



Responsible

Respectful

Resilient

School Volunteer Handbook

2023

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Email	caledonian.ps@education.vic.gov.au
Website	www.
Principal	Ben Moody
Assistant Principal	Geoff Dickson
Disability Inclusion	Nat Karlake

Whole School Timetable

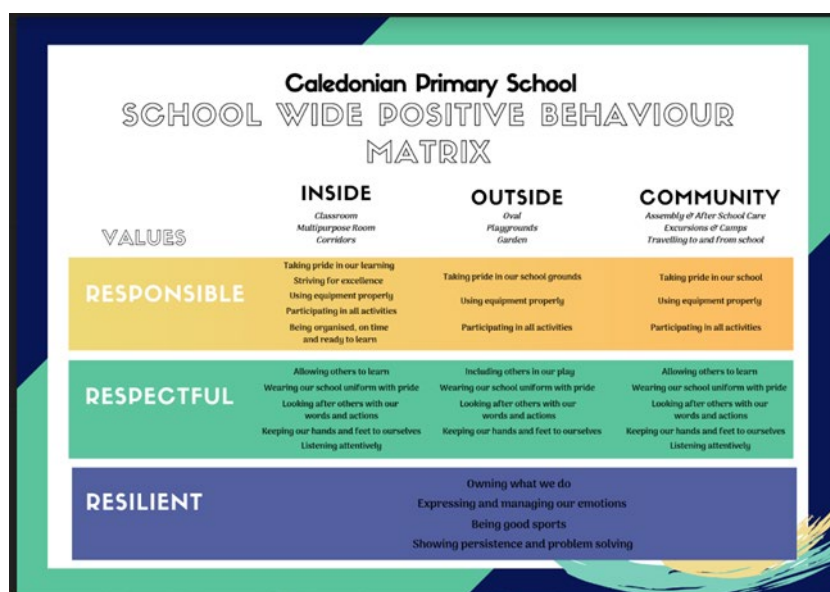
8.50	Bell	Students enter school
9.00	Bell	First session
11.00	Recess Bell	Students outside
11.30	Bell	Second session commences
12.30	Lunch Bell	Lunchtime (children eat in classrooms)
12.45	Bell	Eating finishes
1:45	Afternoon Play Bell	Students outside
2.15	Bell	Third session commences
3.15	Bell	dismissal

Our Philosophy

Caledonian Primary School is committed to developing positive relationships between students, teachers and families. Our teachers are both skilled and caring in their approach to students and aim to provide a happy and challenging learning environment for all children. We believe in developing each child's self esteem and resilience, and supporting everyone to reach their full potential.

School Values

Responsible Respectful Resilient



CPS Volunteers

At Caledonian Primary School we encourage parents/ carers, grandparents and community members to volunteer and support student learning by becoming involved in a range of school and classroom activities. We value and greatly appreciate your time which assists and supports our programs to improve student learning and provide our students with the best learning opportunities.

Programs and activities may include:

- Listening to students read.
- Supporting class activities such as cooking, arts and crafts etc.
- Attending excursions.
- Providing administrative support, such as laminating teaching aids and covering library books.
- Supporting fundraising activities.
- Participating in school activities such as Book Week, open mornings, classroom celebrations.
- Joining school committees and School Council.

Classroom Helpers and Volunteer Workers- Working With Childrens check

When parents/carers/ grandparents and community members assist with school programs they are classed as volunteers working at the school.

Any person whose duties usually involve or are likely to involve work in a school (paid or unpaid) is considered to be engaged in 'child-related work' and must be compliant with the Working with Children Act 2005 (the Act). www.austlii.edu.au/au/legis/vic/consol_act/

A duty of care applies while students are under the care of the school. This duty applies equally to school based activities and out of school activities. The same duty of care applies to employees and volunteers who assist at the school.

Classroom helpers/staff support/volunteer workers are expected to assist the programs within the following guidelines:

- Treat all students in a positive, impartial and fair manner.
- Work under the direction of the teacher who is responsible for the class or group of children.
- Refer any behavior management issues to the classroom teacher, as he/she will then determine what course of action is to be followed.
- Obtain a Working with Children check for volunteers, as they are considered to be engaged in 'child-related work' and must be compliant with the Working with Children Act 2005.
- Be willing to assist all children or group of children within the classroom. This could mean that you may not always work with your child.

Confidentiality

- Operate within professional standards and confidentiality. Classroom helpers are in a position of trust and should not discuss with other parents, adults or children any personal information about students, staff or other classroom helpers learnt whilst involved in school programs.

Code of Conduct

At Caledonian Primary School we have high expectations of our school Community. We expect all community members will:

- Promote a positive attitude towards learning.
- Encourage children to demonstrate positive behaviours and appropriate conflict resolution strategies – e.g. informing the teacher if there is a problem.
- Ensure all interactions are respectful and appropriate language is used at all times within the school grounds.
- Seek advice from the classroom teacher or contact the school leadership team if they have a question or are unsure of something.

Caledonian Primary School Procedures

- Classroom helpers and Volunteers need to provide the school with a Working with Children's Check. A register of and copy of the WWCC will be kept at the office.
- Classroom helpers and Volunteers sign in and sign out of the School, via electronic sign in with the office staff every time they volunteer.
- Classroom helpers and Volunteers will be given a Caledonian Primary School Visitors badge to wear, indicating to staff and students that they are allowed to be in the school.
- If you are unable to attend contact/ advise the classroom teacher or staff member that you are volunteering under.

The following guidelines are provided to support classroom helpers and volunteers.

Language	<ul style="list-style-type: none">• Use encouraging/positive words.• Adopt a pleasant tone of voice.• Use warm, open body language.
Relationships	<ul style="list-style-type: none">• Set a good example. For example, look at and listen to the teacher when he/she speaks.• Give students opportunities for decision making by offering limited and appropriate choices. For example, "Which book would you like to read?"

Physical Contact	<ul style="list-style-type: none"> • Redirect child-initiated contact where that contact is inappropriate. For example, a student who wants to cling on to your leg as you walk around the classroom. • Reinforce <i>Hugs are for Home.</i> • Discuss any concerns about appropriate contact with the class teacher.
Dress Code	<ul style="list-style-type: none"> • Wear appropriate clothing for anticipated role and activities. • When in doubt about a situation ask the class teacher or the school leadership team.

Anaphylaxis

We have staff and students at risk of anaphylaxis. Your supervising teacher will provide you with relevant information as required.

For more information please refer to the [Anaphylaxis Policy](#)

First Aid within the Classroom

Each classroom will be provided with bandaids and cold compress clothes. For minor first aid classroom teachers or Education Support Staff are to administer within their classroom. For other major first aid teachers are to send the child to the administration where a first aid trained staff member will administer first aid and log it in the book, located on the filing cabinet in the first aid room.

More information on First Aid in the OHS section.

For more information please refer to the [First Aid Policy](#)

Asthma

Please advise the teacher in charge if you suspect a child has asthma or alternatively take them to the sick bay where a first aid trained staff member will take necessary action. All asthma plans and medication is stored in the First Aid room, in the cupboard in clearly labeled containers.

For more information please refer to the [Asthma Policy](#)

Child Safe

Caledonian Primary School is a child safe organisation which welcomes all children, young people and their families.

We are committed to providing environments where our students are safe and feel safe, where their participation is valued, their views respected, and their voices are heard about decisions that affect their lives. Our child safe policies, strategies and practices are inclusive of the needs of all children and students.

We have the 11 Child Safety standards as part of Victorian law because in the past some institutions did not protect children in a way they should have.

All organisations working with children in Victoria have to abide by these. The standards make sure that we do things like recruit and train people well, have risk assessments for camps and excursions, that we have WWCC for volunteers, and most importantly of all, make sure we listen to children.

We will have a Child Safe display at the office and the updated policies will be available on our new website and on compass. There will also be an information session for parents and carers if they want to know anything more about the Child Safe process at CPS. ALL staff are responsible for Child Safety, but if you have any particular questions or concerns you can raise these with our Unit Child Safe Champions Ben Moody and Natalie Karlake.

The 11 Child Safe Standards are:

1. Establish a culturally safe environment in which the diverse and unique identities and experiences of Aboriginal children and young people are respected and valued.
2. Ensure that child safety and wellbeing are embedded in school leadership, governance and culture.
3. Children and young people are empowered about their rights, participate in decisions affecting them and are taken seriously.
4. Families and communities are informed and involved in promoting child safety and wellbeing.
5. Equity is upheld and diverse needs are respected in policy and practice.
6. People working with children and young people are suitable and supported to reflect child safety and wellbeing values in practice.
7. Ensure that processes for complaints and concerns are child focused.
8. Staff and volunteers are equipped with the knowledge, skills and awareness to keep children and young people safe through ongoing education and training.
9. Physical and online environments promote safety and wellbeing while minimising the opportunity for children and young people to be harmed.
10. Implementation of the Child Safe Standards is regularly reviewed and improved.
11. Policies and procedures that document how schools are safe for children, young people and students

For more information please refer to the;

[Child Safety Policy](#)

[Child Safety Code of Conduct Policy](#)

[Child Safety Responding and Reporting Obligations Policy and Procedures](#)

[Student Engagement and Wellbeing Policy](#)

Caledonian Primary School

Child Safety Induction Pack – Staff, Volunteers and Contractors

Purpose

Thank you for your interest in working or volunteering at our school. The purpose of this induction pack is to ensure Caledonian Primary School volunteers are familiar with our policies and procedures relating to child safety and understand the important role they play in maintaining and promoting the safety of our students.

Volunteers must read the suite of policies and procedures in the links below before commencing any work where children are likely to be present.

