INFORMATION LETTER
FOR PROSPECTIVE VOLUNTEERS

Thank you for your kind offer to volunteer your assistance at St Aloysius College.

In line with College and Catholic Education SA (CESA) policies, there are a number of important matters that you must understand prior to commencing your work. These relate to Work, Health & Safety (WHS) and Child Protection, the law and our responsibilities as adults working with children. These are compulsory in preparing volunteers to work with children in a school setting.

Prior to commencing your voluntary work, the following steps must be undertaken:

- Familiarisation with the Volunteer’s Handbook – RAN (Responding to Abuse & Neglect) Information.
- Familiarisation with the Volunteers WHS Induction.
- Catholic Archdiocese of Adelaide police check. (Application forms and information are available from the St Aloysius College Office.)
- An in-person discussion with Ms Christine Simpson, Deputy Principal (Pastoral Care). At this meeting, you will have the opportunity to ask questions in relation to any aspects of the induction requirements. You will need to bring with you the completed Volunteer Details, Health Information & Declaration Form as well as the Volunteers WHS Induction form (Catholic Safety, Health and Welfare South Australia) and the Volunteer’s Induction Checklist. You will also need to bring in your Catholic Archdiocese of Adelaide police clearance card.

Once you have had the opportunity to read the information contained in this pack, completed the required forms and have received your Catholic Archdiocese of Adelaide police clearance, please contact Ms Christine Simpson (email csimpson@sac.sa.edu.au or telephone 8217 3200) to make a time for a face-to-face discussion to formalise the process. A reminder, this must occur prior to the first date on which you would like to volunteer at St Aloysius College.

Thank you once again for your great generosity in offering your support to the College in this way.

Yours faithfully

Ms Paddy McEvoy
PRINCIPAL
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Session 1 | Children and young people’s behaviour

What should we expect to see in children and young people’s behaviour?

Generally children and young people should be:

- **Happy** – appearing pleased to be at the site once settled, participating willingly in most activities and happy to see parents/caregivers at the end of the day.
- **Healthy** – adequately clothed for weather conditions, clean, provided with enough food for recess and lunch, and any health issues are appropriately managed by parents/caregivers.
- **Socialising normally with adults and peers** – interacting comfortably with adults in their life, and having mainly positive interactions with peers.
- **Doing what is expected of them developmentally** – similar cognitive and physical abilities to their peers, or in keeping with the level of disability which may be present.
- **Attending regularly** – irregular attendance and unexplained absences are issues the site must respond to.

Session 2 | The legislation

Under Section 11 (1) and (2) of the *Children’s Protection Act 1993*, the following people are obliged by law to notify Families SA if they suspect on reasonable grounds that a child/young person has been or is being abused and/or neglected and the suspicion is formed in the course of the person’s work (whether paid or voluntary) or in carrying out official duties. The person must notify the Department of that suspicion as soon as practicable after he or she forms the suspicion.

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Responding to abuse and neglect—Education and care induction session for volunteers 2015-2017
(2) This section applies to the following persons:
   (a) a medical practitioner;
   (ab) a pharmacist;
   (b) a registered or enrolled nurse;
   (c) a dentist;
   (d) a psychologist;
   (e) a police officer;
   (f) a community corrections officer (an officer or employee of an administrative unit of the Public Service whose duties include the supervision of young or adult offenders in the community);
   (g) a social worker;
   (ga) a minister of religion;
   (gb) a person who is an employee of, or volunteer in, an organisation formed for religious or spiritual purposes;
   (h) a teacher in an educational institution (including a kindergarten);
   (i) an approved family day care provider;
   (j) any other person who is an employee of, or volunteer in, a government or non-government organisation that provides health, welfare, education, sporting or recreational, child care or residential services wholly or partly for children, being a person who—
      (i) is engaged in the actual delivery of those services to children; or
      (ii) holds a management position in the relevant organisation the duties of which include direct responsibility for, or direct supervision of, the provision of those services to children.

(3) A notification under this section must be accompanied by a statement of the observations, information and opinions on which the suspicion is based.

