# Child Protection Policy

(And Associated Documents)

## Index

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SQS169.001.ADM</td>
<td>Framework</td>
</tr>
<tr>
<td>SQS170.001.ADM</td>
<td>Child Protection Policy</td>
</tr>
<tr>
<td>SQS105.005.ADM</td>
<td>Child Protection Procedures</td>
</tr>
<tr>
<td>SQS115.002.ADM</td>
<td>Teacher’s Code of Conduct</td>
</tr>
<tr>
<td>SQS135.002.ADM</td>
<td>Non-Teaching Staff Code of Conduct</td>
</tr>
</tbody>
</table>
(Enter School Name)

A National Framework for
Creating Safe Communities for Children

Adventist Schools Australia

Table of Contents

1. INTRODUCTION ........................................................................................................... 2
2. PURPOSE OF THE POLICY ............................................................................................ 2
3. KEY ELEMENTS ............................................................................................................... 2
   3.1 Systems to ensure adaptation, innovation and continuous improvement .................. 3
   3.2 Governance and culture ............................................................................................. 4
   3.3 Participation and empowerment of children and young people ................................. 5
   3.4 Human resource management .................................................................................... 6
   3.5 Education and training ............................................................................................... 7
1. INTRODUCTION

The mission of the Seventh-day Adventist Church unequivocally commits Adventist education workplaces and every school community to foster the dignity, worth and integrity of every person to whom it provides a service and to every person who works in conference schools' companies.

Adventist education uphold its mission by modelling positive relationships and acting in a manner that creates safe and productive educational and pastoral environments as articulated in the Community of Faith and Learning model. The core commitment of Adventist education is to create school communities where every person and in particular every child ‘belongs’. Belonging is enhanced through healthy relationships, feeling safe and included, and where personal identity is respected and nurtured. Belonging provides the foundation for ‘believing’ in an individuals’ value as a child of God and supports their ability to ‘become’ well-balanced, informed and responsible citizens who are active in worship and service for God.

Accordingly, the Adventist identity of our schools continues to be supported via the development and implementation of a national framework for creating safe environments which:

- Is inspired by Adventist education’s ultimate purpose of restoring human beings to the image of their Maker through a saving relationship with Jesus Christ and the balanced development of the whole person;
- Is concerned to ensure the dignity and integral growth of every person;
- Acknowledges the responsibility entrusted to all members of Adventist Schools Australia its schools companies and schools and
- Seeks to promote healing, reconciliation, justice and liberation.

2. PURPOSE OF THE POLICY

Adventist Schools Australia (ASA), conference schools’ companies and schools are committed to creating safe learning communities for both children and adults.

A national framework has been developed to inform and guide these communities in fulfilling their duty of care to students - and to promote best practice in creating and maintaining safe communities for both children and adults to belong, believe and become.

Consequently, each of the key elements of ASA’s national framework for creating safe communities are intended to build the capacity of each school within the Australian Adventist school system as a safe learning community.

3. KEY ELEMENTS

The key elements of ASA’s national framework for creating safe communities are as follows:

1. Systems to ensure adaptation, innovation and continuous improvement
2. Governance and culture, including child protection policies and procedures
3. Participation and empowerment of children
4. Human resource management
5. Education and training,
3.1 Systems to ensure adaptation, innovation and continuous improvement

Adventist Schools Australia (ASA), conference school companies and schools understand the need to remain vigilant and responsive to new challenges in order to maintain a safe environment for children and young people. This commitment to the safety of children and young people is expressed in an ongoing cycle of assessment, action and reflection. ASA, conference school companies and schools are committed to regularly reviewing, updating and refining child protection policies and procedures to assess their effectiveness, and strive for excellence. These processes require openness to external influence and accountability, and commitment to quality assurance and improvement practices. Recommendations from the routine review of incidents, complaints and investigations could inform better practice and should be used in any review of policy and practice. The effective implementation of new policy and procedures requires the expenditure of some time and effort. Careful planning is required to ensure all individuals within the organization understand their roles and responsibilities within a newly implemented child protection policy framework.

Previously a systematic national approach was taken to child protection-related matters between 2001 to 2005; followed by a movement to a conference school company developed structure from 2007 to 2014. Following a review of current policy approaches, the ASA system has identified the need to return to a consistent approach across all conference school companies and schools.

A broad application of duty of care requires that the importance of safe practices be acknowledged within every Australian Adventist School. Consequently, ASA, conference school companies and schools are committed to adopting appropriate child protection policies and procedures, the ASA Code of Conduct, screening of employees and job descriptions for all positions.
3.2 Governance and culture
Child Protection Policy & Procedures

A commitment to the safety of children and young people is stated in the child protection policy for each conference School Company and school. Child protection procedures or actions that will be taken to meet this commitment form a central part of the policy.

The child protection policy in place at conference school company or school level typically states the duty of all those employed by, or involved with, the given school company or school to prevent harm to children with whom they have contact. Further, the child protection policy of each conference School Company and school requires staff members and volunteers to comply with reporting obligations concerning suspected or discovered abuse. Roles and responsibilities for ensuring implementation and accountability are also identified in the child protection policy for each conference School Company and school.

Each conference school company and school is committed to their child protection policy being accessible and understood by staff members, volunteers, children, young people, parents, and other stakeholders. Each conference school company and school’s child protection policy continues to be developed in consultation with stakeholders to ensure that it is relevant to given circumstances, and can be effectively implemented.

Current & Past Employee Policy & Procedures

Adventist Schools Australia (ASA), conference school companies and schools are committed to procedures for investigating a complaint regarding a former employee within the Australian Adventist school system or a deceased employee within the Australian Adventist school system.

Risk Management

Adventist Schools Australia (ASA), conference school companies and schools are committed to reducing or minimising situations where children and young people may be exposed to the risk of abuse. This commitment includes assessing all aspects of the given school’s program from a risk to the safety and wellbeing of the child. Risk management approaches are influenced by a range of factors specific to each school including the size, location, funding arrangements, staffing structure and focus of activity. Effective risk management strategies are acknowledged as needing to be transparent, well understood and diverse, to take account of the increased level of risk associated with the specific nature of some activities and the vulnerability of particular groups or individuals.

