

Monbulk College

Policy:	Child Safety & Mandatory Reporting
Date Ratified:	August 2019
Date of last Review:	July 2019

PURPOSE

The purpose of this policy is to ensure that all staff and members of our school community understand the various legal and other reporting obligations related to child safety that apply to Monbulk College.

The specific procedures that are applicable at our school are contained at Appendix A.

SCOPE

This policy applies to all school staff, volunteers and school community members. It also applies to all staff and students engaged in any school and school council-run events, activities and services.

POLICY

All children and young people have the right to protection in their best interests. Monbulk College understands the important role our school plays in protecting children from abuse including:

- Physical abuse
- Sexual abuse (including sexual exploitation)
- Family violence
- Emotional abuse
- Neglect (including medical neglect)
- Grooming

The staff at Monbulk College are required by law to comply with various child safety reporting obligations. For detailed information about each obligation, please refer to [Identifying and Responding to All Forms of Abuse in Victorian Schools](#).

At Monbulk College, we also recognise the diversity of the children and young people at our school and take account of their individual needs and backgrounds when considering child safety.

Mandatory Reporting

Principals, registered teachers, registered medical practitioners, nurses and all members of the police force are mandatory reporters under the *Children, Youth and Families Act 2005* (Vic). *NOTE: as a result of changes to mandatory reporter groups, registered psychologists will be mandatory reporters from 1 March 2019, and then from 21 January 2020, school counsellors will also be mandatory reporters.*

All mandatory reporters must make a report to the Department of Health and Human Services (DHHS) Child Protection as soon as practicable if, during the course of carrying out their professional roles and responsibilities, they form a belief on reasonable grounds that:

- a child has suffered, or is likely to suffer, significant harm as a result of physical abuse and/ or sexual abuse, and
- the child's parents have not protected, or are unlikely to protect, the child from harm of that type.

A mandatory reporter who fails to comply with this legal obligation may be committing a criminal offence. It is important for all staff at Monbulk College to be aware that they are legally obliged to make a mandatory report on each occasion that they form a reasonable belief that a child is in need of protection and they must make a mandatory report even if the principal does not share their belief that a report is necessary.

At our school, all mandated school staff must undertake the *Mandatory Reporting and Other Obligations eLearning Module* annually. For more information about Mandatory Reporting see the Department's *School Policy and Advisory Guide: [Child Protection – Reporting Obligations](#)*.

Child in need of protection

Any person can make a report to DHHS Child Protection (131 278 – 24 hour service) if they believe on reasonable grounds that a child is in need of protection.

The policy of the Department of Education and Training (DET) requires **all staff** who form a reasonable belief that a child is in need of protection to report their concerns to DHHS or Victoria Police, and discuss their concerns with the school leadership team.

For more information about making a report to DHHS Child Protection, see the Department's *School Policy and Advisory Guide: [Child Protection – Making a Report and Four Critical Actions for Schools: Responding to Incidents, Disclosures and Suspicions of Child Abuse](#)*.

At Monbulk College we also encourage all staff to make a referral to Child FIRST when they have significant concern for a child's wellbeing. For more information about making a referral to Child FIRST see the *School Policy and Advisory Guide: Child Protection – Reporting Obligations*.

Reportable Conduct

Our school must notify the Department's Employee Conduct Branch (9637 2594) if we become aware of an allegation of 'reportable conduct'.

There is an allegation of reportable conduct where a person has formed a reasonable belief that there has been:

- a sexual offence (even prior to criminal proceedings commencing), sexual misconduct or physical violence committed against, with or in the presence of a child;
- behaviour causing significant emotional or physical harm to a child;
- significant neglect of a child; or
- misconduct involving any of the above.

The Department, through the Employee Conduct Branch, has a legal obligation to inform the Commission for Children and Young People when an allegation of reportable conduct is made.

Our principal must notify the Department's Employee Conduct Branch of any reportable conduct allegations involving current or former teachers, contractors, volunteers (including parents), allied health staff and school council employees.

If school staff become aware of reportable conduct by any person in the above positions, they should notify the school principal immediately. If the allegation relates to the principal, they should notify the Regional Director.