(5) A person does not necessarily exhaust his or her duty of care to a child by giving a notification under this section.
Session 3 | Definitions and indicators of abuse and neglect

Legal definition of abuse and neglect

Abuse or neglect, in relation to a child, means:
(a) sexual abuse of the child; or
(b) physical or emotional abuse of the child, or neglect of the child, to the extent that
   (i) the child has suffered, or is likely to suffer, physical or psychological injury detrimental to the child’s wellbeing; or
   (ii) the child’s physical or psychological development is in jeopardy and “abused” or “neglected” has a corresponding meaning.

(Section 6 (1) Children’s Protection Act 1993)

General definitions of abuse and neglect

In general, child abuse or neglect is categorised in four ways.

Physical abuse
This is commonly characterised by physical injury resulting from practices such as:
- hitting, punching, kicking, throwing
- shaking (particularly young babies)
- burns, biting, pulling out hair
- alcohol or other drug administration.

Sexual abuse
This occurs when someone in a position of power to the child uses their power to involve the child in sexual activity. Behaviour can include:
- sexual suggestion
- exhibitionism, mutual masturbation, oral sex
- showing pornographic material (e.g., DVD’s, internet, mobile phones)
- using children in the production of pornographic material
- penile or other penetration of the genital or anal region
- child prostitution.

Responding to abuse and neglect—Education and care induction session for volunteers 2015-2017
Emotional abuse

This tends to be a chronic behavioural pattern directed at a child whereby a child’s self-esteem and social competence are undermined or eroded over time. Behaviours may include:

- devaluing (eg ‘you’re hopeless, useless, stupid’)
- ignoring (eg parent/carer is psychologically unavailable to the child)
- rejecting (eg telling a child in varying ways he/she is unwanted)
- corrupting (eg allowing children to participate in immoral or criminal acts)
- isolating (eg limiting normal social experiences)
- terrorising (eg may single out or threaten with punishment or death)
- chronic or extreme domestic violence in the child’s presence.

Neglect

This is characterised by the ongoing failure to provide for the child’s basic needs. Behaviours may include:

- inadequate supervision of young children for long periods of time
- failure to provide adequate nutrition, clothing or personal hygiene
- failure to provide needed or appropriate healthcare/medical treatment
- disregard for potential hazards in the home
- forcing the child to leave home early
- allowing children to engage in chronic truancy.

High risk infants

High risk infants are children of less than one year of age, for whom there is serious concern for their immediate and ongoing safety. This concern may arise from a specific incident of abuse and neglect. Alternatively, it may come from situations where parent/carer behaviour and circumstances place the infant at risk of harm. As with other kinds of indicators, one factor on its own, for example the mental health of the parent/carer may not signify that an infant is at risk. However, the more factors present, the greater the likelihood of risk.

The infant at risk factors include:

- significant alcohol or other substance abuse by carers
- interpersonal/domestic violence
- mental health of carers
- attachment relationships
- abuse of previous children by carers
- intellectual capacity of carers
- experience of childhood abuse by carer
- parenting abilities
- housing and physical environment
- income and financial management
- age/maturity of carers
- social supports.

Responding to abuse and neglect—Education and care induction session for volunteers 2015-2017
Session 4 | Key indicators of abuse, neglect and family violence

The key message about indicators is to appreciate patterns and clusters of behaviours. The best way to appreciate clusters is to always consult with the nominated site leader who will liaise with others.

Indicators of abuse, neglect and family violence

Possible behavioural indicators of children and young people experiencing abuse, neglect or family violence

- difficulty accepting responsibility for their behaviour
- struggle when receiving any kind of feedback
- difficulty in understanding the feelings of others
- struggling to name their own feelings
- damage to property, stealing property (eg food)
- harm others without feeling remorse
- appear to not follow rules
- easily influenced by others
- find it hard to trust
- struggle to give reasons for their behaviour
- trust too much and allow themselves to be exploited
- withdrawn ‘absent’ manner
- low self-esteem
- suffer sleep disturbance
- act in ways that make others feel uncomfortable or stressed
- change from calm to angry very quickly
- struggle to be a part of group activities
- difficulty making and keeping friends
- run away
- difficulty in concentrating, remembering and learning
- hyper-vigilant (seeming to constantly scan for threat)
- sexual behaviour – inappropriate for age, inappropriately directed (eg at younger children or teacher)
- excessive, violent, coercive, compulsive and threatening
- tiredness