Code of Conduct

The Adventist Schools Australia (ASA) Code of Conduct promotes positive work practices and establishes boundaries concerning acceptable and unacceptable behaviour in the relationships between school employees and volunteers and the children and young people with whom they work. The ASA Code of Conduct seeks to provide guidance about the behaviour, relationships, attitudes and responsibilities expected of all school employees and volunteers, and outlines the process if the Code is not observed. ASA takes an inclusive approach to reviewing and updating its Code of Conduct and openly communicates the Code to school employees, volunteers, children, parents and members of the public.

Privacy and Data Protection

Adventist Schools Australia (ASA), conference schools’ companies and schools are fully aware of their privacy obligations, and respect the privacy rights of children as well as those people who provide information. Due to the sensitive nature of personal information, ASA, conference school companies and schools will continue to establish, implement and review policies and procedures that provide safeguards regarding the collection, use and disclosure of such information.
Child protection is a community responsibility

Adventist Schools Australia (ASA), conference schools’ companies and schools are fully aware that the responsibility for child protection is more than can be handled by Government agencies alone. As such school companies and schools need to develop policies, procedures and connections to support agencies that can provide counselling and other means of support to victims and non-offending family members. Schools are increasingly asked to support children who are at risk but don’t yet make threshold of reporting to government agencies. For this reason school companies and schools need to develop policies, procedures and connections to agencies that will assist in supporting dysfunctional families to reduce the risk of harm to these children.

3.3 Participation and empowerment of children and young people

Adventist Schools Australia (ASA), conference school companies and schools acknowledge that a central dynamic of the abuse of children is the exploitation of power in order to gain submission or silence. There are particular power relationships inherent in schools where there may be close relationships between children and adults in positions of trust and authority. ASA, conference school companies and schools acknowledge that practices focused upon empowerment and participation of children and school structures and systems which encourage children to be listened to are key aspects of building capacity for safe learning communities, and demonstrate commitment to creating a child-friendly school culture.

Enabling and promoting the participation of children and young people

Adventist Schools Australia (ASA), conference school companies and schools seriously consider children’s views and seek to develop a culture where the knowledge, experience and contribution of children influences policies and practices. ASA schools create opportunities for children to take on leadership roles, and to participate in planning, policy development and decision-making. ASA schools are committed to continuous improvement and this can be enhanced through engaging children and young people in the review of policies and practices, and system improvement.

Inclusive and empowering language

The Adventist Schools Australia (ASA) Code of Conduct, complaints management policies and other relevant documents reflects a commitment to child safety and are expressed in language, which takes into account cultural differences and is not alienating for children.

Strategies to reduce the potential for undiscovered or ongoing harm

Adventist Schools Australia (ASA) schools ensure that children have opportunities to share their concerns in safe ways and their systemic values affirms the validity of child focused and inclusive complaints processes. ASA schools ensure children and young people are aware of their school’s commitment to child safety; providing protective behaviours training adapted to the needs of the children and young people; and encouraging children and young people to speak out. Each ASA School develops strategies for communication and engagement with all their children and young people. Providing information about the availability of independent advocacy or persons with whom children and young people may discuss concerns about their treatment or experience is part of the empowerment process.
3.4 Human resource management

Job descriptions

Adventist Schools Australia (ASA), conference school companies and schools provide employees and volunteers with job descriptions that provide a clear understanding of what is expected of them, their responsibilities and accountability. Regular review of job descriptions is an important feature of ongoing performance management.

Recruitment and selection practices acknowledge the importance of child safety

When recruiting and selecting employees and volunteers, Adventist Schools Australia (ASA), conference school companies and schools take all necessary steps towards maximising the safety of children and young people. Job advertisements should clearly state the commitment to child safety and information packages for potential applicants should include a school company or the School’s Child Protection Policy, ASA Code of Conduct, and screening and complaints / grievances procedures. The written statement of appointment to a position also references what is expected in terms of commitment and responsibility for child safety.

ASA, conference school companies and schools adopt multiple selection techniques for prospective employees and volunteers. Although the conduct of criminal history checks is necessary for teacher registration and integral to establishing the fitness and propriety of persons, it is only one of a range of measures. Confirmation of identity, verification of qualifications, professional registration where applicable and reference checks, are also preliminary steps used in recruitment and selection.

ASA, conference school companies and schools also utilise interview processes which highlight the priority of child safety; work history reports and thorough reference checks which ask specific questions about the applicant’s suitability for working with children and young people. ASA, conference school companies and schools are careful to avoid unfair or unlawful discrimination and interview questions are asked that relate to selection criteria developed from job descriptions. ASA, conference school companies and schools include a demonstrated commitment to maintaining a safe environment for children and young people in selection criteria.

Staff Induction and Training

Staff support, supervision and performance management

Adventist Schools Australia (ASA), conference school companies and schools view staff support, supervision, orientation and induction, as opportunities to minimise the risk of abuse as they reveal information about values, attitudes, expectations and school-based practices that otherwise may remain hidden.

Complaints management and disciplinary proceedings

Adventist Schools Australia (ASA), conference schools’ companies and schools understand the need to establish guidelines for listening to members of the wider community including children and dealing with concerns or complaints about alleged behaviour by members of the school community towards a child that is contrary to the Code of Conduct or places the child at risk of harm, and disclosure or discovery of abuse. School-based incident reporting and management arrangements make it clear that members of the wider community including children can approach any person in the school to express concerns about their treatment and they will be taken seriously. Likewise, school-based arrangements also inform employees and volunteers about whom they can approach and/or are mandated to report to and express their concerns.
Adventist Schools Australia (ASA), conference school companies and schools understand the imperative to investigate allegations of improper conduct by current employees, contractors and volunteers in the school community. If the allegation relates to conduct which may constitute a criminal offence the allegation must be referred to police in the local jurisdiction where the offence is alleged to have occurred. If the police choose not to investigate the conference school company is to investigate.

