



St Paul's College

Child Safety Code of Conduct All Members of the School Community

St Paul's College takes a zero-tolerance approach to child abuse and is fully committed to ensuring that its strategies, policies, procedures, and practices meet all Child Safety Standards as specified in the new Victorian Child Safe Standards and Ministerial Order No. 1359 (MO 1359), Implementing the Child Safe Standards – Managing the risk of child abuse in schools and school boarding premises. MO 1359 provided the framework for how St Paul's College has actioned the 11 new Victorian Child Safe Standards, legislated on 1st July 2022

Our child safe policies, procedures, strategies, and practices are inclusive of the needs of all students, particularly our students with a disability, Aboriginal and Torres Strait Islander students, and other students from culturally and linguistically diverse backgrounds, children with disabilities, children who are vulnerable, students in out of home care and LGBTIQ+ students.

St Paul's College provides a contemporary, safe and nurturing school environment with state-of-the-art facilities where children and young people with a range of disabilities have a sense of belonging and every opportunity to achieve optimal learning outcomes

Scope Statement

The purpose of this Scope Statement is to ensure that those who might be affected by this policy are identified, considered, and consulted.

This St Paul's College Child Safe policy applies to:

- *All people who conduct work for the College in a paid or unpaid capacity. This includes board members, executive leadership, staff, volunteers, trainees, contractors, and consultants*
- *Taking into account of other professional or occupational codes of conduct that regulate particular school staff*
- *Taking into account the diversity of all children, including (but not limited to) the needs of Aboriginal and Torres Strait Islander children, children from culturally and linguistically diverse backgrounds, children with disabilities, and children who are vulnerable.*
- *All activities undertaken at the College which involve, result in, or relate to contact with children or young people including excursions, camps, and online learning*
- *Partner organisations will be made aware of this policy and the school's underlying philosophy towards the care of children.*

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Introduction

At St Paul's College we hold the care, safety and wellbeing of children and young people as a central and fundamental responsibility of our school. Our commitment is drawn from and inherent to the teaching and mission of Jesus Christ, with love, justice, and the sanctity of each human person at the heart of the gospel (CECV Commitment Statement to Child Safety).

The person of each individual human being, in his or her material and spiritual needs, is at the heart of Christ's teaching: this is why the promotion of the human person is the goal of the Catholic school

([The Catholic School on the Threshold of the Third Millennium](#), n. 9).

The school's approach to creating and maintaining a child safe school environment is guided by our school philosophy and values. At St Paul's College our vision is 'to be the Catholic Archdiocese of Melbourne's leading provider of high-quality disability, specialist education' and our mission is 'to continue the caring ministry of Jesus by creating choices, offering hospitality, and building our inclusive, compassionate, and sustainable community. We are especially committed to students who are disadvantaged and marginalised.'

Purpose

The purpose of this Policy is to demonstrate the strong commitment of St Paul's College to the care, safety, and wellbeing of all students at our school. It provides an outline of the policies, procedures, actions, and strategies that will be implemented to ensure that a child safe culture is championed and modelled at all levels of the school, to keep students safe from harm, including all forms of abuse in our school environment, on campus, online and in other locations provided by the school.

This Policy takes into account relevant legislative requirements within the state of Victoria, including the specific requirements of the Child Safe Standards as set out in [Ministerial Order No. 1359](#).

This Policy applies to school staff, including school employees, volunteers, contractors, and clergy. It should be read in conjunction with the following related school policies and procedures:

1. **PROTECT**: Identifying and Responding to Abuse – Reporting obligations
2. Child Safety Code of Conduct
3. Reportable Conduct Policy.

Principles

St Paul's College has a moral, legal, and mission-driven responsibility to create nurturing school environments where children and young people are respected, their voices are heard, and they are safe and feel safe (CECV Commitment Statement to Child Safety).

The following principles underpin our commitment to child safety and wellbeing at St Paul's College

- All students deserve, as a fundamental right, safety, and protection from all forms of abuse and neglect.
- Our College works in partnership with families and the community to ensure that they are engaged in decision-making processes, particularly those that have an impact on child safety and wellbeing and protection.
- All students have the right to a thorough and systematic education in all aspects of personal safety, in partnership with their parents/guardians/carers.