Key messages

- Caledonian Primary School is committed to the safety and wellbeing of all children. We want children attending our school to be safe, happy and respected.
- We are committed to creating inclusive environment where diversity is supported and students feel safe to bring their whole selves to school.
- Allegations and concerns relating to the safety and wellbeing of our school community will be treated very seriously and consistently with our policies and procedures.
- We are committed to preventing child abuse, identifying risks early and removing and reducing these risks.
- Everyone has a role to ensure children are safe – if something doesn't feel right, speak up. If you have any concerns about any inappropriate behaviours in the school community you should speak to the Principal, Ben Moody or Assistant Principal, Geoff Dickson. If this would not be appropriate in the circumstances, you can contact the Central Highlands Regional Office of the Department of Education and Training on 1300 338 691.

Induction materials – must read

This induction pack contains the following documents that all new volunteers must read and familiarise themselves with. Please click on the hyperlinks to access each document. If you would prefer a hard copy of this pack, please contact the team in the office who will happily provide you with one.

- Caledonian Primary School Volunteers Policy
- Caledonian Primary School Child Safety and Wellbeing Policy
- Caledonian Primary School Child Safety Responding and Reporting Obligations Policy and Procedures
- Caledonian Primary School Child Safety Code of Conduct
- [PROTECT: Four Critical Actions for Schools – Responding to incidents, disclosures and suspicions of child abuse](#)
- [PROTECT: Identify child abuse](#)

Contact

We value your feedback on ways we can continue to improve and strengthen our child safety approach and encourage you to contact the school (Caledonian.ps@education.vic.gov.au or 53326955) with any comments or questions.



Child Safety Policy

Help for non-English speakers

If you need help to understand this policy, please contact Ben Moody, Principal of Caledonian Primary School, Caledonian.ps@education.vic.gov.au 53326955.



Purpose

The Caledonian Primary School Child Safety and Wellbeing Policy demonstrates our school's commitment to creating and maintaining a child safe and child-friendly organisation, where children and young people are safe and feel safe.

This policy provides an overview of our school's approach to implementing [Ministerial Order 1359](#) (PDF, 363KB) which sets out how the Victorian Child Safe Standards apply in school environments.

It informs our school community of everyone's obligations to act safely and appropriately towards children and guides our processes and practices for the safety and wellbeing of students across all areas of our work.

Scope

This policy:

- applies to all school staff, volunteers and contractors whether or not they work in direct contact with students. It also applies to school council members where indicated.
- applies in all physical and online school environments used by students during or outside of school hours, including other locations provided by for a student's use (for example, a school camp) and those provided through third-party providers
- should be read together with our other child safety and wellbeing policies, procedures, and codes – refer to the related school policies section below.

Definitions

The following terms in this policy have [specific definitions](#):

- child
- child safety
- child abuse
- child-connected work
- child-related work
- school environment
- school boarding environment
- school staff
- school boarding premises staff
- school governing authority
- school boarding premises governing authority
- student

- volunteer.

Statement of commitment to child safety

Caledonian Primary School is a child safe organisation which welcomes all children, young people and their families.

We are committed to providing environments where our students are safe and feel safe, where their participation is valued, their views respected, and their voices are heard about decisions that affect their lives. Our child safe policies, strategies and practices are inclusive of the needs of all children and students.

We have no tolerance for child abuse and take proactive steps to identify and manage any risks of harm to students in our school environments.

We promote positive relationships between students and adults and between students and their peers. These relationships are based on trust and respect.

We take proactive steps to identify and manage any risk of harm to students in our school environment. When child safety concerns are raised or identified, we treat these seriously and respond promptly and thoroughly.

Particular attention is given to the child safety needs of Aboriginal students, those from culturally and linguistically diverse backgrounds, international students, students with disabilities, those unable to live at home, children and young people who identify as lesbian, gay, bisexual, trans and gender diverse, intersex and queer (LGBTIQ+) and other students experiencing risk or vulnerability. Inappropriate or harmful behaviour targeting students based on these or other characteristics, such as racism or homophobia, are not tolerated at our school, and any instances identified will be addressed with appropriate consequences.

Child safety is a shared responsibility. Every person involved in our school has an important role in promoting child safety and wellbeing and promptly raising any issues or concerns about a child's safety.

We are committed to regularly reviewing our child safe practices, and seeking input from our students, families, staff, and volunteers to inform our ongoing strategies.

Roles and responsibilities

School leadership team

Our school leadership team (comprising the principal, assistant principal and leading teacher, learning specialists and team leaders]) is responsible for ensuring that a strong child safe culture is created and maintained, and that policies and practices are effectively developed and implemented in accordance with Ministerial Order 1359.

Principals and assistant principals will:

- ensure effective child safety and wellbeing governance, policies, procedures, codes and practices are in place and followed
- model a child safe culture that facilitates the active participation of students, families and staff in promoting and improving child safety, cultural safety and wellbeing
- enable inclusive practices where the diverse needs of all students are considered

- reinforce high standards of respectful behaviour between students and adults, and between students
- promote regular open discussion on child safety issues within the school community including at leadership team meetings, staff meetings and school council meetings
- facilitate regular professional learning for staff and volunteers (where appropriate) to build deeper understandings of child safety, cultural safety, student wellbeing and prevention of, and responding to abuse
- create an environment where child safety complaints and concerns are readily raised, and no one is discouraged from reporting an allegation of child abuse to relevant authorities.

School staff and volunteers

All staff and volunteers will:

- participate in child safety and wellbeing induction and training provided by the school or the Department of Education and Training, and always follow the school's child safety and wellbeing policies and procedures
- act in accordance with our [Child Safety Code of Conduct](#).
- identify and raise concerns about child safety issues in accordance with our [Child Safety Responding and Reporting Obligations Policy and Procedures](#), including following the [Four Critical Actions for Schools](#)
- ensure students' views are taken seriously and their voices are heard about decisions that affect their lives
- implement inclusive practices that respond to the diverse needs of students.

School council

In performing the functions and powers given to them under the *Education and Training Reform Act 2006*, school council members will:

- champion and promote a child safe culture with the broader school community
- ensure that child safety is a regular agenda item at school council meetings
- undertake annual training on child safety,
- approve updates to, and act in accordance with the Child Safety Code of Conduct to the extent that it applies to school council employees and members
- when hiring school council employees, ensure that selection, supervision, and management practices are child safe. At our school, school council employment duties are delegated to the principal who is bound by this policy

Specific staff child safety responsibilities

Caledonian Primary School has nominated a child safety champion [Natalie Karlake, Leading Teacher] to support the principal to implement our child safety policies and practices, including staff and volunteer training.

The responsibilities of the child safety champion are outlined at [Guidance for child safety champions](#). In addition to these roles, our child safety champion is also responsible for developing inclusive practices.

Our principal and child safety champion [Natalie Karlake] are the first point of contact for child safety concerns or queries and for coordinating responses to child safety incidents.

- The Principal is responsible for monitoring the school's compliance with the Child Safety and Wellbeing Policy. Anyone in our school community should approach the principal if they have any concerns about the school's compliance with the Child Safety and Wellbeing Policy.
- The Principal is responsible for informing the school community about this policy, and making it publicly available
- Other specific roles and responsibilities are named in other child safety policies and procedures, including the Child Safety Code of Conduct, Child Safety Responding and Reporting Obligations Policy and Procedures, and Child Safety Risk Register.

Our school has also established a Child Safety and Wellbeing Team on child safety. The Child Safety and Wellbeing Team meet regularly to identify and respond to any ongoing matters related to child safety and wellbeing. The Student Reference Group provides an opportunity for students to provide input into school strategies.

Our Risk Management Committee monitors the Child Safety Risk Register.

Child Safety Code of Conduct

Our Child Safety Code of Conduct sets the boundaries and expectations for appropriate behaviours between adults and students. It also clarifies behaviours that are not acceptable in our physical and online environments.

We ensure that students also know what is acceptable and what is not acceptable so that they can be clear and confident about what to expect from adults in the school.

The [Child Safety Code of Conduct](#) also includes processes to report inappropriate behaviour.

Managing risks to child safety and wellbeing

At our school we identify, assess and manage risks to child safety and wellbeing in our physical and online school environments. These risks are managed through our child safety and wellbeing policies, procedures and practices, and in our activity specific risk registers, such as those we develop for off-site overnight camps, adventure activities and facilities and services we contract through third party providers for student use.

Our Child Safety Risk Register is used to record any identified risks related to child abuse alongside actions in place to manage those risks. Our school leadership team will monitor and evaluate the effectiveness of the actions in the Child Safety Risk Register at least annually.

Establishing a culturally safe environment

At Caledonian Primary School, we are committed to establishing an inclusive and culturally safe school where the strengths of Aboriginal culture, values and practices are respected.

We think about how every student can have a positive experience in a safe environment. For Aboriginal students, we recognise the link between Aboriginal culture, identity and safety and actively create opportunities for Aboriginal students and the Aboriginal community to have a voice and presence in our school planning, policies, and activities.

We have developed the following strategies to promote cultural safety in our school community:

- Our Child Safety and Wellbeing Policy outlines the controls in place to establish a culturally safe environment and is implemented
- Identify other documents that address Aboriginal cultural safety and include these here, such as your:
 - Student Wellbeing and Engagement Policy
 - Bullying Prevention Policy
 - Inclusion and Diversity Policy
- Controls to address racism, discrimination and bullying are outlined in the Bullying Prevention Policy and the Student Wellbeing and Engagement Policy.

Caledonian Primary School actively supports participation and inclusion in the school by Aboriginal children, students and their families by:

- Displaying and acknowledging respect for culture through flags, Acknowledgements and smoking and Welcome to Country ceremonies.
- Prioritising the learning of Aboriginal histories, cultures, perspectives, values, skills and attitudes for all students through regular 'First Nations' curriculum
- Celebrate and commemorate events of Aboriginal significance and develop confidence about Aboriginal culture, knowledge systems and people.
- Supporting students and families who transition between Caledonian and living on country.
- Allocating a Koorie Champion on staff.

