will notify staff whose WWC is due for renewal in advance of their renewal date.
- Casual relief teaching staff employed by the College must provide a copy of their current VIT registration before commencing.
- Sufficient time should be given for volunteers attending camps to obtain a WWC Check.
- All employees, contractors and volunteers of Mount Scopus Memorial College are responsible for acquiring and maintaining current WWC Checks.
- In the event that an employee commences employment with the College and fails to provide proof of their Working with Children Check Card, the College reserves the right to terminate employment without notice.
- In the event of the College becoming aware of an employee being charged with, convicted of or found guilty of any relevant offences since having provided their last Working with Children Check, the College reserves the right to terminate employment without notice.
- The cost of future Working with Children Check Renewals will be the employee's responsibility.

4. Responsibility

- The Human Resources Manager is to ensure that this policy is adhered to and on a regular basis review its administrative compliance systems in relation to Working with Children Checks.
- All Deputy Principals and Managers are to ensure that all categories identified in this policy who are required to have a WWC check must have a WWC. Please ensure you receive a copy of the volunteer or contractors WWC card before he/she commences their volunteer or contract work. A copy of that check must also be forwarded to Human Resources.

- Please note it is an offence (punishable by up to two years imprisonment and/or a fine) to knowingly engage a person in child related work without a WWC check.
- Reference and further information in relation to WWC checks can be found at: <http://www.workingwithchildren.vic.gov.au/>

Approved by the College Principal:

Date: 19 February 2015

A handwritten signature in black ink, appearing to read "James Kennard". The signature is written in a cursive style with a large initial 'J' and 'K'.

8. Camps/Extended Programs

Introduction

Mount Scopus Memorial College has an obligation to ensure all students of the College are safe at all times whilst under the care of the College.

Purpose

The following serves the college's policy in relation to teaching staff, volunteers, youth leaders at School Camps, sleepovers and billeting whilst overseas.

A. Camps Involving Sleepovers

1. Prior to Camp / Trip

- 1.1. Staff should have confirmed with the proposed Campsite / accommodation, that an appropriate Child Protection Policy (or similar) and/or Code of Conduct is in place.
- 1.2. Staff should ensure key OH&S risks associated with the activity have been considered - complete '[Form 001 Outdoor Education – Camp Checklist](#)'.
- 1.3. Staff should conduct a risk assessment relevant to the particular location, which should identify any possible areas of concern, including bushfire. Any identified risks should be examined with possible responses determined. Complete '[Form 014 – Outdoor \(Off Campus\) Risk Assessment](#)', which contains questions for camp/excursion providers and teachers in charge.
- 1.4. Staff should complete details listed in '[Form 005 – Emergency Response Plan Proforma](#)' and keep with them throughout their preparations and the camp/excursion.
- 1.5. Ensure that all school camp staff / volunteers have been interviewed, recommendations checked and verified.
- 1.6. Ensure all staff, camp staff / volunteers have a current working with children check or similar type police check from the country of origin.
- 1.7. Ensure staff / volunteer training is carried out to all staff in regard to Mount Scopus Memorial College Child Protection Policy
- 1.8. This training should include information in relation to:
 - This policy
 - An established set of guidelines with staff volunteers as to what constitutes appropriate behaviour, in accordance with the 'Staff Contact with Students' policy.
 - Personal safety and security
 - What is proper supervision
 - Mandatory reporting of incidents.
 - The need to de-brief any incidents with authorised persons.

- 1.9 Designated roles and responsibilities should be delegated to all staff in dealing with potential issues should they arise.
- 1.10 Guidelines should be developed for issues relating to inappropriate behaviour of students.
- 1.11 Students' medical records should be fully examined (by a designated staff member), with any medical or other issues which may become problematic being clearly identified.
- 1.12 An appropriately qualified person or persons should be made responsible for the medical welfare of students.
- 1.13 Students should be fully briefed in relation to current Mount Scopus Memorial College policies.

1.14 Bushfire Preparedness

Schools, kindergartens and licensed child care centres that have been identified as being at high fire risk and on the Department of Education and Training's [Bushfire At-Risk Register](#) will close on days determined 'Code Red' by the Emergency Management Commissioner (see website at <http://www.emv.vic.gov.au/>).

Mount Scopus Memorial College is among those schools and services not on the Department's Bushfire At-Risk Register and will remain open, unless directly threatened by fire or another emergency.

Staff in charge of camps and excursions must be sure to take the following steps in preparing for the offsite activity:

- Check the College's Emergency Management Plan for guidance with regard to bushfire preparedness, and complete and submit any relevant checklists to the Principal or the campus's relevant Deputy Principal.
- Confirm with the proposed campsite / accommodation to determine the facility's bushfire plan and have a full understanding what their requirements are to be bushfire prepared.
- Check Department of Education and Training website / MFB Websites / Fire Ready App for potential and actual closure notifications.
- Check relevant emergency services websites for current information.
- Monitor ABC radio 774 on Code Red days (as determined by the Emergency Management Commissioner) for emergency alerts if decision was made to go ahead with offsite excursion.

