Child Safety

Induction Overview

Anglican Schools Commission

An induction overview of:

- Child Safe Anglican Education Policy and Procedures
- Our Commitment: Code of Conduct

For those working, either paid or volunteering, in an Anglican School or Education & Care Service, where the Anglican Church Southern Queensland has a role in the governance or ownership of the organisation.

Public Commitment

Our Anglican schools, and education and care services are committed to promoting the safety, wellbeing and best interest of children, and to preventing, detecting and responding to harm.

*Every child has the right to **be safe** and **feel safe**.*

As Anglican child safe organisations, we commit to:

- *Implementing Queensland's 10 Child Safe Standards and Universal Principle.*
- *Operating by Gospel values, which emphasise service, inclusivity, integrity, character, dignity, compassion, and justice.*
- *Providing children with exceptional pastoral care.*
- *Providing care that is physically, emotionally, psychologically and culturally safe.*
- *Taking all reasonable steps to protect children from exposure to harm.*
- *Empowering children to participate in decisions that affect them.*
- *Educating children about who to approach if they feel unsafe or have concerns.*
- *Instructing our community members on how to respond to complaints, concerns and breaches or our conduct expectations.*
- *Maintaining effective processes for responding to concerns of child harm.*
- *Listening, learning, and seeking to improve.*

Child Safe Entities

All schools and education and care services (ECS) are classified as Child Safe Entities under Queensland law.

A Child Safe Entity is an organisation that prioritises the safety, rights, and wellbeing of children by implementing policies and practices that reduce the risk of harm and enable the identification of abuse. Under the *Child Safe Organisations Act 2024,* Child Safe Entities are required to implement the 10 Child Safe Standards and the Universal Principle.

The 10 Child Safe Standards are:

1 Leadership and Culture	*Child safety and wellbeing is embedded in the entity's organisational leadership, governance and culture.*	6 Complaints Management	*Processes to respond to complaints and concerns are child focused.*
2 Voice of Children	*Children are informed about their rights, participate in decisions affecting them and are taken seriously.*	7 Knowledge and Skills	*Staff and volunteers of the entity are equipped with the knowledge, skills, and awareness to keep children safe through ongoing education and training.*
3 Family and Community	*Families and communities are informed and involved in promoting child safety and wellbeing.*	8 Physical/Online Environment	*Physical and online environments promote safety and wellbeing and minimize the opportunity for children to be harmed.*
4 Equity and Diversity	*Equity is upheld and diverse needs respected in policy and practice.*	9 Continuous Improvement	*Implementation of the Child Safe Standards is regularly reviewed and improved.*
5 People	*People working with children are suitable and supported to reflect child safety and wellbeing values in practice.*	10 Policy and Procedures	*Policies and Procedures document how the entity is safe for children.*

Universal Principle: In implementing and complying with the Child Safe Standards, a Child Safe Entity must provide an environment that promotes and upholds the right to cultural safety of children who are Aboriginal or Torres Strait Islander persons. The Universal Principle needs to be embedded across all 10 Standards.

Key Documents

The Anglican Schools Commission (ASC), on behalf of the Anglican Church Southern Queensland (ACSQ) has developed the following key child safe documents for use in Anglican Schools and ECS.

Child Safe Anglican Education Policy

The Child Safe Anglican Education Policy directs Anglican Schools and ECS on actions required to uphold children's safety. This includes:

- *Promoting children's safety, wellbeing and best interests*
- *Effectively preventing, detecting and responding to reasonable suspicions of harm as well as matters which may be reportable conduct within each relevant Child Safe Entity*
- *Application of the Child Safe Standards and the Universal Principle.*

Procedures: Child Safe Response

Procedures: Child Safe Responses outlines the child-focused processes in place for children, parents and carers, workers and other stakeholders to raise concerns and details how these concerns will be managed. This procedure applies to all workers (an inclusive term for staff, volunteers, and any other person who performs work within an Anglican school or ECS). This procedure also outlines the process to follow when there is a complaint of non-compliance with Procedures: Child Safe Responses.

Procedures: Child Safe Operations

Procedures: Child Safe Operations outlines the process for the effective governance and management of a school or ECS as relevant to child safety.

Child Safe Action Plans

Child Safe Action Plans are the cornerstone of Child Safe Anglican Education.