Student empowerment

To support child safety and wellbeing at Caledonian Primary School, we work to create an inclusive and supportive environment that encourages students and families to contribute to our child safety approach and understand their rights and their responsibilities.

Respectful relationships between students are reinforced and we encourage strong friendships and peer support in the school to ensure a sense of belonging through implementing our whole school approach to Respectful Relationships, our student Code of Conduct, our school values.

Key additional activities include:

- Student voice groups including representatives from multiple year levels who implements surveys with their peers
- Student leadership lead assemblies weekly
- We utilise a suggestion box for anonymous feedback and suggestion
- Implementation of the Viisble wellbeing program which will include student surveys additional to ATOS to build greater understanding of student wellbeing
- Buddy programs or new students (including preps and students entering at all year levels)
- Lunchtime activities- skateboarding club, leggo club, supported play
- Celebrating Harmony day and other days of cultural significance
- Awards and acknowledgements at a class, year level and at school assemblies

We conduct specific lessons on how to raise concerns with all students. These lessons support the RRRR curriculum and help students identify key people to who they may speak if they have a concern. These lessons are unique to Caledonian and utilise resources from the Daniel Morcombe Foundation.

We inform students of their rights through our whole school approach to Respectful Relationships and specifically designed Child Safe lessons and give them the skills and confidence to recognise

unsafe situations with adults or other students and to speak up and act on concerns relating to themselves or their peers. We ensure our students know who to talk to if they are worried or feeling unsafe and we encourage them to share concerns with a trusted adult at any time. Students and families can also access information on how to report concerns at the school office or website

When the school is gathering information in relation to a complaint about alleged misconduct or abuse of a child, we will listen to the complainant's account and take them seriously, check our understanding of the complaint, support the student and keep them (and their parents and carers, as appropriate) informed about progress.

Family engagement

Our families and the school community have an important role in monitoring and promoting children's safety and wellbeing and helping children to raise any concerns.

To support family engagement, at Caledonian Primary School we are committed to providing families and community with accessible information about our school's child safe policies and practices and involving them in our approach to child safety and wellbeing.

We will create opportunities for families to have input into the development and review of our child safety policies and practices and encourage them to raise any concerns and ideas for improvement.

We do this by:

- Communication through Compass, school website, newsletters, other communications, school council, subcommittees of school council and student, staff, and parent meetings.
- all of our child safety policies and procedures will be available for students and parents at caledonianps.vic.edu.au/documents-and-policy/policy/
- Newsletters will inform families and the school community about any significant updates to our child safety policies or processes, and strategies or initiatives that we are taking to ensure student safety.
- PROTECT Child Safety posters will be displayed across the school.

Diversity and equity

As a child safe organisation, we celebrate the rich diversity of our students, families and community and promote respectful environments that are free from discrimination. Our focus is on wellbeing and growth for all.

We recognise that every child has unique skills, strengths and experiences to draw on.

We pay particular attention to individuals and groups of children and young people in our community with additional and specific needs. This includes tailoring our child safety strategies and supports to the needs of:

- Aboriginal children and young people
- children from culturally and linguistically diverse backgrounds
- children and young people with disabilities
- children unable to live at home or impacted by family violence
- international students
- children and young people who identify as LGBTIQ+.

Our [Student Wellbeing and Engagement Policy](#) provides more information about the measures we have in place to support diversity and equity.

Suitable staff and volunteers

At Caledonian Primary School, we apply robust child safe recruitment, induction, training, and supervision practices to ensure that all staff, contractors, and volunteers are suitable to work with children.

Staff recruitment

When recruiting staff, we follow the Department of Education and Training's recruitment policies and guidelines, available on the Policy and Advisory Library (PAL) at:

- [Recruitment in Schools](#)
- [Suitability for Employment Checks](#)
- [School Council Employment](#)
- [Contractor OHS Management](#).

When engaging staff to perform child-related work, we:

- sight, verify and record the person's Working with Children clearance or equivalent background check such as a Victorian teaching registration
- collect and record:
 - proof of the person's identity and any professional or other qualifications
 - the person's history of working with children
 - references that address suitability for the job and working with children.

Staff induction

All newly appointed staff will be expected to participate in our child safety and wellbeing induction program. The program will include a focus on:

- the Child Safety and Wellbeing Policy (this document)
- the Child Safety Code of Conduct
- the Child Safety Responding and Reporting Obligations Policy and Procedures and
- any other child safety and wellbeing information that school leadership considers appropriate to the nature of the role.

Ongoing supervision and management of staff

All staff engaged in child-connected work will be supervised appropriately to ensure that their behaviour towards children is safe and appropriate.

Staff will be monitored and assessed to ensure their continuing suitability for child-connected work. This will be done by regular performance reviews with the principal.

Inappropriate behaviour towards children and young people will be managed swiftly and in accordance with our school and department policies and our legal obligations. Child safety and wellbeing will be paramount.

Ongoing supervision at Caledonian is supported through a range of strategies including; Learning walks daily, visibility into all learning areas, peer observations, established mentoring and coaching with leading teacher and learning specialist, professional learning and additional support for graduate teachers.

Suitability of volunteers

All volunteers are required to comply with our [Volunteers Policy](#), which describes how we assess the suitability of prospective volunteers and outlines expectations in relation to child safety and wellbeing induction and training, and supervision and management.

Child safety knowledge, skills and awareness

Ongoing training and education are essential to ensuring that staff understand their roles and responsibilities and develop their capacity to effectively address child safety and wellbeing matters.

In addition to the child safety and wellbeing induction, our staff will participate in a range of training and professional learning to equip them with the skills and knowledge necessary to maintain a child safe environment.

Staff child safety and wellbeing training will be delivered at least annually and will include guidance on:

- our school's child safety and wellbeing policies, procedures, codes, and practices
- completing the [Protecting Children – Mandatory Reporting and Other Legal Obligations](#) online module annually
- recognising indicators of child harm including harm caused by other children and students
- responding effectively to issues of child safety and wellbeing and supporting colleagues who disclose harm
- how to build culturally safe environments for children and students
- information sharing and recordkeeping obligations
- how to identify and mitigate child safety and wellbeing risks in the school environment.

Other professional learning and training on child safety and wellbeing, for example, training for our volunteers, will be tailored to specific roles and responsibilities and any identified or emerging needs or issues.

School council training and education

To ensure our school council is equipped with the knowledge required to make decisions in the best interests of student safety and wellbeing, and to identify and mitigate child safety and wellbeing risks in our school environment, the council is trained at least annually. Training includes guidance on:

- individual and collective obligations and responsibilities for implementing the Child Safe Standards and managing the risk of child abuse
- child safety and wellbeing risks in our school environment
- Caledonian Primary School child safety and wellbeing policies, procedures, codes and practices

Complaints and reporting processes

Caledonian Primary School fosters a culture that encourages staff, volunteers, students, parents, and the school community to raise concerns and complaints. This makes it more difficult for breaches of the code of conduct, misconduct or abuse to occur and remain hidden.

We have clear pathways for raising complaints and concerns and responding and this is documented in our school's Complaint Policy. The Complaints Policy can be found on the school [website](#).

If there is an incident, disclosure, allegation or suspicion of child abuse, all staff and volunteers (including school council employees) must follow our [Child Safety Responding and Reporting](#)

[Obligations Policy and Procedures](#). Our policy and procedures address complaints and concerns of child abuse made by or in relation to a child or student, school staff, volunteers, contractors, service providers, visitors or any other person while connected to the school.

As soon as any immediate health and safety concerns are addressed, and relevant school staff have been informed, we will ensure our school follows:

- the [Four Critical Actions](#) for complaints and concerns relating to adult behaviour towards a child
- the [Four Critical Actions: Student Sexual Offending](#) for complaints and concerns relating to student sexual offending

Our [Student Wellbeing and Engagement Policy](#) and [Bullying Prevention Policy](#) cover complaints and concerns relating to student physical violence or other harmful behaviours.

Communications

Caledonian Primary School is committed to communicating our child safety strategies to the school community through:

- ensuring that key child safety and wellbeing policies are available on our website including the Child Safety and Wellbeing Policy (this document), Child Safety Code of Conduct, and the Child Safety Responding and Reporting Obligations (including Mandatory Reporting) Policy and Procedure
- displaying PROTECT posters around the school
- updates in our school newsletter
- ensuring that child safety is a regular agenda item at school leadership meetings, staff meetings and school council meetings.

Privacy and information sharing

Caledonian Primary School collects, uses, and discloses information about children and their families in accordance with Victorian privacy laws, and other relevant laws. For information on how our school collects, uses and discloses information refer to: [Schools' Privacy Policy](#).

Records management

We acknowledge that good records management practices are a critical element of child safety and wellbeing and manage our records in accordance with the Department of Education and Training's policy: [Records Management – School Records](#)

Review of child safety practices

At Caledonian Primary School, we have established processes for the review and ongoing improvement of our child safe policies, procedures, and practices.

We will:

- review and improve our policy every 2 years or after any significant child safety incident
- analyse any complaints, concerns, and safety incidents to improve policy and practice
- act with transparency and share pertinent learnings and review outcomes with school staff and our school community.