Allegations of conduct by current employees, contractors and volunteers that occurred while working at schools not under a conference school company will be investigated by the current school company. Allegations of conduct by former employees, contractors and volunteers who have maintained a connection with the wider Adventist Community will be investigated by Safe Place Services.

Findings in investigations will be done on the basis of the evidence gathered and the level of proof will be done on the balance of probabilities. The investigations will balance the interests of the following groups:

1. The needs of the victims for confidentiality, justice and closure.
2. The needs of wider community for the prosecution of the investigation to deliver a finding and for the timely implementation of the recommendations from the investigation.
3. The needs of the person subject of the allegation for procedural fairness, confidentiality and closure.

Schools’ Companies may choose to use the services of independent investigation agencies in situations where there may be a perceived bias in using investigators from the wider school community.
ASA, conference school companies and schools are committed to all complaints processes and disciplinary proceedings ensuring procedural fairness for a person suspected of abusing a child. Complaints management and disciplinary procedures are included in ASA, conference school companies and schools ongoing review of policies and procedures as part of its commitment to continuous improvement.

### 3.5 Education and training

#### Awareness and understanding of child abuse and responsibilities

Adventist Schools Australia (ASA), conference school companies and schools recognise that informing and educating employees (including Directors, Principals and staff members), volunteers, children and their families about child abuse is fundamental to creating a safe community. Risk management and other preventative strategies rely upon people understanding how child abuse can occur within a school, knowing what to look for, and accepting a sense of responsibility for the wellbeing of children and young people.
ASA, conference school companies and schools are committed to the safety of children and young people and this commitment is reinforced through adopting a combination of induction training and refresher training about child abuse and responsibilities to maintain an aware culture within the Australian Adventist school system.

#### Support in building, maintaining and strengthening child-safe capacity

Adventist Schools Australia (ASA), conference school companies and schools are committed to allocating appropriate resourcing for education and training and for initiatives to create and maintain safe school environments.
Summary
The development and implementation of Adventist Schools Australia’s National Framework for building the capacity of its schools as safe communities supports its moral and legal responsibilities to ensure that children and young people in the care of an Australian Adventist school are safe.
This National Framework seeks to provide an important foundation for a more coherent and cohesive approach by Adventist Schools Australia, conference school companies and schools to creating safe communities where both children and adults are able to belong, believe and become.
(Enter School Name)

Child Protection Policy

Table of Contents

1. PURPOSE OF THE POLICY ........................................................................................................2
   1.1 Scope .....................................................................................................................................2
   1.2 Responsibility .........................................................................................................................2
   1.3 Point of Contact .....................................................................................................................2

2. DEFINITIONS and LEGISLATION ...........................................................................................2
   2.1 Definitions ...............................................................................................................................2
   2.2 Legislation ...............................................................................................................................2

3. STATEMENT POLICY .............................................................................................................2
   3.1 Systems to ensure adaptation, innovation and continuous improvement .......................2
   3.2 Governance and culture, including child safety policies and procedures ......................3
   3.3 Participation and empowerment of children and young people .........................................4
   3.4 Human resource management ...............................................................................................4
   3.5 Education and training ..........................................................................................................6

CREATED BY: Phil Brown
REVISED BY: Murray Chapman
AUTHORISED BY: Jack Ryan
APPROVED BY: Education Board of Directors

SECTION | CHANGES IN THIS VERSION
----------|-----------------------------------
Whole Document | Updated – adopted ASA Child Protection Policy V3.2
                | Updated - Formatting
1. PURPOSE OF THE POLICY

1.1 Scope
This policy applies to all Schools’ Companies that operated under the Adventist Schools Australia umbrella and applies to all schools operated by these companies.

1.2 Responsibility
Adventist Schools Australia is responsible for this policy and any future revision of this policy.

1.3 Point of Contact
The point of contact for this policy in the individual schools’ company is the Education Director or delegate.

2. DEFINITIONS and LEGISTLATION

2.1 Definitions

2.2 Legislation

3. STATEMENT POLICY

3.1 Systems to ensure adaptation, innovation and continuous improvement
3.1.1 Schools’ Companies will develop systems for the adaptation, innovation and continuous improvement of policies and procedures that includes:

(a) systems for the consultation of stakeholders including students in the drafting and review of Child Protection policy and procedures.
(b) training of existing staff on their roles and responsibilities under the new policy or procedure.
(c) timely orientation programs for new staff on existing policy and procedure.
(d) systems for regular auditing of policy and procedures for compliance.
(e) systems to implement recommendations from the review of internal incidents, complaints, investigations and audits that relate to policy and procedures.
(f) systems to implement recommendations from external investigations that relate to policy and procedures.
(g) systems to routinely review policy and procedures.
3.2 Governance and culture, including child safety policies and procedures

3.2.1 Adventist Schools Australia, Schools’ companies and schools willingly comply with all current Child Protection legislation and undertake to educate and equip staff, parents and students regarding their rights and responsibilities with regards to Child Protection.

3.2.2 Schools’ Companies will include in their procedures to manage risk mechanisms to assess and manage the risk of harm to students as it relates to Child Protection in all school activities

3.2.3 Schools’ companies will develop and implement policies and procedures that informs staff of their obligation to report when a child or young person is at risk of harm at the reporting threshold and further to report to the principal if the child or young person is exposed to harm below the reporting threshold.

3.2.4 Schools’ companies will implement a code of conduct for staff, child related contractors and volunteers that:

   (a) includes all elements found in the ASA Staff Code of Conduct
   (b) has procedures in place to regularly review the document
   (c) includes in the new staff orientation program a discussion of the code of conduct
   (d) annually discusses the code of conduct with existing staff
   (e) ensures all staff sign the Code of Conduct before commencing employment and at the beginning of each year.

3.2.5 To respect the privacy rights of children as well as those people who provide information the Schools’ Companies will establish, implement and review policies and procedures that provide safeguards regarding the collection, use and disclosure of personal and sensitive information in conformity to the state and federal privacy legislation. Further Schools’ Companies will ensure that privacy and confidentially are an integral part of the child protection policies and procedures

3.2.6 The Schools’ Companies will develop policies and procedures that relate to the response to allegations made about the conduct of past employees and further that these policies and procedures as a general rule will refer these allegations to Safe Place Services to investigate.