- *Every Child Safe Action Plan addresses each of the 10 Child Safe Standards, and within each Standard the Universal Principle, along with mandatory requirements related to child safety.*
- *Each Child Safe Action Plan is supported by a Child Safe Committee. Child Safe Committee members meet regularly to review the Child Safe Action Plan and discuss how and when improvements are implemented. The Child Safe Committee reports to the School Council or ECS Management Committee on the review of the Child Safe Action plan and any recommended improvements.*

Our Commitment: Code of Conduct

Our Commitment: Code of Conduct for Anglican Schools and Education & Care Services details the expected conduct of staff and volunteers. Staff and volunteers are expected to agree to and comply with this Code as part of their employment or volunteering agreement.

Many of these documents can be accessed on the ASC website. In addition to this each School or ECS will give you information on how to locate relevant documents.

Responsibilities of All Persons

All persons (including children and young people; parents, carers and guardians; and staff, volunteers and visitors in an Anglican Schools or ECS) have the following responsibilities:

- All persons must conduct themselves in a way that does not harm a child or place a child at an unacceptable risk of harm. This protects a child's right to physical, emotional, psychological, and cultural safety.

- Agree to comply with any required behavioural expectations as directed by the School or ECS. This includes, but is not limited to:

  - *Any applicable code of conduct or similar requirement*
  - *Any role relevant to policy implementation and, responsibilities to provide care and manage risk of harm to children*
  - *Working in a way that actively encourages and enables:*
    - *children, their families, workers and community members to raise concerns*
    - *concerns to be managed as per the Child Safe Anglican Education Policy and the associated procedures*

- Where there is a potential, perceived or actual concern:

  - *For the safety of a child enrolled in a relevant Anglican school or ECS, or*
  - *About the conduct of a person who has, or had, an association with children through an Anglican School or ECS. For example, other children, staff, volunteers, contractors, service providers, or visitors.*

  Children, young people and their families are encouraged; and staff, volunteers and visitors must as soon as practicable, share this information with an Appropriate Person associated with the School or ECS. This includes sharing information about concerns regarding a person's own conduct

- Participate in relevant induction and education as directed by the School or ECS .

What are Concerns?

A '**concern**' is information where it is reasonable to suspect a child has been harmed, or placed at risk of harm, due to the behaviour of another person and the resulting or potential impact on a child's physical, emotional, psychological or cultural safety.

Concerns typically fall into one of these groups:

- Concern for a child related to the behaviour (action or inaction) of a parent or caregiver (usually unrelated to the school or ECS)
- Concern arising from peer interactions, where children are known to each other through their relationship with the school or ECS
- Concern arising from the conduct of a worker, or other adult who is reasonably suspected to have had or will have contact with a child through their relationship with the school of ECS. This includes any reportable allegation or conviction and is not limited to conduct in the course of work
- Concern for a child related to the behaviour of another person not covered above – where their identity is known or unknow. For example, an online identity or person who the child has come into contact within the broader community.

Harm is generally defined as "damage to the health, safety or wellbeing of a child. It can be the result of abuse or neglect by an adult or the conduct of other children".

Broad definitions of safety include:

- **Physical safety:** no unreasonable, or reasonably foreseeable, risk of harm to physical development or physical health
- **Emotional and psychological safety:** no unreasonable, or reasonably foreseeable, risk of harm to emotional or psychological development (eg cognitive, sexual and social development), wellbeing, mental health or psychosocial safety.
- **Cultural safety**: to feel welcome, safe, valued, included and respected.

Additional Responsibilities of Workers

Workers in Schools and ECS have the following additional responsibilities:

- *Be attuned to signs of harm, and where appropriate to their role, facilitate child-friendly ways for children to express their views, participate in decision making and raise their concerns.*
- *Seek support and guidance as necessary on how to effectively support children's safety and wellbeing, especially where there is any uncertainty in applying the Child Safe Anglican Education Policy and the associated procedures.*
- *Report concerns (usually verbally) without unnecessary delay (immediately) to an Appropriate Person. Staff are also required to provide concerns in writing to provide an accurate record and meet mandated obligations, however, this must not impact on the timely sharing of information and management of concerns. Concerns are usually therefore reported verbally in the first instance.*

- *Report information that may be a reportable allegation or conviction about a worker, without unnecessary delay (immediately) to the Head of Entity (usually the School Principal or the Approved Provider). If the concerns relate to the School Principal or the Approved Provider workers can seek the assistance and support of a Delegated Reporting Officer or contact the Queensland Child and Family Commission (https://www.qfcc.qld.gov.au)*

