

LATROBE SPECIAL DEVELOPMENTAL SCHOOL

CHILD SAFE CODE OF CONDUCT



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

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

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

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

Acceptable Behaviours

All personnel of Latrobe Special Developmental School are responsible for supporting and promoting the safety and participation, of children by:

- Adhering to Latrobe Special Developmental Schools child safe policy at all times / upholding Latrobe Special Developmental Schools statement of commitment to child safety at all times
- Taking all reasonable steps to protect children from abuse
- Treating everyone in the school community with respect
- Listening and responding to the views and concerns of children, particularly if they are telling you that they or another child has been abused and/or are worried about their safety or the safety of another child
- Promoting the cultural safety, participation and empowerment of Aboriginal children (for example, by never questioning an Aboriginal child's self-identification)
- Promoting the cultural safety, participation and empowerment of children with culturally and/or linguistically diverse backgrounds (for example, by having a zero tolerance of discrimination)
- Promoting the safety, participation and empowerment of children with a disability (for example, during personal care activities)
- Treating all employees and students with dignity and respect regardless of their sex, gender and identity, socioeconomic status, cultural background, sexual orientation or level of ability
- Ensuring as far as practicable that adults are not left alone with a child
- Understanding and complying with all reporting obligations as they relate to mandatory reporting and reporting under the Crimes Act 1958

- Reporting any allegations of child abuse to Latrobe Special Developmental Schools Child Safety Officer and the Principal, and ensure any allegation is reported to the police or child protection
- Ensuring as quickly as possible that the child(ren) is safe, if an allegation of child abuse is made
- Encouraging children to 'have a say' and participate in all relevant organisational activities where possible, especially on issues that are important to them.
- Reporting to the Victorian Institute of Teaching any charges, committals for trial or convictions in relation to a sexual offence by a registered teacher, or certain allegations or concerns about a registered teacher.

Unacceptable behaviours

Staff and volunteers must not:

- Ignore or disregard any suspected or disclosed child abuse
- Develop any 'special' relationships with children that could be seen as favouritism or amount to grooming (for example, the offering of gifts or special treatment for specific children)
- Exhibit behaviours with children which may be construed as unnecessarily physical (for example inappropriate sitting on laps. Sitting on laps could be appropriate sometime, for example while reading a storybook to a small child in an open plan area)
- Put children at risk of abuse (for example, by locking doors)
- Initiate unnecessary physical contact which children or do things of a personal nature that a child can do for themselves, such as toileting or changing clothes engage in open discussions of a mature or adult nature in the presence of children (for example, personal social activities)
- Use inappropriate language in the presence of children
- Express personal views on cultures, race or sexuality in the presence of children
- Discriminate against any child, because of disability, age, gender, culture, race, vulnerability, sexuality or ethnicity
- Have contact with a child or their family outside of our organisation without our child safety officer's knowledge and/or consent (for example, no babysitting). Accidental contact, such as seeing people in the street, is appropriate)
- Have any online contact with a child (including by social media, email, instant messaging etc) or their family unless necessary e.g. by providing families with e-newsletters, assisting students with their school work, providing directly relating to the child's ILP
- Use any personal communication channels/device such as a personal email account to communicate with students
- Exchange personal contact details such as phone number, social networking sites or email addresses with a student
- Photograph or video a child, without the consent of the parent or guardians, in the school environment except in accordance with school policy where required for duty of care purposes
- Work with children whilst under the influence of alcohol or illegal drugs
- Consume alcohol or take illicit drugs under any circumstances, in the school environment or at other school events where students are present

Policy evaluation and review

To ensure ongoing relevance and continuous improvement, this policy will be reviewed every 3 years. The review will include input from students, parents/carers and the school community.

Approval

School Principal: Nicole Herbert

Date of last review: February 2021