

Standard 3 - Child Safe Code of Conduct

29 April 2019



Child Safe Code of Conduct

All staff and Advisory Board members of the VSV are required to observe child safe principles and expectations for appropriate behaviour towards and in the company of children and young people, as noted below. This code of conduct is aligned with the global VSV values of respect, empathy, collaboration and growth, and associated behaviours.

All staff are responsible for supporting the safety, participation, wellbeing and empowerment of children and young people by:

- adhering to the VSV Child Safe Policy at all times / upholding the VSV statement of commitment to child safety at all times
- taking all reasonable steps to protect children and young people from abuse
- treating everyone with respect
- listening and responding to the views and concerns of children and young people, particularly if they are telling you that they or another child or young person has been abused and/or are worried about their safety or the safety of another
- 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 and young people 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
- advocating for the cultural safety for Aboriginal children and young people, cultural safety for children and young people from culturally and linguistically diverse backgrounds, the safety of LGBTI children and young people, and the safety of children and young people with a disability through relevant Positions of Responsibility (PoR)
- reporting any allegations of child abuse to the Team Leader Student Wellbeing, Principal Class and/or another leadership team member, and ensure any allegation are reported to child protection (<16yo) or the police (>16yo)
- reporting any child safety concerns to Team Leader Student Wellbeing, Principal Class and/or another leadership team member
- ensuring as quickly as possible that the child(ren) are 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

Staff must not:

- develop any 'special' personal relationships with children and young people that could be seen as favoritism (for example, special treatment for specific children and young people)
- exhibit behaviours with children and young people which may be construed as unnecessarily physical
- do things of a personal nature that a child or young person 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 or young people (for example, personal social activities)
- use inappropriate language in the presence of children or young people
- express personal views on culture, race or sexuality in the presence of children or young people
- discriminate against any child or young person, including because of culture, race, ethnicity, sexuality or disability
- have contact with a child or their family outside of our organisation without the Principal's knowledge and/or consent (for example, no babysitting); accidental contact, such as seeing people in the street, is appropriate
- have any personal social media contact with a child or young person or their family (unless necessary, for example providing families with e-newsletters through social media)
- ignore or disregard any suspected or disclosed child abuse

By observing these standards you acknowledge your responsibility to immediately report any breach of this code to Team Leader Student Wellbeing, Principal class and/or another leadership team member.

Term	Definition
The Act	<i>Child Safety and Wellbeing Act 2005</i>
Aboriginal child	A person under the age of 18 who: is of Aboriginal or Torres Strait Islander descent identifies as Aboriginal or Torres Strait Islander, and is accepted as Aboriginal or Torres Strait Islander by an Aboriginal or Torres Strait Islander community.
Child abuse	For the purposes of these standards, abuse constitutes any act committed against a child involving: physical violence sexual offences serious emotional or psychological abuse serious neglect. Further explanation of these types of abuse is provided in the section 'What is child abuse?'
Children from culturally and/or linguistically diverse backgrounds	A child or young person who identifies as having particular cultural or linguistic affiliations by virtue of their place of birth, ancestry or ethnic origin, religion, preferred language or language spoken at home or because of their parents' identification on a similar basis.
Child	A person who is under the age of 18 years.
Child safety	In the context of the child safe standards, child safety means measures to protect children from abuse.
Child safe organisation	In the context of the child safe standards, a child safe organisation is one that meets the child safe standards by proactively taking measures to protect children from abuse.
Cultural competency	A set of congruent behaviours, attitudes and policies that come together in a system, agency or among professionals that enable them to work effectively in cross-cultural situations.
Cultural abuse	Actions and attitudes that deliberately ignore, denigrate or attack the culture of a person or community
Cultural safety for Aboriginal children	The positive recognition and celebration of cultures. It is more than just the absence of racism or discrimination, and more than cultural awareness and cultural sensitivity. A culturally safe environment does not ignore, challenge or deny cultural identity. Cultural safety upholds the rights of Aboriginal children to: identify as Aboriginal without fear of retribution or questioning have an education that strengthens their culture and identity maintain connections to their land and country maintain their strong kinship ties and social obligations be taught their cultural heritage by their Elders receive information in a culturally sensitive, relevant and accessible manner be involved in services that are culturally respectful
Cultural safety for children from culturally and/or linguistically diverse backgrounds	An environment, which is spiritually, socially and emotionally safe, as well as physically safe for children; where there is no assault, challenge or denial of their cultural or linguistic identity, of who they are and what they need. Efforts need to be made to ensure the culturally and/or linguistically diverse children and their families receive information in a culturally sensitive, relevant and accessible manner, including in relevant community languages.

Term	Definition
Children with a disability	A disability can be any physical, sensory, neurological disability, acquired brain injury, intellectual disability, or developmental delay that affects a child's ability to undertake everyday activities. A disability can occur at any time in life. Children can be born with a disability or acquire a disability suddenly through an injury or illness. Some disabilities may be obvious while others are hidden.
Organisation	The <i>Child Safety and Wellbeing Act 2005</i> (the Act) will provide that the standards apply to 'applicable entities', which are defined in the Act as: an incorporated body or association an unincorporated body or association (however structured) an individual who carries on a business and engages contractors, employees or volunteers to assist in the business in providing services or facilities



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