



ST. DOMINIC'S BROADMEADOWS
CHILD SAFE POLICY
(devised in 2016 as per Ministerial Order 870)

RATIONALE

St. Dominic's Parish School has the responsibility to embed a culture of child safety and ensure that policies and procedures demonstrate zero tolerance of child abuse in the school.

The school's policies and procedures shall provide the foundation for and commitment to child safety by ensuring:

- all school staff comply with a code of conduct which addresses child safety. St. Dominic's School recognise and consider existing professional codes of conduct when developing child safety codes of conduct;
- recruitment processes are in place to manage and reduce the risk of child abuse. In addition, processes shall be in place to ensure that there are appropriate staff induction programs, staff professional development and staff supervision arrangements to ensure a child-safe environment;
- policies and procedures for reporting and responding to suspected child abuse shall enable individuals to take the appropriate course of action to protect the safety of students;
- the development, implementation, monitoring and evaluation of risk management strategies to ensure child safety in the school environment.
- children feel safe to report abuse and have processes in place to ensure that students are empowered to raise any child safety concerns. St. Dominic's School will support students to develop appropriate knowledge and skills so that children can identify and communicate when they don't feel safe.

GOALS

- ✓ To create and maintain a child safe school environment.
- ✓ To ensure that strategies, policies, procedures and practices are inclusive of the needs of all children, particularly students who are vulnerable due to age, family circumstances, abilities, or Indigenous, cultural or linguistic background.
- ✓ To develop policies and procedures to implement the child safe standards, communicate information about them to the school community; including staff, parents and students and conduct appropriate professional development activities.

IMPLEMENTATION

The following sets out the processes and strategies to be implemented, aligned to the identified standards contained within Ministerial Order 870, to ensure St. Dominic's creates and maintains a child safe school environment.

Standard 1 - strategies to embed an organisational culture of child safety, including through effective leadership arrangements.

- ◆ Principal, Deputy Principal and Student Wellbeing Leader are identified with the role & responsibility of ensuring Child Safety is embedded in the school culture.
- ◆ St. Dominic's School's philosophy is contained within the school's vision, strategic intent and goal statements for Religious Education, Learning & Teaching, Student Wellbeing, Leadership and Management and School Community spheres. (See Attachment 1)
- ◆ Governance arrangements exist which outline responsibilities and steps for staff to respond to the care, safety and welfare of students, including all school environments and outside of school hours and particularly on school camps. These are found in the Staff Handbook and Parent Handbook.

IMPLEMENTATION (cont.)

Standard 2 - a child safe policy or statement of commitment to child safety.

- ◆ Pastoral Care policy includes a commitment to a culture of child safety and to zero tolerance in regard to Cyber bullying.
- ◆ Clear procedures to implement the statement of commitment to a culture of child safety, including all school environments and outside of school hours.
- ◆ Child Safe Policy developed in 2016.

Standard 3 - a code of conduct that establishes clear expectations for appropriate behaviour with children.

- ◆ School has job descriptions for all school staff documented in the Staff Handbook, including those involved in child-connected work in all school environments and outside of school hours which include a statement of expectations for duties and responsibilities related to child safety.
- ◆ Staff Codes of Conduct for all teaching and non-teaching staff adopted as Attachment 2 & 3 below.
- ◆ Parent Code of Conduct & Parent & Friends Code of Conduct developed and implemented since 2011. (Attachment 4 & 5)

Standard 4 - screening, supervision, training and other human resources practices that reduce the risk of child abuse by new and existing personnel.

- ◆ School has policies and procedures that apply to all staff involved in child-connected work in all school environments and outside of school hours. They include consideration of child safety for recruitment, induction, professional development and supervision of staff.
- ◆ All teaching staff are required to have the NCRC, all non teaching staff are required to have the WWCC and parent helpers / volunteers are also required to hold a WWCC.
- ◆

Standard 5 - processes for responding to and reporting suspected child abuse.

- ◆ There are procedures for responding to allegations of suspected child abuse in accordance with this requirement and other legal obligations, including criminal offences regarding grooming, failure to disclose and failure to report. These are found in the Pastoral Care Policy, (Attachment 6) and in the Staff Handbook on page 39 under, 'Mandatory Reporting' (Attachment 7).
- ◆ There are policies and procedures for reporting and responding to suspected child abuse (as above) that apply to all staff involved in child-connected work in all school environments and outside of school hours.
- ◆ Mandatory Reporting Policy (Attachment 6) is to be regularly revised & teaching staff undertake the on-line professional development module on an annual basis.

IMPLEMENTATION (cont.)

Standard 6 - strategies to identify and reduce or remove risks of child abuse.

- ◆ Risk management strategies are developed & implemented regarding child safety in school activities via OHS audit procedures (risk assessments) within the OHS Policy (Attachment 8) and environments (e.g. staff ID badges).
- ◆ Risk management related to online school environments (including email and intranet systems), including (where applicable) child safety outside of school hours occurs via the school's 'Internet Policy' and Cyber bullying seminars for teachers, parents and students annually.
- ◆ Assistance and advice is sought via the Children's eSafe Commissioner's website related to Cyber Safety.
- ◆

Standard 7 - strategies to promote the participation and empowerment of children, including promoting the cultural safety of Aboriginal children, promoting the cultural safety of children from culturally and/or linguistically diverse backgrounds and promoting the safety of children with a disability.

- ◆ The school encourages the development of 'Student Voice' in each classroom at each year level. Classroom rules are revisited and made explicit at the start of each year, students are beginning to set their own personal goals to be met each Term and each student presents their achievements to their parents at Parent/Teacher Learning conversations. Students are also encouraged to provide feedback to school staff to assist planning at all stages of the learning cycle.
- ◆ The school reinforces and promotes children's awareness of acceptable and unacceptable behaviour via classroom 'Circle Time', weekly School Assemblies and the reinforcement of all School and Classroom rules.
- ◆ The school supports students understanding of their rights and enable students to raise child safety concerns in all school environments and outside of school hours via email communication, classroom 'Circle Time' feedback and through honest and clear communication with the Principal.
- ◆ Implementation of educational strategies covering resilience and healthy and respectful relationships (including sexuality) occurs in targeted social skilling groups and through Prep, Yr. 1/2, 3/4, and 5/6 Inquiry units.
- ◆ Processes are in place that are inclusive of the needs of all children, particularly children who are vulnerable due to age, family circumstances, abilities or Indigenous, cultural, or linguistic background via specialist intervention programs, social skilling and through the use of outside agencies i.e. AMES, school Psychologist and Foundation House. Specific, needs based programs (e.g. social skilling, LLI, Reading Recovery) occur 'at point of need' during the school day.
- ◆

EVALUATION

Annual evaluation to occur by end of Term 1 to ensure policy, practices & processes are up-dated and effective.

