



A School With A View

Parent Information Book

2024

Boronia Heights Primary School purpose is:

To provide a challenging and supportive environment that develops students who are confident and resilient learners and valued members of the community.

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Letter to Parents



Dear Parents,

It is with great pride that I welcome you to Boronia Heights Primary School. We are thrilled and feel privileged that you have chosen BHPS for your child's education. As your child begins their educational journey, I look forward to sharing the successes of that journey with them and you.

BHPS prides itself in providing a safe learning environment to guide and support your child throughout their school life. Our dedicated and passionate staff will work with you to provide your child with the learning opportunities aimed at developing a passion for lifelong learning.

The partnership that our staff will form with you will develop your child's confidence, curiosity, resilience and passion for learning. Ensuring positive and productive communications between home and school is crucial. We welcome your contribution, and we encourage you to be an active participant in your child's education.

Our literacy and numeracy programs are based on contemporary educational research, with High Impact Teaching Strategies underpinning teacher practice. We offer a comprehensive and extensive program that includes all areas of the Victorian Curriculum, including specialist teachers in the areas of German, Visual Arts, Performing Arts, Physical Education and STEAM (Science, Technology, Engineering, Arts and Maths). All our staff have been trained to provide a strong focus on student wellbeing. The Berry Street Education Model enables and promotes self-regulation, mindfulness, and a strong focus of remaining in the "Learning Zone". This positive education enables our students to develop their interpersonal skills and values, such as Community, Achievement, Respect and Engagement (CARE) through a variety of formal routines and activities, including circle time, student leadership and a social and emotional learning curriculum.

We welcome you to join us in enriching the school program, through participation in an informal way in class activities, excursions, sports days, as a classroom helper, or more formally through involvement as a member of the School Council, Community Hub and Building and Grounds.

I look forward to working with you to support your child to achieve their dreams and encourage, engage and inspire your child to be the best they can be.

Kind Regards,

Mathew Anderton

Principal



School Information

School:	Boronia Heights Primary School
Address:	Landscape Drive Boronia, 3155
Telephone:	9729 2614
Email:	boronia.heights.ps@edumail.vic.gov.au
Website:	www.boroniahtsps.edu.vic.gov.au
Principal:	Mathew Anderton
Assistant Principals:	Leah Hodgson Kristy Foster
Business Manager:	Lori Lundberg
Office Administrator:	Tracey Holden
Office Administrator:	Sharon La Morticella
First Aid & Officer Administrator:	Tanya Wick
Outside School Hours Care (OSHC):	1300 395 735 - OSHClub

School times

Teaching begins at 9.00am every day.

The school grounds are supervised from 8.45am on regular school days. This is the earliest a child needs to arrive at school. No supervision of children is provided before 8.45 am. Students arriving after 9.00am need to be “signed in” by parents at the office and take a “late pass” to the classroom teacher.

Learning Time	9.00 am	to	10.40 am
Recess Play	10.40 am	to	11.10 am
Learning Time	11.10 am	to	12.50 pm
Lunch Eating time	12.50 pm	to	1.00 pm
Lunch Play	1.00 pm	to	1.50 pm
Learning Time	1.50 pm	to	3.30 pm

School Dates 2024

Term 1: Friday 27th January to Thursday 28th March (2.30 finish)

Curriculum Day	Monday 29 th January
Students Years 1 - 6 commence	Tuesday 30 th January
Preps commence fulltime	Monday 5 th February
Curriculum Day	Friday 9 th February
School Photo Day	Thursday 29 th February
Labour Day	Monday 11 th March
Athletics Day (Year 3-6)	Thursday 21 st March
Happy Hour concert	Thursday 28 th March

Term 2: Monday 15th April to Friday 28th June (2.30 finish)

Anzac Day Holiday	Thursday 25 th April
Curriculum Day	Friday 26 th April
King's Birthday Holiday	Monday 10 th June

Term 3: Monday 15th July to Friday 20th September (2.30 finish)

3 Way Conference Day (partial attendance)	Tuesday 23 rd July
Professional Practice Day (student free)	Wednesday 11 th September

Term 4: Monday 7th October to Friday 20th December (1.30 finish)

Curriculum Day	Monday 4 th November
Melbourne Cup	Tuesday 5 th November
Christmas Concert	Tuesday 3 rd December

3 Way Conferences

At the beginning of Term 3 we hold 3 Way Conferences. These interviews include yourself and your child, and the classroom teacher/specialists. This will be a partial attendance day whereby students

will spend most of the day at home, and only attend school (along with you as their parent/carer), for your scheduled interview time. A mix of face to face and video conferencing will be offered. The school will arrange for the supervision of students who might ordinarily use OSHC Club on student-free days. You will receive information regarding the 3 Way Conferences closer to the time.

If you have anything to discuss with your child's teacher at any other time, please contact them on Compass as it is difficult for teachers to discuss matters once the school day has begun without an appointment as this limits learning time.

Absences

If your child is absent from school you need to log on to Compass to mark your child as being away and provide the reason. Access to Compass will be issued following your enrolment.

Ambulance cover

The school strongly encourages parents to be a member of the Ambulance Service. This will ensure that your child/children are covered in case of an emergency. Parents will always be contacted but in an emergency an ambulance will be called. Parents will be responsible for any costs relating to the use of an ambulance.

Anaphylaxis

Anaphylaxis is a severe, rapidly progressive allergic reaction that is potentially life threatening. The most common allergens in school aged children are peanuts, eggs, tree nuts (e.g. cashews), cow's milk, fish and shellfish, wheat, soy, sesame, latex, certain insect stings and medication. The key to prevention of anaphylaxis in schools is knowledge of those students who have been diagnosed at risk, awareness of triggers (allergens) and prevention of exposure to these triggers. Partnerships between school and parents are important in ensuring that certain foods or items are kept away from students while at school.

The school does not ban certain types of foods (e.g. nuts) as it is not practicable to do so, and is not a strategy recommended by the Department of Education or the Royal Children's Hospital, as it is possible it can encourage complacency amongst staff and students. It would also be difficult to monitor and enforce a food ban due to the presence of hidden allergens. It is better for school communities to become aware of the risk associated with anaphylaxis.

However, due to the age of students in the junior classes, it is not reasonable even with education to assume the students will take appropriate precautions to minimise the risk. We will therefore implement practical age appropriate strategies to minimise the risk. The school will request that parents do not send those items to school, and the canteen will eliminate or reduce the likelihood of such allergens. The school will reinforce the rules about not sharing foods. It is impossible to effectively reduce the many products that have 'traces of nuts', therefore other procedures are in place to minimise the risk to anaphylactic students. It is also impossible to guarantee compliance with this policy by all parents/guardians and there will be times when other people prepare lunches for students, therefore other precautions need to be taken to minimise the risk to anaphylactic students.

If your child has a severe allergy requiring medication or an EpiPen, you need to contact the office and complete a plan. The office can supply you with further information and the schools Anaphylaxis policy is on our website boroniahtsps.vic.edu.au.

Assemblies

A face-to-face school assembly conducted by the Grade 6 Student Leaders will be held fortnightly on a Friday afternoon in the gym. Assembly will start at 2.40pm and conclude by 3.30pm.

Behaviour Expectations

This school has a positive, proactive approach to behaviour management and our expectations for behaviour are in accordance with our school values of: Community, Achievement, Respect and Engagement (CARE). Individual student management is the responsibility of all staff. Classroom teachers have the support of Team Leaders, Assistant Principals and the Principal.

Bike Education

A Bike Education program is conducted for students in Year 4. If children are riding to school on a bike or a scooter they must wear a helmet and walk their bicycle whilst on school grounds. Bike storage is available. All bikes should have a lock. The school is not responsible for bikes that are brought to school.

Book Club

Boronia Heights subscribes to a Book Club in which students are offered selected books each month at bargain prices. There is no obligation to purchase, but if you do wish to take advantage of the scheme at any time, please complete the order online by on the date required.

Bullying and Harrassement

Bullying is a form of aggressive behaviour or harassment that involves a person or a group of people repeatedly targeting another individual with the intent to harm, intimidate, or exert power and control over them. This behaviour can take various forms, including verbal, physical, or psychological actions that cause emotional or physical harm to the victim. Participant bystanders who are urging or inciting bullying are considered just as responsible as those initiating the bullying behaviours.

Boronia Heights Primary School considers that bullying/harassing behaviours are unacceptable and examples of these behaviours can be found on our Anti Bullying Policy on the website.

This policy is consistent with BHPS's Student Code of Conduct, Berry Street Program and Student Welfare Policy. Successful implementation of this policy involves the whole school community - parents, teachers, students and the school council. A whole school approach to the promotion of anti bullying practices will be used, encouraging respect, compassion and cooperation. Positive behaviours are taught in all classrooms, through class teacher initiated programs. Building relationships in classes at the beginning of each year will assist the development of a positive climate.

Staff will receive ongoing Professional Development to assist in the successful implementation of the policy.