- *Maintain information sharing and record keeping requirements detailed in the Procedure: Child Safe Responses.*

- *Where there is a reasonable suspicion that an individual has been non-compliant with, or has breached, the Procedures: Child Safe Responses, follow the complaints process detailed in the Response Procedures.*

Who is an Appropriate Person that Workers MUST Share Concerns With

IN SCHOOLS	IN SERVICES
A Child Safe Advocate or the Principal or in limited circumstances a Delegated Reporting Officer or Delegate of the Governing Body	*A Child Safe Advocate including a Nominated Supervisor, the Approved Provider, or in limited circumstances a Delegated Reporting Officer or Delegate of the Governing Body*

Some child protection matters require reporting to statutory agencies such as Police or Child Safety Services.

Anglican Schools and ECS are committed to supporting relevant people to meet their legal obligations, for example, teachers', nurses' and ECS professionals' responsibility to report to Child Safety Services when they reasonably suspect a child is in need of protection from physical or sexual abuse.

Child Safe Advocates, Nominated Supervisors, Principals, Approved Providers, Delegated Reporting Officers and Delegates of the Governing Body are skilled at helping to determine whether a report to a statutory authority is required and will support, facilitate or undertake reporting, and any other action required, as per relevant law, policy and procedures.

If you **see something**, **hear something** or **feel something** that might mean a child is unsafe or at risk you are expected to **tell an Appropriate person** without unnecessary delay (immediately).

Further information about how to raise a concern is available in the *Procedures: Child Safe Responses.*

Note: Depending on the matter, an Appropriate Person is a Child Safe Advocate (including an ECS Nominated Supervisor), a Principal, an ECS Approved Person, and in limited circumstances, a Delegated Reporting Officer or Delegate of the Governing Body.

Common Role of Most Workers

NOTE: If a worker has a concern the Procedures: Child Safe Responses have not been complied with, they are to raise this concern, using section 6 of these Procedures: Child Safe Responses.

1 RECEIVE

A 'concern' is information where it is reasonable to suspect a child has been harmed, or placed at risk of harm, due to the behaviour of another person and the resulting or potential impact on a child's physical, emotional, psychological or cultural safety.

If you see, hear or feel something - say something.

Workers may receive or otherwise identify a potential, perceived or actual concern relating to a child's safety or wellbeing.

2 IDENTIFY

Workers are required to tell (verbal) an Appropriate Person[1] about concerns without unnecessary delay (immediately)[2]. Where a worker is a staff member, they are also required to provide a written account of the concerns (internal email is acceptable when sent securely to the authorised recipients) to provide an accurate record. Note: the worker is responsible for confirming concerns have been received.

Information to Share:

- Who is involved
- What behaviour is concerning
- Suspected impact on the child
- How the concern became known
- Who else may hold relevant information

3 GATHER

The Appropriate Person will help by arranging the gathering of relevant information.

4 ASSESS & RESPOND

Without limiting the response that may be necessary, the Appropriate Person will help with:

- Risk reduction (noting immediate danger should be responded to via emergency/critical incident processes, including contacting '000').
- External reporting to statutory authorities (Child Safety, Police, QFCC or other authority).
- Internal reporting (both within the school or ECS and to other relevant roles).
- Support provision for those involved.

5 REPORT

A worker may also need to:

Mandatory Reporter:

Make a written report to Child Safety. See 'Concerns a Child May be in Need of Protection', within section 4B of the Procedures: Child Safe Responses.

All School Staff:

Immediately provide concerns about sexual abuse or likely sexual abuse, directly to the Principal or Delegate of the Governing Body in writing. See 'Concerns related to sexual abuse or likely sexual abuse', within section 4B of the Procedures: Child Safe Responses.

All Workers:

Raise a reportable allegation or share information about a reportable conviction to the Head of Entity, Delegated Reporting Officer or QFCC. See 'Reportable Conduct', within section 4B of the Procedures: Child Safe Responses.

6 MONITOR

Workers may have a role in the ongoing monitoring of a child or children's safety. It is important workers continue to identify and raise concerns if they continue to come to their attention.

[1] Depending on the matter, an Appropriate Person is a Child Safe Advocate (including an ECS Nominated Supervisor), a Principal, an ECS Approved Provider, and in limited circumstances, a Delegated Reporting Officer or Delegate of the Governing Body.