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- All adults in our school, including teaching and non-teaching staff, clergy, volunteers, and contractors, have a responsibility to care for children and young people, to positively promote their wellbeing, to identify and mitigate risks related to child safety and wellbeing in the school environment and to protect them from any kind of harm or abuse.
- The policies, guidelines, and codes of conduct for the care, wellbeing and protection of students are based on honest, respectful, and trusting relationships between adults and children and young people.
- Policies and practices demonstrate compliance with legislative requirements and cooperation with the Church, governments, the police, and human services agencies.
- All persons involved in situations where harm is suspected or disclosed must be treated with sensitivity, dignity, and respect.
- All members of the school community (including students and their families) are kept informed of child safety and wellbeing matters (where appropriate) and are involved in promoting child safety and wellbeing.
- Staff, clergy, volunteers, contractors, parents, and students should feel free to raise concerns about child safety and wellbeing, knowing these will be taken seriously by school leadership.
- Appropriate confidentiality will be maintained, with information being provided to those who have a right or a need to be informed, either legally (including under legislated information sharing schemes being Child Information Sharing Scheme (CISS) or Family Violence Information Sharing Scheme (FVISS)) or pastorally.

Definitions

Child means a child or young person who is under the age of 18 years.

Child abuse includes:

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

Child safety encompasses matters related to protecting all children from child abuse, managing the risk of child abuse, providing support to a child at risk of child abuse, and responding to suspicions, incidents, disclosures or allegations of child abuse (Ministerial Order No. 1359).

Child neglect includes a failure to provide the child with an adequate standard of nutrition, medical care, clothing, shelter or supervision to the extent that the health and physical development of the child is significantly impaired or placed at serious risk ([PROTECT: Identifying and responding to all forms of abuse in Victorian schools](#)).

Child physical abuse generally consists of any non-accidental infliction of physical violence on a child by any person ([PROTECT: Identifying and responding to all forms of abuse in Victorian schools](#)).

Child sexual abuse is when a person uses power or authority over a child to involve them in sexual activity. It can include a wide range of sexual activity and does not always involve physical contact or force ([PROTECT: Identifying and responding to all forms of abuse in Victorian schools](#)).

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Emotional child abuse occurs when a child is repeatedly rejected, isolated or frightened by threats, or by witnessing family violence ([PROTECT: Identifying and responding to all forms of abuse in Victorian schools](#)).

Grooming is when a person engages in predatory conduct to prepare a child for sexual activity at a later date. It can include communication and/or attempting to befriend or establish a relationship or other emotional connection with the child or their parent/carer ([PROTECT: Identifying and responding to all forms of abuse in Victorian schools](#)).

Mandatory reporting: The legal requirement under the *Children, Youth and Families Act 2005* (Vic.) to protect children from harm relating to physical and sexual abuse. The Principal, registered teachers and early childhood teachers, school counsellors, religious clergy, medical practitioners and nurses at a school are mandatory reporters under this Act ([PROTECT: Identifying and responding to all forms of abuse in Victorian schools](#)).

Reasonable belief – mandatory reporting: When school staff are concerned about the safety and wellbeing of a child or young person, they must assess that concern to determine if a report should be made to the relevant agency. This process of considering all relevant information and observations is known as 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 rumours or speculation. A reasonable belief is formed if a reasonable person in the same position would have formed the belief on the same grounds ([PROTECT: Identifying and responding to all forms of abuse in Victorian schools](#)).

Reasonable belief – reportable conduct scheme: When a person has a reasonable belief that a worker/volunteer has committed reportable conduct or misconduct that may involve reportable conduct. A reasonable belief is more than suspicion and there must be some objective basis for the belief. It does not necessitate proof or require certainty.

NOTE: the difference between the reasonable belief definitions under mandatory reporting and the reportable conduct scheme is the category of persons who are required to, or can, form the reasonable belief which forms the basis for a report.

Reportable conduct: Five types of reportable conduct are listed in the *Child Wellbeing and Safety Act 2005* (Vic.) (as amended by the *Children Legislation Amendment (Reportable Conduct) Act 2017*). These include:

1. sexual offences (against, with or in the presence of a child)
2. sexual misconduct (against, with or in the presence of a child)
3. physical violence (against, with or in the presence of a child)
4. behaviour that is likely to cause significant emotional or psychological harm
5. significant neglect.

School environment means any of the following physical, online, or virtual places used during or outside school hours:

- a campus of the school
- online or virtual school environments made available or authorized by St Paul’s College for use by a child or student (including email, intranet systems, software, applications, collaboration tools and online services)
- other locations provided by the school or through a third-part provider for a child or student to use including, but not limited to, locations used for school camps, approved homestay accommodation, delivery of education and training, sporting events, excursions, competitions, and other events) (Ministerial Order No. 1359).