School Vision Statement

AT ST. DOMINIC'S CATHOLIC PRIMARY SCHOOL

***We model, share and celebrate in the Catholic tradition.
We recognise and embrace the importance and significance of religious traditions, and the richness of our cultural diversity.
We aspire to create a safe, welcoming, inclusive, challenging and supportive environment where students, staff, parents and the wider parish are all active partners in our unique journey as life-long learners.
We acknowledge and accept the ongoing responsibility to develop ourselves as a community of leaders through the spiritual, educational, social, emotional and physical growth of each individual.***

Strategic Intent 2016 - 2019

To embed personalised and contemporary learning practices consistently across the school, which reflect a deep pedagogical understanding.

Sphere Goals

Religious Education	Learning & Teaching	Student Wellbeing	Leadership & Management	School Community
To enrich the Catholic identity of the school through growing faith partnerships.	To actively engage all in their own lifelong learning journey.	To ensure that students are engaged, empowered and connected to school and the global community.	To develop a leadership and management culture that engages, challenges and supports staff to actively contribute to the school's growth.	To improve family connectedness to student learning by promoting a common purpose and shared understandings.

Key Actions 2014 - 2017

That the community will be reflective in their Faith and take action in the light of the teaching of the Gospel and tradition.	Strengthen professional learning using modelling, mentoring and coaching.	That the school community is a supportive, safe, engaging and challenging learning environment for every student.	That team based practices will have a high impact on quality teaching and learning.	That the school continues to build strong partnerships between families and staff in student learning.
Deepen understanding of what social justice is, in a Catholic school.	Ensure a shared understanding that engagement is central to learning.	To continue to strengthen a whole school Wellbeing policy that reflects school/family/community partnerships.	That instructional leadership will be embedded into school culture.	Further strengthen community links through engagement with the Community Hub and agencies such as Foundation House, Uniting Care, etc; to actively promote
	Build teacher capacity in making cross-	To continue to develop a consistent approach to managing behaviour		

	curricular connections by focussing on authentic integration of relevant AusVELS domains.	that involves common language and restorative practices.		programs that support learning for all.
--	---	--	--	---

Foci for 2016

Professional learning meetings to focus on social justice in a Catholic context. Deepen understanding of Christian Meditation as an expression of faith. Staff two day involvement in mindfulness and meditation. Deepen understanding of contemporary learning and teaching practices in Religious Education.	Hold regular PLs in Literacy, Numeracy, Inquiry and ICT that are focussed on student data. Embed Literacy learning in authentic contexts that builds knowledge of vocabulary and concepts.	That the Wellbeing Leader works in close partnership with our Community Hub leader. Continue to develop and model social skills programs throughout the school. Continue to develop concepts to support Wellbeing. Ensure that accurate student data is gathered and acted upon. Continue to work with school psychologist.	Ensure that professional learning opportunities are linked to the School improvement Plan and Annual Action Plan. Use data to plan teaching that is explicit to student needs. Instructional leaders to support in classrooms. Instructional leaders to attend networks, clusters and appropriate professional learning, and feedback to staff.	Play group for all, Afterschool Learning Club, Before and Afterschool supervised activities, Breakfast Club, Certificate/Diploma Courses, Adult classes for English, Computers, Cooking, etc.
--	---	---	--	---

Human Resourcing

<ul style="list-style-type: none"> ◆ Principal ◆ Deputy Principal/ Religious Education Leader ◆ Learning and Teaching Leader 	<ul style="list-style-type: none"> ◆ Student Wellbeing Leader ◆ Literacy Leader ◆ P - 2 & 3 - 6 Numeracy Leaders ◆ Community Hub leader 	<ul style="list-style-type: none"> ◆ 11 classroom teachers & 9 specialist & support teachers 2 admin staff and ??? teacher aides. 1 Before and After School Supervised Activities Leader 2 Playgroup leader School Psychologist
---	---	---

Other Resourcing

<ul style="list-style-type: none"> ◆ Staff PD – October 3rd and 4th Staff Spirituality days away for mindfulness. ◆ Song Room performing arts program ◆ Discovery learning in Prep classes ◆ ‘Feedback Collective’ Staff PD –Thurs. April 28 ◆ Other staff PD in focus areas during PLT times ◆ Penola Partnerships 	<ul style="list-style-type: none"> ◆ CEM Advisors in RE, L & T, S.W. & Leadership ◆
---	---

Victorian Teaching Profession Code of Conduct

SECTION 1: PROFESSIONAL CONDUCT

Teachers' professional conduct is characterised by the quality of the relationships they have with their students, their students' parents (guardians and caregivers), families and communities and their colleagues.

RELATIONSHIPS WITH STUDENTS

PRINCIPLE 1.1: TEACHERS PROVIDE OPPORTUNITIES FOR ALL STUDENTS TO LEARN

The main focus of teaching is student learning. Teachers demonstrate their commitment to student learning by:

- knowing their students well, respecting their individual differences and catering for their individual abilities
- maintaining a safe and challenging learning environment
- accepting professional responsibility for the provision of quality teaching
- having high expectations of every student, recognising and developing each student's abilities, skills and talents considering all viewpoints fairly
- communicating well and appropriately with their students.

PRINCIPLE 1.2: TEACHERS TREAT THEIR STUDENTS WITH COURTESY AND DIGNITY

Teachers :

- work to create an environment which promotes mutual respect
- model and engage in respectful and impartial language
- protect students from intimidation, embarrassment, humiliation or harm
- enhance student autonomy and sense of self-worth and encourage students to develop and reflect on their own values
- respect a student's privacy in sensitive matters, such as health or family problems, and only reveal confidential matters when appropriate. That is:
 - if the student has consented to the information being used in a certain way
 - to prevent or lessen a serious threat to life, health, safety or welfare of a person (including the student)
 - as part of an investigation into unlawful activity if the disclosure is required or mandated by law
 - to prevent a crime or enforce the law
- refrain from discussing students' personal problems in situations where the information will not be treated confidentially
- use consequences commensurate with the offence when disciplining students.

PRINCIPLE 1.3: TEACHERS WORK WITHIN THE LIMITS OF THEIR PROFESSIONAL EXPERTISE

In fulfilling their role, teachers carry out a wide range of responsibilities. They support students by knowing their strengths and the limits of their professional expertise.

Teachers :

- seek to ensure that they have the physical, mental and emotional capacity to carry out their professional responsibilities
- are aware of the role of other professionals and agencies and when students should be referred to them for assistance
- are truthful when making statements about their qualifications and competencies

PRINCIPLE 1.4: TEACHERS MAINTAIN OBJECTIVITY IN THEIR RELATIONSHIPS WITH STUDENTS

In their professional role, teachers do not behave as a friend or a parent.

They :

- interact with students without displaying bias or preference
- make decisions in students' best interests
- do not draw students into their personal agendas
- do not seek recognition at the expense of professional objectivity and goals.

PRINCIPLE 1.5: TEACHERS ARE ALWAYS IN A PROFESSIONAL RELATIONSHIP WITH THE STUDENTS IN THEIR SCHOOL, WHETHER AT SCHOOL OR NOT

Teachers hold a unique position of influence and trust that should not be violated or compromised. They exercise their responsibilities in ways that recognise that there are limits or boundaries to their relationships with students. The following examples outline some of those limits.