Responding to abuse and neglect—Education and care induction session for volunteers 2015–2017
• overly protective of younger siblings
• unusually fearful of having nappy changed
• wary of physical contact with others
• age inappropriate bed wetting, soiling or smearing
• bullying and aggression
• engage in high risk behaviours (eg alcohol/substance abuse, offending and self harm)
• suicidal thoughts
• chronic absenteeism/irregular attendance
• unresponsive to ‘normal’ motivating teaching strategies.

Possible physical indicators of children and young people experiencing abuse, neglect or family violence

• bruising, burns, scalds, lacerations, abrasions, fractures and broken bones
• eating disorders
• consistently dirty/unwashed
• medically unexplained problems in eating or swallowing
• delay in physical development
• multiple injuries
• urinary tract infections/sexually transmitted diseases
• pregnancy
• medical conditions related to poor hygiene
• unattended physical conditions or illnesses
• unexplained failure to thrive
• evidence of hair being pulled out, bald patches.

Parent/carer behaviours as indicators

• appear unconcerned about the child/young person’s condition/ situation
• believe in corporal punishment
• belittle the child/young person
• delay seeking medical help or advice
• excessively critical of child/young person
• favours other children/young people in family
• ignorant of child/young person’s developmental stages and needs
• inattentive
• isolates child/young person from social and peer activity
• low self-esteem
• does not attend site appointments
• offers illogical accounts of injuries
• poor impulse control
• family violence
• uses multiple health services for child/young person.
Session 5 | Suspicion on reasonable grounds

Reasonable grounds for reporting suspected abuse and/or neglect may include:

- a child/young person tells you that they have been abused
- a child/young person tells you they know someone who has been abused (they may be referring to themselves)
- someone tells you of the abuse who is in a position to provide reliable information (perhaps a relative, friend, neighbour or sibling of the child/young person)
- your own observation of the behaviour of a particular child/young person and/or injuries, or your knowledge of the child generally leads you to suspect that abuse is occurring
- your own observations about the behaviour of the child/young person’s adult caregiver/s give you cause to suspect that a child is being, or is at risk of being abused or neglected.

Session 6 | Responding to children and young people

Sometimes children and young people use the opportunities that arise in education and care settings to share personal information. Recognising and respecting the significance of those moments for children and young people is part of the adult's duty of care.

Sometimes what is shared will be about abuse or neglect. The way adults respond in these situations is very important to the long term safety and wellbeing of the child/young person. Your role in these situations is to do everything you can to enable the young person to share what they wish to share. This means listening respectfully, showing you care by your manner and allowing them time.

If you suspect that abuse is being disclosed, your role is not to investigate. This means you don’t ask leading questions and you don’t interview other people to verify what you suspect or have been told. Using open questions is the best way to support children and young people and helps avoid compromising formal investigations by other agencies.
What are leading and open questions?

Leading questions can usually be answered by a ‘yes’ or ‘no’. Leading questions offer information and ideas (put words in people’s mouths).

Open questions invite information and allow the individual to only say what they wish to say. Open questions keep the conversation open and are rarely answered by a ‘yes’ or ‘no’.

For example:

<table>
<thead>
<tr>
<th>Child’s statement</th>
<th>Leading question</th>
<th>Open question</th>
</tr>
</thead>
<tbody>
<tr>
<td>I don’t like my uncle looking after me.</td>
<td>Does he make you afraid?</td>
<td>How does he make you feel?</td>
</tr>
<tr>
<td>I don’t want to work, my hand hurts.</td>
<td>Is that a cigarette burn on your hand? Did mum or dad do that to you?</td>
<td>Your hand looks sore; how did it happen?</td>
</tr>
</tbody>
</table>

Safe question styles

* ‘What are/were you feeling ...?’
* ‘What are/were you thinking ...?’
* ‘Tell me more about ...?’

What might the child or young person be feeling?

