



Broadford Primary School

CHILD SAFE POLICY

*Broadford Primary School's Commitment to Child Safety
in accordance with the Victorian Governments Ministerial Order 870.*

Rationale

In 2013, the Victorian Parliament held an inquiry into the Handling of Child Abuse, resulting in the Betrayal of Trust Report. As a result the Victorian Government has mandated that all organisations who work with children, including schools, meet the Child Safe Standards.

Children have the right to be safe and protected, including at school. It is important that you feel confident that your child is safe and well in the care of their school.

At Broadford Primary School, we are responsible for keeping our children safe. Schools have to meet legal requirements for the care, safety and welfare of students. From 1 August 2016, all schools are required to meet child safe standards to achieve a zero tolerance to child abuse.

Vision:

At Broadford Primary School we are committed to assisting students become responsible, confident and intrinsically motivated learners who are able to make positive contributions within local and global communities. We believe that students and staff alike are continuous learners and we strive to provide a supportive, yet challenging environment in which innovation, personalised learning and strong personal relationships are highly valued.

In addition, Broadford Primary School:

- Has zero tolerance of child abuse, and all allegations and safety concerns will be treated very seriously and consistently with our robust policies and procedures
- Has a legal and moral obligation to contact authorities when we are worried about a child's safety, which we follow rigorously
- Is committed to preventing child abuse and identifying risks early, and removing and reducing these risks
- Has robust human resources and recruitment practices for all staff and volunteers
- Is committed to regularly training and educating our staff and volunteers on child abuse risks
- Supports and respects all children, as well as our staff and volunteers. We are committed to the cultural safety of Aboriginal and Torres Strait Islander (ATSI) children, the cultural safety of children from culturally and/or linguistically diverse backgrounds, and provide a safe environment for children with a disability
- Has specific policies, procedures and training in place that support our leadership team, staff and volunteers to achieve these commitments.

Our children

The children at Broadford Primary School are empowered, vital and active participants. We involve them when making decisions, especially about matters that directly affect them. We listen to their views and respect what they have to say.

We promote diversity and tolerance and people from all walks of life and cultural backgrounds are welcome. In particular we:

- promote the cultural safety, participation and empowerment of ATSI children
- promote the cultural safety, participation and empowerment of children from culturally and/or linguistically diverse backgrounds
- ensure that children with a disability are safe and can participate equally.

Our staff and volunteers

This policy guides our staff, parent helpers and volunteers on how to behave with children. All of our staff, parent helpers and volunteers must agree to abide by our code of conduct which specifies the standards of conduct required when working with children.

Training and supervision

Training and education is important to ensure that everyone at Broadford Primary School understands that child safety is everyone's collective responsibility.

Our culture aims for all staff, students and community members to feel confident and comfortable in discussing any allegations of child abuse or child safety concerns. We train our staff to identify, assess, and minimise risks of child abuse and to detect potential signs of child abuse.

We support our staff through ongoing Professional Development to: develop their skills to protect children from abuse; and promote the cultural safety of ATSI children, the cultural safety of children from linguistically and/or diverse backgrounds, and the safety of children with a disability.

We ensure all staff and volunteers understand Broadford Primary School's commitment to child safety and that everyone has a role to play in protecting children from abuse, as well as checking that their behaviour towards children is safe and appropriate.

Annual School Council training will be undertaken annually on child safe standards and their responsibility. Child safe is a standing item on all school council agendas.

Any inappropriate behaviour will be reported through appropriate channels, including the Department of Health and Human Services and Victoria Police, depending on the severity and urgency of the matter.

*Please refer to our Code of Conduct for further information.

Recruitment

We take all reasonable steps to employ skilled people to work with our children. We develop selection criteria and advertisements which clearly demonstrate our commitment to child safety and an awareness of our social and legislative responsibilities. Broadford Primary School understands that when recruiting staff and volunteers we have ethical as well as legislative obligations.