A professional relationship will be violated if a teacher:

- has a sexual relationship with a student
- uses sexual innuendo or inappropriate language and/or material with students
- touches a student without a valid reason
- holds conversations of a personal nature or has contact with a student via written or electronic means including email, letters, telephone, text messages or chat lines, without a valid context
- accepts gifts, which could be reasonably perceived as being used to influence them, from students or their parents.

A professional relationship may be compromised if a teacher:

- attends parties or socialises with students
- invites a student or students back to their home, particularly if no-one else is present.

RELATIONSHIPS WITH PARENTS (GUARDIANS, CAREGIVERS), FAMILIES AND COMMUNITIES

PRINCIPLE 1.6: TEACHERS MAINTAIN A PROFESSIONAL RELATIONSHIP WITH PARENTS (GUARDIANS AND CAREGIVERS)

Teachers should be respectful of and courteous to parents.

Teachers :

- consider parents' perspectives when making decisions which have an impact on the education or wellbeing of a student
- communicate and consult with parents in a timely, understandable and sensitive manner
- take appropriate action when responding to parental concerns.

PRINCIPLE 1.7: TEACHERS WORK IN COLLABORATIVE RELATIONSHIPS WITH STUDENTS' FAMILIES AND COMMUNITIES

Teachers recognise that their students come from a diverse range of cultural contexts and seek to work collaboratively with students' families and communities within those context

RELATIONSHIPS WITH COLLEAGUES

PRINCIPLE 1.8: COLLEGIALITY IS AN INTEGRAL PART OF THE WORK OF TEACHERS

Teachers demonstrate collegiality by :

- treating each other with courtesy and respect
- valuing the input of their colleagues
- using appropriate forums for constructive debate on professional matters
- sharing expertise and knowledge in a variety of collaborative contexts
- respecting different approaches to teaching
- providing support for each other, particularly those new to the profession
- sharing information relating to the wellbeing of students.

SECTION 2: PERSONAL CONDUCT

PRINCIPLE 2.1: THE PERSONAL CONDUCT OF A TEACHER WILL HAVE AN IMPACT ON THE PROFESSIONAL STANDING OF THAT TEACHER AND ON THE PROFESSION AS A WHOLE

Although there is no definitive boundary between the personal and professional conduct of a teacher, it is expected that teachers will :

- be positive role models at school and in the community
- respect the rule of law and provide a positive example in the performance of civil obligations
- not exploit their position for personal or financial gain
- ensure that their personal or financial interests do not interfere with the performance of their duties
- act with discretion and maintain confidentiality when discussing workplace issues.

SECTION 3: PROFESSIONAL COMPETENCE

PRINCIPLE 3.1: TEACHERS VALUE THEIR PROFESSIONALISM, AND SET AND MAINTAIN HIGH STANDARDS OF COMPETENCE

Teachers :

- are knowledgeable in their areas of expertise
- are committed to pursuing their own professional learning
- complete their duties in a responsible, thorough and timely way.

PRINCIPLE 3.2: TEACHERS ARE AWARE OF THE LEGAL REQUIREMENTS THAT PERTAIN TO THEIR PROFESSION. IN PARTICULAR, THEY ARE COGNISANT OF THEIR LEGAL RESPONSIBILITIES IN RELATION TO :

- discrimination, harassment and vilification
- negligence
- mandatory reporting
- privacy
- occupational health and safety
- teacher registration.

Australian Professional Standards for Teachers

Professional knowledge

1. Know learners and how they learn

1.1 Physical, social and intellectual development and characteristics of learners

Use teaching strategies based on knowledge of learners' physical, social and intellectual development and characteristics to improve their learning.

1.2 Understand how learners learn

Structure teaching programs using research and collegial advice about learning.

1.3 Learners with diverse linguistic, cultural, religious and socioeconomic backgrounds

Design and implement teaching strategies that are responsive to the learning strengths and needs of learners from diverse linguistic, cultural, religious and socioeconomic backgrounds.

1.4 Strategies for teaching Aboriginal and Torres Strait Islander learners

Design and implement effective teaching strategies that are responsive to the local community and cultural setting, linguistic background and histories of Aboriginal and Torres Strait Islander learners.

1.5 Differentiate teaching to meet the specific learning needs of learners across the full range of abilities

Develop teaching activities that incorporate differentiated strategies to meet the specific learning needs of learners across the full range of abilities.

1.6 Strategies to support full participation of learners with disability

Design and implement teaching activities that support the learning and participation of learners with disability and address relevant policy and legislative requirements.

2. Know the content and how to teach it

2.1 Content and teaching strategies of the teaching area(s)

Apply knowledge of the content and teaching strategies of the teaching area(s) to develop engaging teaching activities.

2.2 Content selection and organisation

Organise content into coherent, well-sequenced learning and teaching programs.

2.3 Curriculum, assessment and reporting

Design and implement learning and teaching programs using knowledge of curriculum, assessment and reporting requirements.

2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians

Provide opportunities for learners to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.

2.5 Literacy and numeracy strategies

Apply knowledge and understanding of effective teaching strategies to support learners' literacy and numeracy achievement.

2.6 Information and Communication Technology (ICT)

Use effective teaching strategies to integrate ICT into learning and teaching programs to make selected content relevant and meaningful.

Professional practice

3. Plan for and implement effective teaching and learning

3.1 Establish challenging learning goals

Set explicit, challenging and achievable learning goals for all learners.

3.2 Plan, structure and sequence learning programs

Plan and implement well structured learning and teaching programs or sequences that engage learners and promote learning.

3.3 Use teaching strategies

Select and use relevant teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking.

3.4 Select and use resources

Select and/or create and use a range of resources, including ICT, to engage learners in their learning.

3.5 Use effective communication (with learners)

Use effective verbal and non-verbal communication strategies to support understanding, participation, engagement and achievement of learners.

3.6 Evaluate and improve teaching programs

Evaluate personal teaching and learning programs using evidence, including feedback and assessment data from learners, to inform planning.

3.7 Engage parents/carers in educative process

Plan for appropriate and contextually relevant opportunities for parents/carers to be involved in their children's learning.

4. Create and maintain supportive and safe learning environments

4.1 Support participation of learners

Establish and implement inclusive and positive interactions to engage and support all learners in learning activities.

4.2 Manage learning and teaching activities

Establish and maintain orderly and workable routines to create an environment where time is spent on learning tasks.

4.3 Manage challenging behaviour

Manage challenging behaviour by establishing and negotiating clear expectations with learners and address discipline issues promptly, fairly and respectfully.

4.4 Maintain safety of learners

Ensure the wellbeing and safety of learners within the learning environment by implementing curriculum and legislative requirements.

4.5 Use ICT safely, responsibly and ethically

Incorporate strategies to promote the safe, responsible and ethical use of ICT in learning and teaching.