2. During Camp

General

- 2.1 Staff should ensure all policies and procedures are followed.

Security

- 2.2 All staff should monitor any unknown person/s on the camp / grounds at all times, and unknown person/s should be approached and questioned as to the reason for their presence.

Supervision

- 2.3 All areas that are required for camp activities should be under supervision when being used by the students.

Student Accommodation

- 2.4 Student accommodation should be kept secure at all times.
- 2.5 Under no circumstances should students and staff be sleeping in the same room or the same secluded area.
- 2.6 No student may sleep, even in a separate room, on their own, in an area to which only staff have access.
- 2.7 Staff accommodation should be in close proximity to student accommodation.

Staff Interaction with Students

- 2.8 In addition to items covered in the 'Staff Contact with Students' policy, Staff / volunteers and camp staff, including youth leaders, must not be alone in an enclosed or secluded area with a student.
- 2.9 Older students should not have unsupervised interactions with younger students, unless they are authorised Youth Leaders, and have been approved for such interaction.

Privacy

- 2.10 Staff must ensure children are always given appropriate privacy while changing or showering.
- 2.11 Staff must respond to the needs of students that may feel unsafe.

Alcohol and Drugs

- 2.12 No non prescribed drugs or alcohol are to be brought to the camp by any person.
- 2.13 Staff must not consume alcohol at any time while on camp.

Reporting of Incidents

- 2.14 All staff are to report any situation of concern to the authorised person who is in charge of the camp.

3 After Camp

- 3.1 A full debrief should be held at the conclusion of the camp. Any issues or potential on-going issues should be discussed with the Teacher in Charge and the relevant College Leadership Member.
- 3.2 These discussions should be properly documented and then forwarded to the authorised person.

4 Ongoing

The Operations Manager is responsible for:

- 4.1 Determining who should monitor fire risk information and how.
- 4.2 Reviewing the College's Emergency Management plan prior to the official start of the Bushfire season.
- 4.3 Ensure communication procedures are in place to contact parents / guardians in the event of a closure or evacuations.
- 4.4 Allocating roles and responsibilities of principals, staff and parents in regard to emergency evacuation positions.

5 Mandatory Notification of Suspected Child abuse:

- 5.1 Camps create opportunities for extended and relaxed contact with students during which supervisors might observe physical or emotional signs that suggest possible physical sexual or emotional abuse or neglect, either at home, at school or at the camp.
- 5.2 If a member of staff has reasonable grounds for suspecting such abuse or neglect they must inform the police and relevant authorities, as prescribed in the College's Mandatory Reporting policy.
- 5.3 The member of staff making the report may choose to inform the College Principal, but the responsibility to make the report rests entirely with the member of staff.

B. Overseas Travel

6 Security

- 6.1 A separate Threat Assessment document is provided for overseas trips, and it is incumbent on all staff to read and understand the content of this document.

7 Transport

- 7.1 Travelling on extended plane, train or bus trips can create additional risks to students, and appropriate measures should be put in place ensuring any potential issues are minimised.
- 7.2 A roster system should be established between staff, ensuring at any one time at least one member of staff is awake and supervising the students.

8 Accommodation

- 8.1 Student and Staff accommodation should be planned and booked prior to the departure of students from Melbourne.
- 8.2 Only recommended and checked forms of accommodation are to be used.

9 Local Risks

- 9.1 At all times Mount Scopus Memorial College must be familiar with local customs and laws, ensuring students and staff do not put themselves into situations that may create unnecessary issues.
- 9.2 Restrictions in relation to where individuals may travel, or when photos may be taken are examples of these restrictions.

10 Students Suffering From Illness

- 10.1 Appropriate arrangements should be put in place in the event that a student becomes sick during a trip.
- 10.2 These measures should include local medical facilities that have been checked and approved, as well as local Emergency Care facilities and hospitals.
- 10.3 A sick student (or staff member) must not attend any medical facility alone. A staff member is to attend with the student, and remain with them at all times during treatment.

11 Billeting

- 11.1 It is the responsibility of Mount Scopus Memorial College to ensure the host families provide suitable accommodation for students to live in and pose no risk to their safety.
- 11.2 Schools must try to match students by age, sex, and cultural groupings.
- 11.3 Participating students should understand that they might encounter different social and cultural practices. While an appreciation of these might enhance social and multicultural awareness, students should feel free to ask the teacher in charge for help to change accommodation, if they find themselves in an uncomfortable situation.
- 11.4 Each billeted student must have means to communicate with a staff member at all times.
- 11.5 Staff members must ensure that host families are provided with all relevant information, including health care needs of the student, contact details of staff, transport arrangements, and the students' program of activities. If the billeted student has any special health care needs, related contingency planning must be included.
- 11.6 The teacher in charge must maintain a current list of billeted students and their addresses and telephone numbers.
- 11.7 Where students are staying on farms or in other areas where hazardous machinery is located, safety arrangements must be discussed beforehand between teachers and the students, billeting families and the school. Rules include no dangerous activities, no access to dangerous weapons.
- 11.8 Effective communications protocols must be in place for leaders to ensure the welfare of billeted students at their billets at any time.

