

CHILD SAFE CODE OF CONDUCT

Aim

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.

Rationale

Melton Specialist School 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.

Implementation

The Principal and school leaders of Melton Specialist School 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 Melton Specialist School will also provide information and support to enable the Code of Conduct to operate effectively.

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

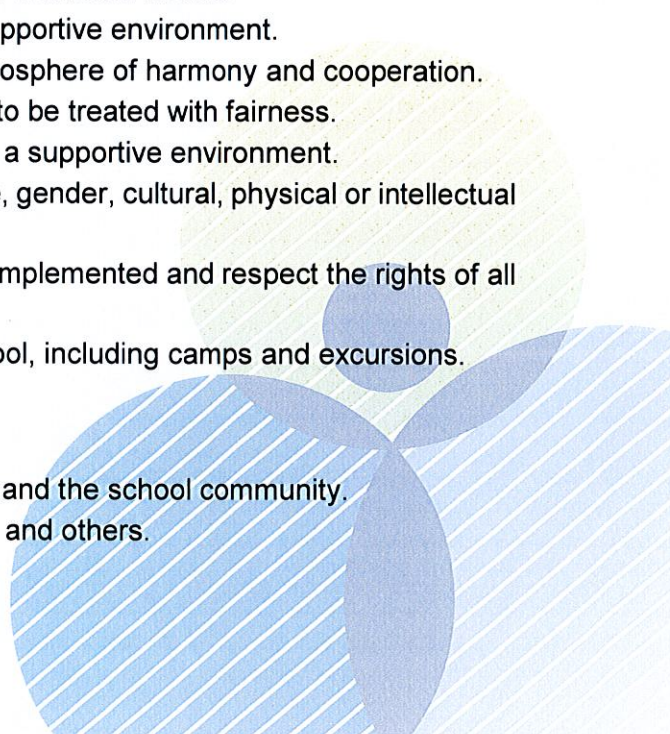
To promote child safety in the school environment we acknowledge the following:

All students have a right to:

- Take part in learning programs that meet their individual needs.
- Feel secure and to be safe in a caring and supportive environment.
- Learn and play without interference in an atmosphere of harmony and cooperation.
- Receive respect, kindness and courtesy and to be treated with fairness.
- Have learning continued without disruption in a supportive environment.
- Be valued for their individuality including; race, gender, cultural, physical or intellectual diversity.
- Expect the school rules are fair, consistently implemented and respect the rights of all involved.
- To be safe in every aspect of daily life at school, including camps and excursions.

All students have a responsibility to:

- Care and value themselves, others, teachers and the school community.
- Be safety conscious in relation to themselves and others.



Treat others with respect and good manners.

- Keep the guidelines of good behaviour, modelling and supporting school values.
- Develop a sense of accountability for their own actions.
- Work to achieve their personal best whilst allowing others to do the same.
- Allow for others to learn and to respect the rights of others.
- Explore their full potential in their learning.

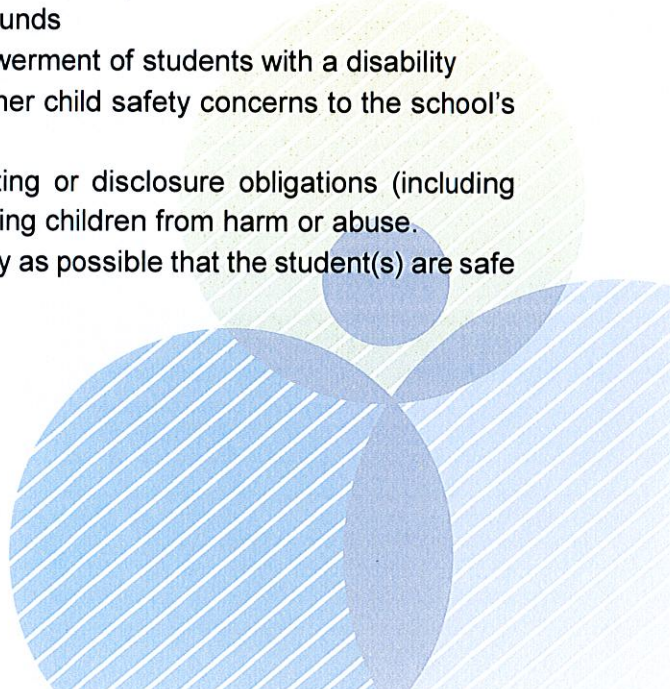
School staff adheres to the following standards about the ways in which school staff are expected to behave with children:

- School staff provide opportunities for all students to learn
- School staff treat their students with courtesy and dignity
- School staff work within the limits of their professional expertise
- School staff maintain objectivity in their relationships with students
- School staff are always in a professional relationship with the students in their school whether at school or not

Acceptable behaviours

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

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



Unacceptable behaviours

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

- ignore or disregard any concerns, suspicions or disclosures of child abuse
- develop a relationship with any student that could be seen as favoritism or amount to 'grooming' behaviour (for example, offering gifts)
- exhibit behaviours or engage in activities with students which may be interpreted as abusive and not justified by the educational, therapeutic, or service delivery context
- ignore behaviours by other adults towards students when they appear to be overly familiar or inappropriate
- discuss content of an intimate nature or use sexual innuendo with students, except where it occurs relevantly in the context of parental guidance, delivering the education curriculum or a therapeutic setting
- treat a child unfavorably because of their disability, age, gender, race, culture, vulnerability, sexuality or ethnicity.
- communicate directly with a student through personal or private contact channels (including by social media, email, instant messaging, texting etc) except where that communication is reasonable in all the circumstances, related to school work or extra--curricular activities or where there is a safety concern or other urgent matter
- photograph or video a child in a school environment except in accordance with school policy or where required for duty of care purposes¹
- in the school environment or at other school events where students are present, consume alcohol contrary to school policy or take illicit drugs under any circumstances.

Related Documents

Related policies and documents include:

- Child Safe Policy on Compass and <https://meltonss.vic.edu.au/our-school/#childsafepolicy>
- Child Safety Responding and Reporting Obligations (including Mandatory Reporting) Policy and Procedures on Compass and <https://meltonss.vic.edu.au/our-school/#childsafepolicy>
- Risk Assessment Register and Child Safe Risk Register
- Statement of Values and School Philosophy
- Student Engagement and Wellbeing Policy
- Duty of Care Policy
- Yard Duty and Supervision Policy
- Camps and Excursions Policy
- Visitors Policy
- Volunteers Policy
- Inclusion and Diversity Policy
- [Identifying and Responding to All Forms of Abuse in Victorian Schools](#)
- [Four Critical Actions for Schools](#)
- [Recording your actions: Responding to suspected child abuse – A template for Victorian schools](#)

- [Identifying and Responding to Student Sexual Offending](#)
- [Four Critical Actions for Schools: Responding to Student Sexual Offending](#)
- [School Policy and Advisory Guide – Duty of Care](#)
- [School Policy and Advisory Guide – Child Protection Reporting Obligations](#)

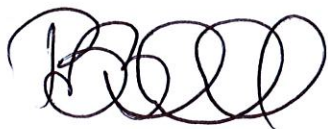
Evaluation

To ensure ongoing relevance and continuous improvement, this policy will be reviewed every 3 years. This policy was last updated on 23rd June 2020 and is scheduled for review in June 2023.

The review will include input from students, parents/carers and the school community.

Certification

This policy was endorsed by the School Council on 23rd June 2020.



Principal
BROOKE BRIODY



School Council President
GLEN GLANVILL