3.2.7 In acknowledgement of understanding that Child protection is a community responsibility and that schools accept some of this responsibility, Schools’ Companies will develop policy and procedures that require schools to develop a network of support agencies that:

   (a) victims and their non-offending families can be referred for ongoing support
   (b) families members who pose a potential risk of harm to children can be referred to for intervention and support.
And further that access to these support agencies may be at the expense of families

3.3 Participation and empowerment of children and young people

3.3.1 Schools’ Companies in consultation with their schools will develop training programs to introduce their students to an empowering language and child safe preventative behaviours that will assist in the prevention, early discovery and reduction of ongoing harm evident in the abuse of children and young people and further that these programs be:

(a) age appropriate
(b) sensitive to the school community
(c) involve the parents in the development, planning and implementation of these programs were appropriate
(d) provide opportunities for the students provide feedback on each and every program

3.3.2 School’s companies will require that their schools develop within their pastoral care policies and procedures practices that promote and enable the participation of children and young people in:

(a) the development of the schools policies and procedures generally and specifically in those relating to the wellbeing and care of students.
(b) provide avenues and encourage students to voice their concerns about the schools practices, actions or lack of action relating to the welfare of students.

3.4 Human resource management

3.4.1 The Schools’ Companies will develop policies and procedures for the development of job descriptions that provide a clear understanding of what is expected of employees, their responsibilities and accountability and further that these contain the imperative for regular review

3.4.2 The Schools’ Companies will develop policies and procedures around the authorisation of unpaid staff who will work with children prior to their entry to the school that will include the following imperatives:

(a) working with children check
(b) checking of references including previous employer’s references
(c) checking of identity
(d) checking of qualifications

3.4.3 The Schools’ Companies will develop policies and procedures around the recruitment and selection of staff that will include the following imperatives:

(a) working with children check
(b) teacher registration check
(c) checking of references including previous employer’s references
(d) checking of identity
(e) checking of qualifications
(f) an interview process that features questions derived from the job description and include questions relating to child protection expectations.

3.4.4 The Schools' Companies will develop policies and procedures around the ongoing support of staff that includes:
(a) an orientation program
(b) an induction program
(c) ongoing supervision
(d) annual appraisal
(e) performance management if needed

3.4.5 The Schools’ Companies will develop and implement a Staff Code of Conduct which outlines the expected professional behaviour for all its staff. This implementation will include the following imperatives:

(a) procedures to ensure staff sign the code of conduct
(b) procedures for the regular revision of the code of conduct using any recommendations from investigations into complaints or allegations about staff conduct.
(c) procedures to ensure that the staff orientation program includes discussion on the Code of Conduct, investigations into complaints and allegations, and possible disciplinary proceedings that may result from these investigations

3.4.6 The Schools’ Companies will develop policies and procedures that relate to the response to complaints and allegations made about the conduct of existing employees and further that these policies and procedures include the following elements:

(a) Schools’ Companies will define who is considered an “employee” within their policy and procedures in their implementation of 3.4.6.
(b) first consulting with police if complaints may be criminal matters
(c) procedural fairness for all parties
(d) confidentiality from all parties
(e) an imperative to investigate
(f) protection and support of the alleged victim and their families
(g) investigations done internally or by external agencies
(h) an investigation that prepares a report with findings and recommendations
(i) imperative for staff to pass on allegations to the principal without first investigating it themselves
3.5 Education and training

3.5.1 The Schools’ Companies will develop policies and procedures for the annual education and training of staff in the awareness and understanding of child protection. This should include but not be limited by:

(a) The child protection legal framework
(b) child abuse, its effect on the child and the staff members responsibility as it relates to child abuse.
(c) allegations of staff conduct and the staff members responsibility as it relates to these allegations
(d) The “working with children check” and staff members responsibilities as it relates to the checking process
(e) further that this program be regularly reviewed using recommendations from internal investigations and any publicly available external investigations relating to child protection matters.
Child Protection Procedures

Table of Contents
1.1 Definitions ........................................................................................................................................... 2
1.2 Health and Safety ................................................................................................................................. 3
1.3 Responding to Reports of Harm .......................................................................................................... 3
1.4 Conduct of Staff and Students ............................................................................................................ 3
1.5 Reporting Inappropriate Behaviour .................................................................................................... 3
1.6 Dealing with Report of Inappropriate Behaviour ................................................................................ 4
1.7 Reporting Sexual Abuse ....................................................................................................................... 4
1.8 Reporting Likely Sexual Abuse ........................................................................................................... 5
1.9 Reporting Physical and Sexual Abuse .................................................................................................. 5
1.10 Awareness ............................................................................................................................................. 6
1.11 Training .............................................................................................................................................. 6
1.12 Implementing the Processes ............................................................................................................... 6
1.13 Accessibility of Processes ................................................................................................................... 6
1.14 Complaints Procedure ....................................................................................................................... 6

Purpose: The purpose of this policy is to provide a policy as part of Seventh-day Adventist Schools (South Queensland) Ltd.'s written processes about how the school will respond to harm, or allegations or harm, to students under 18 years old, and the appropriate conduct of the school’s staff and students, to comply with accreditation requirements.
### Scope:

Students and employees, including full-time, part-time, permanent, fixed-term and casual employees, as well as contractors, volunteers and people undertaking work experience or vocational placements at Seventh-day Adventist Schools (South Queensland) Ltd. and covers information about the reporting of harm and abuse.