A child/young person may experience a range of emotions when disclosing abuse or neglect, including:

* **guilt** – they often blame themselves for the abuse and may feel guilty for telling someone about it
* **shame** – they are often ashamed of the abuse itself, particularly sexual abuse
* **confusion** – they are often confused about their feelings for the perpetrator
* **fear** – they are often fearful of the repercussions of telling. They may be scared of the perpetrator, that the abuse may recur or that their family will break up.

Responding to abuse and neglect—Education and care induction session for volunteers 2015–2017
Summary guide of the do and don’ts of appropriate responding when abuse and neglect is disclosed or suspected

Do...
• respect the enormity of what is being shared with you
• listen with care, show care and only ask open questions
• be patient, don’t rush them or yourself
• record what you have been told
• speak with the nominated site leader asap to help you determine the next actions
• look after yourself, seek support from the nominated site leader.

Don’t...
• stop the child/young person from talking
• act scared or shocked
• doubt the child (question the validity of their story)
• threaten to harm or punish the perpetrator
• promise that you will keep it a secret
• promise that everything will be fine, they will be safe, happy, better
• ask leading questions or interview others (investigate matters further)
• leave the child/young person alone or let them leave the site if you are worried about their immediate safety.

Making a notification to the Child Abuse Report Line (CARL) 13 14 78

• After you and the nominated site leader have discussed your concerns, the site leader will be informed that a mandatory notification is going to be made.
• Senior staff or the site leader will refer to checklists that help ensure you have all the information required to make a notification.
• Once all the relevant information is gathered and noted the call will be made to the Child Abuse Report Line.
• You will be supported by the site to make your notification.
Will the Child Abuse Report Line disclose my identity as the notifier?

Under Section 13 of the Children’s Protection Act 1993, your identity as a mandated notifier will not be disclosed to any other person unless the disclosure is made in the course of official duties.

Information concerning the identity of the notifier can therefore be released if the:

- police need to know in order to further investigations of a criminal nature
- courts deem the identity to be evidence that is important to its proceedings
- notifier gives permission for their details to be released.

Confidentiality

Confidentiality is critical. Respect the sensitivity of the personal information you have.

Am I protected from civil liability?

Provided that a report is made in good faith, mandated notifiers are immune from civil liability.

What happens if I do not notify?

Failure to notify suspected abuse and/or neglect on reasonable grounds is an offence under the Children’s Protection Act 1993 and carries a maximum penalty of a $10,000 fine.

In April 2014, the Children’s Protection Act 1993 was amended to provide new defence provisions for mandated notifiers. The defence provisions apply when a mandated notifier has failed to notify a reasonable suspicion of neglect or abuse of a child or young person because:

- the mandated notifier became aware of such circumstances only as a result of information imparted to them by a police officer acting in the course of their official duties; or
- the mandated notifier became aware of the child’s situation only from another mandated notifier who has already made a report with regard to the situation.

In order for the defence to apply, you must be satisfied that the other mandated notifier has already made a report to the Child Abuse Report Line.

The defences do not apply in situations where a mandated notifier possesses additional knowledge of the child’s circumstances beyond that reported to them by a previous notifier or police officer. In these circumstances the mandated notifier must make their own report to the Child Abuse Report Line.
Session 7 | Maintaining professional boundaries with children/young people

The document Protective practices for staff in their interactions with children and young people describes the professional practice expectations of staff and volunteers in Government, Catholic and Independent school sectors. It is available at www.decd.sa.gov.au/docs/documents/1/ProtectivePracticesforSta.pdf

All people working and volunteering in education and care environments are expected to maintain professional practice in their interactions with children and young people. This represents a key component of their duty of care towards the wellbeing and safety of children and young people.

This responsibility not only refers to expectations about their own conduct but also to their responsibility to intervene in the conduct of other adults. All volunteers should ensure they understand their responsibility to report the inappropriate/unprofessional behaviour of other adults.

Any organisation where children and young people are cared for—whether government or non-government, religious or secular—is vulnerable to being targeted by individuals who wish to offend against children and young people.