Brain Food

To promote healthy food options and to keep the children's bodies hydrated and alert, children are encouraged to bring snack sized portions of fresh fruit, vegetables and a water bottle for snacks during learning time.

BYOD (Bring Your Own Device) iPad Program from Year 3

Digital Technologies, which forms a key part of our curriculum, enables students to become confident and creative developers of digital content. To facilitate this, our school invites students from Year 3 to participate in the BYOD program which involves families purchasing an Apple iPad to be used at home and school. Students who have their own devices have been found to take greater pride and ownership over the knowledge they create.

Reasons We Undertake a BYOD Program:

- To improve student achievement in all curriculum areas, with a special focus on Digital Technologies.
- To provide equity of student access to these digital resources at school, helping us continue to enhance and transform the quality of teaching.
- We want students to have access to technology whenever they need it, rather than waiting for a time when shared devices are available.
- Digital Literacy skills are essential for contemporary learning.
- Devices will be used as tools, helping students develop skills in information analysis and evaluation, problem solving and decision-making.
- To enhance the continuity of learning between school and home.
- It provides the opportunity to teach Cyber Safety in a controlled and regulated environment.

The Aims of the program are:

- To allow students to use an approved device to access the Boronia Heights Primary School wireless network for educational purposes.
- To enable students to use technology to further their learning in structured lessons and independently at home.
- To enable students to develop skills and behaviours reflective of responsible digital citizens.
- To harness student connectivity to personal devices for the purpose of developing teaching and learning skills and for fostering digital literacy, fluency and social responsibility in a safe environment.
- To ensure the smart, safe and responsible use of devices at Boronia Heights Primary School.

Camps

Camps are an integral part of the school curriculum as they enable students to explore and enrich their learning and social skills development in a non-school setting. Overnight school camps are offered to children in Years 4 to 6. All Camps are approved by the Principal, Assistant Principal and the School Council. Separate two-night, three-day camps for Year 4, 5 and 6 are planned each year. Parents may also be invited to participate, depending on the staff student ratio required.

Parents can be assured that the school follows all procedures set out by DET regarding safety, supervision and bus travel requirements. A comprehensive Risk Assessment is carried out prior to all excursions, with staff and volunteers made well aware of their obligations concerning child safety.

CSEF - Camps Sports & Excursion fund

The Camps, Sports and Excursions Fund (CSEF) provides payments for eligible students to attend activities like Camps, sports and excursions/incursions. The amount of \$125, per student, is paid directly to the school by the Victorian Government. If you hold a valid Centrelink Health Care Card you may be eligible for CSEF. Please visit the front office or our website for an application form. You will need to produce your healthcare card to be copied. Applications close at the end of Term 2 each year.

Canteen

Canteen operates each Monday and Friday. We run a Healthy Foods canteen which operates on three categories: Green – food from the five food groups, healthy options (choose regularly), Amber – more processed foods with some added fat, salt or sugar (choose carefully) and Red – less nutritious option, (choose occasionally). We have carefully chosen foods in the Amber category to contain less fat, salt or sugar than other alternatives. Our everyday menu contains NO foods from the red food group. Icy Poles are sold at recess during Terms 1 and 4.

Casual Relief Teachers (CRT)

On days where your classroom teacher is absent, a casual relief teacher will be employed to teach the class. There may be some occasions where a CRT is not available, and in these instances a grade split may be considered to enable the students to continue their learning plan. The normal school timetable will apply.

Children's Health

Preventing Infections:

School is not the place for a sick child. A child whose health is in doubt should be kept at home. Unfortunately, the school is not equipped to treat sick students for any extended period of time, hence the parent or emergency contact of any student too ill to attend normal activities will be requested to take the student home or for medical attention. You can help in this regard by ensuring that we always have contact information that is up to date. Please inform the office when changes occur in employment and/or telephone numbers or emergency contacts.

Minor injuries, such as blood noses and abrasions, will be treated at school and recorded on Compass. We will contact parents for any injuries above the shoulder. We will inform you if we believe your child needs to be picked up for further medical attention.

To protect others from the risk of infections, which can spread very rapidly in places like school, the Department of Health has issued guidelines for the exclusion of students suffering from infectious diseases. Students should stay away from school if they have contracted:

School Exclusion Table – Medical Conditions

Condition	Exclusion Of Cases	Exclusion Of Contacts
Chicken Pox	Exclude until fully recovered or for at least five days after the first eruption	

	appears. Note that some remaining scabs are not a reason for exclusion	
Conjunctivitis	Exclude until discharge from eyes has ceased	
COVID 19 symptoms	If you child has any symptoms they must stay home and get tested.	Return after the symptoms clear and a negative test results
COVID 19 positive	Exclude for a minimum of 5 days and do not attend school until their symptoms resolve.	
Diarrhoea	Exclude until diarrhoea has ceased, or medical certificate provide	
Hand Foot & Mouth	Until all blisters have dried	
Hepatitis A	Exclude until a medical certificate of recovery is received, but not before 7 days after the onset of jaundice or illness	
Herpes ('cold sores')	Exclude while lesion is weeping. Lesion to be covered where possible	
Head Lice	Re-admit the day after appropriate treatment has commenced	
Influenza & Influenza like illness	Exclude until well	
Measles	Exclude for at least four days after rash	Unimmunised contacts should be excluded until 14 days after first day of appearance of rash in the last case.
Meningitis	Exclude until well	
Mumps	Exclude for 9 days or until swelling goes down (whichever is sooner)	
Ringworm	Re-admit the day after appropriate treatment has commenced	
Rubella (German Measles)	Exclude until fully recovered or at least four days after the onset of the rash	
Scabies	Re-admit the day after appropriate treatment has commenced	
Whooping cough	Exclude the child for 5 days after starting antibiotic treatment	Unimmunised contacts aged less than 7 years -14

		days after the exposure to infection or until they have taken five days of a ten day course of antibiotics
Worms	Exclude if diarrhoea present	

Change of Clothes

It is recommended that children in junior grades carry a change of clothes (especially underwear) in their school bags. The school does not have spare clothing.

Child Safety Standards

At Boronia Heights Primary School we are committed to child safety. As a community we want children to be safe, happy and empowered. We support and respect all children, as well as our staff and volunteers. We are committed to the safety, participation and empowerment of all children. There is zero tolerance of child abuse, and all allegations and safety concerns will be treated very seriously and consistently with our robust policies and procedures. We meet our legal and moral obligations to contact authorities when we are worried about a child's safety, which we follow rigorously.

Boronia Heights Primary School is committed to preventing child abuse, identifying risks early, and removing and reducing these risks. We have robust human resources and recruitment practices for all staff and volunteers. Our school is committed to regularly training and educating our staff and volunteers on child abuse risks. We are committed to the cultural safety of Aboriginal and Torres Strait Islander children, the cultural safety of children from a culturally and/or linguistically diverse backgrounds, and to providing a safe environment for vulnerable children and children with a disability. Boronia Heights Primary School has specific policies, procedures and training in places that support our leadership team, staff and volunteers to achieve these commitments. Leah Hodgson and Kristy Foster are the school's Child Safety Officers. Please feel free to contact them if you require any further information or help. Our Child Safe Policies are available on the school website. Please see attached policies.

A Code of Conduct agreement needs to be signed by parents at the commencement of each year. If you are working with students at school as a volunteer, you will need to have signed the Code of Conduct agreement and have a Working With Children Card.

Classroom Newsletters

Classroom Newsletters are another way of finding out information. Newsletters go out fortnightly on Fridays to inform parents of what is coming up in the following weeks. This may include photos, upcoming dates and an overview of curriculum focus. A link to the newsletter is sent out via Compass when there is a new post available. Use this link as so you are not missing out on vital information.

Classroom Helpers

We welcome the involvement of classroom helpers within our classroom programs. Classroom assistance is highly valued in literacy, reading programs, numeracy, excursions, sporting events and special events such as our Market Night and musical production. Having parents involved in our

school life helps our children to understand the importance of school while enjoying the additional assistance that extra adults can offer. Our parents report feeling greater connectedness to the school and satisfaction at being able to assist. Our teachers appreciate the assistance in running the many programs that create such a vibrant learning environment for our students.

People who assist teachers in classrooms are required to participate in a 'Classroom Helpers' course to increase their understanding of how children learn and how we cater for each and every child. This course is run at the school at the commencement of each year. All classroom helpers are required to have a Working With Children Card. All classroom helpers are required to sign in and out at the office and wear a 'Classroom Helper' badge.

Communication

Teachers can be contacted via Compass. If you have any concerns or questions regarding your child, please speak directly to your classroom teacher or Year Level Team Leader for advice and/or assistance. School notices and newsletters are via Compass. Notices and diary dates can be accessed via Compass or the school's website. The school encourages all parents to login to Compass on a regular basis.

Compass

Boronia Heights Primary School uses the online portal, Compass, for attendance, payment of parent payments, payment and consent of excursions, camps, parent teacher interviews and viewing of Student Reports. You will be provided with your Compass login details on enrolment. 'A Parent's Guide to Compass' is available on the school website or ask for a copy at the office.