### Status:

**Draft**

**Supersedes:** Version 4

**Authorised by:** Education Board of Directors

**Date of Authorisation:** <<insertdate>>

### References:

- Child Protection Act 1999 (Qld)
- Education (General Provisions) Act 2006 (Qld)
- Education (General Provisions) Regulation 2006 (Qld)
- Education (Accreditation of Non-State Schools) Act 2001 (Qld)
- Education (Accreditation of Non-State Schools) Regulation 2001 (Qld)
- Working with Children (Risk Management and Screening) Act 2000 (Qld)
- Working with Children (Risk Management and Screening) Regulations 2011 (Qld)
- Seventh-day Adventist Schools (South Queensland) Ltd. Dispute Resolution/Complaints Handling Policy
- Seventh-day Adventist Schools (South Queensland) Ltd. Dispute Resolution/Complaints Handling Procedure
- Seventh-day Adventist Schools (South Queensland) Ltd. Child Protection Risk Management Strategy (for the Working with Children (Risk Management and Screening) Act 2000 (Qld))
- Seventh-day Adventist Schools (South Queensland) Ltd. Work Health and Safety Policy (for the Work Health and Safety Act 2011 (Qld))

### Review Date:

Annually

**Next Review Date:** 11 July 2017

**Policy Owner:** Seventh-day Adventist Schools (South Queensland) Ltd.

### 1.1 Definitions

- **Section 9 of the Child Protection Act 1999 - “Harm”,** to a child, is any detrimental effect of a significant nature on the child’s physical, psychological or emotional wellbeing.
  1. It is immaterial how the harm is caused.
  2. Harm can be caused by—
     a) physical, psychological or emotional abuse or neglect; or
     b) sexual abuse or exploitation.
  3. Harm can be caused by—
     a) a single act, omission or circumstance; or
     b) a series or combination of acts, omissions or circumstances.
• **Section 10 of the Child Protection Act 1999** - A “child in need of protection” is a student who—
  a) has suffered significant harm, is suffering significant harm, or is at unacceptable risk of suffering significant harm; and
  b) does not have a parent able and willing to protect the child from the harm.

• **Section 364 of the Education (General Provisions) Act 2006** - “Sexual abuse”, in relation to a relevant person, includes sexual behaviour involving the relevant person and another person in the following circumstances –
  (a) the other person bribes, coerces, exploits, threatens or is violent toward the relevant person;
  (b) the relevant person has less power than the other person;
  (c) there is a significant disparity between the relevant person and the other person in intellectual capacity or maturity

1.2 **Health and Safety**
The school has written processes in place about the health and safety of its staff and students in accordance with relevant workplace health and safety legislation\(^1\).

1.3 **Responding to Reports of Harm**
When the school receives any information alleging 'harm'\(^2\) to a student (other than harm arising from physical or sexual abuse) it will deal with the situation compassionately and fairly so as to minimise any likely harm to the extent it reasonably can. This is set out in the school's Child Risk Management Strategy. Information relating to physical or sexual abuse is handled under obligations to report set out in this policy\(^3\).

1.4 **Conduct of Staff and Students**
All staff, contractors and volunteers must ensure that their behaviour towards and relationships with students reflect proper standards of care for students. Staff, contractors and volunteers must not cause harm to students\(^4\).

1.5 **Reporting Inappropriate Behaviour**
If a student considers the behaviour of a staff member to be inappropriate, the student should report the behaviour to:-

• ..............................................................

<<insert name of staff member who will receive report>>; or

• ..............................................................

<< insert name of alternative staff member who will receive report >>\(^5\).

---

\(^1\) Education (Accreditation of Non-State Schools) Regulation 2001 (Qld) s.10(1)
\(^2\) Education (Accreditation of Non-State Schools) Regulation 2001 (Qld) s.10(8): the definition of 'harm' for this regulation is the same as in section 9 of the Child Protection Act 1999 (Qld)
\(^3\) Education (Accreditation of Non-State Schools) Regulation 2001 (Qld) s.10(2)
\(^4\) Education (Accreditation of Non-State Schools) Regulation 2001 (Qld) s.10(2)
\(^5\) Education (Accreditation of Non-State Schools) Regulation 2001 (Qld) s.10(3) and s.10(4)
1.6 Dealing with Report of Inappropriate Behaviour

A staff member who receives a report of inappropriate behaviour must report it to the Principal. Where the Principal is the subject of the report of inappropriate behaviour, the staff member must inform a member of the school's governing body\(^6\). Reports will be dealt with under the school’s Dispute Resolution/Complaints Handling Policy.

1.7 Reporting Sexual Abuse\(^7\)

Section 366 of the *Education (General Provisions) Act* 2006 states that if a staff member becomes aware, or reasonably suspects in the course of their employment at the school, that any of the following has been sexually abused by another person:

- a) a student under 18 years attending the school;
- b) a pre-preparatory aged child registered in a pre-preparatory learning program at the school;
- c) a person with a disability who:
  - i. under section 420(2) of the *Education (General Provisions) Act* 2006 is being provided with special education at the school; and
  - ii. is not enrolled in the preparatory year at the school

then the staff member must give a written report about the abuse or suspected abuse to the Principal or to a director of the school’s governing body (Education CEO, Conference President, Conference Secretary or Conference CFO) immediately.

The school’s Principal or the director of the school’s governing body must immediately give a copy of the report to a police officer.

If the first person who becomes aware or reasonably suspects sexual abuse is the school’s Principal, the Principal must give a written report about the abuse, or suspected abuse to a police officer immediately and must also give a copy of the report to a director of the school’s governing body.

A report under this section must include the following particulars:

- a) the name of the person giving the report (the *first person*);
- b) the student’s name and sex;
- c) details of the basis for the first person becoming aware, or reasonably suspecting, that the student has been sexually abused by another person;
- d) details of the abuse or suspected abuse;
- e) any of the following information of which the first person is aware:
  - i. the student’s age;
  - ii. the identity of the person who has abused, or is suspected to have abused, the student;
  - iii. the identity of anyone else who may have information about the abuse or suspected abuse\(^8\).

---

\(^6\) *Education (Accreditation of Non-State Schools) Regulation 2001 (Qld)* s.10(3)

\(^7\) *Education (Accreditation of Non-State Schools) Regulation 2001 (Qld)* s.10(5)(a)

\(^8\) *Education (General Provisions) Regulation 2006 (Qld)* s.68
1.8 Reporting Likely Sexual Abuse

Section 366A of the Education (General Provisions) Act 2006 states that if a staff member reasonably suspects in the course of their employment at the school, that any of the following is likely to be sexually abused by another person:-

a) a student under 18 years attending the school;

b) a pre-preparatory aged child registered in a pre-preparatory learning program at the school;

c) a person with a disability who:-
   i. under section 420(2) of the Education (General Provisions) Act 2006 is being provided with special education at the school; and
   ii. is not enrolled in the preparatory year at the school

then the staff member must give a written report about the suspicion to the Principal or to a director of the school's governing body immediately.