[2] 'Without unnecessary delay' is used to help explain what is meant by 'immediately', recognising that when caring for children there are circumstances where duty of care responsibilities to the safety, wellbeing and best interests of children is paramount.

Reportable Conduct Scheme

The Reportable Conduct Scheme is a mandatory reporting pathway for managing information about inappropriate behaviour of a worker that may impact children's safety.

Schools, ECS and many other services that work with children are Reporting Entities under the Reportable Conduct Scheme. Any entity which is under the authority or control of the School or ECS such as boarding, homestay and health services are also Reporting Entities.

Reporting Entities must respond to and manage reportable allegations and convictions about a worker's behaviour that may impact child safety in accordance with the Reportable Conduct Scheme legislation.

The Reportable Conduct Scheme applies to a person who performs work of any kind for the organisation, including employees, volunteers, contractors, subcontractors, consultants, labour-hire workers, trainees, work experience employees and religious leaders. These persons are collectively referred to as workers.

What is Reportable Conduct?

Reportable conduct may be one act or a series of acts.

Reportable conduct includes reportable allegations (allegations or other information that leads a person to form a reasonable belief that a worker of a Reporting Entity has committed reportable conduct, or misconduct that may involve reportable conduct) and reportable convictions (a conviction of an offence committed by a workers against a law of a state of the Commonwealth that may involve reportable conduct).

The reportable conduct does not need to have occurred as part of the worker's employment. Conduct that occurs while the worker is off duty or out of hours, including in their own home, may still be reportable.

Types of Reportable Conduct

Six types of reportable conduct include:

1 A CHILD SEXUAL OFFENCE

Child sexual abuse offences in all forms, including grooming, online child sexual exploitation material, and offences of a sexual nature committed in the presence of a child.

For example, this may look like a worker:

- Sexually assaulting a child
- Sending sexual messages or images to a child, or requesting them from a child
- Commencing a sexual relationship with a 16 or 17 year old within their care or supervision, even if perceived to be consensual
- Grooming a child or their family. This may involve building an emotional connection with a child or their family to lower boundaries, frequent or inappropriate messaging, or emailing or calling a child in a personal way. It may include giving a child gifts and compliments, arranging to meet the child alone and suggesting to the child that their conversations are kept secret. Sexual jokes and comments may start to be introduced. Grooming behaviour is intended to prepare and normalise the child for sexual activity.

2 SEXUAL MISCONDUCT IN RELATION TO, OR IN THE PRESENCE OF A CHILD

Conduct that is sexual in nature, such as inappropriate touching, voyeurism, or sexual language or conversations without a legitimate reason.

For example, this may look like a worker:

- Discussing personal sexual experiences with a child
- Making sexual jokes or comments to a colleague in the presence of a child or young person
- Describing sexual activities or using sexual words or phrases without a legitimate reason

3 ILL-TREATMENT OF A CHILD

Conduct that is unreasonable and seriously inappropriate, improper, inhuman or cruel. This may include excessive or degrading demands, a pattern of hostile or degrading comments or behaviour, or inappropriate behaviour management.

For example, this may look like a worker:

- Routinely yelling at a child, or calling them degrading names
- Giving a child the “silent treatment” while not doing this to other children
- Misusing restrictive practice as a punishment for discipline or worker convenience. For example, giving medication to control a child’s behaviour or movement, rather than for a genuine therapeutic purpose
- Inappropriate behaviour management, such as pulling a child's hair, pushing a child in a way that causes fear or distress, yelling and physically intimidating a child, and physically grabbing a child for a reason other than to prevent other physical harm.

4 SIGNIFICANT NEGLECT OF A CHILD

Deliberate or reckless failure to meet the basic needs of a child.

For example, this may look like a worker:

- Leaving a child or young person alone or without supervision for extended periods
- Failing to adequately supervise children where foreseeable child-on-child harm may occur
- Not responding to signs of clear distress, escalation or dysregulation that require staff support
- Significant neglect may include physical, emotional or educational neglect, where reasonably foreseeable needs are not attended to.

5 PHYSICAL VIOLENCE IN RELATION TO, OR IN THE PRESENCE OF A CHILD

Intentional or reckless application of physical force, or an act that anticipates immediate violence, without lawful justification or excuse. It does not include trivial, negligible or insignificant physical force.