<table>
<thead>
<tr>
<th>Boundary</th>
<th>Example of violation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>• Inappropriate comments about a child/young person’s appearance, including excessive flattering comments</td>
</tr>
<tr>
<td></td>
<td>• Inappropriate conversation or enquiries of a sexual nature (eg questions about a child or young person’s sexuality or his/her sexual relationship with others)</td>
</tr>
<tr>
<td></td>
<td>• Disrespectful or discriminatory treatment of, or manner towards, young people based on their perceived or actual sexual orientation</td>
</tr>
<tr>
<td></td>
<td>• Use of inappropriate pet names</td>
</tr>
<tr>
<td></td>
<td>• Vilification or humiliation</td>
</tr>
<tr>
<td></td>
<td>• Jokes or innuendo of a sexual nature</td>
</tr>
</tbody>
</table>

continued on p 12

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<table>
<thead>
<tr>
<th>Boundary</th>
<th>Example of violation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication (continued)</td>
<td>• Obscene gestures and language</td>
</tr>
<tr>
<td></td>
<td>• Facilitating/permitting access to pornographic material</td>
</tr>
<tr>
<td></td>
<td>• Facilitating/permitting access to sexually explicit material that is not part of endorsed curriculum</td>
</tr>
<tr>
<td></td>
<td>• Failing to intervene in sexual harassment of children and young people</td>
</tr>
<tr>
<td></td>
<td>• Correspondence of a personal nature via any medium (eg phone, text message, letters, email, internet postings) that is unrelated to the staff member's role. This does not include class cards/bereavement cards etc</td>
</tr>
<tr>
<td>Personal disclosure</td>
<td>• Discussing personal lifestyle details of self, other staff or children and young people unless directly relevant to the learning topic and with the individual's consent</td>
</tr>
<tr>
<td>Physical contact</td>
<td>• Unwarranted or unwanted touching of a child or young person personally or with objects (eg pencil or ruler)</td>
</tr>
<tr>
<td></td>
<td>• Corporal punishment (physical discipline, smacking etc)</td>
</tr>
<tr>
<td></td>
<td>• Initiating, permitting or requesting inappropriate or unnecessary physical contact with a child or young person (eg massage, kisses, tickling games) or facilitating situations which unnecessarily result in close physical contact with a child or young person</td>
</tr>
<tr>
<td></td>
<td>• Inappropriate use of physical restraint (see Protective practices p 18)</td>
</tr>
<tr>
<td>Place</td>
<td>• *Inviting/allowing/encouraging children and young people to attend the staff member’s home (see Protective practices p 11 country/local community considerations)</td>
</tr>
<tr>
<td></td>
<td>• Allowing children and young people access to a staff member’s personal internet locations (eg social networking sites)</td>
</tr>
<tr>
<td></td>
<td>• *Attending children and young people’s homes or their social gatherings</td>
</tr>
<tr>
<td></td>
<td>• *Being alone with a child or young person outside of a staff member’s responsibilities</td>
</tr>
<tr>
<td></td>
<td>• Entering change rooms or toilets occupied by children or young people when supervision is not required or appropriate</td>
</tr>
</tbody>
</table>

Responding to abuse and neglect—Education and care induction session for volunteers 2015–2017
*Transporting a child or young person unaccompanied
* Using toilet facilities allocated to children and young people
* Undressing using facilities set aside for children and young people, or in their presence
  (*without the site leader’s authority*)

<table>
<thead>
<tr>
<th>Targeting individual children and young people</th>
</tr>
</thead>
<tbody>
<tr>
<td>* Tutoring (outside education sector’s directions or knowledge)*</td>
</tr>
<tr>
<td>* Giving personal gifts or special favours*</td>
</tr>
<tr>
<td>* Singling the same children and young people out for special duties or responsibilities*</td>
</tr>
<tr>
<td>* Offering overnight/weekend/holiday care of children and young people as respite to parents (unless a family day care educator, or employed by a respite organisation and with the site leader’s knowledge)*</td>
</tr>
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<table>
<thead>
<tr>
<th>Role</th>
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<tbody>
<tr>
<td>* Adopting an ongoing welfare role that is beyond the scope of their position or that is the responsibility of another staff member (eg a counsellor) or an external professional, and that occurs without the permission of senior staff*</td>
</tr>
<tr>
<td>* Photographing, audio recording or filming children or young people via any medium when not authorised by the site leader to do so and without required parental consent*</td>
</tr>
<tr>
<td>* Using personal rather than school equipment for approved activities, unless authorised by the site leader to do so*</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Possessions</th>
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<tbody>
<tr>
<td>* Correspondence or communication (via any medium) to or from children and young people where a violation of professional boundaries is indicated and where the correspondence has not been provided to the site leader by the staff member*</td>
</tr>
<tr>
<td>* Still/moving images or audio recordings of children and young people on personal equipment or kept in personal locations such as car or home that have not been authorised by the site leader*</td>
</tr>
<tr>
<td>* Uploading or publishing still/moving images or audio recordings of children and young people to any location, without parental and site leader’s consent*</td>
</tr>
</tbody>
</table>