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

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- directly engaged or employed by a school governing authority
- a contracted service provider engaged by St Paul's College (whether or not a body corporate or any other person is an intermediary) engaged to perform child-related work for St Paul's College
- a minister of religion, a religious leader or an employee or officer of a religious body associated with ST Paul's College (VMCH) (Ministerial Order No. 1359).

Volunteer means a person who performs work without remuneration or reward for St Paul's College in the school environment.

Policy commitments

All students enrolled at St Paul's College have the right to feel safe and be safe. The safety and wellbeing of children in our care will always be our first priority and we do not and will not tolerate child abuse. We aim to create a child-safe and child-friendly environment where children are free to enjoy life to the full without any concern for their safety. There is particular attention paid to the most vulnerable children, including Aboriginal and Torres Strait Islander children, children from culturally and/or linguistically diverse backgrounds, children with a disability, children who are unable to live at home, international students, and LGBTIQ+ students.

Our commitment to our students

- We commit to the safety and wellbeing of all children and young people enrolled in our school.
- We commit to providing children and young people with positive and nurturing experiences.
- We commit to listening to children and young people and empowering them by ensuring that they understand their rights (including to safety, information, and participation), and by taking their views seriously and addressing any concerns that they raise with us.
- We commit to taking action to ensure that children and young people are protected from abuse or harm.
- We commit to ensuring that the needs of all children and young people enrolled in our school are met, including those who are most vulnerable.
- We commit to recognising the importance of friendships and to encouraging support from peers, to help children and students feel safe and less isolated.
- We commit to developing a culture that facilitates and provides opportunities for children and student participation, and that strengthens the confidence and engagement of children and students by being responsive to their input.
- We commit to teaching children and young people the necessary skills and knowledge to understand and maintain their personal safety and wellbeing.
- We commit to seeking input and feedback from students regarding the creation of a safe school environment.

Our commitment to parents, guardians, and carers

- We commit to communicating honestly and openly with parents, guardians and carers about the wellbeing and safety of their children.
- We commit to engaging with, and listening to, the views of parents, guardians and carers about our child safety and wellbeing practice, policies, and procedures.
- We commit to transparency in our decision-making with parents, guardians, and carers where it will not compromise the safety of children or young people.
- We commit to open engagement and communication with parents, guardians and carers about our child safe approach and our operations and governance related to child safety and wellbeing.

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- We commit to ensuring that relevant information relating to child safety and wellbeing is accessible to parents, guardians, and carers.
- We commit to acknowledging the cultural diversity of students and families and being sensitive to how this may impact on student safety issues.
- We commit to continuously reviewing and improving our systems to protect children from abuse.

Our commitment to our school staff (school employees, volunteers, contractors, and visiting clergy)

- We commit to providing all St Paul's College staff with the necessary support to enable them to fulfil their roles, and to ensure that staff are attuned to signs of harm and are able to facilitate child-friendly ways for children and students to express their views, participate in decision-making and raise their concerns. This will include regular and appropriate learning opportunities.
- We commit to providing regular opportunities to clarify and confirm policy and procedures in relation to child safety and wellbeing, and young people's protection and wellbeing. This will include annual training in the principles and intent of the Child Safety and Wellbeing Policy and Child Safety Code of Conduct, and staff responsibilities to report concerns.
- We commit to listening to all concerns voiced by St Paul's College staff, clergy, volunteers, and contractors about keeping children and young people safe from harm.
- We commit to providing opportunities for St Paul's College school employees, volunteers, contractors, and clergy to receive formal debriefing and counselling arising from incidents of the abuse of a child or young person.

Responsibilities and organisational arrangements

Everyone employed or volunteering at St Paul's College has a responsibility to understand the important and specific role they play individually and collectively to ensure a child safe culture in which the wellbeing and safety of all students is at the forefront of all they do and every decision they make (CECV Commitment Statement to Child Safety).