For example, this may look like a worker:

- Using an object to hit or strike
- Using restraint or excessive force that is inappropriate to the situation
- Pushing a child or young person to the ground where there is no immediate risk that justifies this force
- Physical intimidation where a child fears they will be harmed

6 BEHAVIOUR THAT CAUSES SIGNIFICANT EMOTIONAL OR PSYCHOLOGICAL HARM TO A CHILD

Harm in this context means detriment to the emotional or psychological wellbeing or development of a child.

For example, this may look like a worker:

- Bullying or teasing a child repeatedly
- Forcing a child or young person to do something by scaring them
- Ignoring or rejecting a child
- Telling a child they are worthless or useless

The threshold for significant emotional or psychological harm may be met where a worker's conduct results in a child or young person:

- Becoming withdrawn, anxious, fearful or distressed over time
- Experiencing a noticeable decline in emotional wellbeing, behaviour or functioning
- Engaging in self-harming behaviours
- Showing trauma responses such as hypervigilance, avoidance or emotional shutdown.

What is not Reportable Conduct

Reportable conduct does not include conduct that is reasonable for the discipline, management or care of a child, having regard to:

- The characteristics of the child
- The age, developmental stage and health of the child
- Any code of conduct or professional standard applying to the conduct

Non-reportable conduct examples may include:

Reasonable Behaviour Management

- Reasonable behaviour management practices that are consistent with policies implemented in your school or ECS may not be reportable.
- This may include practices aligned with codes of conduct, behaviour management policies and procedures, restrictive practices procedures, individual support plans and behaviour support plans.

Trivial Incidents with no risk of significant harm may not be reportable.

Example: A worker briefly raises their voice to get attention without targeting a child or causing distress.

Accidents or incidents where no neglect or recklessness is involved may not be reportable.

Example: During an arts and craft activity, a child trips and grazes their knee. The worker was supervising appropriately and immediately provided first aid.

What are Reporting Entities required to do?

Reporting Entities are responsible for:

- Having systems in place to prevent reportable conduct allegations,
- Having systems in place to enable concerns to be reported, and
- Investigate reportable allegations and convictions.

Reporting Entities must have systems in place to enable anyone to report concerns including reportable allegations and convictions to the Head of Entity (usually the School Principal or the Approved Provider), and if the concerns relate to the Head of Entity, to the Queensland Family and Child Commission.

What am I required to do?

Under Queensland law, all workers of a Reporting Entity, which includes schools and ECS, must report if they become aware of a reportable allegation or conviction about a worker of that Entity.

Workers who become aware of information that may be a reportable allegation or conviction are legally mandated to report the matter without unnecessary delay (immediately).

If unsure, then a report is to be made. This ensures you have met your responsibilities and assists the Principal or Approved Provider (as Head of Entity) to consider information that may be relevant.

How to Report

All concerns about the conduct or behaviour of any adult who works within a school or ECS must be reported to the Head of Entity. Child Safe Advocates and members of the Child Safe Committee can support you to report your concerns to the Head of Entity, however it is all workers' responsibility to report concerns to the Head of Entity.

Criminal conduct or suspected criminal conduct must be reported to Police. It is the Head of Entity (usually the School Principal or the Approved Provider) who is responsible for reporting to Police. A reportable conduct investigation is separate from a Police investigation. If Police are involved, their investigation takes priority.

For schools, the Head of Entity will usually be the School Principal. For Education and Care Services, the Head of Entity will usually be the Approved Provider or their representative.

The Head of Entity must ensure that an investigation is commenced as soon as practicable after becoming aware of a reportable allegation or conviction relating to a worker. At this time the Queensland Family and Child Commission must be notified that an investigation is being conducted.

Further information about how to make a report under the Reportable Conduct Scheme is available in the Procedures: Child Safe Responses. Your school or ECS will also have local instructions on how to raise a reportable allegation or conviction with the Head of Entity (usually the School Principal or the Approved Provider).

You can also seek support as needed from a Child Safe Advocate or a member of your Child Safe Committee.

If the concerns relate to the Head of Entity (usually the School Principal or the Approved Provider), Delegated Reporting Officers will assist and support you if have reportable conduct or reportable conviction concerns about the Head of Entity.