For more information about Reportable Conduct see the Department's *School Policy and Advisory Guide: Reportable Conduct Scheme*.

Failure to disclose offence

Reporting child sexual abuse is a community-wide responsibility. All adults (ie persons aged 18 years and over), not just professionals who work with children, have a legal obligation to report to Victoria Police, as soon as practicable, where they form a 'reasonable belief' that a sexual offence has been committed by an adult against a child under the age of 16 by another person aged 18 years or over.

Failure to disclose information to Victoria Police (by calling 000 or local police station) as soon as practicable may amount to a criminal offence unless a person has a 'reasonable excuse' or exemption from doing so.

"Reasonable belief" is not the same as having proof. 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 when:

- 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 mandated professional to form a belief that the child has been sexually abused
- signs of sexual abuse leads to a belief that the child has been sexually abused.

"Reasonable excuse" is defined by law and includes:

- fear for the safety of any person including yourself or the potential victim (but not including the alleged perpetrator or an organisation)
- where the information has already been disclosed, for example, through a mandatory report to DHHS Child Protection.

For more information about this reporting obligation, see the Department's *School Policy and Advisory Guide: Failure to disclose offence*.

Failure to protect offence

This reporting obligation applies to school staff in a position of authority. This can include principals, assistant principals and campus principals. Any staff member in a position of authority who becomes aware that an adult associated with their school (such as an employee, contractor, volunteer or visitor) poses a risk of sexual abuse to a child under the age of 16 under their care, authority or supervision, must take all reasonable steps to remove or reduce that risk.

This may include removing the adult (ie persons aged 18 years and over) from working with children pending an investigation and reporting your concerns to Victoria Police.

If a school staff member in a position of authority fails to take reasonable steps in these circumstances, this may amount to a criminal offence.

For more information about this reporting obligation, see the Department's *School Policy and Advisory Guide: Failure to protect offence*.

Grooming

Grooming is a criminal offence under the *Crimes Act 1958* (Vic). This offence targets predatory conduct undertaken by an adult to prepare a child, under the age of 16, to engage in sexual activity at a later time. Grooming can include communicating and/or attempting to befriend or establish a relationship or other emotional connection with the child or their parent/carer.

For more information about this offence and reporting obligations see: [Child Exploitation and Grooming](#).

Appendices

- a. Child Safety Reporting Procedures
- b. Monbulk College: Child Safe Leadership Statement
- c. Child Safety Code of Conduct (Staff)
- d. Child Safety Code of Conduct (Student)
- e. Risk Management
- f. Definitions for MOU 870

References

- <http://www.education.vic.gov.au/about/programs/health/protect/Pages/default.aspx?Redirect=1>
- <http://www.education.vic.gov.au/school/principals/spag/safety/Pages/childprotection.aspx>
- <http://www.education.vic.gov.au/school/principals/spag/safety/pages/protection.aspx>
- <http://www.vrqa.vic.gov.au/childsafepages/default.html>
- Ministerial Order 870: Child Safe Standards – Managing the Risk of Child Abuse in schools:
- Monbulk College: Student Engagement Policy
- Monbulk College: Behaviour Management Policy
- [Failure to disclose offence](#)
- [Failure to disclose offence: Fact Sheet](#)
- [Failure to protect offence](#)
- [Failure to protect offence: Fact Sheet](#)

Approved By	School Council
Approval Authority (Signature & Date)	<i>M J Uren</i> 28/8/19
Responsible for Review	Assistant Principal – Policy and Planning Sub-Committee
Next Review Date	November 2019 (annually)

Child Safety Reporting Procedures at Monbulk College

For students

- All students should feel safe to speak to any staff member to raise any concerns about their safety or any other concerns that they have.
- If a student does not know who to approach at Monbulk College they should start with their classroom teacher or Year Level Team Leader or Assistant Principal
- Any student may approach the Student Wellbeing Team for additional support or further information
- Information may also be found in the Student Planner on who they can talk to

Managing disclosures made by students

When managing a disclosure you should:

- listen to the student and allow them to speak
- stay calm and use a neutral tone with no urgency and where possible use the child's language and vocabulary (you do not want to frighten the child or interrupt the child)
- be gentle, patient and non-judgmental throughout
- highlight to the student it was important for them to tell you about what has happened
- assure them that they are not to blame for what has occurred
- do not ask leading questions, for example gently ask, "What happened next?" rather than "Why?"
- be patient and allow the child to talk at their own pace and in their own words
- do not pressure the child into telling you more than they want to, they will be asked a lot of questions by other professionals and it is important not to force them to retell what has occurred multiple times
- reassure the child that you believe them and that disclosing the matter was important for them to do
- use verbal facilitators such as, "I see", restate the child's previous statement, and use non-suggestive words of encouragement, designed to keep the child talking in an open-ended way ("what happened next?")
- tell the child in age appropriate language you are required to report to the relevant authority to help stop the abuse, and explain the role of these authorities if appropriate (for a young child this may be as simple as saying "I will need to talk to people to work out what to do next to help you").

When managing a disclosure you should AVOID:

- displaying expressions of panic or shock
- asking questions that are investigative and potentially invasive (this may make the child feel uncomfortable and may cause the child to withdraw)
- going over the information repeatedly (you are only gathering information to help you form a belief on reasonable grounds that you need to make a report to the relevant authority)
- making any comments that would lead the student to believe that what has happened is their fault
- making promises to the child about what will occur next or that things will be different given the process can be unpredictable and different for each child depending on their circumstances (instead reassure them that you and others will do your best to help).

General procedures

Our school will follow the *Four Critical Actions for Schools: Responding to Incidents, Disclosures and Suspicions of Child Abuse* (Four Critical Actions) when responding to incidents, disclosures and suspicions of child abuse.

All staff at our school who believe that a child is in need of protection. Even if it does not meet the threshold required for mandatory reporting or the staff member is not a mandatory reporter, should in the first instance, speak to Student Wellbeing or Principal Class; or should make the required reports to DHHS Child Protection and/or Victoria Police as necessary.

At our school, Principal Class will be responsible for monitoring overall school compliance with this procedure. Nothing in this procedure prevents a staff member or any other person from reporting to the relevant authorities if they form a reasonable belief that a child is at risk of abuse.

Reporting suspicions, disclosures or incidents of child abuse

Responsibilities of all school staff

If a school staff member reasonably suspects or witnesses an incident of child abuse or receives a disclosure of child abuse, they must:

- If a child is at immediate risk of harm, separate alleged victims and others involved, administer first aid and call 000.
- Speak to Principal Class as soon as possible, who will follow the Four Critical Actions.
- Make detailed notes of the incident or disclosure and ensure that those notes are kept and stored securely
- If the staff member is a mandatory reporter and reasonably believes that a student has suffered physical and/or sexual abuse from which the child's parents have not protected the child, they must make a report to DHHS Child Protection. This staff member will be supported by Student Wellbeing and/or Principal Class in the making of this report
- If the staff member has formed a 'reasonable belief' that a sexual offence has been against a child, they must make a report to Victoria Police.

In circumstances where a member of the leadership team disagrees that a report needs to be made, but the staff member has formed a 'reasonable belief' that the child is in need of protection and/or has been the victim of sexual abuse, the staff member must still contact DHHS Child Protection and/or Victoria Police to make the report.

Responsibilities of Student Wellbeing & Principal Class

The Principal Class and Student Wellbeing Coordinator is responsible for promptly managing the school's response to an incident, suspicion or disclosure of child abuse, and ensuring that the incident, suspicion or disclosure is taken seriously.

The Principal Class and Student Wellbeing Coordinator is also responsible for responding appropriately to a child who makes or is affected by an allegation of child abuse.

If the Principal Class and Student Wellbeing Coordinator receives a report from a school staff member or member of the school community of a suspicion, disclosure or incident of child abuse, they must:

- Follow the Four Critical Actions as soon as possible, including:
 - Responding to an emergency
 - Reporting to authorities/referring to services
 - Contacting parents/carers and
 - Providing ongoing support.
- Make detailed notes of the incident or disclosure, including actions taken and ensure that those notes are kept and stored securely.