C. Roles and Responsibilities

All staff and specific roles and responsibilities:

- Principal -
- Teachers -
- Teachers in Charge -
- Leadership team -

12.1 Principal

For each camp or excursion, it is the responsibility of the Principal to:

- ensure compliance with this policy
- endorse the curriculum component
- ensure that planning has taken account of the special needs of students
- ensure that planning has considered any reasonably predictable conditions and hazards that could be encountered
- approve appropriate safety procedures and ensure that they are instituted
- be satisfied that the camp leadership team has the necessary skills and experience
- approve the selection of a leadership team
- approve the nomination of the leadership team's teacher-in-charge
- ensure all leaders are aware of their mandatory notification responsibilities
- ensure that the leadership team-to-students ratio is adequate
- ensure that bookings, consents and notification of relevant agencies, local authorities and landowners have been made
- enunciate acceptable behaviours for all participants
- advise the leadership team of procedures for withdrawing students from the excursion or campsite in cases of serious misconduct or if the staff can no longer ensure the welfare of the student due to reasons of the student's health
- ensure that correct protocols for gaining parents' consent have been observed
- ensure that the appropriate approvals have been received.
- ensure that documentation is kept as required.

12.2 Teachers

Teachers must:

- ensure compliance with this policy
- identify and assess the hazards likely to face students involved in any activity. Such an assessment must consider special hazards identified in participants' health care records
- take whatever steps are practicable to minimise those hazards
- take all reasonable positive measures to prevent injury to students
- observe the standards of safe practice in any activity established by accredited organisations and other specialist practitioners
- use correct activity equipment, including any required safety equipment
- employ any other required principles of safe practice.

12.3 Teacher-in-charge

All camps and excursions must be under the leadership and control of a 'teacher-in-charge'. Where more than one teacher is involved in supervising a camp or excursion, a 'teacher-in-charge' must be appointed. This teacher has a supervisory role over the educational program and the activities undertaken. During a camp or extended activity, when the teacher-in-charge is rostered off duty, she/he can delegate the role to another teacher if adequate levels of supervision can be maintained. The teacher-in-charge must ensure that:

- this policy is followed
- leaders and students are well equipped for all reasonably predictable conditions
- appropriate first aid kits are available
- leadership team members are fully briefed and trained for their roles and responsibilities, including mandatory notification.

12.4 Leadership team

The leadership team consists of all those with a supervisory responsibility for the camp or excursion. These leaders could therefore be any of the following:

- teachers, including the teacher-in-charge
- appointed instructors
- voluntary workers, e.g. parents, Madrichim

Each member of the leadership team must have a clear understanding of:

- the program, its purpose, the itinerary and any contingency plans
- the relative skills of leadership team members
- his/her role and responsibilities under this policy including mandatory notification
- relevant OHS&W issues.

Approved by College Principal:



James Kennard

Dated:

20 June 2017

9. Risk Management Strategies

The College has formulated and implements the following risk management strategies to ensure compliance with child safety standards:

General

- Child safety code of conduct
- Child safety reporting procedures
- Induction for all visitors, staff, volunteers and contractors
- Training for students and staff to detect inappropriate behaviour
- Student and staff counselling and other resources available within the Student Services faculty

Environment

- CCTV for unsupervised and low visibility areas
- Clear windows in walls to enable visibility of occupants
- Assessment of new or changed physical environments for child safety risks
- Supervision or monitoring of activities

Staff Recruitment

- Online searches (Google, Facebook etc) on staff candidates prior to employment offer
- Performance management procedures
- Pre-employment reference checks that include checking for child safety
- Criminal history checks and confirming currency of WWCC/VIT registration and proof of identity
- Interview questions checking the applicant's knowledge and experience of child protection practices.

Implementation

The framework is implemented and delivered within the school in the following ways:

- New staff induction policies and processes include the requirement for personal proof of identity, cross checking of qualifications and experience, and a signed acknowledgement of the College's 'Essential Policies for Staff', which include our policies on child protection, duty of care, whistleblowers' protection, personal leave, respectful workplace, dress codes, teacher workloads, and attendance at after-hours meetings.
- Child protection policies are distributed annually to all parents and staff, and made publicly available on the College website, and complemented by online and in-person training provided to all staff.


- The College's physical environment on all campuses has been designed to prevent places where children and staff can be unobserved. Visibility is effected by windows in all classrooms, proper maintenance carried out on window coverings, regular patrols of corridors, classrooms and low visibility areas by staff during recess and lunch breaks, and CCTV cameras in low visibility areas.
- Off campus activities such as excursions, camps and overseas trips are carefully planned, and risk assessments are carried out for staff supervision and on-site facilities.

Reviews and Updates

These strategies are regularly reviewed, amended and implemented as and when necessary.

Responsibility

The implementation of these strategies will be monitored by the College Principal.

A handwritten signature in black ink, appearing to read 'James Kennard', written in a cursive style.

Rabbi James Kennard
8 May 2017