For Schools, where the Anglican Church Southern Queensland is the governing body, Delegated Reporting officers for the purpose of the Reportable Conduct Scheme are the:

- Director of Child Safety, Anglican Schools Commission, and
- Executive Director, Anglican Schools Commission.

The Anglican Schools Commission can be contacted via:

- The contact us section of the website: ascqld.org/contact-us/
- Email: reportableconduct@ascqld.org.au
- In writing to GPO BOX 421, Brisbane, Qld, 4001
- By telephone: (07) 3825 2306

Where information is provided that does not meet this threshold, other action may be taken.

It is useful to be aware that reporting concerns about worker conduct early can create positive results, where a worker has an opportunity to learn and change in a supported way.

Child Safe Risk Management

Risk management, focused on preventing, identifying, eliminating and mitigating risks to children's physical, emotional, psychological and cultural safety and wellbeing is part of being a Child Safe Entity.

Effective management of risk can support the safety of children while creating worthwhile opportunities.

Each school or ECS has a positive duty to ensure the safety of children and to protect them from risks arising from the Entity's operations. At a high level, the three risks seeking to be managed are:

- Children will be harmed or placed at risk of harm from abuse (physical, sexual, emotional, psychological) or neglect.
- Children's need for physical, emotional, psychological and cultural safety will not be met.
- Concerns of child harm will not be effectively responded to.

As such, each school and ECS are required to reflect the management of these risks within their risk management processes, which are broader, yet inclusive of child safety.

Taking all reasonable steps to ensure the safety and wellbeing of children and young people for whom you have responsibility, or are in your care, requires you to prepare or agree to, where relevant, risk management planning, and upholding the 10 Child Safe Standards and the Universal Principle.

Working with Children Check

The majority of workers will be required to have a current Working with Children Authority. This involves having a Working with Children Check and subsequent positive notice. This is commonly referred to as a Blue Card or Exemption Card.

Workers are legally required to immediately report changes in their police, domestic violence or child safety information to Blue Card Services.

If you fail to renew your Blue Card before it expires, you are subject to the "No Card, No Link, No Start" rule and you will be unable to continue in your role until you have a new Blue Card.

In addition to this, all workers must not commence, or immediately stop working in their role if they are, or become, a 'restricted person' under Working with Children legislation. You, and the School or ECS, may be committing offences under this legislation if you work with children and you meet the definition of restricted person.

A restricted person includes persons who have had their Blue Card application declined (negative notice holders), have had their Blue Card suspended, are disqualified from applying for a Blue Card, or have been charged with a disqualifying offence.

If you are unsure, or have any queries about this, immediately consult with an appropriate authority in the School or contact Blue Card Services. Further information is available from the Queensland Government's Blue Card System website.

Parent Volunteers

Under the parent volunteer exemption, you do not need a Blue Card to volunteer for activities your own child is participating in, unless:

- *The activity is an overnight camp or excursion*
- *The service or activity includes close personal contact with a child (other than your own), such as bathing, toileting or dressing.*

✓ You will need a Blue Card to volunteer for activities your child isn't directly participating in.

Our Commitment: Code of Conduct

Creating Environments for Children and Young People to Thrive

The Code of Conduct details the expected conduct of staff and volunteers within Anglican Schools and Education & Care Services (ECS). Staff and volunteers are expected to agree to the Code, as part of their employment or volunteering agreement.

The Code aims to help protect children and young people, and reduce opportunities for child abuse or harm to occur. It also assists staff and volunteers to understand how to avoid or manage risky behaviours and situations.

Expected conduct refers to behaviour in both the physical and online environment that includes, relates to, or impacts upon a person who the staff member or volunteer has contact with as part of their role. For example, the Code applies when the staff member or volunteer's relationship with a child or young person is as a result of their role at the School/ECS.

The terms child and young person are both used to reflect persons enrolled or recently enrolled (e.g. within two years) at a School/ECS. This includes young people who are 18 years or older.

Children and young people are also commonly referred to as students.

Role specific requirements not detailed in the Code, are captured by the School/ECS in other supporting documents.

If an apparent contradiction occurs between the Code and any other requirement, seek advice from an appropriate authority within the School/ECS. Generally, the requirement that provides the greater protection to children and young people's safety applies.