- They are also responsible for ensuring that any staff member who reported the incident, disclosure or suspicion to them also makes and keeps notes of the incident.
- At Monbulk College, Principal Class and Student Wellbeing Coordinator will be responsible for ensuring that there is a prompt response to the disclosure and that the child is appropriately supported.

If the principal/other nominated staff member responsible above is unavailable, the Year Level Team Leader will take on the role and responsibilities described in this section.

Duty of care and ongoing support for students

Fulfilling the requirements in this procedure does not displace or discharge any other obligations that arise if a person reasonably believes that a child is at risk of abuse.

All staff have a duty of care to take reasonable steps to prevent reasonably foreseeable harm to students. All staff must ensure that Principal Class or other appropriate staff member is aware of any incidents, suspicions or disclosures of child abuse as soon as possible after they occur. This will allow appropriate supports to be put in place for the student affected.

For school visitors, volunteers and school community members

All community members aged 18 years or over should be aware of their legal obligations – see *Failure to disclose offence* above, in this Policy.

Any person can make a report to DHHS Child Protection if they believe on reasonable grounds that a child is in need of protection. For contact details see the Four Critical Actions - https://www.education.vic.gov.au/Documents/about/programs/health/protect/FourCriticalActions_ChildAbuse.pdf



Monbulk College Leadership in a Child Safe Environment Statement

Working with children can be very rewarding, and it brings additional responsibilities.

Leaders must act to protect children from abuse in our organisation, and build an environment where children feel respected, valued and encouraged to reach their full potential.

This requires a culture of child safety to be embedded throughout Monbulk College, so that child safety is part of everyone's everyday thinking and practice.

Such a culture is achieved through proactive leadership in demonstrating the appropriate values, attitudes and behaviours of an organisation.

A child safe environment is the product of a range of strategies and initiatives. Monbulk College will foster a culture of

Openness Inclusiveness Awareness


Children and adults should know what to do if they observe, or are subject to abuse or inappropriate behaviour.

All staff and volunteers must consider the safety of all children at Monbulk College; and recognise the importance and cultural safety for the diversity of all children:

- Aboriginal children
- children from culturally and linguistically diverse backgrounds
- children with a disability
- children who are vulnerable

Code of Conduct (Staff)

PROTECT



CHILD SAFE STANDARD 3: CODE OF CONDUCT

Child Safety: Code of Conduct (November 2018)

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

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

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

All staff, volunteers and board members of Monbulk College are required to observe child safe principles and expectations for appropriate behaviour towards and in the company of children, as noted below.

All personnel of Monbulk College are responsible for supporting the safety, participation, wellbeing and empowerment of children by:

- adhering to **Monbulk College** child safe policy at all times / upholding **Monbulk College** statement of commitment to child safety at all time
- taking all reasonable steps to protect children from abuse
- treating everyone with respect
- listening and responding to the views and concerns of children, particularly if they are telling you that they or another child has been abused and/or are worried about their safety or the safety of another
- promoting the diversity of all children, and specifically Aboriginal and Torres Strait Islander children, children from culturally and linguistically diverse backgrounds, children with disabilities, and children who are vulnerable
- promoting the cultural safety, participation and empowerment of Aboriginal children (for example, by never questioning an Aboriginal child's self-identification)
- promoting the cultural safety, participation and empowerment of children with culturally and/or linguistically diverse backgrounds (for example, by having a zero tolerance of discrimination)
- promoting the safety, participation and empowerment of children with a disability (for example, during personal care activities)
- ensuring as far as practicable that adults are not left alone with a child
- reporting any allegations of child abuse to **Monbulk College** Child Safety Officer SWC/ leadership, and ensure any allegation to reported to the police or child protection
- reporting any child safety concerns **Monbulk College** Child Safety Officer SWC / leadership
- if an allegation of child abuse is made, ensure as quickly as possible that the child(ren) are safe

- encouraging children to 'have a say' and participate in all relevant organisational activities where possible, especially on issues that are important to them.