5. Assess, provide feedback and report on learning

5.1 Assess learning

Develop, select and use informal and formal, diagnostic, formative and summative assessment strategies to assess learning.

5.2 Provide feedback to learners about their learning

Provide timely, effective and appropriate feedback to learners about their achievement relative to their learning goals.

5.3 Make consistent and comparable judgements

Understand and participate in assessment moderation activities to support consistent and comparable judgements of learning.

5.4 Interpret data from learners

Use assessment data from learners to analyse and evaluate understanding of content, identifying interventions and modifying teaching practice.

5.5 Report on achievement of learners

Report clearly, accurately and respectfully to learners and parents/carers about achievement, making use of accurate and reliable records.

Professional engagement

6. Engage in professional learning

6.1 Identify and plan professional learning needs

Use the Australian Professional Standards for Teachers and advice from colleagues to identify and plan professional learning needs.

6.2 Engage in professional learning and improve practice

Participate in learning to update knowledge and practice, targeted to professional needs and priorities of the education setting or system.

6.3 Engage with colleagues and improve practice

Contribute to collegial discussions and apply constructive feedback from colleagues to improve professional knowledge and practice.

6.4 Apply professional learning and improve learning (of learners)

Undertake professional learning programs designed to address identified needs of learners.

7. Engage professionally with colleagues, parents/carers and the community

7.1 Meet professional ethics and responsibilities

Meet codes of ethics and conduct established by regulatory authorities, systems and education settings.

7.2 Comply with legislative, administrative and organisational requirements

Understand the implications of and comply with relevant legislative, administrative and organisational and professional requirements, policies and processes.

7.3 Engage with parents/carers

Establish and maintain respectful collaborative relationships with parents/carers regarding their children's learning and wellbeing.

7.4 Engage with professional teaching networks and broader communities

Participate in professional and community networks and forums to broaden knowledge and improve practice.

PARENT CODE OF CONDUCT

RATIONALE

'The Holy See's Teaching on Catholic Schools' (2006) identifies elements or principles which form the identity of a Catholic school :

1. Its purpose framed within a vision which is centred and founded on Jesus Christ;
2. The formation of boys and girls as good citizens of the world, loving God, neighbour and self;
3. The Christian concept of the human person as having the dignity of a child of God - to be fully developed and perfected as a human person with Christ as *the* Teacher;
4. Its role in and as parish and church - formed for educational, social and faith formation of its community;
5. Collaboration, cooperation and participation of Parish Priest, Principal, school staff, students and parents in bringing together faith, culture and life; inspire love for wisdom and passion for truth; to engender commitment, mutual respect, trust, dialogue and transparency;
6. The Christian leadership and commitment of school staff.

These elements or principles are reflected in the Vision of St. Dominic's school: "St. Dominic's comprises a welcoming partnership of students, their families & school staff seeking to faithfully live the teachings of Jesus Christ." Our belief is that we enrol the family, not just the child.

As Jesus welcomed all peoples to his family, so parents enrolling their children at St. Dominic's parish school, sign up to the obligations of now being members of a Catholic school community that welcomes all to its family. They are expected, as the prime educators of their children, to conduct themselves in an exemplary manner. When interacting with staff, students and other parents and carers in the school and wider community, they are role models for new members to the school community and the prime role model for their children and other children in the school community. Such behaviour is to be based on the Christian principles outlined above and also informed by the Universal Declaration of Human Rights and the Convention on the Rights of the Child.

GENERAL GOALS

Consistent with the overall goals of the Pastoral Care Policy, this Code of Conduct and Grievance Procedure aims to:

- ◆ identify parental actions / strategies which will give expression to the relationships of faith, care and support which characterise the school's vision, mission and practice;
- ◆ provide a framework within which parents as school community members can interact in a most positive way;
- ◆ enhance the stability and continuity of parent, teacher and student interactions;
- ◆ provide a clear basis for the development and implementation of related school policies, particularly the 'Dealing with Complaints and Concerns' policy and the Parents and Friends Association Constitution concerning general 'Code of Conduct' and 'Code of Conduct at Meetings';
- ◆ reflect State and Federal legislation;
- ◆ have a formative influence upon the school community.

IMPLEMENTATION

General Conduct

In supporting and enhancing the Vision and Catholic identity of St. Dominic's school, parents, guardians, care givers and school staff will ensure they:

1. read, know, understand and actively support the school's vision statement;
2. read, know, understand and actively support the rationale, goals and implementation strategies of all school policy statements, including all guidelines set down in the 'Parent Handbook' and the 'Dealing with Complaints and Concerns' guidelines and Parent & Staff Grievance Procedures;
3. read, know, understand and actively support Section 11 of the Parents and Friends Association Constitution concerning general 'Code of Conduct' and 'Code of Conduct at Meetings';
4. respect and uphold the equal rights and freedoms of all peoples in the school community, including the right to :
 - a) *love, happiness and understanding,*
 - b) *justice, tolerance and peace,*
 - c) *dignity and self worth,*
 - d) *freedom from race, colour, sexual, language, religious, political, or ethnic discrimination or exclusion,*
 - e) *freedom from physical or mental violence, injury or abuse or maltreatment,*
 - f) *privacy,*
 - g) *respect for reputation and honour,*
 - h) *feel and be safe and secure.*
5. use respectful, encouraging and acceptable language at all times, particularly to students;
6. give encouraging and constructive feedback at all times, particularly to students;
7. develop positive relationships with school staff, parents/guardians and carers based on mutual trust, honesty and respect;
8. reserve judgement on any issue until the truth is known;
9. follow specified due process procedures in regard to all matters of concern;
10. refrain from public, negative criticism or threat to children or adults, whether it be in writing, via email or social networking sites, or verbally face -to- face or via a third person;
11. refrain from participating in negative criticism which disrespects the school or any of its community members, whether it be in writing, via email or social networking sites, or verbally face -to- face or via a third person;
12. have the courage to defend the school or its members from unwarranted criticism;
13. have the courage to report inappropriate parent, guardian or carer behaviour to the School Principal or Parish Priest in a timely manner;
14. accept the judgment and action of the Parish Priest, Principal or school staff on any issue;
15. understand and accept that there are serious consequences for parents, guardians or carers who do not comply with any of the above.

Dealing with Misconduct

Basic Assumptions

- ◆ All dealings related to misconduct will be handled with due diligence and in strictest confidence, following principles of natural justice.
- ◆ Strongly corroborated, definitive evidence will be necessary before any action can be taken related to alleged misconduct.
- ◆ The accused will be considered innocent until proven otherwise.
- ◆ Actions taken by the school authority will attempt reconciliation and restoration of relationships between the identified parents, guardians, carers, students and/or staff.
- ◆ The actions taken by the school authority will be considered final by all parties.
- ◆ The 'school authority' means the Principal, Deputy Principal, other person in Executive Authority or Parish Priest.
- ◆ Termination of enrolment under Procedure 6(i) can only occur under the direction of the Parish Priest.