The school has allocated roles and responsibilities for child safety and wellbeing as follows:

Timothy Hemphill (Principal and Child Safe Officer) / Natalie Walsh (Deputy Principal & Child Safe Officer)

Guide to responsibilities of school leadership

The Principal, the school governing authority and school leaders at St Paul's College recognise their particular responsibility to ensure the development of preventative and proactive strategies that promote a culture of openness, awareness of and shared responsibility for child safety and wellbeing. Responsibilities include:

- creating an environment for children and young people to be safe and to feel safe
- upholding high principles and standards for all staff, clergy, volunteers, and contractors
- promoting models of behaviour between adults and children and young people based on mutual respect and consideration
- ensuring thorough and rigorous practices are applied in the recruitment, screening and ongoing professional learning of staff and volunteers
- ensuring that school personnel have regular and appropriate learning to develop their knowledge of openness to and ability to prevent, identify and address child safety and wellbeing matters
- ensuring that the school has in place appropriate risk management strategies and practices that focus on preventing, identifying, and mitigating risks related to child safety and wellbeing in the school environment

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- providing regular opportunities to clarify and confirm legislative obligations, policy, and procedures in relation to children and young people's protection and wellbeing
- ensuring the school meets the specific requirements of the Victorian Child Safe Standards as set out in Ministerial Order No. 1359
- ensuring the school takes specific action to protect children from abuse in line with the three new criminal offences introduced under the *Crimes Act 1958* (Vic.) and in line with [PROTECT: Identifying and responding to all forms of abuse in Victorian schools](#)
- ensuring the school understands and reports all matters that may constitute reportable conduct under the Reportable Conduct Scheme and in accordance with the School's reportable conduct policy
- sharing information under legislated information sharing schemes (CISS and FVISS) in accordance with the school's prescribed role as an ISE
- ensuring that the school monitors and reviews the risks related to child safety and wellbeing, including evaluating the effectiveness of the implementation of its risk controls, on an annual basis.

Guide to responsibilities of school staff

Responsibilities of school staff (school employees, contractors, and clergy) and volunteers include:

- treating children and young people with dignity and respect, acting with propriety, providing a duty of care, and protecting children and young people in their care
- following the legislative and internal school policies, procedures, and processes in the course of their work, if they form a reasonable belief that a child or young person has been or is being abused or neglected
- providing a physically and psychologically safe environment where the wellbeing of children and young people is nurtured
- undertaking regular training and education in order to understand their individual responsibilities in relation to child safety, and the wellbeing of children and young people, including ways to prevent, identify and mitigate risks relating to child safety and wellbeing
- assisting children and young people to develop positive, responsible, and caring attitudes and behaviours which recognise the rights of all people to be safe and free from abuse
- following the school's Child Safety Code of Conduct
- where risks of child abuse are identified, ensuring that action is taken to mitigate against those risks and that risks and actions are appropriately recorded.

Organisational arrangements

The Principal has the overall leadership role in monitoring and responding to the policy, procedures and practices for child safety and wellbeing in St Paul's College in accordance with this Policy.

We have appointed a second Child Safety and Wellbeing Lead/Officer Natalie Walsh and the role description is available in the staff handbook:

- The Child Safety and Wellbeing Lead/Officer assists the Principal.
- The Child Safety and Wellbeing Lead/Officer works in preventing, identifying, and mitigating risks in child safety and wellbeing.
- The Child Safety and Wellbeing Lead/Officer also supports the Principal to monitor implementation of school policies, procedures, and practices, to monitor and review the risks associated with child safety and wellbeing (including by and to identify professional learning.

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St Paul's College website and newsletter will provide information to keep parents and carers informed of child safety and wellbeing commitments, procedures, and arrangements.

Expectation of our school staff and volunteers – Child Safety Code of Conduct

At St Paul's College we expect school employees, volunteers, contractors, and clergy to proactively ensure the safety and wellbeing of students at all times, to identify concerns about child safety and wellbeing and to take appropriate action if there are concerns about the safety and wellbeing of any child at the school. All school staff must remain familiar with the relevant laws, the code of conduct, and policies and procedures in relation to child protection, and comply with all requirements. We have developed a Child Safety Code of Conduct [St Paul's College Code of Conduct – 2022](#) which recognises the critical role that school staff play in protecting the students in our care and establishes clear expectations of school employees, volunteers, contractors, and clergy for appropriate behaviour with children in order to safeguard them against abuse and/or neglect.

Our Code also protects school staff and volunteers through clarification of acceptable and unacceptable behaviour.

Student safety and participation

At St Paul's College, we will actively encourage all students to openly express their views and feel comfortable about giving voice to the things that are important to them.