We actively encourage applications from ATSI people, people from culturally and/or linguistically diverse backgrounds and people with a disability.

All people engaged by Broadford Primary School, including volunteers and tradespeople, are required to hold a valid Working with Children Check and to provide evidence of this.

We carry out reference checks to ensure that we are recruiting the right people.

See Child Safe Recruitment Practices (appendix 3)

Fair procedures for personnel

The safety and wellbeing of children is our primary concern. We are also fair and just to personnel. The decisions we make when recruiting, assessing incidents, and undertaking disciplinary action will always be thorough, transparent, and based on evidence.

We record all allegations of abuse and safety concerns, as well as including investigation updates.

Privacy

All personal information considered or recorded will respect the privacy of the individuals involved, whether they be staff, volunteers, parents or children, unless there is a risk to someone's safety. We have safeguards and practices in place to ensure any personal information is protected. Everyone is entitled to know how this information is recorded, what will be done with it, and who will have access to it.

Legislative responsibilities

Broadford Primary School takes our legal responsibilities seriously, including:

- Failure to disclose: Reporting child sexual abuse is a community-wide responsibility. All adults in Victoria who have a reasonable belief that an adult has committed a sexual offence against a child under 16 have an obligation to report that information to the police.
- Failure to protect: People of authority at Broadford Primary School will commit an offence if they know of a substantial risk of child sexual abuse and have the power or responsibility to reduce or remove the risk, but negligently fail to do so.
- Any personnel who are mandatory reporters must comply with their duties.

Risk management

In Victoria, organisations are required to protect children when a risk is identified (see information about failure to protect above). In addition to general occupational health and safety risks, we proactively manage risks of abuse to our children.

We have risk management strategies in place to identify, assess, and take steps to minimise child abuse risks, which include risks posed by physical environments (for example, any doors that can lock), and online environments (for example, no staff or volunteer is to have contact with a child in organisations on social media as per Broadford's Social Media Policy). The Broadford Primary School Risk Management Plan will be reviewed annually by School Council or after an incident.

Regular review

This policy will be reviewed every two years and following significant incidents if they occur. We will ensure that families and children have the opportunity to contribute. Where possible

we do our best to work with local ATSI communities, culturally and/or linguistically diverse communities and people with a disability.

Allegations, concerns and complaints

Broadford Primary School takes all allegations seriously and has practices in place to investigate thoroughly and quickly. Our staff are trained to deal appropriately with allegations. We work to ensure all children, families, staff and volunteers know what to do and who to tell if they observe abuse or are a victim, and if they notice inappropriate behaviour.

We all have a responsibility to report an allegation of abuse if we have a reasonable belief that an incident took place (see information about failure to disclose above).

If an adult has a reasonable belief that an incident has occurred then they must report the incident. Factors contributing to reasonable belief may be:

- a child states they or someone they know has been abused (noting that sometimes the child may in fact be referring to themselves)
- behaviour consistent with that of an abuse victim is observed
- someone else has raised a suspicion of abuse but is unwilling to report it
- observing suspicious behaviour.

When reporting incidents Broadford Primary School will use the Four critical actions for schools process to report and assist children who disclose child abuse or are otherwise linked to child abuse see appendix 2)

Appendix:

Appendix 1 – Broadford Primary School Code of Conduct

Appendix 2 – Four Critical Actions for School

Appendix 3 – Providing Ongoing Support for Children Impacted by Abuse

Appendix 4 – Child Safe Recruitment Practices

Appendix 5 - Child Safe Recruitment Practices – Record of Interview

Key Links to this Policy:

- Mandatory Reporting Policy
- Supervision & Duty of Care Policy
- Working with Children Check (ECC) Policy
- Student Engagement & Wellbeing Policy
- Social Media Policy

Regular review

- This Policy will be reviewed annually, and following significant incidents if they occur. We will ensure that families and children have the opportunity to contribute. Where possible we do our best to work with local Aboriginal communities, culturally and/or linguistically diverse communities and people with a disability.