The school’s Principal or the director of the school’s governing body must immediately give a copy of the report to a police officer.

If the first person who reasonably suspects likely sexual abuse is the school’s Principal, the Principal must give a written report about the suspicion to a police officer immediately and must also give a copy of the report to a director of the school’s governing body.

A report under this section must include the following particulars:-

a) the name of the person giving the report (the first person);

b) the student’s name and sex;

c) details of the basis for the first person reasonably suspecting that the student is likely to be sexually abused by another person;

d) any of the following information of which the first person is aware:-
   i. the student’s age;
   ii. the identity of the person who has abused, or is suspected to be likely to abuse, the student;
   iii. the identity of anyone else who may have information about suspected likelihood of abuse.

1.9 Reporting Physical and Sexual Abuse

Under Section 13E (3) of the Child Protection Act 1999, if a doctor, a registered nurse or a teacher forms a 'reportable suspicion' about a child in the course of their engagement in their profession, they must make a written report.

A reportable suspicion about a child is a reasonable suspicion that the child: -

a) has suffered, is suffering, or is at unacceptable risk of suffering, significant harm caused by physical or sexual abuse; and

b) may not have a parent able and willing to protect the child from the harm.

The doctor, nurse or teacher must give a written report to the Chief Executive of the Department of Communities, Child Safety and Disability Services (or other department administering the

---

9 Education (Accreditation of Non-State Schools) Regulation 2001 (Qld) s.10(5)(a)
10 Education (General Provisions) Regulation 2006 (Qld) s.68A
Child Protection Act 1999). The doctor, nurse or teacher should give a copy of the report to the Principal.

A report under this section must include the following particulars:-
   a) state the basis on which the person has formed the reportable suspicion; and
   b) include the information prescribed by regulation, to the extent of the person’s knowledge\(^\text{11}\).

1.10 Awareness
The school will inform staff, students and parents of its processes relating to the health, safety and conduct of staff and students in communications to them and it will publish these processes on its website\(^\text{12}\). Staff will be informed through the process of compulsory annual training. Students will be informed through posters, notices and awareness sessions during chapel programs. Parents will be informed through newsletters.

1.11 Training
The school will train its staff in processes relating to the health, safety and conduct of staff and students on their induction and will refresh training annually. Annual training will be delivered to school staff in group training sessions at the beginning of the school year. Training will be delivered by a designated person with appropriate experience and knowledge of the requirements of the Child Protection Risk Management Strategy. On line training through the safety management web site will be a requirement for any staff members who are not present for the group session or who begin their employment after the training session has been conducted.

1.12 Implementing the Processes
The school will ensure it is implementing processes relating to the health, safety and conduct of staff and students by auditing compliance with the processes annually\(^\text{13}\).

1.13 Accessibility of Processes
Processes relating to the health, safety and conduct of staff and students are accessible on the school website and will be available on request from the school administration\(^\text{14}\).

1.14 Complaints Procedure
- Suggestions of non-compliance with the school’s processes may be submitted as complaints under Seventh-day Adventist Schools (South Queensland) Ltd. Dispute Resolution/Complaints Handling Procedure.\(^\text{15}\)

\(^{11}\) Child Protection Regulation 2011(Qld) s. 10
\(^{12}\) Education (Accreditation of Non-State Schools) Regulation 2001 (Qld) s.10(6)
\(^{13}\) Education (Accreditation of Non-State Schools) Regulation 2001 (Qld) s.10(6)
\(^{14}\) Education (Accreditation of Non-State Schools) Regulation 2001 (Qld) s.10(6)
\(^{15}\) Education (Accreditation of Non-State Schools) Regulation 2001 (Qld) s.10(7) and s.10(7A)
Teacher’s Code of Conduct

Table of Contents

1. Code of Conduct for Teachers.................................................................................................................. 1
   Interactions with students .......................................................................................................................... 3
   Maintaining professional boundaries ....................................................................................................... 4

CREATED BY: David Rodgers
REVISED BY: Ashley Bakay
AUTHORISED BY: Jack Ryan   APPROVED BY: Education Board of Directors

<table>
<thead>
<tr>
<th>SECTION</th>
<th>CHANGES IN THIS VERSION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whole document</td>
<td>Updated whole document to version 2.</td>
</tr>
<tr>
<td></td>
<td>Updated formatting</td>
</tr>
</tbody>
</table>
1. Code of Conduct for Teachers

Teachers in schools operated by Seventh-day Adventist Schools (South Queensland) Ltd are committed to the following values which underpin the profession: Loyalty, Integrity, Dignity, Responsibility, Respect, Justice and Care. These are largely drawn from the Code of Conduct supported by the Queensland College of Teachers and complemented by specific behaviours desirable within the Seventh-day Adventist Christian community.

We demonstrate Loyalty by:

- Modelling and supporting commitment to the faith, educational, and lifestyle values of the Seventh-day Adventist Church;
- being professional, punctual and conscientious in all duties;
- dressing and behaving in a manner consistent with the professional standards expected by the school where we work;
- advocating a drug and alcohol free lifestyle;
- speaking supportively of Seventh-day Adventist education.

We demonstrate Integrity by:

- being honest and showing integrity in words and actions;
- acting within the law;
- creating and maintaining appropriate professional relationships. This includes:
  - Interactions with students (see notes)
  - Notifying the Principal immediately if there is reasonable cause to suspect that a student is being harmed or is likely to be harmed.
  - Maintaining professional boundaries
  - Being fair and impartial

We demonstrate Dignity by:

- respecting diversity, treating students with care and compassion, respecting that each person has a unique family environment.
- valuing each student for the effort they make and the potential they possess without making comparisons with other students.
- Being supportive of other staff members, recognizing the uniqueness of each person’s teaching style.