We will develop programs to teach students about what they can do if they feel unsafe and enable them to understand, identify, discuss, and report their concerns. We will listen to and act on any concerns students, or their parents or carers, raise with us.

The College will continue to develop our curriculum design and integrate appropriate knowledge and skills to enhance students' understanding of being safe, as well as their understanding of their rights to safety, information, and participation.

Teaching and learning strategies that acknowledge and support student agency and voice will be implemented.

The College will ensure that students are offered access to sexual abuse prevention programs and to relevant related information in an age-appropriate way.

We will continue to develop appropriate education about:

- standards of behaviour for students attending our school
- healthy and respectful relationships (including sexuality)
- resilience
- child abuse awareness and prevention.

We are also continuing to develop curriculum planning documents that detail the strategies and actions the school takes to implement its obligations to ensure that:

- children and students are informed about all of their rights, including to safety, information, and participation
- the importance of friendship is recognised and support from peers is encouraged, to help children and students feel safe and be less isolated
- staff and volunteers are attuned to signs of harm and facilitate child-friendly ways for children and students to express their views, participate in decision-making and raise their concerns
- we will continue to put strategies in place to develop a culture that facilitates participation and is responsive to the input of children and students

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- we will provide opportunities for children and students to participate, and the College is responsive to their contributions to strengthen confidence and engagement
- students will be offered access to sexual abuse prevention programs and to relevant information in a disability and age-appropriate way.

Acceptable behaviours

All Board members, VMCH Staff, the Principal and all our other staff, volunteers, contractors and visiting clergy at St Paul's College are responsible for supporting the safety of children by:

- adhering to the school's child-safe policy and upholding the school's statement of commitment to child safety, at all times
- taking all reasonable steps to protect children from abuse
- treating everyone in the school community with respect
- taking into account the needs of all children and students
- listening and responding to the views and concerns of children – 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 children (for example, by never questioning an Aboriginal or Torres Strait Islander child's self-identification)
- promoting the cultural safety, participation, and empowerment of children with culturally and linguistically diverse backgrounds (for example, by having a zero-tolerance for 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 alone with a child
- reporting any allegations of child abuse to the school's leadership (or child safety officer if the school has appointed someone to this role)
- understanding and complying with all reporting obligations as they relate to mandatory reporting and reporting under the *Crimes Act 1958 (Vic.)*
- understanding and complying with all obligations as they relate to the reportable conduct scheme including reporting allegations of reportable conduct in accordance with the schools reportable conduct policy
- reporting any child safety concerns to the school's leadership (or child safety officer if the school has appointed someone to this role)
- ensuring as quickly as possible that the child is safe if an allegation of child abuse is made
- reporting to the Victorian Institute of Teaching (VIT) any charges, committals for trial or convictions in relation to a sexual offence by a registered teacher, or specific allegations or concerns about a registered teacher
- ensuring they comply with any and all applicable professional or occupational codes of conduct.

Unacceptable behaviours

All Board members, Board committee members, the Principal and all our other staff, volunteers, contractors, and visiting clergy at St Paul's College must not:

- ignore or disregard any suspected or disclosed child abuse
- 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,

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- inappropriate sitting on laps)
- put children at risk of abuse (for example, by locking doors)
- initiate unnecessary physical contact with children or do things of a personal nature that a child can do for themselves (for example, 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 age, gender, race, culture, vulnerability, sexuality, ethnicity, or disability
- work with children while under the influence of alcohol or illegal drugs
- have contact with a child or their family outside school without the school leadership's or child safety officer's (if the school has appointed someone to this role) knowledge and/or consent or the school governing authority's approval (for example, unauthorised after-hours tutoring, private instrumental/other lessons, or sport coaching); accidental contact, such as seeing people in the street, is appropriate
- have any online contact with a child (including by social media, email, instant messaging) or their family unless necessary (for example, providing families with eNewsletters or assisting students with their schoolwork)
- use any personal communication channels/devices such as a personal email account
- exchange personal contact details such as phone numbers, social networking sites or email addresses
- photograph or video a child without the consent of the parents, guardians, or carers
- consume alcohol or drugs at school or at school events in the presence of children.

Teachers

Teachers are also required to abide by the principles relating to relationships with students as set out in the Victorian Teaching Profession's Code of Conduct published by the VIT. These principles include:

- knowing their students well, respecting their individual differences and catering for their individual abilities
- working to create an environment which promotes mutual respect
- modelling and engaging in respectful and impartial language
- protecting students from intimidation, embarrassment, humiliation, and harm
- respecting a student's privacy in sensitive matters
- interacting with students without displaying bias or preference
- not violating or compromising the unique position that a teacher holds of influence and trust in their relationship with students.