Compass Calendar

The Compass calendar shows all excursions, incursions, curriculum days and up-coming school activities. It is accessible from the Compass home page and is accessible on your mobile phone via the Compass App.

Computers

Boronia Heights is committed to learning technologies. Students in all grades (P-6) use computers and have access to interactive whiteboards and or televisions. The school currently uses Chrome books and iPads, which are used extensively in the classroom in a variety of ways. The school is networked and children have supervised access to the Internet. Students are required to read the Internet Protocol with their parents or guardians and discuss the contents. They understand that they need to use the computers in an appropriate manner and in accordance with Internet protocol. If they do not, their user rights may be withdrawn for a specified period of time.

Continuous Reporting

End of semester Student Reports on your child's progress will be issued in June and December each year and available on Compass. BHPS shares student achievement in English and Maths with parents

and carers continuously throughout the year in the form of Continuous Reports, also available via Compass.

Curriculum Days

During the course of the year there will be four nominated Curriculum Days (or Student Free Days). On these days staff are engaged in whole school Professional Development. The Curriculum days are communicated to parents well in advance and are available on the website.

Curriculum Planning

Curriculum planning is carried out in grade teams. There is a planning fortnight at the end of each term, where staff plan explicitly for the following term.

Curriculum/Other Parent Contributions

Schools provide students with free instruction to fulfil the standard Victorian Curriculum and we want to assure you that all contributions are voluntary. Nevertheless, the ongoing support of our families ensures that our school can offer the best possible education and support for our students. We want to thank you for all your support, whether that's through fundraising or volunteering your time. This makes a huge difference to our school and the programs we can offer.

The environment and resources that we enjoy today represent the contributions made by our parent/carer community over many years. Parent/Carers voluntary contributions make significant difference to the quality of our programs. This financial support ensures that we can continue to provide the excellent range of facilities and resources for your children.

Your support allows us to:

- Provide high quality programs and specialist class materials and equipment.
- Maintain and develop the school grounds.
- Upgrade play areas.
- Ensure the upkeep of our computer devices to enhance learning opportunities.
- Maintain sufficient class sets of books for students to develop their reading skills.
- Provide hands on maths equipment i.e. measuring materials for teaching purposes.
- Facilitate Literacy and Mathematics online digital subscriptions.
- Deliver a range of sporting equipment.
- Offer effective First Aid for all students.

STUDENT BOOK PACKS - Educational items for students to own

Office supply company, COS, supply Student book packs for educational items. These items are ordered online. COS is a 100% Australian family owned & operated school supplier. We've been working with COS to make sure your child has an easy start to the new school year. We've selected the list of items your child needs to start the year and worked with COS so you can order everything you need in one go and it will be delivered direct to your home before school starts.

Custody Restrictions and Court Orders

Teachers are aware of the children in their care where custody restrictions apply and are diligent of the family situation. If there are custody restrictions/court orders in place, the Principal will request copies of the relevant court orders or informal arrangements that are in place. Custody restrictions are kept on file at the front office.

Parents/guardians/carers are responsible for providing the Principal with up to date information and documentation relating to court orders or informal arrangements in place or if and when they end. If you have any queries relating to custody restrictions, please contact the office for assistance.

Cyber Safety Project

The school has a partnership with The Cyber Safety Project, an organisation whose mission is “to provide whole communities with future skills, lifelong habits and self-regulation when using digital technologies for work, life and play.” The Cyber Safety Project provides student sessions, professional learning for teachers, and access to an online portal for information and activities to support children’s cyber safety awareness.

Disability Inclusion (previously Program for Students with Disabilities)

There are a number of students with special funding for disabilities and impairments in the school. These students have the support of an Integration Aide who spends several hours each week working with them in the classroom. Parents have the opportunity to attend a Student Support Group (SSG) meeting once per term to discuss their educational program.

Displays

Displays of children's work celebrate their success and adds to the overall school environment. They provide a valuable reflection of the work being undertaken by the students. Please feel free to view the displays at any time.

Drinks

Children are encouraged to bring water to school in a plastic bottle and clearly named. They are encouraged to drink throughout the day. **NO drinks in glass bottles.** Milk based drinks are undesirable as there is no refrigerated storage.

Duty of Care

Children are supervised at all times in accordance with Department guidelines and the school’s Supervision of Children Policy. Classrooms are locked at recess, lunch times and other times when not occupied.

Please note that the school grounds are supervised by staff between 8.45am and 3.45pm.

Early Leave

Students leaving early **must be** signed out at the office on the Compass Kiosk, and then collected from the classroom. The person collecting the student must be a parent/guardian or an adult on the student's emergency contacts. If the person is not on the student's emergency contacts, a phone call or note is required and proof of identification may be requested.

Emergency Contacts

People nominated as emergency contacts are an extra adult the school can contact when they are unable to make contact with parents. Please ensure your child's Emergency Contact are always up to date.

Emergency Management

Each staff member is provided with a copy of the school's EMERGENCY MANAGEMENT PLAN (EMP) and are totally conversant with the roles, responsibilities and the procedures required in an emergency, particularly regarding the evacuation of the school. Regular evacuation drills are conducted throughout the year.

Enrolment Forms/Alternate Family Enrolment Forms

Families where parents do not reside together or live as an extended family are able to complete an Alternate Family Enrolment form. This form can be found on our website or please contact the office for the form.

Extra Curricula Activities

To support students at Boronia Heights, we offer a range of organized activities at lunchtime to stimulate their interests and meet their needs. These may include:

- Lunchtime Library Activities where students play board games, draw and play with toys while learning social skills.
- Art Club
- Music Club
- Friendship Spot
- Little Sprout Garden Club
- Dance in the Hall
- Adventure Challenge
- Band and Choir
- Drawing Club
- Coding Club

Excursion and Incursions

Excursions and incursions are planned in year level teams. They are an extension to the school's curriculum and give children the opportunity to participate in a variety of experiences. All excursions/incursions are on a user-pays basis and will be posted on Compass and will require consent and payment by the due date. If you have paid the annual excursion levy, the cost of the event will be

deducted from your levy contribution. If the consent and payment is not received by the due date, school policy states that your child may not be able to attend.

Facebook

Boronia Heights Primary School has an official Facebook page run by the school. This is a promotional page highlighting all our wonderful programs. Any enquiries to the school should be made by email or phone not via the Facebook page. We also have a Hubster's Fundraising page. This page is for Hubster's information and not a social page.

First Aid

During recess and lunchtime play the First Aid room is supervised by qualified staff members. All are trained to assist your child when they are ill or hurt. There are 3 teachers on duty outside during this time and children are able to report to them. These teachers carry a small first aid kit, they evaluate the situation and send a child to sickbay if necessary. Students sent to the First Aid Room during class time bring a referral note from their teacher, which is handed to the office staff for them to attend to your child.

Parents are notified if their child suffers any type of head injury, in most cases it will be to notify you of an incident. Children with visible head bumps, illness or injuries will be required to be picked up from school.

Fundraising

Fundraising is carried out at BHPS by our wonderful parent group called the Community Hub (Hubster's). The Hub organises fun activities to raise money for various upgrades for the school. The synthetic turf at the front of the school was paid for by profits from a Fete. Other activities include Market Night, Fun Runs, Easter and Christmas raffles, Cadbury Chocolate sales, coffee cards to support local business, Entertainment Book sales and Trivia Nights, to name a few. Funds raised by the community directly benefit the children, whether that be through upgrading play equipment, refurbishing classrooms and the yard, or supplying new learning resources.

Graduation – Year Six

In December, a Graduation function is held at which graduating Year 6 students will be presented with recognition of the completion of their Primary education at Boronia Heights Primary School. Parents will be notified of specific arrangements during Term 4.

Headlice

Students with Head lice should be treated before returning to school. Please inform the School office if your child has head lice and a Compass message will be sent to parents with information on treating and controlling Headlice, so parents can check their child. If you need further information on head lice please see the office staff.

Home & School Communication

The school actively encourages parents to keep up to date with their child's /children's "school life." Communication between home and school is vital and is in the best interest of each child's education. School notices and newsletters are accessible from our school website and Compass. Parents are encouraged to access our website to seek the latest information. Boronia Heights Primary School uses Compass for attendance, parent teacher interviews and viewing student reports. You will be provided with your Compass login details on enrolment.

Homework

The school has a homework policy so that children can develop home study skills, practise their schoolwork and parents can keep in touch with their children's educational programs. Specific requirements with regard to homework are relayed to parents at the beginning of each school year from their teachers. The aims of homework outlined in school policy are:

- To build partnership between teachers and parents in promoting children's learning.
- To provide children with the opportunity to demonstrate their learning to parents.
- To provide children with the opportunity to practise skills and complete classroom tasks.
- To develop and encourage in children responsibility for managing their out of school time through self motivation and discipline.