Date Implemented	October 2016
Author	
Approved By	School Council

Approval Authority (Signature & Date)	
Date Reviewed	October 2019
Responsible for Review	Principal
Next Review Date	November 2020

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

The policy says the school should get consent before taking and publishing photos of a student. This applies every time a photo is taken. The same policy applies for excursions and school activities.

2 SPAG: <http://www.education.vic.gov.au/school/principals/spag/safety/pages/alcohol.aspx>. The policy says the school must obtain school council approval before alcohol can be consumed on school grounds or at a school activity. The policy says staff members should not consume alcohol during camps and excursions. It is silent on whether they can consume alcohol at other school events where students are present, this is a matter that the school needs to decide upon – draft text is provided in the guidance fact sheet

Appendix 1

Broadford Primary School Child Safety - Code of Conduct



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

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

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

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

Acceptable behaviours

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

- upholding the school's statement of commitment to child safety at all times and adhering to the school's child safe policy
- treating students and families in the school community with respect both within the school environment and outside the school environment as part of normal social and community activities
- listening and responding to the views and concerns of students, particularly if they are telling you that they or another child has been abused or that they are worried about their safety/the safety of another child
- promoting the cultural safety, participation and empowerment of Aboriginal and Torres Strait Islander (ATSI) students
- promoting the cultural safety, participation and empowerment of students with culturally and/or linguistically diverse backgrounds

- promoting the safety, participation and empowerment of students with a disability reporting any allegations of child abuse or other child safety concerns to the school's leadership
- understanding and complying with all reporting or disclosure obligations (including mandatory reporting) as they relate to protecting children from harm or abuse.
- if child abuse is suspected, ensuring as quickly as possible that the student(s) are safe and protected from harm.

Unacceptable behaviours

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

- ignore or disregard any concerns, suspicions or disclosures of child abuse
- develop a relationship with any student that could be seen as favouritism or amount to 'grooming' behaviour (for example, offering gifts)
- exhibit behaviours or engage in activities with students which may be interpreted as abusive and not justified by the educational, therapeutic, or service delivery context
- ignore behaviours by other adults towards students when they appear to be overly familiar or inappropriate
- discuss content of an intimate nature or use sexual innuendo with students, except where it occurs relevantly in the context of parental guidance, delivering the education curriculum or a therapeutic setting
- treat a child 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 school work or extra-curricular activities or where there is a safety concern or other urgent matter
- photograph or video a child in a school environment except in accordance with school policy or where required for duty of care purposes
- in the school environment or at other school events where students are present, consume alcohol contrary to school policy or take illicit drugs under any circumstances.

This Code of Conduct was endorsed and ratified by the Broadford Primary School Council on 19 October 2016. A review of this Code of Conduct will occur if there are any legislative or other changes in the interim or no later than December 2019.

I have read, understand and am committed to ensuring the Child Safety Code of Conduct is adhered to.

Name: _____

Signature: _____

Date: _____ **Role:** _____

FOUR CRITICAL ACTIONS FOR SCHOOLS

Responding to Incidents, Disclosures and Suspicions of Child Abuse

PROTECT

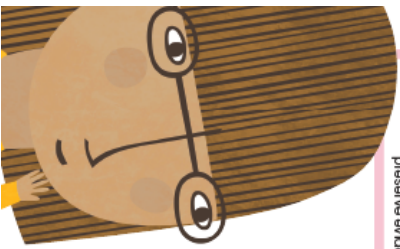
1 RESPONDING TO AN EMERGENCY

If there is no risk of immediate harm go to **Action 2**

If a child is at immediate risk of harm you must ensure their safety by:

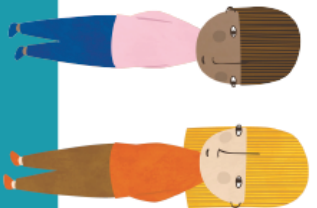
- separating alleged victims and others involved
- administering first aid
- calling **000 for urgent medical and/or police assistance** to respond to immediate health or safety concerns
- identifying a contact person at the school for future liaison with Police.