Serious Misconduct

Serious misconduct is defined as behaviours which significantly damage the relationship between any members of the school community, be they a parent, guardian, carer, student, school staff member or parishioner of St. Dominic's. Misconduct is also considered serious if it is repeated offensive conduct or

if the person engaging in misconduct does not accept responsibility for their behaviour or refuses to make amends for the misconduct.

Examples of serious misconduct include:

- ◆ Wilful or wrongful damage of school or student property or theft of school or student property.
- ◆ Physical, verbal or written abuse or disrespectful, inappropriate language (including via email or social networking sites) of any kind to any member of the school or parish community.
- ◆ Repeated misconduct, whether it be the same type or different.
- ◆ Refusal to comply with school authority directives contained below within Procedure 5 and 6 of this policy.

Procedure

1. The school policy document 'Dealing with Complaints and Concerns', should be followed with regard to most issues.
2. Where concerns do not meet the criteria contained in the above and misconduct is alleged, a formal report of the incident needs to be made to the School Principal immediately and the reporter identified.
3. A detailed description of what occurred, when, where and who it involved will be ascertained and witness statements taken.
4. If there is a case to be answered, and as a matter of natural justice, the person accused of misconduct will be interviewed by the school authority to respond to the allegations.
5. If it is the judgment of the school authority that the accused has been found guilty, depending on the degree of misconduct, the authority will enact one or more of the following :
 - a) cautioning the accused not to act in such a way again and provide feedback to the 'aggrieved';
 - b) cautioning the accused and inform them of the sanctions to be implemented if misconduct is repeated;
 - c) directing that a sincere apology be given to the 'aggrieved';
 - d) directing that a sincere, written apology be given to the 'aggrieved';
 - e) mediating a meeting of the parties to attempt reconciliation;
 - f) directing that recompense be paid by the accused if property damage has occurred.
- g) At the Principal'
6. If it is the judgment of the school authority that the accused refuses to accept responsibility for their actions, repeats the same or other misconduct, or is found guilty of other serious misconduct, the authority will enact one or more of the following sanctions and shall notify the accused in writing of such actions :
 - a) one or more of the above actions listed in No. 5(a) - (f);
 - b) reporting the incident to police and the Department of Human Services;
 - c) reporting the incident to the Occupational Health and Safety authority;
 - d) restricting access to specific areas of the school property for the accused;
 - e) restricting access to school staff for the accused;
 - f) withdrawing all access to school staff for a specified period of time;
 - g) withdrawing all access to school staff and to the school property for a specified period of time;
 - h) withdrawing school enrolment for their child(ren) for a specified period of time;
 - i) terminating school enrolment and directing the accused to find another school to enrol their child(ren).

PARENT HELPER CODE OF CONDUCT

11.1 Preamble

The St. Dominic's School Parent Helper group provides an open, welcoming and safe environment whereby school staff and parents/ guardians play a crucial role in the effective operation and contribution to social and fundraising activities for and with the school community.

The Code of Conduct is a document attached to the model constitution. It outlines the types of practice we require all adults to follow, as it is designed to ensure the inclusion of all members of the community, outlining behavioural principles, expectations and ideals acceptable as a member of the Association for the effective conduct of meetings, and the development of positive relationships within the school community.

11.2 General Conduct

Members agree to:

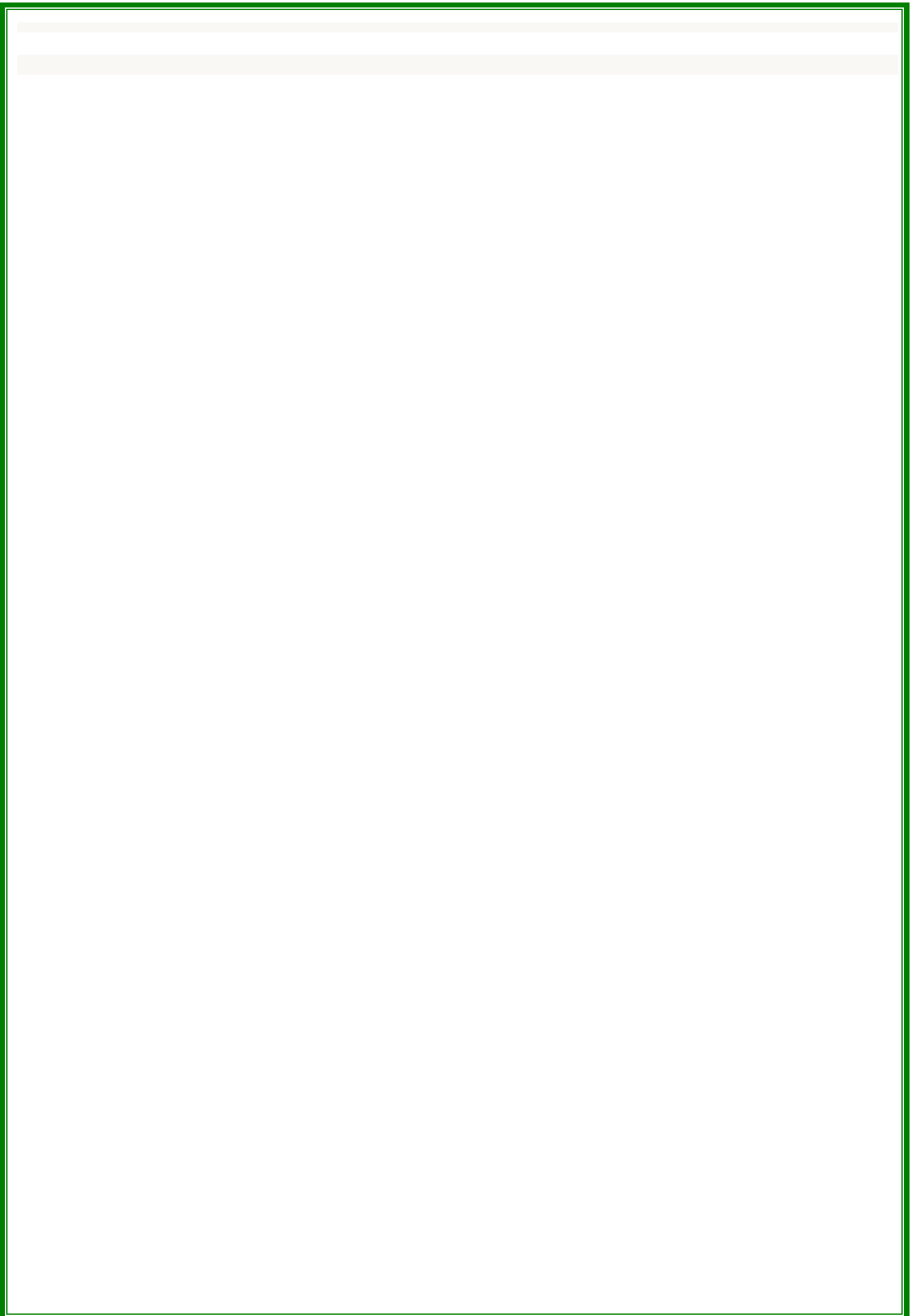
- a. use respectful, encouraging and accepting language;**
(Unsubstantiated negative comments are not useful nor do they foster the sense of community we wish for our children's progress....)
- b respect the rights of others as individuals;**
(Acceptance of each other's strengths and weaknesses that stimulate healthy discussion....)
- c. give encouraging and constructive feedback rather than negative criticism**
(Ask yourself if your comments will help resolve a situation – are you being fair and friendly to all....?)
- d. refrain from public criticism of children and adults in the school community;**
(Respect the school community goal of striving to achieve a positive, solution focused environment, where we are proud of all our achievements and life learning along our children's journey....)
- e. be inclusive of any parent or friend of St. Dominic's who offers assistance.**
(Appreciate any help that is offered, no matter how many other helpers you have – be aware of how rejection makes someone feel & how it can mean someone may never offer to help again.....)
- f. accept any final decision made by the School Principal.**