Related policies and procedures

This Child Safety and Wellbeing Policy is to be read in conjunction with other related school policies, procedures, and codes. These include our:

- Bullying Prevention Policy
- Child Safety Responding and Reporting Obligations Policy and Procedures
- Child Safety Code of Conduct
- Complaints Policy
- Digital Learning Policy
- Inclusion and Diversity Policy
- Student Wellbeing and Engagement Policy
- Visitors Policy
- Volunteers Policy

Related Department of Education and Training policies

- [Bullying Prevention and Response Policy](#)
- [Child and Family Violence Information Sharing Schemes](#)
- [Complaints Policy](#)
- [Contractor OHS Management Policy](#)
- [Digital Learning in Schools Policy](#)
- [Family Violence Support](#)
- [Protecting Children: Reporting Obligations Policy](#)
- [Policy and Guidelines for Recruitment in Schools](#)
- [Reportable Conduct Policy](#)
- [Student Wellbeing and Engagement Policy](#)
- [Supervision of Students Policy](#)
- [Visitors in Schools Policy](#)
- [Volunteers in Schools Policy](#)
- [Working with Children and other Suitability Checks for School Volunteers and Visitors](#)

Other related documents

- [Identifying and Responding to All Forms of Abuse in Victorian Schools](#)
- [Four Critical Actions for Schools](#)
- [Identifying and Responding to Student Sexual Offending](#)
- [Four Critical Actions for Schools: Responding to Student Sexual Offending](#)
- [Recording your actions: Responding to suspected child abuse – A template for Victorian schools](#)

Policy status and review

The Principal is responsible for reviewing and updating the Child Safety and Wellbeing Policy at least every two years. The review will include input from students, parents/carers and the school community.

Approval

Created date	12/7/2023
Consultation	Child Safety and Wellbeing Team School Council

	Parent Focus Group
Endorsed by	Ben Moody, Principal
Endorsed on	8/08/22023
Next review date	8/08/22025

Caledonian Primary School

Child Safety Code of Conduct



Help for non-English speakers

If you need help to understand this policy, please contact us on (03) 5332 6955

Purpose

Our Child Safety Code of Conduct sets out the expected behaviour of adults with children and young people in our school.

All Caledonian Primary School staff, volunteers, contractors, service providers, school council members and any other adult involved in child-connected work must follow the Child Safety Code of Conduct.

The Child Safety Code of Conduct applies to all physical and online environments used by students. It also applies during or outside of school hours and in other locations provided by the school for student use (for example, a school camp).

Acceptable behaviours

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

- upholding our Caledonian Primary School commitment to child safety at all times and adhering to our Child Safety and Wellbeing Policy
- treating students and families in our school community with respect in our school environment and outside our school environment as part of normal social and community activities
- listening and responding to the views and concerns of students, particularly if they disclose that they or another child or student has been abused or are worried about their safety or the safety of another child or student
- promoting the cultural safety, participation and empowerment of Aboriginal students, students with culturally and/or linguistically diverse backgrounds, students with a disability, international students, students who are unable to live at home and lesbian, gay, bisexual, transgender and intersex (LGBTIQ+) students

- ensuring, as far as practicable, that adults are not alone with a student – one-to-one interactions between an adult and a student are to be in an open space or in line of sight of another adult.
- reporting any allegations of child abuse or other child safety concerns Benjamin Moody Principal or Natalie Karlake Child Safety Champion.
- understanding and complying with all reporting and disclosure obligations (including mandatory reporting) in line with our child safety responding and reporting policy and procedures and the [PROTECT Four Critical Actions](#).
- if child abuse is suspected, ensuring as quickly as possible that the student(s) are safe and protected from harm.

Unacceptable behaviours

As Caledonian Primary School, staff, volunteers, contractors and member of our school community involved in child-connected work we must not:

- ignore or disregard any concerns, suspicions or disclosures of child abuse or harm
- develop a relationship with any student that could be seen as favouritism or amount to ‘grooming’ behaviour (for example, by offering gifts)
- display behaviours or engage with students in ways that are not justified by the educational or professional context
- ignore an adult’s overly familiar or inappropriate behaviour towards a student
- discuss intimate topics or use sexualised language, except when needed to deliver the school curriculum or professional guidance
- treat a child or student unfavourably 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 schoolwork or extra-curricular activities or where there is a safety concern or other urgent matter
- photograph or video a child or student in a school environment except in accordance with the [Photographing, Filming and Recording Students policy](#) or where required for duty of care purposes
- consume alcohol against school policy or take illicit drugs in the school environment or at school events where students are present
- have contact with any student outside of school hours except when needed to deliver the school curriculum or professional guidance and parental permission has been sought.

Breaches to the Child Safety Code of Conduct

All Caledonian Primary School staff, volunteers, contractors and any other member of the school community involved in child-connected work who breach this Child Safety Code of Conduct may be subject to disciplinary procedures in accordance with their employment agreement or relevant industrial instrument, professional code or terms of engagement.

In instances where a reportable allegation has been made, the matter will be managed in accordance with the Department of Education and Training Reportable Conduct Scheme Policy and may be subject to referral to Victoria Police.

All breaches and suspected breaches of the Caledonian Primary School Child Safety Code of Conduct must be reported to the principal.

If the breach or suspected breach relates to the principal, contact Natalie Karlake Child Safety Champion.

Created date	17/6/2022
Consultation	Staff 19/07/22 School Council 19/07/22
Endorsed by	School Council
Endorsed on	19/07/22
Next review date	Prior to 19/07/24

VOLUNTEERS POLICY



Help for non-English speakers

If you need help to understand the information in this policy please contact us via email caledonian.ps@education.vic.gov.au or phone on 5332 6955.

PURPOSE

To outline the processes that Caledonian Primary School will follow to recruit, screen, supervise and manage volunteers to provide a child safe environment, and to explain the legal rights of volunteers.

SCOPE

This policy applies to the recruitment, screening, supervision and management of all people who volunteer at our school.

DEFINITIONS

Child-connected work: work authorised by the school governing authority/provider of a school boarding services and performed by an adult in a school or school boarding premises environment while children are present or reasonably expected to be present.

Child-related work: As defined by the *Worker Screening Act 2020 (Vic)*, child-related work is work that usually involves direct contact (including in person, over the phone, written and online communication) with a child that is a central part of that person's duties. It does not include work that involves occasional direct contact with children that is incidental to the work.

Closely related family member: parent, carer, parent/carer's spouse or domestic partner, stepparent, parent/carer's mother or father in-law, grandparent, uncle or aunt, brother or sister, including step or half siblings.

Volunteer worker: A volunteer school worker is a person who voluntarily engages in school work or approved community work without payment or reward.

School work: School work means:

- Carrying out the functions of a school council
- Any activity carried out for the welfare of a school, by the school council, any parents' club or association or any other body organised to promote the welfare of the school
- Any activity carried out for the welfare of the school at the request of the principal or school council
- Providing assistance in the work of any school or kindergarten
- Attending meetings in relation to government schools convened by any organisation which receives government financial support

This is a broad definition and means that volunteers who participate in school community activities, such as fundraising and assisting with excursions, are legally protected (ie indemnified) from action by others in the event of an injury or accident whilst they are performing volunteer school work in good faith.

POLICY

Caledonian Primary School is committed to implementing and following practices which protect the safety and wellbeing of children and our staff and volunteers. Caledonian Primary School values the importance of volunteers and recognises the valuable contribution that volunteers provide to our school community and the work that we do.

The procedures set out below are designed to ensure that Caledonian Primary School's volunteers are suitable to work with children and are well-placed to make a positive contribution to our school community.

Becoming a volunteer

Members of our school community who would like to volunteer are encouraged to contact the office.

Suitability checks including Working with Children Clearances

Working with students

Caledonian Primary School values the many volunteers that assist in our classrooms with sports events, camps, excursions, school concerts and other events. To ensure that we are meeting our legal obligations under the *Worker Screening Act* and the Child Safe Standards, Caledonian Primary School is required to undertake suitability checks which in most cases will involve asking for evidence of a Working with Children (WWC) Clearance and may also involve undertaking reference, proof of identity, qualification and work history involving children checks.

Considering our legal obligations, and our commitment to ensuring that Caledonian Primary School is a child safe environment, we will require volunteers to obtain a WWC Clearance and produce their valid card to administration for verification in the following circumstances:

- **Volunteers who are not parent/family members** of any student at the school if they are engaged in child-related work regardless of whether they are being supervised.
- **Parent/family volunteers** who are assisting with any classroom or school activities involving direct contact with children in circumstances where the volunteer's child is **not** participating, or does not ordinarily participate in, the activity.
- **Parent/family volunteers** who assist with excursions (including swimming), camps and similar events, regardless of whether their own child is participating or not.
- **Parent/family volunteers** who regularly assist in school activities, regardless of whether their own child is participating or not
- **Parent/community School Council members** sitting on School Council with student School Council members, regardless of whether their own child is a student member or not

In addition, depending on the nature of the volunteer work, our school may ask the volunteer to provide other suitability checks at its discretion (for example, references, work history involving children and/or qualifications). Proof of identity may also be required in some circumstances.

Non child-related work

On some occasions, parents and other members of the school community may volunteer to do work that is not child-related. For example, gardening, maintenance, working bees, parents and friends club coordination, school council, participating in sub-committees of school council, other fundraising groups that meet in the evenings during which children will not be, or would not reasonably be expected to be, present.

Volunteers for this type of work are not required to have WWC Clearances or other suitability checks as they are not engaged in child-related work and children are not generally present during these activities. However, Caledonian Primary School reserves the right to undertake suitability checks, including requiring proof of identity and WWC Clearance, at its discretion if considered necessary for any particular activities or circumstances.

Training and induction

Under the Child Safe Standards volunteers must have an appropriate induction and training in child safety and wellbeing.

To support us to maintain a child safe environment, before engaging in any work where children are present or reasonably likely to be present, volunteers must familiarise themselves with the policies, procedures and code of conduct referred to in our Child Safety Induction Pack and ensure the actions and requirements in these documents are followed when volunteering for our school.