Where necessary you may also need to maintain the integrity of the potential crime scene and preserve evidence.



2 REPORTING TO AUTHORITIES

As soon as immediate health and safety concerns are addressed you must report all incidents, suspicions and disclosures of child abuse as soon as possible. Failure to report physical and sexual child abuse may amount to a criminal offence.



Q: Where does the source of suspected abuse come from?

WITHIN THE SCHOOL

VICTORIA POLICE
You must report all instances of suspected child abuse involving a school staff member, contractor or volunteer to Victoria Police.

You must also report internally to:

GOVERNMENT SCHOOLS

- School Principal and/or leadership team
- Employee Conduct Branch
- DET Security Services Unit

CATHOLIC SCHOOLS

- School Principal and/or leadership team

INDEPENDENT SCHOOLS

- Diocesan education office
- School Principal and/or school chairperson

WITHIN THE FAMILY OR COMMUNITY

DHHS CHILD PROTECTION

You must report to DHHS Child Protection if a child is considered to be:

- in need of protection from child abuse
- at risk of being harmed (or has been harmed) and the harm has had, or is likely to have, a serious impact on the child's safety, stability or development.

VICTORIA POLICE

You must also report all instances of suspected sexual abuse (including grooming) to Victoria Police.

GOVERNMENT SCHOOLS

You must also report to:

- School Principal and/or leadership team
- DET Security Services Unit

CATHOLIC SCHOOLS

You must also report to:

- School Principal and/or leadership team

INDEPENDENT SCHOOLS

You must also report to:

- School Principal and/or chairperson

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 (in circumstances where the family are open to receiving support), or to DHHS Child Protection or Victoria Police.

YOU MUST TAKE ACTION

As a school staff member, you play a **critical role** in protecting children in your care.

- You must act, by following the 4 critical actions, as soon as you witness an incident, receive a disclosure or form a reasonable belief that a child has, or is at risk of being abused.
- You must act if you form a suspicion/reasonable belief, even if you are unsure and have not directly observed child abuse (e.g. If the victim or another person tells you about the abuse).
- You must use the **Responding to Suspected Child Abuse** template to keep clear and comprehensive notes.

* A reasonable belief is a deliberately low threshold. This enables authorities to investigate and take action.

3 CONTACTING PARENTS/CARERS

Your Principal must consult with DHHS Child Protection or Victoria Police to determine what information can be shared with parents/carers. They may advise:

- **not to contact** the parent/carer (e.g. in circumstances where the parents are alleged to have engaged in the abuse, or the child is a mature minor and does not wish for their parent/carer to be contacted)

- **to contact** the parent/carer and provide agreed information (this must be done as soon as possible, preferably on the same day of the incident, disclosure or suspicion).

4 PROVIDING ONGOING SUPPORT

Your school must provide support for children impacted by abuse. This should include the development of a Student Support Plan in consultation with wellbeing professionals. This is an essential part of your duty of care requirements.

Strategies may include development of a safety plan, direct support and referral to wellbeing professionals.

You must follow the **Four Critical Actions** every time you become aware of a further instance or risk of abuse. This includes reporting new information to authorities.

CONTACT

DHHS CHILD PROTECTION

AREA

North Division **1300 664 9777**

South Division **1300 655 795**

East Division **1300 360 391**

West Division (Rural) **1800 075 599**

West Division (Metro) **1300 664 9777**

AFTER HOURS

After hours, weekends, public holidays **13 1278**

CHILD FIRST

www.dhhs.vic.gov.au

VICTORIA POLICE

000 or your local police station

DET SECURITY SERVICES UNIT

(03) 9589 6266

STUDENT INCIDENT AND RECOVERY UNIT

(03) 9637 2934

EMPLOYEE CONDUCT BRANCH

(03) 9637 2695

DIOCESAN OFFICE

Melbourne (03) 9267 0228

Ballarat (03) 5337 7135

Sale (03)5622 6900

Sandhurst (03)5443 2377

INDEPENDENT SCHOOLS

VICTORIA (03) 9825 7200



BROADFORD PRIMARY SCHOOL



Providing Ongoing Support for Children Impacted by Abuse

Broadford Primary School will provide ongoing support for children impacted by abuse via Student Support Plans, liaison with DET / External agencies, SSGs and wellbeing strategies; as follows:

- Management Support Plan - for victims of sexual abuse and
- Supportive Behaviour Plan - for alleged student perpetrators of sexual abuse.

Strategies in support of a child may include liaison and communication with (but not limited to), the following:

- DHHS Child Protection and Victoria Police;
- Regional Office and engagement of Student Incident and Recovery Unit (SIRU);
- Parents/carers of all impacted students (where appropriate, following advice from authorities);
- If an Aboriginal or Torres Strait Islander Student is impacted, liaison with Koorie Education Officer;
- Liaison with Victoria Police;
 - Ongoing communication and action as set out by the Employee Conduct Branch (Government schools).

Strategies of ongoing support of a child may include (but not limited to), the following:

- Overseeing the development of a short-term action plan for all children impacted by suspected abuse in consultation with the Region and the Student Incident and Recovery Unit (SIRU);
- Ensuring ongoing education and support services are provided for all children involved via formation of a Student Support Group (SSG), overseen by the Child Safety Officer and representatives from a number of support agencies, including Student Incident and Recovery Unit (SIRU);
- Developing, implementing and reviewing a Student Support Plan in partnership with children and their parents/carers, allied health workers and external support agencies where appropriate (this plan should list appropriate school-level and non-school based supports and should assist students in returning to school);
- Addressing concerns as they arise.

Provision of school based wellbeing services for a child may include (but not limited to), the following:

- Continued monitoring of the situation and the health and wellbeing of impacted children and staff members;
- Ensuring the provision of ongoing support for the children, families and staff members involved.

** The Principal (or representative) will undertake a review process between 4-6 weeks after a report is made.

** Staff must understand that fulfilling the roles and responsibilities contained in the procedures does not displace or discharge any other obligations that arise if a person reasonably believes that a child is at risk of child abuse.

** If a staff member believes that a child is not subject to abuse, but still holds significant concerns for their wellbeing, they must still act. This may include making a referral or seeking advice from Child FIRST (in circumstances where the family are open to receiving support), or to DHHS Child Protection or Victoria Police.

** Staff must use the Responding to Suspected Child Abuse template to keep clear and comprehensive notes

Appendix 1 - Responding to Suspected Child Abuse template

Appendix 4



BROADFORD PRIMARY SCHOOL



Child Safe Recruitment Practices

The Child Safe Standards require organisations that provide services for children¹ to have recruitment and screening practices that reduce the risk of child abuse. Kilmore Primary School will implement all aspects of this document during each recruitment phase. The completed document for each advertised vacancy will be held on file.

Recruitment checklist

Robust recruitment processes help ensure the best applicants are employed. From advertising through to conducting interviews and checking the background of applicants, it is important that each step is done consistently and thoroughly.

This checklist will guide our school through critical steps in the recruitment process. It includes objectives and examples for:

- selection criteria in job descriptions
- advertising
- face-to-face interviews including behavioural-based questions and questions about motives for wanting to work with children
- [Working with Children Checks](http://www.workingwithchildren.vic.gov.au) <www.workingwithchildren.vic.gov.au>
- [police record checks and identity checks](http://www.police.vic.gov.au) <www.police.vic.gov.au> (including international police record checks where necessary)
- reference checks over the telephone with recent line managers
- probation periods.

Selection criteria

Developing appropriate selection criteria for the position is a valuable first step to reducing the risk of appointing someone who poses a child safety risk. It will also ensure that applicants have the specific knowledge and skills required for the position. The selection criteria for child safety will be used in conjunction with the standard KSC provided by the Department of Education.