We demonstrate Responsibility by:

- giving priority to the spiritual nurture, education and welfare of every student
- engaging in ongoing professional development and actively working to improve teaching and learning strategies
- meeting the required standards for professional development
- collaborating and cooperating with parents, colleagues and administrators in the best interests of the education and welfare of students

We demonstrate Respect by:

- acknowledging that relationships with students and their families need to be based on mutual respect, trust and confidentiality
- taking into account the contribution these qualities make to students’ wellbeing and learning
• networking with educational colleagues and the wider community in ways which enhance the learning experiences of students
• providing positive support for the faith decisions of students regardless of their religious background

We demonstrate Justice by:

• being fair and reasonable at all times
• being committed to the wellbeing of individuals, the wider community and the common good of all people
• resolving competing claims of different ethical principles and different interest groups through mediation, consultation and conciliation.
• We demonstrate Care by:
• empathising with and developing rapport with students, their families and caregivers, colleagues and communities
• committing to the wellbeing and learning of all students by being a positive influence and exercising sound professional judgment
• demonstrating Christian care and compassion in all relationships;
• paying careful attention to our duty of care to others
• Making safety in all its facets a high priority;
These notes are not to be included in published versions of the code of conduct but are an integral part of the code and will be included in the behaviour expected of teaching staff.

Notes to define:

Interactions with students

Maintaining professional boundaries in relationships with students involves:

- Teaching students about appropriate boundaries
- Treating all students consistently and with respect.
- Maintaining appropriate boundaries when engaging with students outside of school hours, including:
  - church activities
  - Tutoring or coaching
  - friendships between families
  - careful use of internet and social networking sites
    - It will be considered a breach of the Code of Conduct for school staff to connect with current students via any form of personal social networking media and teachers must restrict viewing of personal aspects of their site so parents and students do not have access.
    - Membership of third party social media networking sites such as a Pathfinder club must be arranged so viewing of personal details is restricted and any direct connection with a current student is only made with the prior, written, specific permission of the parent/caregiver and the Principal notified.
  - Competing, collaborating, connecting or any other form of contact with current students in on line games is not permitted
    - not making private telephone calls or sending private text messages
    - not being alone with a student - maintain visibility at all times;
- Employees must not, under any circumstances, engage in relationships of an intimate nature with a student or engage in any form of sexual activity with a student. It is irrelevant whether the relationship is consensual or non-consensual or condoned by parents or caregivers. The age of the students or the employees involved is also irrelevant.
- Improper conduct of a sexual nature by an employee with a student includes any form of sexual activity.
- Sexual misconduct includes:
  - obscene language;
  - suggestive remarks or actions;
  - jokes with sexual content or innuendo;
  - obscene gestures;
  - unwarranted and inappropriate touching;
  - sexual exhibitionism;
  - undressing in front of students;
  - personal correspondence with students in respect of the employee’s sexual feelings for the student; (personal correspondence with a student, even when not of a sexual nature may constitute grooming and is therefore inappropriate)
  - deliberate exposure of students to sexual behaviour of others, other than in the case of prescribed curriculum materials in which sexual themes are contextual;
• possession, distribution or display of pornography in any form or media;
• electronic transmission of messages or files which are sexually explicit, offensive or contain inappropriate material of any kind;
• sending SMS (text) messages which are sexually explicit, offensive or contain inappropriate jokes.
• Employees in their pastoral care role must be cautious of the content and context of their discussions with students. Counselling should not be conducted in a closed room that does not have visibility to a public area. Accurate notes should be taken of all sessions and these should be signed and dated by both parties.
• Employees must exercise caution when:
  o making personal comments about a student, particularly personal appearance;
  o asking questions that probe a student’s sexuality or personal relationships;
• Employees must not provide personal contact details of any kind to students. If it is essential to provide a student with email, phone number etc. this should only be provided through the parent/caregiver and a written notification given to the principal.
• Employees are not permitted to discuss with a student matters of a sexual nature relating to themselves or any other person.
• Should any student engage, or attempt to engage, in behaviour of a sexual nature with an employee, then immediate steps must be taken to discourage the student and the matter immediately reported to the Principal.
• Employees must notify the Principal immediately they suspect a situation exists involving any form of risk of harm to students.
• Employees must also be aware of individual mandatory reporting requirements under the Education (General Provisions) Act 2006.
• It is not the responsibility of employees to investigate allegations or suspicions of harm to a student. If a student discloses to a staff member, no questions should be asked of the student beyond “Can you tell me what happened?” Investigations by staff members, including chaplains and principals, may prevent a successful prosecution.

Maintaining professional boundaries

• The following self-assessment may guide employees in maintaining professional boundaries:
  o am I dealing with a particular student in a different manner than with others under the same circumstances?
  o would I do or say this if a colleague or the parent was present?
  o is my dress/availability/language different from the norm with a particular student(s)?
  o are the consequences of my actions likely to have negative outcomes?
  o are my personal feelings translating into inappropriate actions?
  o could my conduct with a student be perceived as demeaning, belittling, intimidating or grooming?
• Any employee who has concerns or questions about perceived or actual contraventions of any of these boundaries set out in the Code of Conduct, whether by themselves or colleagues, should speak to their Principal, Business Manager or other appropriate senior personnel for guidance without delay.
• All employees are required to notify immediately, in writing, any allegation of harm or potential harm to a student of which they become aware to the Principal or a member of the Board of Directors of Seventh-day Adventist Schools (South Queensland) Ltd in accordance with the Education (General Provisions) Act 2011.
Non-Teaching Staff Code of Conduct

Table of Contents
1. Code of Conduct for Non-teaching Staff ................................................................. 1
   Interactions with students .......................................................................................... 3
   Maintaining professional boundaries ....................................................................... 4

CREATED BY: David Rodgers
REVISED BY: David Rodgers
AUTHORISED BY: Education Director APPROVED BY: Board of Education

SECTION | CHANGES IN THIS VERSION
--- | ---
Whole document | Updated whole document to version 2.
Interactions with Students | Deleted bullet point “Employees must also be aware of individual mandatory reporting requirements under the Education (General Provisions) Act 2006.”
Maintaining Professional Boundaries | Deleted “in accordance with the Education (General Provisions) Act 2011.” From bullet point 3.
1. Code of Conduct for Non-teaching Staff

Non-teaching employees and volunteers in schools operated by Seventh-day Adventist Schools (South Queensland) Ltd are committed to the following values: Loyalty, Integrity, Dignity, Responsibility, Respect, Justice and Care.