11.3 Conduct at Meetings

Regular meetings and information sessions provide an opportunity for community members to contribute to discussion on social and fundraising issues and to make decisions that will have a positive impact on the school community.

To ensure that this is carried out effectively, community members agree to

- a)** participate in community activities in a constructive manner and respect the views of others *(every parent has a right to be heard and respected for contributing constructive discussion, every parent has a right to be heard without being dismissed or talked over);*
- b)** acknowledge that the decisions taken and actions proposed by the school representatives of the majority of the school community *(attendance of all parents is encouraged and welcomed at meetings);*
- c)** adhere to and support the school code of conduct
- d)** use appropriate conduct when participating in meeting discussions and promote positive personal relationships among community members *(inclusive of turn taking at meetings, respect of individuals strengths and weaknesses and the differences that make our school a community. Please remembering that our support of the school and positive relationships within our school community assist in public perception of our school's reputation in our local community).*



Mandatory Reporting of Child Physical and Sexual Abuse

RATIONALE

Mandatory reporting arises from the requirements of the Children, Youth and Families Act 2005 (Vic.) for the protection of children from harm due to physical injury and sexual abuse. **School personnel mandated under this Act who, in the course of carrying out their duties, form a reasonable belief that a child is in need of protection from physical injury or sexual abuse, must report that belief and the grounds for it as soon as possible.**

This policy assists St. Dominic's to comply with this requirement and fulfil its responsibilities regarding the welfare and protection of children at risk. This policy complements guidelines provided by the Department of Human Services (DHS) to all Victorian schools.

DEFINITIONS

Child. For the purpose of the relevant parts of the Children, Youth and Families Act 2005 (Vic.), a child is any person 17 years of age or younger.

Child FIRST. The Family Information Referral Support Team run by a registered community service in a local area that can receive confidential referrals about a child of concern. It does not have any statutory powers to protect a child but can refer matters to family services.

Child Protection. The Victorian Government agency, provided by DHS, that protects children at risk of significant harm. Child Protection has statutory powers and can use these to protect children.

Mandatory report. A report made to Child Protection, by a person mandated under the Act, that is based on a reasonable belief that a child is in need of protection from physical injury that results from abuse or neglect or harm caused as a result of sexual abuse.

Mandatory reporter. Person(s) required under the Children, Youth and Families Act 2005 (Vic.) to make a report to the Child Protection if they believe a child is in need of protection from physical injury or sexual abuse. Mandatory reporters include registered school teachers or Principals and registered nurses. Students teachers on rounds at St. Dominic's are also required to report abuse to their associate teacher, if they have formed a reasonable belief that child protection is warranted.

Reasonable belief. A reasonable belief that a child is in need of protection is more likely formed in circumstances where:

- a child states that they have been physically injured or sexually abused (self-disclosure);
- a child states that they know someone who has been physically injured or sexually abused (sometimes the child may be talking about him or herself);
- a relative, friend, acquaintance or sibling of the child states that the child has been physically injured or sexually abused;
- professional observations of the child's behaviour or development lead the mandated professional to form a belief that the child has been physically injured or sexually abused;
- signs of physical injury or sexual abuse lead to a belief that the child has been abused.

School wellbeing group. A committee consisting of the Principal and one or two key school personnel to discuss any concerns and observations in relation to child physical or sexual abuse recorded by a teacher and to offer support to the teacher concerned. A gender balance within the group is an important consideration.

PROCEDURES

1. Forming a belief - A requirement of the Children, Youth and Families Act 2005 (Vic.) is that when a mandatory reporter forms a reasonable belief that a child is in need of protection from physical injury or sexual abuse, he/she must make a report to Child Protection as soon as practicable.

It should be noted that although it is not mandatory to report suspected incidents of emotional abuse or neglect, mandatory reporters should make a referral to Child FIRST where they have a significant concern for a child's wellbeing, or a report to Child Protection where they form a reasonable belief that a child is in need of protection.

If a mandatory reporter suspects that a child is in need of protection it is essential that he/she document any concerns and observations in a confidential file. This process of documentation may occur over a period of time.

Documents published by the DHS and the Department of Education and Early Childhood Development provides background information and guidance for professionals mandated to make a report. These resources have been prepared to:

- ensure that mandatory reporters are aware of their legal responsibilities to report child abuse and neglect to Child Protection;
- provide mandatory reporters with information on how to recognise and respond to child abuse;
- provide mandatory reporters with advice about sharing information with Child FIRST or Child Protection.

It is important that the recommended procedures are followed to support and protect the child at risk.

1.1 Discussing concerns

It is recommended that the mandatory reporter's concerns and observations regarding the suspected physical injury or sexual abuse of a child are discussed with a School Advisory Group formed to support all involved in matters of this nature. The confidentiality of these discussions must be maintained.

A mandatory reporter may make a referral to Child FIRST or a report to Child Protection without the prior knowledge of the principal. However, it is good practice for the mandatory reporter to inform the principal of his/her action as soon as practicable.

2 Report to relevant agencies

2.1 Department of Human Services Child Protection

The mandatory reporter may form the belief that it is necessary to make a report to Child Protection. In this case, the teacher is required to make a report as soon as practicable.

The mandatory reporter may continue to suspect that a child is in need of protection. In this case, the mandatory reporter should continue to record any further observations made and make a report on each occasion where they form a belief, on reasonable grounds, that a child is or is likely to be at risk of physical or sexual abuse.

2.2 Contact with Child FIRST

A registered school teacher or Principal in Victoria can seek advice from or make a referral to Child FIRST if they have a significant concern for the wellbeing of a child and where the immediate safety of the child is not compromised. The teacher or principal should share relevant information with Child FIRST to help them complete their assessment of the referral. Contact should be made with the nearest Child FIRST office (see Appendix 2) for information and advice.