House System

There are four houses – Landscape, Montana, Phipps and Lockwood. House colours are as follows:

- Landscape **Blue**
- Montana **Red**
- Phipps **Yellow**
- Lockwoods **Green**

Students are placed in even numbers in the houses with family members in the same house. Year 6 students elect two House Captains from Year 6 for each house at the beginning of the school year. The house system is used for sporting activities and to encourage team spirit.

Hours Of Attendance – Staff

Teachers are on duty from 8.45 am to 3.45 pm daily. Teachers attend scheduled staff meetings, leadership team meetings, curriculum meetings, network meetings in times outside normal school hours.

Staff remain on site during their scheduled breaks on Total Fire Ban and Wet Day Timetable days.

Hot Days

On hot days children are required to play ONLY in shady areas. Teachers advise children to drink water, have less physical activity and wear their hat. Hats are compulsory during Terms 1 & 4. All classrooms are fitted with air conditioning. On extremely hot days or during extreme weather events, students will be kept inside.

Immunisation

Children who begin school require an immunisation certificate. Children who are not immunised will be excluded from school should there be an outbreak of measles, diphtheria, polio or whooping cough.

Junior School Council

Junior School Council consists of a group of children voted by classmates and teachers. The Junior School Council members are chosen to represent the students and have a range of responsibilities, from decision making, being the voice for other students and raising important issues. They have regular meetings during lunchtimes to discuss ideas they would like to try at our school or people they would like to help. The three focus areas are Sustainability, Fundraising, Student Wellbeing and Safety. Any other students interested in a specific area are welcome to be a part of these meetings. Meetings are supported by teachers.

As a part of our Junior School Council, we have expanded our help into the local community. The children have been involved in programs where they can see the benefits of reaching out and helping others in a variety of ways. For example, at Clovelly Cottage in Boronia, an aged care facility, they were involved in an intergenerational program, spending time with the elderly residents. The Book Library at Alchester Village shops was another Junior School council initiative. Ideas change based on community needs and students interests.

Label Clothing

We request that all personal requisites and removable clothing be clearly marked with your children's names. Please label school bags inside with name, address, and telephone number. It also assists identification if a plastic tag holder containing your child's name is clipped onto the handle ring. Lost property is sorted at the end of each term and any unnamed items are donated to the Second-Hand Uniform Shop.

Late Arrivals

All students who arrive after 9.00 am must report to the front office and be signed in on the COMPASS Kiosk by a parent to receive a late pass. These students will be marked as late so teachers encourage students to arrive at school promptly and on time. Children arriving late miss out on the beginning of day instructions. Please ensure your children arrive at school on time.

Library Books

Children are assisted by staff to borrow library books during their library sessions. All borrowing is recorded by the library teacher or assistant. Children in Prep are able to borrow one book, children in Years 1 to 5 are able to borrow two books, whilst children in Year 6 may borrow four books. Children are required to return their Library Books to the library during their library class or can return them to the return box located inside the library door.

If your child has lost a library book you will be notified by the librarian or library assistant. There will be a cost associated so the book can be replaced. This payment will be made to the office.

Our Library Resource Centre provides a comprehensive study, skill and literature appreciation program as well as a wide range of good quality reading and reference material. Students are encouraged to use the facilities of our Library and to borrow books on a regular basis, both during their weekly library sessions and on other occasions when the library is open. Please ensure your child has a **library bag** to carry any books borrowed from the Library. Our Library also hosts a bank of netbook computers so that teachers can take whole class sessions.

Lost Property

We encourage children to take personal responsibility for their own clothing and property. All lost property is kept in lost property cupboard near the Assistant Principals Office. All named articles are returned at regular intervals. At the end of each term, all lost property is displayed in the eating area for classes to look at. Any unclaimed items are donated to the Second-Hand Uniform Shop. Children are discouraged from bringing expensive items to school. If a precious item is brought to school it will be secured in the office for safe keeping until the end of the day. The school cannot be responsible for items not stored in this manner.

Lunch Arrangements

Students eat their lunch in their classrooms from 12.50 to 1.00 p.m. supervised by their teachers. Our Health Program includes activities in balanced diets and we are anxious to avoid any possible conflict between their content of our courses and the diet of students while at school. Parents are requested to support the school's policy by ensuring that lunches provided from home are nutritional and well balanced, with as little rubbish/wrappers as possible.

Medication

If a student is required to take medication at school, parents must complete the medication form available from the school office or the school website. All labelled medication must be handed in at the school office.

All ongoing medications are stored in a secure cabinet in the First Aid Room. It is important that all medications are supplied in the original packaging and kept within the use by date. Parents will be notified when their child's medication is due to be replaced. Parents are required to replace medications when contacted.

Mobile Phones

Ministerial Order 5.2.1(2)(b) of the Education and Training Reform Act 2006 (Vic) states that students who choose to bring mobile phones to school must have them switched off and securely stored during school hours. The school does understand that some children will carry a mobile phone or smart watch for contacting parents out of school hours for security and peace of mind reasons. Students are to sign them in at the school office at the beginning of the day to be secured. This further applies to students during school excursions and camps. Mobile phones brought to school by students is done so at their own risk.

Music

All classes take part in the Music Program. There is a yearly Christmas concert and a Musical Production every second year. A 'Happy Hour Concert' is organised at the end of Term 1, when students perform at our outdoor stage area. There is a Junior and Senior School Choir and a School Band. Private tuition, at an additional cost, is available for guitar, keyboard, flute, voice, violin, drums, clarinet and saxophone.

No Rubbish

We promote a rubbish free lunch environment at Boronia Heights. Children are encouraged to have fresh food cut and put into re-usable containers. This improves nutrition for brain functions, as well as promote environmentally friendly practises. If students do bring wrappers, they take them home in their lunchbox.

Notices

School notices, excursions/incursions and any other information will be on Compass.

Newsletter

The newsletter is produced on a fortnightly basis and includes children's work and photos depicting their activities and conveys important information for parents including calendar dates. This is a great way to stay in touch with what is happening at Boronia Heights Primary School. Newsletters are available to parents on Compass and the school website.

Office

The Office Staff can help you with any queries and questions. The office is open from 8.30 am until 4.30 pm each day. You can contact the office via the school email on boronia.heights.ps@education.vic.gov.au or phone 9729 2614.

Out of School Hours Care

Before And After School Care and Vacation Care Programs operate at Boronia Heights Primary School and are available to students attending the school. The program is conducted by OSHClub - telephone 1300 395 735, website oshclub.com.au
Care is available to all Primary School Age children, either on a permanent basis or by a casual booking. A high level of quality care is always exercised. A wide variety of activities is provided, including art and craft, sewing, cooking, dress-ups, indoor and outdoor games. Parents may receive assistance by registering with CentreLink.

The following programs operate:

- Before School Care Program from 6:45am to 8.45am
- After School Care Program from 3.30pm to 6.00pm each weekday during school terms.
- Holiday Care program conducted during school vacation.

- Pupil Free Days when teaching staff have planning days or the first week of the year for Preps. We would advise families to register with OSHClub just in case you require this service unexpectedly. It is free to register but you'll be in the system.

Parents On Holiday

If parents are away from their children for vacations or business and children are cared for by relatives or friends, the school asks that the office is notified of children's care arrangements. This information is important in cases of emergency.

Payments

With the introduction of an excursion/incursion levy, the need for continuous payments should be reduced. Most other payments, such as sporting activities for individual progress to division or regional level, will need to be paid and processed via Compass.

If you are paying by cash, the exact amount should be put in an envelope and clearly labelled with your child's name, class and what you are paying for. Cash can be handed to your child's classroom teacher or brought to the Front Office. We also have EFTPOS facilities at the office.

Personal Parent & Student Information

All parent and student information is considered private and confidential. Parents are asked to ensure all their and their child's personal information is kept up to date. This information is especially important if the school needs to contact you in an emergency. Updates can be entered on Compass or by emailing the school at boronia.heights.ps@education.vic.gov.au Please note our Privacy Policy is available on our website.

Personal Property

Children often like to bring toys or other personal items to school. If your child brings something to school please ensure that the item is named and discourage the bringing of valuable items. Loss or damage can easily occur! Whistles, guns, knives, water pistols, skateboards and roller blades are not permitted. Money at school is discouraged unless for a specific purpose such as Social Service, icy poles, etc.

Policies

Many of the school's policies are available from the school's website, accessible via this link/address <http://www.boroniahtsps.vic.edu.au/our-school/policies-reports/> Policies are reviewed and updated by the School Council and appropriate committees every three years or as required.

Photographs

Each year school photographs are taken. You will be notified of the date when photographs are to be taken. Each student has an individual photograph and a class photograph taken and if you wish, a photograph with Boronia Heights siblings, can be arranged. Photographs can be ordered and paid online. Children are to wear School Uniform for their school photographs.

Play Areas

Each year level has a special playground to call their own, where they can play with their peers. There are also communal play areas where children can play with younger or older children if they wish.

Prep Transition

The transition from preschool to school is an exciting leap for both children and their families. At Boronia Heights Primary School we welcome everyone to feel a part of our supportive school community and join in with as many transition and school activities throughout the year as you are able.