Responding to abuse and neglect—Education and care induction session for volunteers 2015–2017
What should volunteers do if they become aware of inappropriate adult behaviour?

All volunteers must take action if they observe or are told about inappropriate behaviours of other adults on the site. It is not acceptable to minimise, ignore or delay responding to such information. For the wellbeing of all members of the site community the nominated site leader must be notified as a matter of urgency as soon as possible.
Session 8 | Core messages

My nominated site leader is:

- Enjoy your volunteering with children and young people and the contribution you make to their safety, wellbeing and learning.
- Always keep in mind The Independent Education Inquiry (IEI—the Debelle Report) recommendations generated from the SA Royal Commission 2012–2013 conducted by Bruce M Debelle AO QC (information sharing, prevention, good practice).
- Any concerns you have about children, young people or adults at the site should be referred to the nominated site leader as soon as possible. Never act alone.
- If children/young people share concerning personal information with you, respond in a supportive way. Showing you care is very important to their wellbeing. Talk with the nominated site leader as soon as possible.
- Confidentiality is critical. Respect the sensitivity of the personal information you have by not discussing it with people other than the nominated site leader.

Counselling support for adults

Adults Surviving Child Abuse
1300 657 380
(information and support line)
www.asca.org.au/

Lifeline
13 11 14
www.lifeline.org.au/

Relationships Australia
1300 364 277
www.relationships.org.au/

Counselling support for children and young people

Kids Helpline
1800 551 800

Youth Beyondblue
www.youthbeyondblue.com/

Responding to abuse and neglect—Education and care induction session for volunteers 2015–2017
This handbook is part of an induction session for volunteers who are working in Department for Education and Child Development education and care environments.

This handbook is only for use in conjunction with the induction program of the same title.
Induction Information for Volunteers

August 2015
Welcome

Thank you for your willingness to become a volunteer at our school. Volunteers play an important role in the education of children and young people in partnership with the staff of Catholic schools. Volunteering helps provide quality care and education to our children and young people and supports Catholic Schools to promote values drawn from the Catholic tradition of faith in order to prepare students for more active participation in the world.

It is important that your involvement and participation in our school is rewarding and a mutually beneficial experience. As part of our extended community and to support our commitment to the protection and care of all children and young people and the safety of all staff, all Volunteers are required to hold a valid and current Police Clearance and to complete the ‘Responding to Abuse and Neglect: Education and Care’ training for volunteers.

This induction information also addresses Work Health and Safety, and Protective Practices. Together, these induction components aim to ensure the physical and emotional wellbeing of children and young people and the safety of our workforce.

If you have not already done so, you are also asked to ensure that you have completed the Volunteer Details, Health Information and Declaration form and the Archdiocese of Adelaide Police Clearance. Please provide these documents along with your personal Identification (100 points if you do not hold a police clearance).

Volunteers are asked to provide two referees. If you have had regular involvement in the school, please provide the names of two staff members who know you. If you are new to the school, you are requested to provide the names of two professional referees (e.g. previous employer, doctor, lawyer, JP, teacher etc.).

As a volunteer you will be required to:

✓ hold a valid and current Police Clearance
✓ be properly inducted, including:
  ○ Work Health and Safety, and Protective Practices
  ○ Duty of Care
  ○ Child Protection
✓ know your obligations as a mandatory notifier
✓ observe confidentiality
✓ observe school policies.