How to Read Our Commitment

Relevant sections of Our Commitment consist of three parts:

- The Preamble (in blue) introduces the section.
- The Standards (in green) state the expectations for personal behaviour and the provision of service. Where a staff member or volunteer does not meet the Standards, this will indicate an area requiring redress. This may result in formal disciplinary action as a breach of employment conditions.
- The Guidelines (in purple) explain and illustrate best practice, highlighting practical ways to achieve this. Staff and volunteers are encouraged to follow the Guidelines. Where this is impractical, an exercise of judgement will be required to ensure the safety and wellbeing of those with whom they work and themselves. Disregard of the Guidelines may indicate an area where staff and volunteers require guidance and specialised help, or may indicate a breach of the Standards and be managed as such.
- A large portion of the Code is section 6, Key Terms. This section provides definitions that help users to apply the Code with its intended effect.

Standards

Standards of Expected Behaviour that apply to Staff and Volunteers:
✓ It is the responsibility of each staff member and volunteer to be aware of and meet the standards of the Code.
✓ Do not penalise, discriminate or take action agains other staff or volunteers because of any action taken in good faith under the code.

Conduct with Children and Young People
✓ Take reasonable steps to ensure the safety and wellbeing of the children and young people in your care.
✓ Do not abuse children or young people.
✓ Do not administer corporal punishment to children or young people in your care.
✓ Do not make available to children or young people any prohibited material. This includes enabling access inadvertently; for example, allowing a student to use your computer where prohibited material may be located. The only exception is wine in the context of a Holy Communion service.
✓ Before accepting your appointment as an employee or commencing as a volunteer, you are to disclose to a person with appropriate authority if you: • *Are currently charged with or convicted of an offence against a child;* • *Have been acquitted of a charge of an offence against a child;* • *Have had a charge of an offence against a child not proceed;* • *Have had a prohibited status under applicable 'working with children' screening legislation lifted; or* • *Have been the subject of any disciplinary proceedings involving child abuse.*
✓ Following your appointment or commencement, if you are aware of behaviour of a staff member, volunteer or visitor to the School/ECS, or of a child or young person, that leads to you or others feeling uncomfortable or concerned, speak with an appropriate authority.
✓ If you know or reasonably suspect a child or young person has been harmed or is at risk of harm from abuse, or if you know or reasonably suspect a staff member or volunteer has demonstrated inappropriate behaviour, comply with your roles and responsibilities as detailed in, but not limited to the Child Safe Anglican Education Policy and Procedures.

All Conduct
Conduct yourself in an ethical and respectful manner. Treat people honestly, fairly, lawfully and without discrimination, and do not behave or communicate in a manner that brings the School/ECS into disrepute. Your behaviour or communication should reflect well on the School/ECS and not misuse power or position.
Seek at all times, to maintain or enhance confidence in the integrity of the service you perform. Avoid behaviour that gives the impression of favouritism or inappropriate relationships.
Do not engage in bullying, emotional abuse, harassment, physical abuse, sexual abuse or spiritual abuse.
Act in the best interests of the children and young people you are providing a service to. You must recognise any potential conflict of interest and take steps to resolve it, including consultation with a supervisor.
Do not inappropriately discriminate between people.
Do not disclose confidential information received in your School/ECS role to someone else, without the consent of the person providing the information, except where: the information is known publicly; as required or allowed by law; or it is in the public interest (such as to avoid the risk of serious injury or harm to any person).
When on leave or unable to fulfil your responsibilities through illness or any other reason, make alternative arrangements through advising the appropriate supervisor at the School/ECS.
Be responsible in your use of alcohol and other mind altering or addictive substances or services. This includes not undertaking School/ECS service when impaired by alcohol or any other mind-altering or addictive substances.
Do not use any prohibited substance.
Do not take property belonging to others, including intellectual property.
Do not knowingly make statements that are false, misleading or deceptive.
Do not knowingly use offensive language.
Do not view, posses, produce or distribute restricted material, without a legitimate purpose.
Observe the law. This includes, but is not limited to, the Acts and Regulations that relate to your duties.
Do not, as a result of your position or relationships formed as part of your role, seek personal advantage or financial gain for yourself or your family, beyond your stipend or wage, and recognised allowances and deductions.
Do not allow yourself to be influenced by offers of money or financial reward.
Avoid situations of conflict between personal financial interest and School/ECS responsibilities.
Arrange personal and School/ECS finances to ensure clear account and transaction boundaries are maintained.
Fully disclose and be publicly accountable for all School/ ECS monies you handle.