Transition begins officially in Term 4 and continues throughout Term 1 to ensure your child feels supported, happy and eager to join in with all that school life has to offer. Your child's well-being is our paramount intention throughout this period so that they can be successful learners. Please feel welcome to talk to your child's teacher if you need additional information or have any concerns.

Production

Our Performing Arts Program endeavours to provide every student with the opportunity to learn and develop their performance skills, to build their confidence, develop their creativity, personality and focus for the stage. We hold a whole School Production every second year which showcases the talents of our students and staff alike. It is the culmination of hard work that covers vital curriculum areas and reinforces everything we value about the all-round development of our students.

School Council

School Council is the planning and governance body of the school. School Council encourages parents to become involved in this process by becoming a member of Council sub-committees and attending council meetings. This shared commitment between parents and staff gives Council a special energy.

Boronia Heights' Constituting Order provides for a Council elected membership of 10 parent elected members, and 4 DET employee elected members. All members serve a term of two years with half the membership retiring on March 31st each year. Meetings are normally held on the fourth Monday of each month in the staffroom at 6.30 pm or online.

School Gates

The gates and fences help us with student safety during school days and strengthen security outside school hours. School Gates are automatically unlocked each morning at 8.30am, will lock at 9.30am

and reopen at 2.30pm until 4.00pm. The main entrance gate at the corner of Landscape Drive and Phipps Ave is open all day from 8.30am until 4.30pm.

School Nurse

The school nurse visits the school each year to conduct health assessments for Prep Students, or students from Years 1-6 who would benefit from an assessment.

During the visit the school nurse will:

- conduct the health assessment on Prep students
- follow up students with problems identified
- be available for health advice

Smoking Free Zone

From 13th April 2015, smoking was banned within four metres of an entrance to all schools and within the schools grounds. **No Smoking** signs have been installed at entrances to the school grounds. The smoking ban applies to anyone present or to any activities that take place on the school premises during and after school hours.

Specialist Programs

These include a weekly Performing Arts (Music), Physical Education, LOTE (German), and Library session, each 50 minutes, and a fortnightly 100 minute Visual Arts session and STEAM (Science, Technology, Engineering, Art and Maths).

Staff Car Park

No parents are to use the staff carpark area as a drop off and pick up zone for students. This is for staff parking only.

Staff Contact

Teachers have staff meetings scheduled on Tuesday and Wednesday afternoons. Please organise with your child's teacher to arrange any meeting outside of these times. If you wish to contact your child's classroom teacher you can email them via Compass or via the school at boronia.heights.ps@education.vic.gov.au

Student Insurance

Parents are reminded that the Department does not provide personal accident insurance for students. Parents and guardians are responsible for paying the cost of medical treatment for injured students, including any transport costs. Student accident insurance policies are available from some

commercial insurers. These cover a range of medical expenses not covered by Medicare or private health insurance.

Student Leaders

Our Student Leaders are selected from our Year 6 students. Leaders are chosen based on a speech or written application. We have two School Captains who are supported by two Vice Captains. We also have a Sports Captain and Vice-Captain for each of our four sport houses. Leadership at Boronia Heights Primary School is an opportunity for our students to excel in all areas at school and within the community. We have a large and diverse leadership profile showcasing the different strengths of our students. This includes Library Leaders, Promotional Leaders, Environmental Leaders, Choir and Band, Art and German Captains and IT Captains.

Student of the Week

Student of the Week Certificates are awarded at Assembly to acknowledge children who are following the school's well being program. The skills we encourage are CARE, Community, Achievement, Respect and Engagement.

Student Welfare

Programs within the school to support student welfare include the Chaplaincy Program, Buddy Programs, Welfare Program – Berry St Model Education Model, Integration and Individual needs Programs.

Sun Smart Policy

Our school's Sun Smart policy is Hats on Terms 1 and 4.

All students are required to wear an approved hat when outside for any period of time beyond simply walking from one building to another. Students without hats must remain in shaded areas during recess and lunchtime.

School hats are available from the Uniform shop and Front Office.

Swimming

This is an integral part of our school program with students in years Prep – 4 attending for an intensive 5-day program each year. Year 5 and 6 students have the opportunity to attend surfing lessons. The Physical Education teacher makes the initial arrangements and class teachers supervise their students throughout their swimming outings, including changing room supervision. Parent Helpers are welcome to assist.

The Community Hub

The Hubster's work for the welfare of the school. The Hub's main functions are fundraising and social activities for the community. This group meets regularly.



There are many ways for parents and carers to become involved in school activities and The Community Hub is one way in which you can participate, whilst making new friends. A member of staff attends the meetings and you are welcome to ask questions.

Total Fire Ban Days

All staff remain on the premises during days of Total Fire Ban. Students are not to remove their shoes on Total Fire Ban days. Students may be called in from recess/lunch at staff discretion on such days. The school will be closed on days where the fire danger is at the CATASTROPHIC – CODE RED LEVEL. Information will be relayed to parents via Compass on known Catastrophic Days.

Transfers

If your child will be moving school please email the school office with name, last date and new school details. boronia.heights.ps@education.vic.gov.au

Uniforms

Boronia Heights has a compulsory uniform policy to ensure that all children are dressed in safe, comfortable clothing that is SunSmart and ensures all children feel a part of the school. Uniform items can be ordered from Spartan School World, 1/210-214 Canterbury Road, Bayswater. You can order in the store or online at www.spartanschoolworld.com.au. A Spartan School World pricelist is on our school website. Year 6 students are able to purchase special graduation tops.

Values Program

Our school values of COMMUNITY, ACHIEVEMENT, RESPECT and ENGAGEMENT (We CARE) are an integral part of the classroom and playground. These values are integrated into all classroom programs and interactions between children, staff and parents.

Volunteers

Boronia Heights Primary School is committed to encouraging an open, friendly and safe learning environment that actively welcomes visitors and volunteers to the school. The school encourages parents/guardians to take part in their children's development and to create strong partnerships with community services, schools, businesses and the wider community. Volunteers require a "Working with Children's Check" and a signed "Code of Conduct" to participate in school activities. A copy of your card must be presented to the school office prior to volunteering in the school.

For further information, see our schools Visitors to School Policy located on the school website.

Information on the Child Safe Code of conduct is on Page 40.

Welfare/Discipline

Our School's Code of Behaviour Booklet has been printed after extensive collaboration between student, parents and teachers. It is designed to promote a secure, caring and positive environment and foster acceptable behaviours and attitudes through a system of relationships, rights,

responsibilities, rewards and logical consequences for inappropriate or unacceptable behaviour. Copies are available to new families, when students commence at Boronia Heights Primary School. Refer to Bullying Prevention policy on page 32.

Wellbeing Program

The goal at our school is for all students to realise their potential and to achieve the best of their ability. The Berry Street Education Model is purposefully designed to support the sequential development of students' physical, psychological, social and emotional capacities. It is designed to be responsive to the needs of children and young people as they emerge.

The Berry Street Model has been developed with a few core principles in mind. First, it is designed as a process so that students' capacities build over time. As students progress through their learning journey, they become better able to regulate their physical wellbeing, identify and manage their emotions, cultivate resilience, and identify and use character strengths. Consequently the curriculum is focused on students' growth and development as they move through different topics and learn valued skills.

Website

Our website is full of information regarding our school. You can view the newsletter, canteen and uniform price list, view school hours and a host of other information. www.boroniahtsps.edu.vic.gov.au.

Wet Day Timetables

Children will not be allowed outside if it is raining at recess or lunch time. A timetable will be distributed and supervision will be shared so teachers get a break. Each teacher will supervise two adjoining classrooms. Before school on wet days a bell will ring and an announcement made at 8.45 am for children to come inside. If you are dropping your children at school prior to 8.45 am encourage them to wait in dry areas until they are invited to come inside.

Whole School Events

There is to be no photographs or videoing of students at whole school events for the safety and privacy of many of our students.

Working Bees and Maintenance

At Boronia Heights Primary School, we invite parent volunteers to help maintain our gardens. By keeping up with pruning, weeding and general tidying of BHPS we provide lovely surroundings for our students to play and work in...not to mention the front of the school looking great for our Christmas concert! A note will be sent home with dates and times.

Working With Children's Check

All volunteers and visitors at our school are required to have a current Working with Children's card. Some occupations, such as teachers and police officers, are exempt from the requirement to also have a WWCC. People in these jobs must provide evidence to support their claim. A Working with Children's Card is valid for 5 years and is available online.