Once again, thank you for becoming a volunteer at our school and welcome to our community. We trust your experience as a volunteer will be rewarding for you.
Contents

In this booklet you will find information relating to:

- Code of Conduct for Volunteers in Catholic Schools;

- Catholic Church Safety Manual - Work Health and Safety Information (to be signed and returned to the school);

- Duty of care and child protection (including mandatory notification);

- Responding to Abuse and Neglect Education and Care Training: Education and Care Induction Session for Volunteers (booklet);

- CESA Responding to Abuse and Neglect Education and Care: Information for School Volunteers (pamphlet);

- Mandatory Notification record (example sheet);

- Site map;

- Federation of Catholic School Parent Communities: Volunteering in Catholic Schools SA Information for Parents and Families (Pamphlet).

Forms to be completed by the Volunteer and returned to the school:

- Volunteer Details, Health Information & Declaration Form

- Volunteer Induction Checklist

- Volunteers WHS Induction
Code of Conduct for Volunteers in Catholic Schools

(adapted from the SA Commission for Catholic Schools (SACCS) Code of Conduct for Staff employed in Catholic Education SA, 2014)

The purpose of this Code of Conduct is to articulate the standards of conduct which are required of volunteers in Catholic Education SA. This will assist all volunteers in Catholic Education SA to understand clearly the expectations of them as well as their responsibilities and obligations.

Catholic Education SA provides education as part of the mission of the Church. Fundamental to this mission is a respect for the value and dignity of each person. A work environment based on these values will ensure that all members of the community feel safe and empowered in the performance of their work in the school. All members of the community in Catholic Schools, by their personal example, virtues, loving relationships, respect and acts love and justice, witness to the presence and activity of God with us.

Volunteers are expected to agree to and uphold appropriate standards of behaviour. These standards of behaviour include to:

1. support the Principal and staff in the development of a Christ-centred learning community and act consistently within the Catholic ethos and mission of the Catholic school;
2. acknowledge and affirm success in individual and school achievement;
3. support the school’s policies. The Principal has the responsibility to implement these policies;
4. treat all members of the school community with honesty, integrity, respect and courtesy;
5. follow all relevant polices, guidelines and instructions with regard to the safety of children and young people;
6. maintain appropriate professional boundaries around their behaviour towards children and young people;
7. refrain from behaviour which constitutes bullying, discrimination or any form of harassment
8. respect and comply with all Federal, State and local laws
9. declare situations that may give rise to or perception of a conflict of interest;
10. respect the privacy of others and others’ personal and sensitive information;
11. take reasonable care to ensure their own health and safety at work and avoid adversely affecting the health and safety of others; and
12. present for volunteering in a timely manner, in attire appropriate to their role as a volunteer, and in a fit state to work.

Some of these requirements are explained in more detail in this booklet.

Refer also to the Federation of Catholic School Parent Communities’ Charter for Parents found at:

Work Health and Safety

Work, Health and Safety training is essential for all employees and volunteers in the workplace. All workers and employees including volunteers and visitors are required to take reasonable care for both their own health, safety and welfare and the health, safety and welfare of others. Volunteers are considered to be workers under current WHS legislation.

This school/college places great value on the work done by volunteers. We aim to ensure that volunteers work in a safe environment and in a safe manner. Please help us to do so by reporting any hazards or safety issues to the Supervisor.

You will be asked to sign off that you have completed a WHS induction for volunteers.

Volunteer Rights and Responsibilities

As a volunteer you have a number of rights you should be aware of:

- to work in a healthy and safe environment;
- to be provided with information that adequately describes your roles and responsibilities;
- be provided with an induction prior to commencement as a volunteer;
- to be provided with sufficient information, instruction and training for you to perform your tasks safely;
- to be provided with adequate supervision
- who to speak to if you have any queries about any aspects of your work.

As a volunteer you also have responsibilities to:

- work safely;
- not affect the safety of others;
- observe all established Policies and Procedures;
- report any safety concerns;
- undertake Responding to Abuse and Neglect: Education and Care training for Volunteers
- undertake your mandatory notification obligations, as required
- hold a current acceptable Police Clearance.