A mandated reporter may wish to keep their identity confidential when they make a referral to Child FIRST or a report to Child Protection, or when they share information with these agencies. A Child First or Child Protection worker cannot disclose the identity of the person making a referral or report without their consent. The publications listed in Appendix 1 provide advice on why it may be appropriate for a person making a referral or report to disclose their identity.

2.3 Allegations of misconduct against lay employees in Catholic schools and Catholic education offices

If the alleged perpetrator is a staff member, principal or any other person employed by the school, contact should be made in the first instance with the Assistant Director, Religious Education and Pastoral Care, Catholic Education Office Melbourne. This action and all other procedures to be followed in this case are outlined in [CEOM Policy 2.20, Allegations of Misconduct Against Lay Employees in Catholic Schools and Catholic Education Offices.](#)

3 Ongoing support

The Principal has a role in seeking or offering appropriate pastoral support for the staff member making the report, for the student and student's family. The Principal's actions in this regard should be informed by the school's policies and procedures for ensuring the safety and wellbeing of students.

MANDATORY REPORTING

As per government and legal regulations - where a registered teacher has a student directly or indirectly divulge that they have been physically or sexually abused or where a registered teacher 'forms the opinion' that a student under their duty of care has been physically and / or sexually abused, the teacher has a legal obligation to report this to the Department of Human Services (DHS) as soon as practicable after witnessing the statement or 'forming such opinion'.

Non teaching staff, while not having a legal obligation if they experience the above, have a moral obligation to inform a teacher or member of the School Leadership Team of such an occurrence and should express their concerns and reasons for their judgment. After clarification, they should decide whether their concerns warrant formal reporting.

It is also mandatory for all teaching staff to complete the on-line refresher course on Mandatory Reporting on an annual basis.

Occupational Health and Safety OHS & RISK MANAGEMENT POLICY

St. Dominic's school actively works towards meeting the safety needs of its community as effectively as it can. We believe that the health and safety of all students, parents, employees and visitors within the school community is vital to the successful functioning of our school and is the responsibility of everyone. In order to fulfil this responsibility, the School Principal and the Employer of the School (Parish Priest) has a duty of care to maintain and provide a work environment that prevents risk for the health and safety of the community.

A systematic process of evaluation is in place to provide information on which to base plans for improvement, by reducing the risk factors for accidents. It is the intention of the school that involvement in such a process raises the level of consciousness and sensitivity of all involved to issues of workplace health and safety.

The risk management policy of the school requires:

- ◆ Annual Audit of the school by Essential Services-audited by programmed facility management on a quarterly basis
- ◆ Ad hoc audit by way of a Hazard Alert Register
- ◆ Encouraging all members of the community to be mindful and aware of any possible hazards and risks and reporting them immediately.

Annual Audit

An annual audit is conducted by the Principal and the Occupational Health and Safety Representative. This involves:

- ◆ collection of information to identify potential hazards
- ◆ analysis of potential risks
- ◆ prevention of future accidents through risk control
- ◆ audit of practices, equipment and facilities in the school.
- ◆ **Attachment no. 3** sets out the areas that comprise this annual audit.

Hazard Alert Register

In addition to the annual audit, St Dominic's has instituted a process of identifying hazards and risks. This process involves keeping a school Hazard Alert Register (**attachment no. 4**) as a means of identifying and controlling hazards in St Dominic's. This register contains:

- a. date
- b. description of hazard or near miss
- c. reported by
- d. reported to
- e. action taken

Slips, Trips and Falls

To reduce the incidents of slip hazards in the general environment, St. Dominic's school uses a checklist to identify slip hazards. **See attachment no. 5**

St. Dominic's school is aware that accidents happening to employees by slipping, tripping and falling are common accidents in schools and as such, all employees, as a matter of policy, need to take special care in moving around the school. Special attention is drawn to:

- ◆ stairs
- ◆ tripping
- ◆ wet floor/ground
- ◆ falls from chairs/tables
- ◆ falls from ladders
- ◆ falls over mats and ramps
- ◆ removal of balls from school building roofs

Dangerous goods and equipment

St. Dominic's school has put into place a system to manage dangerous goods and equipment with the objective of ensuring their use, storage and maintenance are safe and that all persons are aware of any potential safety risks involving the goods and equipment. **Attachment no. 6** This is kept on the materials data register.

Electrical/Gas/Air Conditioning and Lighting

St. Dominic's school conducts safety checks of all of the above electrical equipment and appliances in the school according to Essential Services Compliance Requirements. Our practices include as part of this policy:

- ◆ bi-annual (6 monthly) inspection of electrical leads and permanent power points. The inspection includes testing and tagging of equipment and is logged into Service Book.
- ◆ safe use of double adaptors/ power boards
- ◆ power points and switches are securely fixed to the wall
- ◆ cracked and broken power plates to be replaced
- ◆ frayed or damaged leads to be replaced
- ◆ no temporary leads on floor

Environmental issues

St. Dominic's school has put into place a system to manage environmental issues with the objective of ensuring that environmental issues are safe and that all persons are aware of any potential safety risks involving environmental issues. **Attachment no. 7** sets out the areas that are closely monitored by the school.

Fire, Explosion and Emergency management.

The school has a separate policy on fire, explosion and emergency procedures and this policy covers evacuation procedures. The school has an agreement with CHUBB for bi-annual (6 monthly) service of all fire safety equipment which is logged into Essential Services log book.

Working alone

The school has a separate policy that outlines the dangers that can be associated with working alone on-site. Staff are recommended to inform the Principal or Principal's delegate if they chose to work alone on-site. This is to help reduce the associated risks which include injury.

Health

First Aid Policy

The policy of St. Dominic's school in respect to first aid is as follows:

- ◆ all staff required to provide first aid are to be trained and hold first aid qualifications
- ◆ that a first aid officer will be designated to be on duty during lunch breaks, recess etc.

AIDS / HIV Policy

St. Dominic's Primary School:

- ◆ provides students with education about AIDS/HIV and other sexually transmitted diseases within the context of a comprehensive health education
- ◆ protects students, employees and members of school communities from infection with AIDS/HIV through appropriate hygiene and safety practices
- ◆ ensures the right of continued access of students to a high quality and comprehensive education regardless of actual or imputed AIDS/HIV status
- ◆ provides appropriate education, school organisation and practices that will protect students from discrimination on the grounds of actual or imputed AIDS/HIV infection
- ◆ provides appropriate education, professional development and welfare oriented practices that will protect employees from discriminatory attitudes and practices on the grounds of actual or imputed AIDS/HIV infection
- ◆ provides a procedure for dealing with blood spills and communicates this procedure to all staff.

Hepatitis B Policy and Guidelines

St. Dominic's school is aware of the CECV Policy 1.11 in regard to Hepatitis B. In certain circumstances, which are defined in Guidelines adopted by the Catholic Education Commission of Victoria, the provision of immunisation against Hepatitis B shall be offered to employees by St Dominic's.