Depending on the nature and responsibilities of their role, Caledonian Primary School may also require volunteers to complete additional child safety training.

Management and supervision

Volunteer workers will be expected to comply with any reasonable direction of the principal (or their nominee). This will include the requirement to follow our school's policies, including, but not limited to our Child Safety and Wellbeing Policy and our Child Safety Code of Conduct.

Volunteer workers will also be expected to act consistently with Department of Education and Training policies, to the extent that they apply to volunteer workers, including the Department's policies relating to [Equal Opportunity and Anti-Discrimination](#), [Sexual Harassment](#) and [Workplace Bullying](#).

The principal (or their nominee) will determine the level of school staff supervision required for volunteers, depending on the type of work being performed, and with a focus on ensuring the safety and wellbeing of students.

The principal has the discretion to make a decision about the ongoing suitability of a volunteer worker and may determine at any time whether or not a person is suitable to volunteer at Caledonian Primary School.

Privacy and information-sharing

Volunteers must ensure that any student information they become aware of because of their volunteer work is managed sensitively and in accordance with the [Schools' Privacy Policy](#) and the Department's policy on [Privacy and Information Sharing](#).

Under these policies, student information can and should be shared with relevant school staff to:

- support the student's education, wellbeing and health;
- reduce the risk of reasonably foreseeable harm to the student, other students, staff or visitors;
- make reasonable adjustments to accommodate the student's disability; or
- provide a safe and secure workplace.

Volunteers must immediately report any child safety concerns that they become aware of to a member of staff to ensure appropriate action. There are some circumstances where volunteers may also be obliged to disclose information to authorities outside of the school such as to Victoria Police. For further information on child safety responding and reporting obligations refer to: *Child Safety Responding and Reporting Obligations Policy and Procedures*.

Records management

While it is unlikely volunteers will be responsible for any school records during their volunteer work, any school records that volunteers are responsible for must be provided to Brooke Stevens (Business Manager) to ensure they are managed in accordance with the Department's policy: [Records Management – Schools](#).

Compensation

Personal injury

Volunteer workers are covered by the Department of Education and Training's Workers' Compensation Policy if they suffer personal injury in the course of engaging in school work.

Property damage

If a volunteer worker suffers damage to their property in the course of carrying out school work, the Minister (or delegate) may authorise such compensation as they consider reasonable in the circumstances. Claims of this nature should be directed to the principal who will direct them to the Department's Legal Division.

Public liability insurance

The Department of Education and Training's public liability insurance policy applies when a volunteer worker engaged in school work is legally liable for:

- a claim for bodily injury to a third party
- damage to or the destruction of a third party's property.

COMMUNICATION

This policy will be communicated to our school community in the following ways:

- Available publicly on our school's website
- Included in induction processes for relevant staff and Volunteers
- Discussed in an annual staff briefing/meeting

RELATED POLICIES AND RESOURCES

Caledonian Primary School policies and resources relevant to this policy include:

- Visitors Policy
- Child Safety and Wellbeing Policy
- Child Safety Code of Conduct
- Child Safety Responding and Reporting Obligations Policy and Procedures
- Inclusion and Diversity Policy
- Caledonian Primary School Child Safety Induction Pack

Department policies:

- [Equal Opportunity and Anti-Discrimination](#)
- [Child Safe Standards](#)
- [Privacy and Information Sharing](#)
- [Records Management – School Records](#)
- [Sexual Harassment](#)
- [Volunteers in Schools](#)
- [Volunteer OHS Management](#)
- [Working with Children and Other Suitability Checks for School Volunteers and Visitors](#)
- [Workplace Bullying](#)

POLICY REVIEW AND APPROVAL

Policy last reviewed	May 2023
Consultation	8 th May 2023
Approved by	Principal
Next scheduled review date	2025

CALEDONIAN CHILD SAFETY RESPONDING AND REPORTING OBLIGATIONS POLICY AND PROCEDURES



Help for non-English speakers

If you need help to understand the information in this policy please contact

Caledonian.ps@education.vic.gov.au or 53326955

PURPOSE

The purpose of this policy is to outline the procedures our school has in place to respond to complaints or concerns relating to child abuse and to ensure that all staff and members of our school community understand and follow the various legal obligations that apply to the reporting of child abuse to relevant authorities.

SCOPE

This policy applies to complaints and concerns relating to child abuse made by or in relation to a child or student, school staff, volunteers, contractors, service providers, visitors or any other person while connected to the school (physical and online).

DEFINITIONS

Child abuse

Child abuse includes:

- physical violence inflicted on a child
- sexual offences committed against a child

- grooming of a child by an adult
- family violence committed against or in the presence of a child
- serious emotional or psychological harm to a child
- serious neglect of a child.

The definition of child abuse is broad and can include student to student incidents and concerns, as well as behaviour committed by an adult.

Grooming

Grooming is a criminal offence under the *Crimes Act 1958* (Vic) and is a form of child abuse and sexual misconduct. 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, either with the groomer or with another adult. Grooming can include communicating (including electronic communications and communicating by conduct) and/or attempting to befriend or establish a relationship or other emotional connection with the child or their parent or carer.

School staff member

For the purpose of this policy a school staff member includes a contractor engaged by the school or school council to perform child-related work.

POLICY

Caledonian Primary School understands the important role our school plays in protecting children from abuse. We have a range of policies and measures in place to prevent child abuse from occurring at our school or during school activities.

Information 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 Caledonian Primary School they should start with the Principal, Assistant Principal or Leading Teacher.
- View posters around the school about Child Safety. Visit our Counsellor to discuss their concerns.

Identifying child abuse

To ensure we can respond in the best interests of students and children when complaints or concerns relating to child abuse are raised, all staff and relevant volunteers must:

- understand how to identify signs of child abuse and behavioural indicators of perpetrators - for detailed information on identifying child abuse and behavioural indicators of perpetrators refer to [Identify child abuse](#).
- understand their various legal obligations in relation to reporting child abuse to relevant authorities - for detailed information on the various legal obligations refer to Appendix A
- follow the below procedures for responding to complaints or concerns relating to child abuse, which ensure our school acts in the best interests of students and children and complies with both our legal and Department policy obligations.

At Caledonian Primary School we recognise the diversity of the children, young people, and families at our school and take account of their individual needs and backgrounds when considering and responding to child safety incidents or concerns.

Procedures for responding to an incident, disclosure, allegation or suspicion of child abuse

In responding to a child safety incident, disclosure, allegation or suspicion, Caledonian Primary School will follow:

- the [Four Critical Actions for Schools](#) for complaints and concerns relating to all forms of child abuse
- the [Four Critical Actions: Student Sexual Offending](#) for complaints and concerns relating to student sexual offending
- our Student Wellbeing and Engagement Policy and Bullying Prevention Policy for complaints and concerns relating to student physical violence or other harmful student behaviours.

School staff and volunteer responsibilities

1. Immediate action

If a school staff member or volunteer witnesses an incident of child abuse, or reasonably believes, suspects or receives a disclosure or allegation that a child has been, or is at risk of being abused, they must:

- If a child is at immediate risk of harm, separate alleged victims and others involved, administer first aid (appropriate to their level of training) and call 000 for urgent medical or police assistance where required to respond to immediate health or safety concerns.
- Notify the Principal or Leading Teacher, as soon as possible, who will ensure our school follows the steps in these procedures.

NOTE for staff and volunteers:

- if you are uncertain if an incident, disclosure, allegation or suspicion gives rise to a concern about child abuse you must always err on the side of caution and report the concern to the Principal.
- If the Principal is unavailable, the Leading Teacher will take on this role.
- If the concerns relates to the conduct of the Principal, notify the Assistant Principal or the Ballarat Regional Office (1300 333 232), who must then take on responsibility for ensuring our school follows these procedures.

Refer to Appendix B for guidance on how to respond to a disclosure of child abuse.

2. Reporting to authorities and referring to services

As soon as immediate health and safety concerns are addressed, and relevant school staff have been informed, the Principal **must** report all incidents, suspicions and disclosures of child abuse as soon as possible.

The following steps will ensure our school complies with the four critical actions as well as additional actions required under the Child Safe Standards.

The Principal must ensure:

- all relevant information is reported to the Department of Families, Fairness and Housing (DFFH) Child Protection, Victoria Police or relevant services where required
- the incident is reported to the Department's [eduSafe Plus portal](#) or the Incident Support and Operations Centre (1800 126 126) in accordance with the severity rating outlined in the [Managing and Reporting School Incidents Policy](#)
- all [reportable conduct](#) allegations or incidents are reported by the Principal to the Department's Employee Conduct Branch (03 7022 0005) – where a reportable conduct allegation is made against the Principal, the Regional Director must be informed who will then make a report to Employee Conduct Branch

NOTE: In circumstances where staff members are legally required to report child abuse to DFFH Child Protection or Victoria Police and they are unable to confirm that the information has been reported by another person at the school or the designated member of school staff does not agree that a report needs to be made, the staff member who has formed the reasonable belief must still contact DFFH Child Protection and Victoria Police to make the report.

If you believe that a child is not subject to abuse, but you still hold significant concerns for their wellbeing you must still act. This may include making a referral or seeking advice from Child FIRST or The Orange Door (in circumstances where the family are open to receiving support) DFFH Child Protection or Victoria Police.

3. Contacting parents or carers

The Principal must ensure parents and carers are notified unless advised otherwise by DFFH Child Protection or Victoria Police, or there are other safety and wellbeing concerns in relation to informing parents/carers.

Principals may contact the Department of Education and Training Legal Division for advice on notifying parents and carers, and where relevant, the wider school community.