Depending on the requirements of the advertised position, one or both of the selection criteria below will be used in the advertisement for the vacancy.

- *'Must have experience working with children.'*

- 'Must be able to demonstrate an understanding of appropriate behaviours when engaging with children.'

Does your selection criteria clearly state the experience, qualifications, qualities and attributes expected from the successful applicant?	
Does your selection criteria outline the supervision and accountability processes in place which support child safety?	

Our selection criteria provides for the safety of all children. Applicants should have the opportunity to indicate their understanding of, or any experience they have in working with children with diverse needs and/or backgrounds.

Does your selection criteria include a demonstration of the needs of children with a disability?

Does your selection criteria include a demonstration of Aboriginal cultural safety and awareness?

Does your selection criteria include a demonstration of cultural safety for children from culturally and/or linguistically diverse backgrounds?²

Advertising

Planning your advertisement and its placement provides a good opportunity to demonstrate your commitment to safeguarding children and deter would-be offenders.

Our advertisement includes a message about our organisation's commitment to child safety.	
Our advertisement includes reference to our Code of Conduct and Child Safe Policy.	
Our advertisement informs applicants that appropriate rigorous reference and background checking will be undertaken.	

Broadford Primary promotes the safety, participation and empowerment of all children, including those with a disability. *The following text will be included in our advertised vacancies:*

'This organisation promotes the safety, wellbeing and inclusion of all children, including those with a disability. Applicants are welcome to elaborate on experience they may have working with children with a disability.'

Our job advertisement included a statement about our organisation's commitment to the safety, participation and empowerment of all children, including those with a disability	
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Broadford Primary School is culturally safe for Aboriginal children and encourages their participation and empowerment. *The following text will be included in our advertised vacancies:*

'This organisation promotes the safety and wellbeing of Aboriginal children, and encourages applications from Aboriginal peoples. Applicants are welcome to elaborate on experience they may have working with Aboriginal children and/or communities.'

Our job advertisement included a statement about our commitment to cultural safety, inclusion and empowerment of Aboriginal children, their families and communities	
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It is important that Broadford Primary School promotes the safety, participation and empowerment of children from culturally and/or linguistically diverse backgrounds. *The following text will be included in our advertised vacancies:*

'Our school promotes the safety and wellbeing of children from culturally and/or linguistically diverse backgrounds, and encourages applications from people from culturally and/or linguistically diverse background. Applicants are welcome to elaborate on experience they may have working with children from a culturally and/or linguistically diverse background.'

Our job advertisement includes a statement about our commitment to the safety, participation and empowerment of children from culturally and/or linguistically diverse backgrounds.

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Interviews

The interview process is a very important step in selecting the appropriate people to work with or around the children of Broadford Primary School. Panel members will possess a mix of experience and skills to carry out the interview, ensuring the position requirements are addressed. An open-ended style of behavioural-based questioning will give the panel insight into the applicant's values, attitudes and understanding of professional boundaries and accountability. Useful questions may include:

'Tell us about why you want to work with children?'

'Describe a time when you had to manage a child whose behaviour you found challenging?'

'Tell us about a time when you had to comfort a distressed child?'

We have included one of the questions above to assist us to determine how the interviewee will behave in certain situations.	
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We will ask for more information if the applicant does not provide sufficient information in his or her responses.

Unexplained lengthy gaps in employment history.	
The applicant says they do not value or 'need' supervision.	
The applicant is evasive or inconsistent in his or her answers.	

Screening for Unpaid Positions

Screening applicants for unpaid positions will rely on the provision of appropriate police check documentation and referee checks where possible. Volunteers will be required to be in the immediate supervision of a paid employee.

Police checks

During the interview process we will ask the applicant the following child safety specific questions:

- If they have any criminal convictions, formal disciplinary action taken against them, or any finding of improper or unprofessional conduct.
- The applicant's response should demonstrate a sufficient level of professionalism as well as an understanding of your obligations.