Staff and volunteers must not:

- develop any 'special' relationships with children that could be seen as favouritism (for example, the offering of gifts or special treatment for specific children)
- exhibit behaviours with children which may be construed as unnecessarily physical (for example inappropriate sitting on laps. Sitting on laps could be appropriate sometime, for example while reading a storybook to a small child in an open plan area)
- put children at risk of abuse (for example, by locking doors)
- do things of a personal nature that a child can do for themselves, such as toileting or changing clothes
- engage in open discussions of a mature or adult nature in the presence of children (for example, personal social activities)
- use inappropriate language in the presence of children
- express personal views on cultures, race or sexuality in the presence of children
- discriminate against any child, including because of culture, race, ethnicity or disability
- have contact with a child or their family outside of our organisation without our child safety officer's knowledge and/or consent (for example, no babysitting). Accidental contact, such as seeing people in the street, is appropriate)
- have any online contact with a child or their family (unless necessary, for example providing families with e-newsletters)
- ignore or disregard any suspected or disclosed child abuse.

By observing these standards you acknowledge your responsibility to immediately report any breach of this code to **Monbulk College** Child Safety Officer SWC / leadership.

If you believe a child is at immediate risk of abuse phone 000.

I agree to adhere to this Code of Conduct:

Name: Signature: Date:

Code of Conduct (Student)

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

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

Taken from Monbulk College Student Engagement Policy. Appendix 5.3 'Student Expectations'

VALUE	BEHAVIOUR
<p>Respect treating self, others and the environment with integrity and honesty</p>	<ul style="list-style-type: none"> • Be respectful, considerate and courteous. • Encourage, respect, value and celebrate diversity. • Value others for their individuality. • Listen carefully • Understand and follow school rules. • Express opinions and feelings assertively respecting the feelings and opinions of others. • Speak politely and treat others as you would like to be treated. • Practise behaviours that will keep everyone safe. In particular, bullying behaviours, including cyberbullying, will not be tolerated. • Care for the school and general environment. • Follow instructions from staff. • Respect the right of others to learn, co-operate with staff, be actively involved in classroom and co-curricular activities and complete all required work on time. • Allow others to learn in a positive environment. • Treat others equally and justly. • Be supportive of others. • Maintain healthy lifestyle practices and a positive outlook. • Be a good loser and a gracious winner.
<p>Responsibility taking ownership of one's personal and educational development</p>	<ul style="list-style-type: none"> • Participate positively and actively to the best of your ability. • Attend school everyday. • Be punctual and properly prepared for class. • Participate in class and school activities to the best of one's ability. • Understand one's role as a representative of Monbulk College in the wider community. • Be understanding and tolerant • Be responsible for one's actions and behaviour.

	<ul style="list-style-type: none"> • Behave according to school rules. • Acknowledge and accept consequences of behaviour • Be prepared to mend harm through restorative approaches • Complete work on time • Wear correct school uniform and sporting attire. • Co-operate with staff, authorised visitors and fellow students. • Work and play co-operatively, safely and responsibly • Take responsibility for one's own learning; ask questions and for help when needed. • Be truthful and honest.
<p>Excellence achieving personal best in every aspect of college life</p>	<ul style="list-style-type: none"> • Strive for one's personal best at all times. • Recognize and celebrate personal achievements. • Always aim for higher standards and better results. • Work to the best of one's ability and encourage others to do the same. • Accept responsibility for maximising one's opportunities. • Acknowledge and celebrate the success of others and the achievement of their goals. • Value the acquisition of knowledge and the process of learning. • Approach all tasks and challenges with a commitment to achieving the best possible result. • Plan, monitor and keep up to date with learning requirements when absent to ensure that ensuing work is completed.

Risk Management

Process for identifying and reducing or removing risks of child abuse

While risk management assessments and strategies will vary for each school, managing risk typically involves the following steps and considerations.

1. Identify the school's child safety risks across the range of school environments (including excursions, camps, online). A sample risk assessment can be found [here](#).
2. Identify any existing risk mitigation measures or existing controls.
3. Assess and rate the school's child safety risks given the existing controls in place, taking into account the likelihood of risk, and the likely consequence of the risk.
4. If the risk rating is more than the 'acceptable level', identify further risk management strategies through additional treatments or other prevention, detection or mitigation strategies and then re-assess the risk (once in place these treatments will then become controls).

The risk management process should be documented, recorded and reviewed periodically. Effective risk management strategies are dynamic and change over time as new risks arise and others may no longer be relevant.