For further guidance, refer to [PROTECT Contacting parents and carers](#)

4. Ongoing protection and support

The Principal and Leading Teacher must ensure appropriate steps are taken by the school to protect the child and other children from any continued risk of abuse. These steps must be taken in consultation with any relevant external agency or Department staff such as DFFH Child Protection, Victoria Police, Legal Division or Employee Conduct Branch. Ongoing protection will also include further reports to authorities if new information comes to light or further incidents occur.

Appropriate, culturally sensitive and ongoing support must be offered and provided to all affected students. Ongoing support will be based on any available advice from the Department, parents and carers, health practitioners, and other authorities (such as DFFH or Victoria Police) and may include referral to wellbeing professionals, development of a safety plan, student support group meetings, and, for student to student incidents, behaviour management and support measures.

5. Recordkeeping

The Principal will ensure that:

- detailed notes of the incident, disclosure, allegation or suspicion are included where possible, by the staff member or volunteer who reported the incident, disclosure, or suspicion to them
- detailed notes are taken of any immediate or ongoing action taken by the school to respond to the incident, disclosure, allegation or suspicion.

- all notes and other records relating to the incident, disclosure, allegation or suspicion, including the schools immediate and ongoing actions, are stored securely in Admin folder in locked safe room.

For school visitors and school community members

All community members aged 18 years or over have legal obligations relating to reporting child abuse – refer to Appendix A for detailed information.

Any person can make a report to DFFH Child Protection or Victoria Police if they believe on reasonable grounds that a child is in need of protection. For contact details, refer to the [Four Critical Actions](#).

Members of the community do not have to inform the school if they are making a disclosure to DFFH Child Protection or the Victoria Police. However, where a community member is concerned about the safety of a child or children at the school, the community member should report this concern to the principal so that appropriate steps to support the student can be taken.

Additional requirements for all staff

All staff play an important role in supporting student safety and wellbeing and have a duty of care to take reasonable steps to prevent reasonably foreseeable harm to students.

Fulfilling the roles and responsibilities in the above procedure does not displace or discharge any other obligations that arise if a person reasonably believes that a child is at risk of child abuse. This means that if, after following the actions outlined in the procedure, a staff member reasonably believes that a child remains at risk of abuse, they must take the following steps:

- if they are concerned that the school has not taken reasonable steps to prevent or reduce the risk, raise these concerns with the principal in the first instance, and escalate to the regional office if they remain unsatisfied.
- report the matter to the relevant authorities where they are unable to confirm that the information has been reported by another staff member.

Staff must refer to Appendix A for further information on their obligations relating to reporting to authorities.

COMMUNICATION

This policy will be communicated to our school community in the following ways:

- Available publicly on our school's website.
- Included in staff induction processes and annual staff training.
- Included in volunteer induction processes and training for relevant volunteers.
- Discussed an annual staff briefings or meetings.

FURTHER INFORMATION AND RESOURCES

The following Department of Education and Training policies and guidance are relevant to this policy:

- [Child Safe Standards](#)
- [Protecting Children — Reporting and Other Legal Obligations](#)
- [Managing and Reporting School Incidents](#)
- [Reportable Conduct](#)

- [Restraint and Seclusion](#)
- [Identify child abuse](#)
- [Report child abuse in schools \(including four critical actions\)](#)
- [Identify and respond to student sexual offending](#)

The following school policies are also relevant to this policy:

- Child Safety and Wellbeing Policy
- Child Safety Code of Conduct
- Statement of Values and School Philosophy
- Student Wellbeing and Engagement Policy
- Volunteer Policy
- Duty of Care Policy
- Inclusion and Diversity Policy

POLICY REVIEW AND APPROVAL

Policy last reviewed	May 2023
Consultation	Parent Focus Group School council Leadership Team
Approved by	Principal
Next scheduled review date	May 2025

Privacy Policy- See attachment

SCHOOLS' PRIVACY POLICY

FREQUENTLY ASKED QUESTIONS FOR STAFF

Schools' Privacy Policy notifies the school community that information about students is shared to fulfil our core function: educating and supporting our students.

The Schools' Privacy Policy also establishes a clarified 'need to know' framework. This empowers all school staff to share information about students with other staff who need to know. This is consistent with Victorian privacy law

WHO DOES THE POLICY APPLY TO?

The policy applies to all central, regional and school staff including principals, teachers, visiting teachers, social workers, wellbeing staff, youth workers, nurses, Student Support Service officers (SSSOs) and all other allied health practitioners. This means the 'need to know' framework below also applies to all school staff, whether employees, service providers (contractors) and agents (whether paid or unpaid) of the Department.

NEED TO KNOW

All school staff can, and must, share information about a student with other staff who 'need to know' that information to enable the school to:

- **educate** the student (including to plan for individual needs or address barriers to learning)
- **support** the student's social and emotional wellbeing and health
- fulfil legal obligations, including to:
 - take reasonable steps to reduce the risk of **reasonably foreseeable harm** to the student, other students, staff or visitors (duty of care)
 - make **reasonable adjustments** for a student's disability (anti-discrimination law)
 - provide a **safe and secure workplace** (occupational health and safety law).

WHO DECIDES WHO 'NEEDS TO KNOW'?

Subject to the principal's direction, each staff member decides who needs to know specific, relevant information about a student, based on the 'need to know' framework.

Sharing relevant information with other staff who 'need to know' is very different from idle conversation or gossip.

School staff are entrusted with a large amount of important information about students. Staff must treat all such personal and health information sensitively and respectfully, and not share it other than on this 'need to know' basis.

WHAT INFORMATION AND RECORDS CAN BE TRANSFERRED TO A STUDENT'S NEXT VICTORIAN GOVERNMENT SCHOOL?

When a student has been accepted at another Victorian government school, the current school can provide personal and health information about the student to that next school.

This can occur in any, and all, of the following ways:

- verbally: principal to principal (or authorised representatives).
- on paper: by providing copies of the student's records (including any health reports) to that next school
- electronically: including through the student records system (CASES21) transfer function; the Student Online Case System (SOCS) and/or via email.

Principals (or authorised representatives) determine what information to provide to that next Victorian government school based on the 'need to know' framework:

What information does the next school 'need to know' to properly educate or support the student, and fulfil the school's legal obligations?

'NEED TO KNOW' framework

DUTY OF CARE

A school's duty of care to students means that a principal or other member of the leadership team needs to know about any reasonably foreseeable risk of harm to

anyone because of the student's behaviour, disability, family circumstances or any other relevant circumstances related to the student.

So, for example, if there is a reasonably foreseeable risk to anyone because the student:

- displays violent behaviours
- is a victim or perpetrator of bullying, assault or age-inappropriate sexualised behaviours
- has emotional, wellbeing or self-harm issues

then staff must **tell the principal** (or other member of the school leadership team).

The principal will then share relevant information with any other staff member that needs to know because they work with, or supervise, the student. Staff must provide the principal with enough relevant information required to adequately fulfil their own duty of care – so that the principal can fulfil their duty of care too.

Importantly, when there is a reasonably foreseeable risk of harm, staff should act on that information and share the information with other staff who 'need to know', even if the student or parent asks that information not be shared.

ANTI-DISCRIMINATION LAW

A school's obligation to provide **reasonable adjustments** for students with disabilities (regardless of whether they are eligible under the Program for Students with Disabilities) means that relevant information about a student's disability and their needs must be shared with all staff who work with or supervise that student.

This is required to enable the school to make properly informed decisions about what adjustments are reasonable, and then to implement those adjustments.

This may also be required to meet the duty of care to that student (for example, a student with a medical condition who may require treatment).

This means that relevant information must be shared with all staff who work with or supervise that student, to enable them to:

- understand the student's disability and how it affects their learning and social or emotional wellbeing
- implement reasonable adjustments at school, including understanding all recommendations made by the student's treating practitioners.

'NEED TO KNOW' EXAMPLES

The following are examples of information-sharing with school staff who 'need to know'.

These examples illustrate the critical importance of sharing student information to ensure that the school can provide optimal education and support to students, and comply with important legal obligations.

The examples do not describe all necessary steps needed to *fulfil* the legal obligation, just the appropriate level of information sharing required to ensure the school can take those steps. In some examples below the school will need to take other steps to fulfil their legal obligation, such as communicating with a parent, guardian or carer. We have not described these steps in the examples, as they focus on information-sharing within the school.

DUTY OF CARE

Student displaying anti-social behaviour

A Social Worker (SW) is working with a student who is displaying anti-social behaviours and acting out.

Throughout the course of several sessions the SW learns the student frequently engages in high-risk behaviours such as climbing on the school roof and jumping into the sandpit during lunch. The SW advises the principal, and then the principal briefs all school staff. This enables all staff on yard duty to monitor the student each recess and lunchtime to ensure the student's safety.

Student with a diagnosis of Autism Spectrum Disorder (ASD) with special interest in trains

A student with a diagnosis of ASD has a special interest in trains. The student's school is close to the train lines. The student has been observed on more than one occasion to leave the school grounds to go and watch the trains. The principal advises all school staff about this so that all staff understand the risk posed if the student tries to leave the school grounds unsupervised. This ensures that all school staff have the necessary information to support the student and take reasonable steps to ensure his safety.

Student displaying problematic sexualised behaviour

A student has engaged in age-inappropriate sexualised behaviour with younger students. The school develops a Safety Plan to ensure the safety of all students. The principal provides all staff with the Safety Plan. As all staff undertake yard duty and supervision at lunchtime and recess, all staff 'need to know' about the Safety Plan.