We have included a question about whether the applicant has any criminal convictions, cautions, other legal or pending cases, including formal disciplinary action, which may affect their suitability to work with children.	
During a face-to-face interview, we will take notice of how the applicant responds to questions with regard to his or her words and body language.	
We have ensured the applicant has undertaken a police record check (which includes identity	

check)	
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Working with Children Check/Referee Checks/Additional Checks

Appendix: See additional form to be completed at the time of the interview.

Further information

Further information on [child safe standards](#) can be found on the Department of Health and Human Services' website <www.dhs.vic.gov.au/about-the-department/plans,-programs-and-projects/projects-and-initiatives/children,-youth-and-family-services/creating-child-safe-organisations>.

Additional resources for organisations in the child safe standards toolkit can be found on the [Department of Health and Human Services website](#): <www.dhs.vic.gov.au/about-the-department/documents-and-resources/policies,-guidelines-and-legislation/child-safe-standards>. In particular, [An Overview to the Victorian child safe standards](#), has information to help organisations understand the requirements of each of the child safe standards, including examples of measures organisations can put in place, a self-audit tool and a glossary of key terms: <www.dhs.vic.gov.au/__data/assets/word_doc/0005/955598/Child-safe-standards_overview.doc>

Note for registered schools: a forthcoming Ministerial Order under the *Education and Training Reform Act 2006* will contain the minimum actions that schools must take to meet each of the child safe standards. There will be a lead in time before regulation will commence to allow schools time to prepare. The Department of Education and Training and the Victorian Registration and Qualifications Authority will provide information and materials specifically for schools to assist with capacity building and compliance.

Registered schools can contact the Department of Education and Training:
child.safe.schools@edumail.vic.gov.au



Child Safe Recruitment Practices – Record of Interview

To be attached to the record of interview and completed in conjunction with the referee checks.

Applicant's Name: _____

VIT Registration/NCHRC/Working with Children Check: Under the *Working with Children Act 2005*, people who are doing child-related work, and who are not exempt³, need a Working with Children Check. This applies to both paid and volunteer workers. Full details of the [Working with Children Check process](#) can be found on the Working with Children website www.workingwithchildren.vic.gov.au

Does the applicant hold a valid Working with Children Check, if required? Have you checked the validity of their Working with Children Check https://online.justice.vic.gov.au/wwccu/login.doj?next=mycheck	
OR If the applicant does not hold a valid Working with Children Check, and it is required, has the applicant provided evidence that they have applied for a Working with Children Check, and does your organisation have processes to follow up pending applications?	
Has the applicant provided evidence of their VIT Registration/current NCHRC or Working with Children Check, or evidence of their application for a WWCC? <i>Teachers and police officers are exempt because they undergo other thorough backing checking.</i>	

Referee checks -Line managers, particularly the most recent, are likely to provide the most accurate reference. Where possible, referees that can provide insights into the applicant's experience working with children should be contacted.

Do the referees provided by the applicant include line managers who can be objective, rather than colleagues or friends?	
Has the applicant provided their most recent line manager as a referee? If not, have they provided you with a satisfactory reason?	
Have you spoken to at least two of the referees by telephone? Did you confirm with them their name and position provided to you by the applicant?	

When speaking with the referees, we seek to establish the referee's relationship with the applicant, including:

- how long the applicant and referee worked together
- the specifics of the position
- Behaviour-based questions

• 'Do you have any concerns about the applicant's attitude towards Aboriginal peoples / people from culturally and/or linguistically diverse backgrounds / people with a disability?'	
• 'Do you have any concerns about the applicant working with children?'	
• 'Would you employ this person again?'	

Additional checks: Additional checks will confirm the identity of the applicant and that their responses have been truthful.

The identity of the applicant (driver's licence/passport) was confirmed.	
A certified copy of the applicant's qualifications (if required) was provided.	