Psychologists and school counsellors

In their dealings with students, psychologists and school counsellors should also take into account their professional obligations as set out in a code of ethics or practice to which they are bound, including because of their membership of:

- the Australian Health Practitioner Regulation Agency
- the Australian Counselling Association
- Speech Pathology Australia.

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Sports and recreation

Coaches, staff members and volunteers involved in coaching, training, or assisting students during sporting and recreation activities should adopt practices that assist children to feel safe and protected, including:

- using positive reinforcement and avoiding abusive, harassing, or discriminatory language
- coaching students to be 'good sports'
- explaining the reason for the contact and asking for the student's permission if physical contact with a student by a coach or other adult is necessary during a sporting or other recreational activity
- avoiding (where possible) situations where an adult may be alone with a student such as in a dressing or change room, first aid room, dormitory or when the student needs to be transported in a vehicle.

Breaches of this code

Where a member of staff is suspected of breaching this Code of Conduct, St Paul's College may start the process under clause 13 of the *Victorian Catholic Education Multi-Enterprise Agreement 2018* (VCEMEA 2018) for managing employment concerns. This may result in disciplinary consequences.

Where the Principal is suspected of breaching this Code of Conduct, the concerned party is advised to contact the MACS Regional General Manager.

Where any other member of the school community, including volunteers and contractors, is suspected of breaching this code, the school is to take appropriate action, including (if applicable) in accordance with the *PROTECT: Identifying and Responding to All Forms of Abuse in Victorian Schools* policy.

Code of Conduct

All board members, management, staff, and volunteers of St Paul's College are required to observe child safe principles and expectations for appropriate behaviour towards, and in the company of, children and young persons as noted below.

All members of the St Paul's College community are responsible for supporting the safety, participation, wellbeing and empowerment of children and young persons by:

- adhering to St Paul's College 'Commitment to Child Safety' policy (see attached), at all times and upholding this Code of Conduct at all times
- taking all reasonable steps to protect children and young persons from abuse
- treating all members of the school community with respect
- listening and responding to the views and concerns of children and young persons, particularly if they are disclosing that they or another child or young person have been

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abused and/or are worried about their own safety or the safety of another child or young person

- promoting the cultural safety, participation and empowerment of Aboriginal children and young persons e.g., by never questioning an Aboriginal child's or young person's self-identification
- promoting the cultural safety, participation and empowerment of children and young persons with culturally and/or linguistically diverse backgrounds e.g., by having a zero tolerance of discrimination
- promoting the safety, participation and empowerment of children and young persons with a disability e.g., during personal care activities
- ensuring as far as practicable that adults are not left alone with a child or young person
- reporting any allegations of child abuse to the school principal and ensure that any allegation is reported to child protection or the Victoria police
- reporting any child safety concerns to the School principal
- if an allegation of child abuse is made, ensure as quickly as possible that the child or young person is safe
- encouraging children and young persons to 'have a say' and participate in all relevant activities where possible, especially on issues that are important to them

St Paul's College personnel must not:

- develop any 'special' relationships with children or young persons that could be seen as favouritism e.g., offering gifts to, or giving special treatment to, particular children or young persons
- exhibit behaviours with children or young persons which may be construed as unnecessarily physical e.g., arm around student when reading to them
- put children and young persons at risk of abuse e.g., by locking doors
- undertake tasks of a personal nature that a child or young person can do for themselves, such as personal care or changing clothes
- engage in open discussions of a mature or adult nature in the presence of children or young persons e.g. personal social activities
- use inappropriate language in the presence of children or young persons
- express personal views on cultures, race, or sexuality in the presence of children or young persons
- discriminate against any child or young person because of culture, race, ethnicity, or disability
- have contact with a child or young person or their families outside the school without the principal's knowledge and consent
- have any online contact with a child or young person or their families unless necessary e.g. providing families with e-newsletters

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ignore or disregard any suspected or disclosed child abuse



Code of Conduct Ministerial Order 1359 St Paul's College Child Safeguarding Program 2022

By observing these standards you acknowledge your responsibility to immediately report any breach of this code to the School principal – Timothy Hemphill.

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

I agree to adhere to this Code of Conduct:

Name:

Signature:

Date:.....

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