Student presenting with suspected mental health issues

A Primary Welfare Officer (PWO) observes that a student is displaying a range of concerning behaviours, including presenting as particularly sad and disconnected from other students. The PWO raises her concerns with the school psychologist, who advises that the student may be experiencing mental health issues. The PWO and psychologist speak with the principal and together they fast-track a referral and seek parent consent for the student to receive Student Support Services (SSS) support. The principal advises the student's classroom teacher, so the teacher can monitor the student's emotional wellbeing.

Student victim of sexual assault

A student informs a Social Worker that she was sexually assaulted on the weekend by a male student. The Social Worker advises the principal. In addition to informing the relevant authorities, they develop a Safety Plan for the female student. This includes school-based counselling supports for her and strategies to prevent contact between her and the male student. The staff also prepare a management plan for the male student and offer him counselling support. The principal shares each plan with all staff who supervise the students, to ensure the students are safe and supported at school.

Student experiencing family violence

A student tells a Visiting Teacher (VT) that there is family violence in their home. The VT advises the principal that they have formed a reasonable belief the student is at risk of physical abuse. Together they make a mandatory report to the Department of Health and Human Services, Child Protection. The VT and principal share their concerns about the possible family violence with other staff members who work with or supervise the student, to ensure they can monitor the student.

Student who has attempted suicide

A student recently left the school grounds during school hours and took an overdose of tablets at the local shopping centre. The student was admitted to hospital and subsequently referred to mental health services for ongoing treatment. The student's mother advises the principal and specifically asked the principal not tell anyone

else at the school. The principal decides to share this information with the wellbeing staff, to ensure they can provide school-based support to the student. The principal also informs other staff who supervise the student so they can immediately act if the student becomes unexpectedly absent during the school day.

Student who self-harms at school

A student has a history of removing kitchen knives from the food technology class, taking them into the bathroom and self-harming. The food technology teacher advises the principal and wellbeing team leader. Together with the student's other teachers, they make appropriate modifications to the student's classroom environments and arrange for appropriate counselling supports for the student.

ANTI-DISCRIMINATION LAW

Student with a diagnosis of Severe Language Disorder

A Speech Pathologist receives a referral from the school for a student who has been observed to have limited vocabulary in the classroom. The Speech Pathologist completes a language assessment and ascertains the student has a 'Severe Expressive Language Disorder' and 'Moderate Receptive Language Disorder'. The Speech Pathologist provides a detailed report with clear recommendations for making reasonable adjustments for the student in class. The Speech Pathologist provides the report to the student's classroom teacher and the principal.

Student with a diagnosis of conduct disorder

A parent provides the school with an external medical report containing a diagnosis of a conduct disorder and recommendations to assist the student access her education. These recommendations include de-escalation strategies, access to a calming space or wellbeing staff when necessary and modifications to the curriculum. The student's Student Support Group discuss the report and develop an Individual Learning Plan (ILP). The principal provides the report and ILP to the student's classroom teachers and wellbeing staff. This enables the school to implement the recommended reasonable adjustments for the student at school.

SHARING INFORMATION ABOUT STUDENTS: WHO NEEDS TO KNOW?

Do other school staff members need to know information about a student to **enable the school** to:

- provide for and support the student's education?
- support the student's social and emotional wellbeing and health?
- reduce the risk of reasonably foreseeable harm to the student, other students, staff or visitors? (duty of care)
- make a reasonable adjustment for the student's disability? (anti-discrimination law)
- provide a safe and secure workplace? (OHS law)

Yes?

Then you can lawfully share that information those other staff members. They need to know!

Caledonian Primary School

Volunteer Occupational Health and Safety (OHS) Induction Handbook 2023

Prepared by:	Ben Moody
Date Prepared:	25/10/2022
Review Date:	25/10/2023

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Department Health, Safety and Wellbeing (HSW) Policy

The Department has the *Health, Safety and Wellbeing Policy*, which has been endorsed by the Department Secretary and can be seen below:

Introduction

To comply with the requirements of the Victorian Occupational Health and Safety (OHS) Act 2004 and the Victorian OHS Regulations 2017 the Department of Education and Training (the Department) has implemented an OHS Management System (OHSMS) in all Victorian Government schools.






The OHSMS requires all volunteers to:

- report to the general office or designated site contact upon arrival at site
- complete an OHS induction using the Volunteer OHS Induction Checklist
- sign in and out and ensure their visitors pass is worn at all times whilst on Department or other premises
- have a current Working with Children Check, where applicable.

Health, Safety and Wellbeing Policy



Scope: This Policy applies to all employees, visitors, volunteers and contractors in Department of Education and Training (DET) workplaces and activities, and instances when performing work offsite. The Department commits, so far as reasonably practicable, to:

Management Commitment 	Support and value its people and recognise a legal and moral commitment to building a positive workplace culture, ensuring healthy and safe working and learning environments by:
	<ul style="list-style-type: none"> • providing and integrating a robust and credible, Occupational Health and Safety (OHS) Management System that aligns with legislative requirements and the Department's strategic direction and operations • providing and maintaining inclusive workplaces that mitigate risks to physical and psychological health and safety • outlining expectations and accountabilities, and empowering leaders and employees to play an active role in maintaining healthy and safe workplaces • embedding and promoting a culture of shared responsiveness, willingness, and ownership, relating to reporting, and addressing health, safety and wellbeing risks • providing and applying a robust injury management framework to foster and build a strong culture of early intervention, rehabilitation and return to work.
Consultation Commitment 	Consult, collaborate, and communicate with employees including health and safety representatives on:
	<ul style="list-style-type: none"> • identifying hazards, assessing risks, and making decisions about the measures to control risks to health and safety and proposed changes to the workplace that may affect the health, safety, and wellbeing of persons • health, safety, and wellbeing issue resolution • provision of health, safety and wellbeing information, training, instruction, and supervision • the importance of giving employees a reasonable timeframe to express their views and concerns and that these are taken into account when making decisions that may affect their health, safety and wellbeing • flexible work arrangements and family friendly work practices to support and maintain an inclusive, diverse, respectful adaptive workforce.
Drive Continuous HSW Improvement Commitment 	Support continual health, safety and wellbeing improvement by:
	<ul style="list-style-type: none"> • improving the suitability and effectiveness of the OHS Management System through regular monitoring and review of policies and procedures • establishing and monitoring progress towards measurable objectives and targets aimed at reducing work-related injury and ill health and improving safety performance • using data to provide an evidence-based approach for setting the Department's strategic direction and identifying measurable objectives and targets • allocating adequate resources to efficiently integrate and maintain the OHS Management System to comply with relevant legal and compliance obligations.
Building Capability Commitment 	Support building capability by:
	<ul style="list-style-type: none"> • embedding individual health, safety, and wellbeing accountabilities for all employees across the Department • embedding legislative and Department health and safety requirements in all policies and procedures • increasing awareness and improving utilisation of the safety supports and resources available • providing access to transparent and robust health, safety and wellbeing information, training, instruction, and documentation • strengthening leadership capability by improving understanding of applying and implementing health, safety and wellbeing supports and resources available.
Risk Management Commitment 	Support the prevention of workplace injuries and ill health by:
	<ul style="list-style-type: none"> • strengthening systems of work for identifying, assessing, controlling, monitoring, and reviewing hazards and associated risks arising from task / workplace activities • proactively aiming to identify hazards and eliminate (if not possible minimise) risks, in the workplace by implementing controls in a timely manner • promoting and improving the reporting of incidents, near misses, injuries and hazards and investigating where appropriate, to prevent reoccurrence • providing an OHS Management System that is flexible and adaptable to the risk profile of Department workplaces • implementing risk controls to achieve improved mental health and wellbeing outcomes and reduce psychosocial hazards in the workplace.

The Department employees, visitors, volunteers and contractors are required to take reasonable care for their own health, safety and wellbeing and others that may be affected by their actions or omissions. These parties will cooperate with the Department in adhering to health and safety requirements including following the Department's policies, procedures and/or instructions and participating in consultation and training.

The Department's OHS Management System sets out how this policy is to be implemented.


Jenny Atta
 Secretary
 19/01/2022

Required conduct/behaviour

All volunteers are expected to abide by the workplaces code of conduct while on site.

This includes:

- No smoking on school grounds or within four metres of an entrance to all Department workplaces.
- No alcohol or drugs are to be consumed on any Department premises. Any volunteer under the influence will be dismissed.
- No offensive language is permitted on any Department premises.
- Noise must be kept to a minimum. If this is not practicable, then non-urgent work should be scheduled outside of school hours, where possible.
- Possessions, materials, and equipment should be secured and not left unattended.
- Abide by the workplaces traffic management procedures.
- Entrance to other areas of the Department workplace aside from the work area is prohibited, unless otherwise agreed to.
- Remove all litter and debris from the workplace.
- Report any problems, hazards, or incidents to the principal or their delegate.
- Dress appropriately and wear the correct personal protective equipment suitable.
- No pets are permitted on Department premises.

Access arrangements

Access

All volunteers must report to the general office or site contact and sign in upon arrival at the workplace or designated point where not on Department premises. This requirement is indicated on signage located at all entrances to the school, see below:



Traffic Management

Volunteers driving vehicles are to enter and exit the school grounds via the following locations:

- **Enter and Exit through gate on Thompson Street**

Designated pedestrian crossings are:

- **Thompson Street and Water Street**

Site specific hazards

Asbestos

All schools are expected to have a Schools Asbestos Management Plan in the event of the discovery of suspected asbestos containing material (ACM) or the accidental disturbance of existing ACM.

If ACM has been identified in the school, the following process must be followed prior to the commencement of works:

- Asbestos Register **MUST** be checked at the time of sign-in when the proposed work involves drilling, scraping, sanding, sawing or any other destructive process.
- if work is to be carried out in the vicinity of Asbestos Containing Material, the Asbestos Coordinator **Ben Moody – 5332 6955** must be consulted prior to the commencement of work.
- asbestos containing material may only be removed by a licensed removalist.