Communication Plan SCHOOL COMMUNITY

School Council



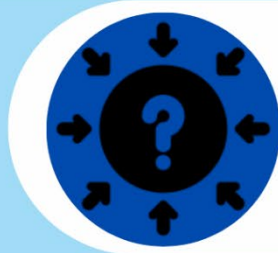
- Sub-Committee Conveners to provide a written report for monthly meetings
- Read agendas, minutes and reports
- Be punctual to meetings, put in apologies if unable to attend
- Table issues or concerns
- Contribute to decision making
- Support decisions, both privately and publicly
- Be part of a sub-committee
- Voice of the parent community
- Read emails and respond in a timely manner
- Encourage parents to seek clarification on issues

General

- Sign up to Compass and use effectively
- Access the school's website
- Read the school newsletter
- Ensure that notices/documentation are returned by the due date
- Attend 3-Way Conferences
- Report child absences
- Read year level newsletters
- Oversee homework tasks
- Use social media in a respectful, responsible, fair and honest manner



Concerns/Grievances



- Be aware of the Complaints Policy (available on our website)
- Concerns to be addressed to the following, in this order:
 - Classroom teacher/Specialist
 - Principal/Assistant Principal
 - Regional Office
- Concerns can be raised via:
 - Verbal – phone call
 - Letter
 - Email – through Compass
 - Meeting with a staff member

Community Hub

- Be punctual to meetings, put in apologies if unable to attend
- Read agendas, minutes and reports
- Table issues and concerns
- Contribute to decision making
- Support decisions, both privately and publicly
- Read emails and respond in a timely manner
- Encourage parents to seek clarification on issues
- Assist with jobs/tasks throughout the year



Community Spirit & Involvement



- Attend and participate in whole school community events
- Support all members of the school community, including parents, staff and students
- Be proactive in the school community
- Volunteer for committees:
 - Community Hub
 - School Council
 - Education Committee
 - Buildings and Grounds
 - Attend working bees
 - Volunteer in classroom programs and whole school events

At Boronia Heights Primary School, we CARE



COMMUNITY ACHIEVEMENT RESPECT ENGAGEMENT



A School With A View

Stage Response to Absences at BHPS

STAGE 1 (after 2 days of consecutive absences)

Email family to check in from teacher

STAGE 2 (after 5 days of absences)

Information sent home by the teacher “everyday counts” or/and anxiety handout (if applicable)

STAGE 3 (after 10 days of absences)

Parent call from Leadership or member of Wellbeing team for a welfare check

Seek further understanding of absences and put supports in place

Referral to services if necessary

Request medical certificate if required

STAGE 4 (15 days of absences)

Request a parent meeting with a member of the Leadership/Welfare team to address individual needs

STAGE 5 (20 days of absences)

Letter of concern sent from office

Review services and referrals

STAGE 6 (30 days or more of absences)

Referral to Region Attendance Officer



A School With A View

Bullying Prevention Policy

PURPOSE

Boronia Heights is committed to providing a safe and respectful learning environment where bullying will not be tolerated.

The purpose of this policy is to:

- explain the definition of bullying so that there is shared understanding amongst all members of the Boronia Heights Primary School community
- make clear that all forms of bullying at Boronia Heights will not be tolerated
- outline the strategies and programs in place at Boronia Heights Primary School to build a positive school culture and prevent bullying behaviour
- ask that everyone in our school community be alert to signs and evidence of bullying behaviour, and accept responsibility to report bullying behaviour to school staff
- ensure that all reported incidents of bullying are appropriately investigated and addressed
- ensure that support is provided to students who may be affected by bullying behaviour (including victims, bystanders and perpetrators)
- seek parental and peer group support in addressing and preventing bullying behaviour at Boronia Heights.

When responding to bullying behaviour, Boronia Heights aims to:

- be proportionate, consistent and responsive
- find a constructive and positive solution for everyone
- stop the bullying from happening again
- restore the relationships between the students involved.

Boronia Heights acknowledges that school staff owe a duty of care to students to take reasonable steps to reduce the risk of reasonably foreseeable harm, which can include harm that may be caused by bullying behaviour.

SCOPE

This policy addresses how Boronia Heights Primary School aims to prevent, address and respond to student bullying behaviour. Boronia Heights Primary School recognises that there are many other types of inappropriate student behaviours that do not meet the definition of bullying which are also unacceptable at our school. These other inappropriate behaviours will be managed in accordance with our *Student Code of Conduct, Student Wellbeing and Engagement Policy and Inclusion and Diversity policy*.

This policy applies to all school activities, including camps and excursions. It also applies to bullying behaviour between students that occurs outside of school hours, where the behaviour impacts on student wellbeing and safety at school.

POLICY

Definitions **Bullying**

In 2018 the Education Council of the Council of Australian Governments endorsed the following definition of bullying for use by all Australian schools:

Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening.

Bullying can happen in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records)

Bullying of any form or for any reason can have immediate, medium, and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

Bullying has three main features:

- It involves a misuse of power in a relationship
- It is ongoing and repeated, and
- It involves behaviours that can cause harm.

There are four main types of bullying behaviour:

- Physical – examples include hitting, pushing, shoving, or intimidating or otherwise physically hurting another person, damaging, or stealing their belongings. It includes threats of violence.
- Verbal/written – examples include name-calling or insulting someone about an attribute, quality, or personal characteristic.
- Social (sometimes called relational or emotional bullying) – examples include deliberately excluding someone, spreading rumours, sharing information that will have a harmful effect on the other person and/or damaging a person's social reputation or social acceptance.
- Cyberbullying – any form of bullying behaviour that occurs online or via a mobile device. It can be verbal or written, and can include threats of violence as well as images, videos and/or audio.

Bullying can be a form of racism, sexism, homophobia, transphobia, or other type of social prejudice when the behaviour is targeted at an individual or group because of a personal characteristic, such as race, religion, sex, sexual orientation, gender identity or disability.

For further information about bullying, refer to: [Bully Stoppers \(education.vic.gov.au\)](http://education.vic.gov.au) and the Department's [Bullying Prevention and Response](#) policy on the Policy and Advisory Library.

Other distressing and inappropriate behaviours

Many distressing and inappropriate behaviours may not constitute bullying even though they are unpleasant. Students who are involved in or who witness any distressing and inappropriate behaviours should report their concerns to school staff and our school will follow our Student Wellbeing and Engagement Policy] and/or this Bullying Prevention Policy where the behaviour constitutes bullying.

Mutual conflict involves an argument or disagreement between people with no imbalance of power. In incidents of mutual conflict, generally, both parties are upset and usually both want a resolution to the issue. Unresolved mutual conflict can develop into bullying if one of the parties targets the other repeatedly in retaliation.

Social rejection or dislike is not bullying unless it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others.

Single-episode acts of nastiness or physical aggression are not the same as bullying. However, single episodes of nastiness or physical aggression are not acceptable behaviours at our school and may have serious consequences for students engaging in this behaviour. Boronia Heights Primary School will use its Student Wellbeing and Engagement Policy to guide a response to single episodes of nastiness or physical aggression.

Harassment is language or actions that are demeaning, offensive or intimidating to a person. It can take many forms, including sexual harassment and disability harassment.

Discrimination is behaviour that treats someone unfavourably because of a personal characteristic (for example, race, religious belief or activity, disability, sex or intersex status, gender identity or sexual orientation).

Discrimination, harassment, and any other inappropriate behaviour is not tolerated at our school and there may be serious consequences for students engaging in this behaviour. This includes any form of racism, religious or disability discrimination, sexism, homophobia, transphobia, or any other behaviour that targets an individual or group. Further information about discrimination and harassment, including definitions, is set out in our Inclusion and Diversity Policy [template Inclusion and Diversity Policy](#) on the School Policy Templates Portal

BULLYING PREVENTION

Boronia Heights has a number of programs and strategies in place to build a positive and inclusive school culture. We strive to foster a school culture that prevents bullying behaviour by modelling and encouraging behaviour that demonstrates acceptance, kindness and respect.

Bullying prevention at Boronia Heights is proactive and is supported by research that indicates that a whole school, multifaceted approach is the most effect way to prevent and address bullying. At our school:

- We have a positive school environment that provides safety, security and support for students and promotes positive relationships and wellbeing through our whole school approach through our Values and Berry Street Education Model (trauma informed practice)
- We use whole School common language to promote positive relationships ‘bucket filling’ and identify negative communication ‘bucket dippers’ throughout classrooms. The use of ‘Growth Mindsets’ supports and directs students to seek a positive approach to relationships and learning.
- Explicit teaching of emotional regulation through the Berry Street Education model
- We use a whole school approach through the development of our ‘Rigor, Routine and Respect Program’ at the beginning of every year. This explicitly teaches and supports our students how to build positive relationships with their peers and teachers while transitioning to a new class. Setting clear expectations and creating respectful classrooms across the school is a priority.
- We strive to build strong partnerships between the school, families and the broader community that means all members work together to ensure the safety of students.
- Provide weekly social skills and friendship groups by our school chaplain to further develop and support social skills for students. These groups are designed on a needs basis in our school to encourage and develop positive relationships.
- Teachers are encouraged to incorporate classroom management strategies that discourage bullying and promote positive behaviour.
- In the classroom, our social and emotional learning curriculum teaches students what constitutes bullying and how to respond to bullying behaviour assertively. This promotes resilience, assertiveness, conflict resolution and problem solving.
- The Peer Support Program and the Peer Mediation Program encourage positive relationships between students in different year levels (1,2 and 5). We seek to empower students to be confident communicators and to resolve conflict in a non-aggressive and constructive way.
- The Buddies program encourages positive relationships between students from Prep and Year 4. Encouraging younger students to communicate, build positive relationships and feel safe with older students in the school and can continue these relationships for three years before the Buddy finishes primary school.
- Through our ‘Student Leadership Program’ students are encouraged to look out for each other and to talk to teachers and older peers about any bullying they have experienced or witnessed.