Skin cancer prevention

St. Dominic's school protects staff and students from the harmful effects of the sun, especially at lunchtime, when sunshine is strongest. Employees and students are expected to wear a sun hat during outdoor activities. St Dominic's provides sun cream for employees and student use during school hours. Parent permission is sought for this. See St. Dominic's School Sun Smart Policy.

Voice

St. Dominic's school is mindful of the risks to teachers of chronic dysphonia. There may be pain in the larynx together with huskiness. The Principal will keep a close check on teachers who report early problems with the method of voice production. When a case presents itself the Principal shall seek expert advice.

Bullying and Harassment

St. Dominic's school is aware of the risks to employees of workplace bullying. The school defines workplace bullying as repeated, unreasonable behaviour directed toward an employee or group of employees that creates a risk to health and safety. The Principal provides information to staff on a regular basis to assist in:

- ◆ recognising bullying in the workplace
- ◆ the possible effects of bullying
- ◆ steps to take in elimination of such behaviour

Airborne contaminants (Asbestos) Regulations 1992

St. Dominic's school is mindful of the risks of asbestos. As such St. Dominic's school keeps a record and results of inspections indicating the site and description of materials identified as possibly containing asbestos.

St. Dominic's school holds a copy of the OHS (Asbestos) Regulations 1992. The Principal is aware of the responsibilities to assess and control any risk associated with asbestos in the school. Initially the Principal will determine, as far as is practicable, whether asbestos or asbestos containing materials are present in the school buildings, or in the contents of the buildings, and if necessary arrange for the control or removal of those materials. The current Asbestos report is up to date and available at all times.

Infectious waste removal

St. Dominic's school is mindful of the need to remove and clean up waste dropped by students, staff or parents during the school day.

Once reported to the school's administration, the Principal or their delegate shall use specifically supplied equipment to dry, remove and clean up any waste within the school's property. The school cleaner or maintenance personnel may need to complete this clean up after school hours.

Once the soiled area is cleaned, the equipment also needs to be thoroughly disinfected and stored appropriately.

Smoke free workplaces

St. Dominic's school has a smoke free policy. Smoking is not permitted in the school grounds and the yard is signed at all entrances to the school.

PHYSICAL HAZARDS

Manual handling

St. Dominic's school complies with the Manual Handling Code of Practice which requires employers, in consultation with employees and health and safety representatives, to examine and assess manual handling tasks likely to be a risk to health and safety. The Principal is aware of the need to protect employees from the risk of musculoskeletal disorder (MSD). St. Dominic's Occupational Health and Safety Committee is responsible for the examination of the Manual Handling Code and for the manual handling

training of employees. **Attachment no. 8** is used to identify and address manual handling risks in the school.

Noise guidelines

St. Dominic's school complies with its obligations as detailed in the Occupational Health and Safety (Noise) Regulations that describe the maximum allowable exposure to noise in a workplace.

ACCIDENTS

Collecting information about the accident

Notification - Register of Injuries

When an accident or an injury occurs in St Dominic's, details are entered in the Sick Bay/First Aid Register of Injuries which is also a parent notification form. This is a requirement of the Accident Compensation Act. **Attachment no. 9** is a copy of a register of injuries (see school office for this register-recorded on SAS.)

Notice of serious injury

St. Dominic's school is aware of its obligations to immediately notify CEM via the CEVN portal, and the Victorian WorkCover Authority (VWA) by telephoning 131360 in the event of:

- a. the death of any person
- b. the amputation of any limb or part of a limb of any person
- c. the loss or partial loss of the use of any part of a person's body
- d. the loss by any person of a bodily function
- e. any person being admitted as a patient to a hospital
- f. any person showing acute symptoms of exposure to any substances
- g. any other serious bodily injury

A written notification of the event (**attachment no. 10**) will also be sent to WorkCover within 48 hours of the incident. The incident notification form is to be sent to the nearest WorkCover office by facsimile as a written record of workplace deaths or serious injuries. St. Dominic's will keep a copy of this record for five years.

A copy of this notification will also be forwarded to the Director of Catholic Education Office.

Accident Investigation

St. Dominic's school has put a system in place for the reporting and recording of accidents.

The Principal will advise the OHS representative when an injury occurs and the OH&S representative in conjunction with the return to work co-ordinator will ensure that steps are taken to reduce the risk of further injury in the workplace by identifying and, as far as practicable, reducing the risk of subsequent injury of that kind. However, confidentiality for the injured employee will be maintained at all times.

Gathering this type of information is important and involves a whole range of people within our school. Accident data when combined with information from inspections, checklists, and interviews will provide valuable insights into health and safety within the school. Such information allows for making informed decisions as to what action can be taken to reduce risks or hazards.

Managing WorkCover claims

A five step process of managing WorkCover claims is found at **Attachment No. 11**.

Attachment no. 3:
O.H & S - Risk Analysis Worksheet

School Name: *St. Dominic's School, 408 Camp Road, Broadmeadows, 3047*
 at : / / 2016

Site Name: *As Above* Permit to Work requirements: YesNoN/A

Contractor: Approved by:

Activity / Incursion / Excursion / Camp :

Activity:	Hazards:	Risk Control Measures:	Who is responsible?
List the tasks required to perform the activity in the sequence they are carried out (including for incursions, excursions & School Camps)	Against each task list the hazards that could cause injury when the task is performed	List the control measures required to eliminate or minimise the risk of injury arising from the identified hazard	Write the name of the person responsible (supervisor or above) to implement the control measure identified

Attachment 4:

Hazard Alert Register

Date	Description of Hazard or Near Miss	Reported by:	Reported to:	Action taken:	Signed off:

Attachment 5:

Slips, Trips and Falls Register

Date:	Nature of Fall:	Action Taken/Resolution:	Signed off:

Attachment 6:

Dangerous Goods and Equipment

Date:	Nature of Danger:	Reported by:	Reported to:	Action taken:	Signed off:

Attachment 7:

Environmental Issues

Date:	Nature of Issue:	Reported by:	Reported to:	Action taken:	Signed off:

Attachment 8:

Manual Handling Risk Assessment

Task identified for manual handling assessment:

Assessed by supervisor: _____

In consultation with staff:

Risk factors present: (please circle)

- bending, stretching, twisting, over reaching
- lifting, pulling, pushing
- carry or hold over time/distance
- jerky uncontrolled movements
- cramped work space
- awkward to handle
- weights lifted: >4.5kg seated or 16-20 standing
- can't be held too close to body
- repetitive movements
- staff insufficient, unfit or untrained in work demands
- lifting aids not available or unhelpful
- unsuitable protective equipment
- unsuitable work heights
- poor housekeeping, temperature or lighting
- inadequate notice or time restrictions
- other:

Controls currently in place:

Further risk reduction possible:
Yes/no

Action required:

Action	Who	By when	Date complete

Supervisor signature: _____ Signed: _____

Attachment 9:

Register of Injuries

See CEM/ workplace injury register

Attachment 10:

Workcover Notification

See CEM/ workcover notification

Attachment 11:

Managing Work Cover Claims

See CEM/ Managing Work Cover Claims