Hazardous Substances and Dangerous Goods

If transporting hazardous substances or dangerous goods onto site, the principal or their delegate must be informed. You must complete a Safe Work Method Statement or equivalent to outline the controls methods you will use to ensure that the risks of the hazardous substances and/or dangerous goods are managed.

Such controls may include, but are not limited to:

- the provision of Safety Data Sheets (SDS)
- correct labelling of containers
- correct storing and handling of containers
- correct disposal of any waste
- provision of personal protective equipment (PPE).

Animals/Wildlife

There is the potential to come into contact with domestic animals and wildlife while on this site. Should this occur, you must:

- do not approach any domestic animals (e.g., dogs) or dangerous wildlife
- report the sighting of any domestic animals or dangerous wildlife to the principal or their delegate
- do not reach into any holes or gaps in the buildings without first checking to see if it is safe.

Emergency Management

Workplace Codes

In the event that a code is called, please obey the following instructions:

CODE GREEN	OVAL EVACUATION
CODE PINK	MULTIPURPOSE ROOM
CODE ORANGE	LOCK DOWN
CODE YELLOW	OFF-SITE EVACUATION

Emergency Procedures

On hearing the alarm:

- switch off all equipment
- proceed to the advised assembly area
- report to one of the wardens
- do not leave the assembly area until advised.

Leaving Site in an Emergency

All volunteers are required to proceed to the evacuation point and remain there until given clearance to leave by the Incident Controller or principal or their delegate.

Evacuation Point

The evacuation point is located at **OVAL**; refer to map (Appendix B).

Emergency Contacts

School contacts

Workplace Manager **Ben Moody** **5332 6955**

Assistant Principal **Geoff Dickson** **5332 6955**

Asbestos Co-ordinator **Ben Moody** **5332 6955**

Business Manager **Brooke Stevens** **5332 6955**

General Office Number **Sally Noble** **5332 6955**

Emergency contacts

Police: **000**

Fire: **000**

Ambulance: **000**

Poisons: **13 11 26**

First Aid and Amenities

First Aid

In the event of an injury:

1. if the injury is not serious, report or escort the injured party to the administration office for assistance
2. if the injury is serious ring 000, do not wait for first aid officer
3. stay with injured party. Send someone else to find the first aid officer or workplace manager
4. if no one else is available, ring the school number and inform the office that someone is injured at your location
5. if trained, apply first aid to the injured party
6. once incident is over, fill in an incident report at the office.

Amenities

Please see map in Appendix for the following clearly marked items:

- **Toilets and amenities**
- **Lunch room**
- **Parking**

Hazard and Incident Reporting

Any hazard or incident that poses a risk to the safety of a student, parent, visitor, volunteer or employee must be reported.

- Call 000 immediately to report any incident threatening life or property. This number will connect you to the following emergency services:
 - police for crime, injury that may not be accidental, or assault
 - ambulance for injury and medical assistance
 - fire brigade for fires, gas leaks and incidents involving hazardous and dangerous materials.
- Notify the administration office in person, or, if unable or unsafe to do so, notify someone via the emergency contact list.
- Principal is to report the incident on eduSafe Plus.

You hear the emergency alarm! Listen for the details of the DANGER and the evacuation point.

OVAL	Stay calm & listen to your teacher. Use common sense at all times.	Stay calm & listen to your teacher. Use common sense at all times.	Stay calm & listen to your teacher. Use common sense at all times.	Stay calm and listen to your teacher. Use common sense at all times.
Line up at your designated exit point. If the teacher in the room next door is a warden, their class will follow behind your class towards the OVAL . The warden will catch up with you when it's convenient. Wear your high vis vest, take your electronic device, and PURPLE Evac folder. Where possible, close windows and doors before evacuating.	Line up at your designated exit point. If the teacher in the room next door is a warden, their class will follow behind your class towards the MULTIPURPOSE ROOM . The warden will catch up with you when it's convenient. Wear your high vis vest, take your electronic device, and PURPLE Evac folder. Where possible, close windows and doors before evacuating.	Line up at your designated exit point. If the teacher in the room next door is a warden, their class will follow behind your class towards the MULTIPURPOSE ROOM in assembly position.	Take the roll and call the office by pressing Brooke on the phone with the following information: 1) All present- YES/NO or name of missing student/s, name of teacher 2) Name and Grade of the extra students. 3) Name of present ES staff and/or visitors/contractors	Students who are out of their room must move safely to the nearest classroom and join this class. The teacher will report them back to their own class at the assembly point.
Students who are out of their room must move safely to the nearest classroom and join this class. The teacher will report them back to their own class at the assembly point.	Students who are out of their room must move safely to the nearest classroom and join this class. The teacher will report them back to their own class at the assembly point.	Level 1 - If safe to do so, continue with your program quietly , but remember, NO ONE CAN LEAVE YOUR ROOM.	LEVEL 1 - If safe to do so, continue with your program quietly , but remember, NO ONE CAN LEAVE YOUR ROOM.	Exit the school grounds via your nearest and safest external gate. Evacuate to the WOODMAN'S HILL SECONDARY COLLEGE. Exit the school and turn left along Thompson St. Turn right onto Water St. Continue into Fissell St and enter the Woodman's Hill Secondary College. Line up in single file on the OVAL from prep to six.
Line up with your class in single file on the OVAL from grade Prep to Six.	Line up with your class in the MULTIPURPOSE ROOM in assembly position.	LEVEL 2 - STOP what you are doing. Turn off lights and sit quietly in a safe location, away from windows and doors. You will be notified when it is safe for the lockdown to be lifted.	Level 2 - STOP what you are doing. Turn off lights and sit quietly in a safe location, away from windows and doors. You will be notified when it is safe for the lockdown to be lifted.	Take the roll and call the office by pressing Brooke on the phone with the following information: 1) All present- YES/NO or name of missing student/s, name of teacher 2) Name and Grade of the extra students. 3) Name of present ES staff and/or visitors/contractors
Take the roll as soon as your class settles. Report the following information to the Check Warden straight away: 1) Class and students present – YES/NO. 2) Name of teacher 3) Name of present ES staff with your class. The Check Warden will then report to the Chief Warden.	Take the roll as soon as your class settles. Report the following information to the Check Warden straight away: 1) Class and students present – YES/NO. 2) Name of teacher 3) Name of present ES staff with your class. The Check Warden will then report to the Chief Warden.	Take the roll and call the office by pressing Brooke on the phone with the following information: 1) All present- YES/NO or name of missing student/s, name of teacher 2) Name and Grade of the extra students. 3) Name of present ES staff and/or visitors/contractors	Take the roll and call the office by pressing Brooke on the phone with the following information: 1) All present- YES/NO or name of missing student/s, name of teacher 2) Name and Grade of the extra students. 3) Name of present ES staff and/or visitors/contractors	Take the roll and call the office by pressing Brooke on the phone with the following information: 1) All present- YES/NO or name of missing student/s, name of teacher 2) Name and Grade of the extra students. 3) Name of present ES staff and/or visitors/contractors
All visitors and contractors must be sent to report to the administration staff as soon as possible.				
Once notified, walk calmly and quietly back to your classroom the same way you came out and continue your lesson.				

**OFF-SITE to Woodman's Hill
Secondary College**





Caledonian Primary School Warden Zone Map



Legend

Version: 3/12/2019

- - - - External Gate
- + First Aid Room
- P Staff Carpark
- T Toilets
- H Staffroom
- + W - Warden
- D - Deputy Warden
- S - Shelter in Place
- + First Aid
- + Primary Assembly Point
- Fire Blanket
- Fire Hydrant
- Dry Chemical Extinguisher
- Water Extinguisher
- Co. Extinguisher
- Hose Reel
- Gas Shut Off
- Water Mains Shut Off Valve

- Primary Evacuation

Volunteer OHS Induction Checklist

The Volunteer OHS Induction Handbook can be used to assist in conducting an OHS induction.

Workplace		
Brief description of works		
General OHS Induction – The principal or their delegate is to ensure that volunteers have been provided with the following information and/or instructions.	Provided	
Department Health and Safety and Wellbeing (HSW) Policy	<input type="checkbox"/> Yes	
Required conduct/behaviour	<input type="checkbox"/> Yes	
Security access arrangements / Traffic Management Plan	<input type="checkbox"/> Yes	
Introduction to First Aid Officer(s) and location of First Aid Room/Kits	<input type="checkbox"/> Yes	
Location of emergency evacuation plans for your area	<input type="checkbox"/> Yes	
Location of Emergency Exits	<input type="checkbox"/> Yes	
Introduction to workplace Wardens / Incident Controller	<input type="checkbox"/> Yes	
Location of amenities	<input type="checkbox"/> Yes	
Location of Chemical Register and associated Safety Data Sheets	<input type="checkbox"/> Yes	
Information on hazard and incident reporting process	<input type="checkbox"/> Yes	
Current School Asbestos Management Plan and Division 5 Audit Report	<input type="checkbox"/> Yes <input type="checkbox"/> NA	
Introduction to school Asbestos Coordinator	<input type="checkbox"/> Yes <input type="checkbox"/> NA	
Plant and equipment Safe Work Procedures and personal protective equipment <i>(Note: all electrically powered plant and equipment are to be tested and tagged prior to use)</i>	<input type="checkbox"/> Yes <input type="checkbox"/> NA	
An overview of task(s) and relevant hazards and risks controls are communicated to volunteer workers as detailed in the Risk Assessment	<input type="checkbox"/> Yes <input type="checkbox"/> NA	
Signatures		
Principal or delegate		
<i>I certify that the below mentioned volunteer workers have completed an OHS induction.</i>		
Name:	Signature:	
	Date:	