- We identify and implement evidence-based programs and initiatives from the [Schools Mental Health Menu](#) that are relevant to preventing and addressing bullying and help us to build a positive and inclusive school climate.
- We strive to build strong partnerships between the school, families and the broader community that means all members work together to ensure the safety of students.
- We participate in the Respectful Relationships initiative, which aims to embed a culture of respect and equality across our school, to foster a safe environment that is supportive and inclusive of LGBTIQIA+ students
- We celebrate the diverse backgrounds of members of our school community and teach multicultural education, including Aboriginal History, to promote mutual respect and social cohesion.
- Teachers are encouraged to incorporate classroom management strategies that discourage bullying and promote positive behaviour.
- A range of year level incursions and programs are planned for each year to raise awareness about bullying and its impacts.
- In the classroom, our social and emotional learning curriculum teaches students what constitutes bullying and how to respond to bullying behaviour assertively. This promotes resilience, assertiveness, conflict resolution and problem solving.
- We promote upstander behaviour as a way of empowering our students to take appropriate action positively and safely when they see or hear a peer being bullied.
- Students are encouraged to look out for each other and to talk to teachers and older peers about any bullying they have experienced or witnessed.
- We participate in the National Day of Action against Bullying and Violence.

For further information about our engagement and wellbeing initiatives, please see our Student Wellbeing and Engagement policy

INCIDENT RESPONSE

Reporting concerns to Boronia Heights

Bullying is not tolerated at our school. We ensure bullying behaviour is identified and addressed with appropriate and proportionate consequences. All bullying complaints will be taken seriously and responded to sensitively.

Students who may be experiencing bullying behaviour, or students who have witnessed bullying behaviour, are encouraged to report their concerns to school staff as soon as possible.

We encourage students to speak to their teacher/team leader. However, students are welcome to discuss their concerns with any trusted member of staff including teachers, wellbeing staff, school chaplain or Assistant Principal or Principal

Parents or carers who may develop concerns that their child is involved in, or has witnessed bullying behaviour at Boronia Heights should contact Leanne Jennings, Kristy Foster or Leah Hodgson, Principals, by phone on 9729 2614 or by email via Compass

Investigations

When notified of alleged bullying behaviour, school staff are required to:

1. record the details of the allegations in Compass; and
2. inform Student Wellbeing Team, Assistant Principal, Principal

The Principal Class is responsible for investigating allegations of bullying in a timely and sensitive manner. To appropriately investigate an allegation of bullying, the principals may:

- speak to the students involved in the allegations, including the victim/s, the alleged perpetrator/s and any witnesses to the incidents
- speak to the parents of the students involved

- speak to the teachers of the students involved
- take detailed notes of all discussions for future reference
- obtain written statements from all or any of the above

All communications with the Principal Class while investigating an allegation of bullying will be managed sensitively. Investigations will be completed as quickly as possible to allow for the behaviours to be addressed in a timely manner.

The objective of completing a thorough investigation into the circumstances of alleged bullying behaviour is to determine the nature of the conduct and the students involved. A thorough understanding of the alleged bullying will inform staff about how to implement an appropriate response most effectively to that behaviour.

Serious bullying, including serious cyberbullying, is a criminal offence and may be referred to Victoria Police. For more information, see: [Brodie's Law](#).

Responses to bullying behaviours

When Boronia Heights has sufficient information to understand the circumstances of the alleged bullying and the students involved, several strategies may be implemented to address the behaviour and support affected students in consultation with Student Wellbeing Team, teachers, SSS, Assistant Principal, Principal or Chaplain

There are several factors that will be considered when determining the most appropriate response to the behaviour. When deciding about how to respond to bullying behaviour, Boronia Heights will consider:

- the age and maturity of the students involved
- the severity and frequency of the bullying, and the impact it has had on the victim student
- whether the perpetrator student or students have displayed similar behaviour before
- whether the bullying took place in a group or one-to-one context
- whether the perpetrator demonstrates insight or remorse for their behaviour
- the alleged motive of the behaviour, including any element of provocation

Boronia Heights may implement all, or some of the following responses to bullying behaviours:

- Offer wellbeing support to the victim student or students, including referral to Student Wellbeing Team, Student Support Services, Chaplain, or external provider.
- Offer counselling support to the perpetrator student or students, including referral to Student Wellbeing Team, Student Support Services, Chaplain, or external provider.
- Offer counselling support to affected students, including witnesses and/or friends of the victim student, including referral to the Student Wellbeing Team, Student Support Services, Chaplain, or external provider.
- Facilitate a restorative practice meeting with all or some of the students involved. The objective of restorative practice is to repair relationships that have been damaged by bringing about a sense of remorse and restorative action on the part of the person who has bullied someone and forgiveness by the person who has been bullied.
- Facilitate a mediation between some or all the students involved to help to encourage students to take responsibility for their behaviour and explore underlying reasons for conflict or grievance. Mediation is only suitable if all students are involved voluntarily and demonstrate a willingness to engage in the mediation process.
- Implement disciplinary consequences for the perpetrator students, which may include removal of privileges, detention, suspension and/or expulsion consistent with, the Ministerial Order on Suspensions and Expulsions and any other relevant Department policy.
- Facilitate a Student Support Group meeting and/or Behaviour Support Plan for affected students.
- Prepare an Individual Management Plan restricting contact between victim and perpetrator students.
- Provide discussion and/or mentoring for different social and emotional learning competencies of the students involved, including social skills programs

- Monitor the behaviour of the students involved for an appropriate time and take follow up action if necessary.

Boronia Heights is responsible for maintaining up to date records of the investigation of and responses to bullying behaviour.

Boronia Heights understands the importance of monitoring the progress of students who have been involved in or affected by bullying behaviour. Our ability to effectively reduce and eliminate bullying behaviour is greatly affected by students reporting concerning behaviour as soon as possible, so that the responses implemented by Boronia Heights are timely and appropriate in the circumstances.

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
- Included in our staff handbook/manual
- Discussed at staff briefings/meetings as required
- Discussed at parent information nights/sessions
- Included in transition and enrolment packs
- Included as annual reference in school newsletter
- Discussed at Junior School Council
- Made available in hard copy from school administration upon request

FURTHER INFORMATION AND RESOURCES

This policy should be read in conjunction with the following school policies:

- Statement of Values and School Philosophy
- Student Wellbeing and Engagement Policy
- Parent Complaints policy
- Duty of Care Policy
- Inclusion and Diversity Policy

Our school also follows Department of Education and Training policy relating to bullying including:

- [Bullying Prevention and Response](#)
- [Cybersafety and Responsible Use of Digital Technologies](#)
- [Equal Opportunity and Human Rights - Students](#)
- [LGBTIQ Student Support Policy](#)

The following websites and resources provide useful information on prevention and responding to bullying, as well as supporting students who have been the target of bullying behaviours:

- [Bully Stoppers](#)
- [Report racism or religious discrimination in schools](#)
- [Kids Helpline](#)
- [ReachOut Australia](#)
- [Lifeline](#)
- [Bullying. No way!](#)
- [Student Wellbeing Hub](#)
- [eSafety Commissioner](#)
- [Australian Student Wellbeing Framework](#)

EVALUATION

This policy will be reviewed every 2 years, or earlier as required following an incident or analysis of new research or school data relating to bullying, to ensure that the policy remains up to date, practical and effective.

Data to inform this review will be collected through:

- discussion and consultation with students and parent/carers
- regular student bullying surveys
- regular staff surveys
- Data Collection tool
- assessment of other school-based data, including the number of reported incidents of bullying in each year group and the effectiveness of the responses implemented
- Attitudes to School Survey
- Parent Opinion Survey

POLICY Review and approval

Policy last reviewed	August 2022
Consultation	School Captains School Council
Approved by	Principal
Next scheduled review date	July 2024



A School With A View

Child Safety and Wellbeing Policy

Purpose

The Boronia Heights 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

Boronia Heights 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, and two assistant principals) 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 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
<https://www.boroniahtsps.vic.edu.au/our-school/policies-reports/>
- identify and raise concerns about child safety issues in accordance with our Child Safety Responding and Reporting Obligations Policy and Procedures
<https://www.boroniahtsps.vic.edu.au/our-school/policies-reports/>, 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

Boronia Heights Primary School has nominated a child safety champion 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:

Our principal and child safety champion 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 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 (including Mandatory Reporting) Policy and Procedures, and Child Safety Risk Register.