Effective risk management strategies need to be transparent, well understood and diverse, to take account of the increased level of risk associated with the specific nature of some activities and the vulnerability of particular groups.

CHILD SAFE STANDARD 6: RISK ASSESSMENT

A key part of a risk management strategy is a risk assessment. Risk assessments can take many forms. An example is provided below. Risk assessment resources form part of the [School Policy & Advisory Guide: Risk Management Policy](#). An example is provided below to assist schools in their risk assessment.

Each school will be different and must undertake their school specific assessment.

Risk Event or Environment	Existing risk management strategies or existing controls	Likelihood	Consequence	Current risk rating	New risk management strategies or treatments	Who is responsible?	Target risk rating
No organisational culture of child safety – lack of leadership, public commitment and publicity	Child safety code of conduct Strategies developed to embed culture of child safety	Unlikely	Major	Medium	<ul style="list-style-type: none"> Strategies to embed organisational culture of child safety are reviewed Statement of commitment to child safety is publicly available 	Principal, School Council President	Low
Inappropriate behaviour is not reported and addressed	Child safety code of conduct Clear child safety reporting procedures Performance management procedures	Unlikely	Severe	High	<ul style="list-style-type: none"> Strategies to embed organisational culture of child safety are reviewed annually Refresher training for staff – see eLearning mandatory reporting module 	Principal, School Council President	Low
Unquestioning trust of long term employees and contractors or norms	Strategies developed to embed culture of child safety Clear child safety reporting procedures	Possible	Major	High	<ul style="list-style-type: none"> Statement of compliance upon sign in through Compass Kiosk Refresher training for staff – see eLearning mandatory reporting module 	Principal, School Council President	Low
Recruitment of an inappropriate person	WWCC or Victorian Institute of Teaching registration Employment processes include direct reference to child safe behaviours	Unlikely	Major	Medium	Processes updated to require: <ul style="list-style-type: none"> Criminal history search Pre-employment reference check includes asking about child safety 	Principal, School Council President	Low
Engagement with children online	Child safety code of conduct Strategies developed to embed culture of child safety	Possible	Moderate	Medium	<ul style="list-style-type: none"> Train students and staff to detect inappropriate behaviour Ensure appropriate settings on all student technologies 	Principal, School Council President	Low
Unknown people and environments at excursions and camps	Child safety code of conduct Strategies developed to embed culture of child safety Clear child safety reporting procedures	Unlikely	Moderate	Medium	<ul style="list-style-type: none"> Assessment of new or changed environments for child safety risks Ensure Code and strategies apply in all school contexts Processes updated to require: <ul style="list-style-type: none"> WWCC 	Camp / Excursions organiser, Principal, School Council President	Low
Ad-hoc contractors on the premises (eg maintenance)	Child safe environments Information and awareness for visitors, staff, volunteers and contractors Adequate monitoring	Unlikely	Moderate	Medium	<ul style="list-style-type: none"> Refresher training for frequent contractors Statement of compliance upon sign in through Compass Kiosk 	Principal, School Council Chair	Low

Definitions

Child abuse includes:

- a) any act committed against a child involving:
 - i. a sexual offence; or
 - ii. an offence under section 49B(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.

Child-connected work means work authorised by the school and performance by an adult in a school environment while children are present or reasonably expected to be present.

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

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

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

School Staff means:

In a Government school, an individual working in a school environment who is:

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

In a non-Government school, an individual working in a school environment who is:

- directly engaged or employed by a school governing authority;
- a volunteer or a contracted service provider (whether or not a body corporate or any other person is an intermediary); or
- a minister of religion.

School governing authority means:

- The proprietor of a school, including a person authorised to act for or on behalf of the proprietor; or
- the governing body for a school (however described), as authorised by the proprietor of a school or the ETR Act; or
- the principal, as authorised by the proprietor of a school, the school governing body, or the ETR Act.

Explanatory note: There is a wide variety of school governance arrangements. Depending on the way a school is constituted and operated, the governing body for a school may be the school board, the school council, or some other person or entity. The school governing authorities may share or assign responsibility for discharging the requirements imposed by this Order, in accordance with the school's internal governance arrangements.