We demonstrate Loyalty by:

- Modelling and supporting commitment to the faith, and lifestyle values of the Seventh-day Adventist Church;
- being punctual and conscientious in all duties;
- dressing and behaving in a manner consistent with the standards expected by the school where we work;
- advocating a drug and alcohol free lifestyle;
- speaking supportively of the school where we work.

We demonstrate Integrity by:

- being honest in words and actions;
- acting within the law;
- creating and maintaining appropriate relationships. This includes:
  - Interactions with students; (see notes)
  - Notifying the Principal immediately if there is reasonable cause to suspect that a student is being harmed or is likely to be harmed;
  - Maintaining professional boundaries;
  - Being fair and impartial.

We demonstrate Dignity by:

- respecting diversity, treating students with care and compassion, respecting that each person has a unique family environment;
- valuing each student without making comparisons with other students;
- Being supportive of other staff members.

We demonstrate Responsibility by:

- Meeting the expectations of any job description applicable to the role,
- meeting the required standards for every task;
- collaborating and cooperating with colleagues and administrators.

We demonstrate Respect by:

- showing trust and confidentiality;
- providing positive support for others.
- Dealing with others the way we would like others to deal with us.

We demonstrate Justice by:

- being fair and reasonable at all times;
- being committed to the wellbeing of individuals, the wider community and the common good of all people.

We demonstrate Care by:
• being a positive influence and exercising sound judgment;
• showing Christian care and compassion in all relationships;
• paying careful attention to our duty of care to others;
• Making safety in all its facets a high priority.
These notes are not to be included in published versions of the code of conduct but are an integral part of the code and will be included in the behaviour expected of non-teaching staff.

Notes to define:

Interactions with students

Maintaining professional boundaries in relationships with students involves:

- Treating all students consistently and with respect.
- Maintaining appropriate boundaries when engaging with students outside of school hours, including:
  - church activities
  - careful use of internet and social networking sites
    - It will be considered a breach of the Code of Conduct for school staff to connect with current students via any form of personal social networking media and staff must restrict viewing of personal aspects of their site so parents and students do not have access.
    - Membership of third party social media networking sites such as a Pathfinder club must be arranged so viewing of personal details is restricted and any direct connection with a current student is only made with the prior, written, specific permission of the parent/caregiver and the Principal notified.
  - Competing, collaborating, connecting or any other form of contact with current students in on line games is not permitted
    - not making private telephone calls or sending private text messages to current students;
    - not being alone with a student - maintain visibility at all times;
- Employees must not, under any circumstances, engage in relationships of an intimate nature with a student or engage in any form of sexual activity with a student. It is irrelevant whether the relationship is consensual or non-consensual or condoned by parents or caregivers. The age of the students or the employees involved is also irrelevant.
- Improper conduct of a sexual nature by an employee with a student includes any form of sexual activity.
- Sexual misconduct includes:
  - obscene language;
  - suggestive remarks or actions;
  - jokes with sexual content or innuendo;
  - obscene gestures;
  - unwarranted and inappropriate touching;
  - sexual exhibitionism;
  - undressing in front of students;
  - personal correspondence with students in respect of the employee’s sexual feelings for the student; (personal correspondence with a student, even when not of a sexual nature may constitute grooming and is therefore inappropriate)
  - deliberate exposure of students to sexual behaviour of others, other than in the case of prescribed curriculum materials in which sexual themes are contextual;
  - possession, distribution or display of pornography in any form or media;
• electronic transmission of messages or files which are sexually explicit, offensive or contain inappropriate material of any kind;
• sending SMS (text) messages which are sexually explicit, offensive or contain inappropriate jokes.

• Employees who have a pastoral care role (a requirement in the job description) must be cautious of the content and context of their discussions with students. Counselling should not be conducted in a closed room that does not have visibility to a public area. Accurate notes should be taken of all sessions and these should be signed and dated by both parties.
• Employees must exercise caution when:
  o making personal comments about a student, particularly personal appearance;
  o asking questions that probe a student’s sexuality or personal relationships;
• Employees must not provide personal contact details of any kind to students. If it is essential to provide a student with email, phone number etc. this should only be provided through the parent/caregiver and a written notification given to the Principal.
• Employees are not permitted to discuss with a student matters of a sexual nature relating to themselves or any other person.
• Should any student engage, or attempt to engage, in behaviour of a sexual nature with an employee, then immediate steps must be taken to discourage the student and the matter immediately reported to the Principal.
• Employees must notify the Principal immediately they suspect a situation exists involving any form of risk of harm to students.
• It is not the responsibility of employees to investigate allegations or suspicions of harm to a student. If a student discloses to a staff member, no questions should be asked of the student beyond “Can you tell me what happened?” Investigations by staff members, including chaplains and principals, may prevent a successful prosecution.

Maintaining professional boundaries

• The following self-assessment may guide employees in maintaining professional boundaries:
  o am I dealing with a particular student in a different manner than with others under the same circumstances?
  o would I do or say this if a colleague or the parent was present?
  o is my dress/availability/language different from the norm with a particular student(s)?
  o are the consequences of my actions likely to have negative outcomes?
  o are my personal feelings translating into inappropriate actions?
  o could my conduct with a student be perceived as demeaning, belittling, intimidating or grooming?
• Any employee who has concerns or questions about perceived or actual contraventions of any of these boundaries set out in the Code of Conduct, whether by themselves or colleagues, should speak to their Principal, Business Manager or other appropriate senior personnel for guidance without delay.
• All employees are required to notify immediately, in writing, any allegation of harm or potential harm to a student of which they become aware to the Principal or a member of the Board of Directors of Seventh-day Adventist Schools (South Queensland) Ltd.