Our school has also established a Child Safety and Wellbeing Team and a Student Reference Group 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 <https://www.boroniahtsps.vic.edu.au/our-school/policies-reports/> 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 Boronia Heights, 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 Aboriginal and Torres Strait Islander Education Plan outlines the measures we have in place to maintain an inclusive and culturally safe school for Aboriginal children and students

Student empowerment

To support child safety and wellbeing at Boronia Heights, 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

We inform students of their rights through our whole school approach to Respectful Relationships, Student voice and Berry Street education model 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 by contacting the office on 97292614

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 Boronia Heights 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:

- school website, newsletters, COMPASS, school council, subcommittees of school council, student and staff
- all of our child safety policies and procedures will be available for students and parents via the website
- 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 in the office area and library

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 <https://www.boroniahtsps.vic.edu.au/our-school/policies-reports/> provides more information about the measures we have in place to support diversity and equity.

Suitable staff and volunteers

At Boronia Heights 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.
 - 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 (including Mandatory Reporting) 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

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.

Suitability of volunteers

All volunteers are required to comply with our Volunteers Policy [insert link], 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
- Boronia Heights Primary School child safety and wellbeing policies, procedures, codes and practices

Complaints and reporting processes

Boronia Heights 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 at <https://www.boroniahtsps.vic.edu.au/our-school/policies-reports/>.

If there is an incident, disclosure, allegation or suspicion of child abuse, all staff and volunteers (including school council employees and homestay providers) must follow our Child Safety Responding and Reporting Obligations Policy and Procedures

<https://www.boroniahtsps.vic.edu.au/our-school/policies-reports/>. 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 <https://www.boroniahtsps.vic.edu.au/our-school/policies-reports/> and Bullying Prevention Policy <https://www.boroniahtsps.vic.edu.au/our-school/policies-reports/> cover complaints and concerns relating to student physical violence or other harmful behaviours.

Communications

Boronia Heights 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

Boronia Heights 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 Boronia Heights, 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

Assistant principals are 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	July 2022
Consultation	school council
Endorsed by	Leanne Jennings- Principal
Endorsed on	25 th July 2022
Next review date	July 2024



A School With A View

Child Safety Code of Conduct

Purpose

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

All Boronia Heights 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 behaviors

As Boronia Heights 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:

- always upholding our Boronia Heights Primary School commitment to child safety and adhering to our Child Safety 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 to the Principal or Assistant Principal.
- 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 behaviors

As Boronia Heights 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 Boronia Heights 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 Boronia Heights Primary School Child Safety Code of Conduct must be reported to the principal or Assistant Principal.

If the breach or suspected breach relates to the principal, contact the assistant principal.

Approval and review

Created date	June 2022
Consultation	School Council Student Rep Council July 2022 Newsletter to community July 2022
Approved by	School Principal- Leanne Jennings
Approved on	July 2022
Next review date	July 2024



CHILD SAFETY RESPONDING AND REPORTING OBLIGATIONS POLICY AND PROCEDURES

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. Grooming can include communicating (including electronic communications) 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

Boronia Heights 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 Boronia Heights Primary School they should start with their classroom teacher.
- If a student feels unsafe and their teacher is not at school or they prefer to speak to someone else, they can approach any trusted staff member including but not limited to ES staff, Leadership, Office staff and school chaplain.

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 Boronia Heights 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, Boronia Heights 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 Assistant Principal 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 Principal or Assistant Principal.
- If the Principal is unavailable, The Assistant Principal will take on this role.
- If the concerns relates to the conduct of Principal, notify the Assistant Principal or the [relevant regional office](#) where the person nominated above is the principal 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 Leadership team 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 Assistant Principal will ensure that:

- detailed notes of the incident, disclosure, allegation or suspicion are taken using the [Responding to Suspected Child Abuse: Template](#) or the [Responding to Student Sexual Offending: template](#) including, 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 a locked office filing cabinet

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 needs 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
- Included in staff handbook or manual
- Hard copy available from school administration upon request

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 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	July 2022
Consultation	School Council July 2022
Approved by	Principal
Next scheduled review date	July 2024

APPENDIX A: legal obligations relating to reporting child abuse

The following information outlines the various legal obligations relating to the reporting of child abuse to relevant authorities.

It is important to note that the procedures outlined in the above policy ensure compliance with the below reporting obligations, and also include additional steps to ensure compliance with Department policy and our school's duty of care obligations.

Mandatory reporting to Department of Families, Fairness and Housing (DFFH) Child Protection

The following individuals are mandatory reporters under the *Children, Youth and Families Act 2005* (Vic):

- registered teachers and early childhood teachers (including principals and school staff who have been granted permission to teach by the VIT)
- school counsellors including staff who provide direct support to students for mental, emotional or psychological wellbeing, including (but not limited to) school health and wellbeing staff, primary welfare coordinators, student wellbeing coordinators, mental health practitioners, chaplains, and Student Support Services staff
- nurses
- registered psychologists
- police officers
- registered medical practitioners
- out of home care workers (excluding voluntary foster and kinship carers)
- early childhood workers
- youth justice workers
- people in religious ministry
- midwives

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

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

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

If charged with not making a mandatory report, it may be a defence for the person charged to prove that they honestly and reasonably believed that all of the reasonable grounds for their belief had been the subject of a report to child protection made by another person.

The identity of a person who reports any protective concerns to DFFH Child Protection is protected by law. It is an offence for a person, other than the person who made the report, to disclose the name of the person who made a report or any information that is likely to lead to their identification.

At our school, all mandated school staff must undertake the *Mandatory Reporting and Other Obligations eLearning Module* annually. We also require/encourage all other staff to undertake this module, even where they are not mandatory reporters.

The policy of the Department of Education and Training (DET) requires **all staff** who form a reasonable belief that a child is in need of protection to discuss their concerns with the school leadership team and to report their concerns to DFFH and in some circumstances to Victoria Police, or to ensure that all the information relevant to the report has been made by another school staff member.

Any person can make a report to DFFH Child Protection (131 278 – 24 hour service) if they believe on reasonable grounds that a child is in need of protection even if they are not a mandatory reporter listed above.

Reporting student wellbeing concerns to Orange Door

At Boronia Heights Primary School we also encourage staff to make a referral to Child FIRST/Orange Door when they have significant concern for a child's wellbeing. For more information about making a referral to Child FIRST/Child FIRST see the Policy and Advisory Library: [Protecting Children – Reporting and Other Legal Obligations](#).

Reportable Conduct

The Reportable Conduct Scheme is focussed on worker and volunteer conduct and how organisations investigate and respond to suspected child abuse. The scheme aims to improve organisational responses to suspected child abuse and to facilitate the identification of individuals who pose a risk of harm to children.

There are five types of 'reportable conduct' listed in the *Child Wellbeing and Safety Act 2005*:

- sexual offences against, with or in the presence of, a child
- sexual misconduct (which includes grooming) against, with or in the presence of, a child
- physical violence against, with or in the presence of, a child
- behaviour that causes significant emotional or psychological harm to a child
- significant neglect of a child.

A reportable conduct allegation is made where a person makes an allegation, based on a reasonable belief, that a worker or volunteer has committed reportable conduct or misconduct that *may* involve reportable conduct.

If school staff or volunteers become aware of reportable conduct by any current or former employee, contractor or volunteer, they must notify the school principal immediately. If the allegation relates to the principal, they must notify the Regional Director.

The principal or regional director must notify the Department's Employee Conduct Branch of any reportable conduct allegations involving current or former employees of the school (including Department, allied health, casual and school council employees), contractors and volunteers (including parent volunteers).

- Employee Conduct Branch: 03 7022 0005 or employee.conduct@education.vic.gov.au

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

For more information about reportable conduct see the Department's *Policy and Advisory Library: [Reportable Conduct](#)* and the Commission for Children and Young People's [website](#).

Failure to disclose offence

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

Failure to disclose information to Victoria Police (by calling 000, local police station or the Police Assistance Line 131 444) as soon as practicable may amount to a criminal offence unless a person has a 'reasonable excuse' or exemption from doing so.

"Reasonable belief" is not the same as having proof. A 'reasonable belief' is formed if a reasonable person in the same position would have formed the belief on the same grounds.

For example, a 'reasonable belief' might be formed when:

- a child states that they have been sexually abused
- a child states that they know someone who has been sexually abused (sometimes the child may be talking about themselves)
- someone who knows a child states that the child has been sexually abused

- professional observations of the child’s behaviour or development leads a mandated professional to form a belief that the child has been sexually abused
- signs of sexual abuse leads to a belief that the child has been sexually abused.

“Reasonable excuse” is defined by law and includes:

- fear for the safety of any person including yourself or the potential victim (but not including the alleged perpetrator or an organisation)
- where the information has already been disclosed to Victoria Police and you have no further information to add (for example, through a mandatory report to DFFH Child Protection or a report to Victoria Police from another member of school staff).

Failure to protect offence

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

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

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

Further information

For more information about the offences and reporting obligations outlined in this fact sheet refer to: [Protecting Children — Reporting and Other Legal Obligations](#).

APPENDIX B: managing disclosures of child abuse

Important information for staff

When managing a disclosure relating to child abuse you should:

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

When managing a disclosure you should AVOID:

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