Additional Standards that apply to School or ECS Leadership

If you have appropriate authority in a School/ECS, ensure all staff and volunteers for whom you are responsible are made aware of the Code.

If you have appropriate authority in a School/ECS, ensure:

- proper systems for the safety and welfare of children and young people participating in the School/ECS are implemented and maintained;
- all applicable requirements of the civil authorities, the church authority and the School/ECS are complied with; and
- all staff and volunteers for whom you have responsibility and who work with children and young people:
    - *comply with all civil and School/ECS screening and selection requirements;*
    - *receive regular training in child protection; and*
    - *are aware of the provisions of the Code.*

Before allowing a person who:

- is currently charged with or convicted of an offence against a child;
- has been acquitted of a charge of an offence against a child;
- has had a charge of an offence against a child not proceed;
- has had a prohibited status under applicable 'working with children' screening legislation lifted; or
- has been the subject of any disciplinary proceedings involving child abuse;

to participate in activities involving children or young people, consult with:

- for Schools owned or controlled by the ACSQ or ECS for which the ACSQ is the Approved Provider, the Director of Child Safety or the Executive Director, Anglican Schools Commission;
- for other Anglican Schools or ECS, the Chair of either the School's governing body or the ECS management committee, or their delegate.

Ensure a risk assessment is undertaken; and be satisfied no child or young person will be at an increased risk of harm.

If you have appropriate authority in a School/ECS, ensure staff and volunteers for whom you are responsible are provided with:

- a safe working environment, including safe housing, where housing is provided;
- opportunities to maintain and enhance their relevant skills; and
- personal encouragement, support and regular feedback.

If you have appropriate authority for financial management in a School/ ECS, ensure:

- proper systems for financial integrity and accountability are implemented and maintained;
- all staff and volunteers, for whom you have responsibility and who have authority for financial management in a School/ECS, are informed of their roles and responsibilities; and
- all stipends, wages and allowances payable are adequate, and paid promptly and in full.

Guidelines
✓ If you are aware of behaviour of a staff member, volunteer or visitor to the School/ECS, or of a child or young person, that leads to you or others feeling uncomfortable or concerned, speak with an appropriate authority.
✓ If you have reason to believe a member of staff or a volunteer has not met a standard or guideline of the Code, always inform an appropriate authority if you consider: a. a person may have suffered harm or has been placed at risk of harm; or b. the staff member or volunteer is persisting in disregarding the standard or guideline.
✓ Avoid situations where you are vulnerable and where your conduct may be constructed as a breach of the standards of conduct in the Code.

Topic Specific Guidelines Overview

Contact with Children and Young People

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Recognising characteristics of sexual offenders	p13
Ensuring safety of children & young people	p13
Screening & selection of personnel	p13
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Topic Specific Guidelines Overview

All Conduct

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Acknowledgement of Understanding

Name: _____ School/ECS: _____

Role: _____ Date: _____

☐ 1. I have read and understood this Induction Overview.

☐ 2. I am aware of where to access key documents described in the Induction Overview and that these will provide further direction on action required in relevant circumstances.

- *Child Safe Anglican Policy*
- *Procedures: Child Safe Responses*
- *Procedures: Child Safe Operations*
- *Child Safe Action Plan*
- *Our Commitment: Creating Environments for Children and Young People to Thrive - Code of Conduct for Anglican Schools and Education & Care Services*

☐ 3. I am aware I have a role in protecting children and young people from harm and understand my responsibilities detailed in this interview, including that:

- *I must immediately inform the Nominated Supervisor/Responsible Person of any concerns for a child's safety or wellbeing, including those related to my own conduct as defined in page 6 of this Overview.*
- *I must not commence, or immediately stop, working in my role, if I am, or become, a 'restricted person' under Working with Children legislation.*
- *I must inform Blue Card Services if my circumstances change.*

☐ 4. I understand agreement to comply with the Code of Conduct Our Commitment) forms part of the conditions of my engagement with the School or ECS.

I understand the Child Safe Advocate and Nominated Supervisor at my ECS, is:

Names and Contact Details:	Mrs Lisa Cleverly lcleverly@sthildas.qld.edu.au | 07 5578 7378

My supervising staff member is:

Names and Contact Details:	Mrs Lisa Cleverly lcleverly@sthildas.qld.edu.au 07 5578 7378

Signature: _____ Name of Inducting Staff Member: _____

Date: _____ Signature of Inducting Staff Member: _____