There are a number of important points relating to safety within our school that you should be familiar with:

- **Safe Work**
  - You are only asked to do work which you can perform safely. If you feel that you cannot do a job safely or have any safety issues please discuss with your Supervisor immediately.

- **Emergency Procedures**  **(In the case of an emergency, dial 000)**
  - Make yourself familiar with the emergency evacuation plan for the area you are working in.
  - Should there be a need to evacuate a building, proceed via the safety route directed on the nearest emergency evacuation plan.
  - In the case of a fire, do not re-enter the building until instructed to do so by the person in charge (Fire Warden).
  - If you are in charge of an activity, you must organise the evacuation of people you are responsible for from the building, and check that all persons are accounted for.
  - In the case of a Lock In, go to the nearest room and secure all doors and windows. Keep away from external windows. Wait for the all clear by the Principal or nominee.
• Reporting
  o Should you see a hazard, or you are aware of something that might injure you or someone else, or you are involved in an injury, incident or near miss, please report the matter immediately to your Supervisor.

• First Aid
  o First aid kits are located in the Student Office.
  o If you require first aid, please report to your First Aid contact person.

• Equipment
  o This school provides equipment for your use. Volunteers are discouraged from bringing equipment from home. However, should this be necessary, please discuss this with your Supervisor.

• Chemicals
  o You must only use chemicals supplied by this school. The chemicals used by this school have been assessed for risk prior to use. Make yourself aware of the location of material safety data sheets prior to use. If you have any concerns or require personal protective equipment to use any of these products please discuss with your Supervisor.

• Working Alone and Security
  o For safety reasons volunteers are discouraged from working alone.
  o Do not leave personal items unattended.
  o If leaving the office/buildings outside of the working day, consider the personal safety of yourselves and others.

• Smoking, Drugs, Alcohol and Your Health
  o This school/college is designated as a smoke-free workplace. There is no smoking in the buildings or on these grounds.
  o Whilst on duty you should be in sufficient physical and mental health to be capable of complying with your duty of care to your colleagues and students.
  o You should not be impaired in the carrying out of your duties by reason of alcohol, medication, or an illegal drug.

• Vehicles
  o Volunteers will not normally be asked to use their vehicle. If you use your car as part of your volunteer duties, please refer to the school's policies and procedures.
  o If you drive a car as part of your volunteer duties, a current driver’s license and compliance with registration insurance and safety requirements are required.

• Housekeeping
  o Please leave all work areas clean and tidy. Please report any issues with work spaces.

• Site specific amenities: your induction will include site specific matters such as
  o Where drinking water is located;
  o Bathroom facilities suitable for Volunteer
Duty of care and child protection (including mandatory notification)

**Duty of Care:** As a volunteer you will play an important role in the education of our children in partnership with all staff of our school. In your relationship with children and young people, you are required to ensure that the physical and emotional welfare of children and young people is safeguarded, and that your own behaviour is guided by this duty of care.

*Please talk to your Supervisor or the Principal if you have any questions regarding your duty of care.*

**Protective Practices: Professional boundaries**

Education and care professions rely on the fostering of positive relationships between adults and children and young people, in ways that do not compromise children’s and young people’s welfare.

Please download a copy of the Protective Practices Guidelines which will assist members of the community to maintain professional boundaries:


The Guidelines give examples of boundary violations in communication, personal disclosure, physical contact, place, targeting individual children and young people, role, and possessions.

As a Volunteer, you will find helpful guidance in managing professional boundaries in the *Guidelines* on:

- Working in country/local communities;
- Using social networking sites;
- Working one-to-one with children and young people;
- Managing privacy expectations;
- Conducting home visits.

*Protective Practices Guidelines* address appropriate physical contact in a range of situations, including:

- Assisting or encouraging a child or young person;
- Good practices with school age children and young people;
- Good practices with children up to school age.

Non-physical intervention is the recognised means of managing the behaviour of children and young people. Use of verbal instructions is always preferred to physical intervention.

The Guidelines address safe practices when it is legitimate to use physical restraint: that is where a child’s or young person’s or adult’s safety is threatened.

Education and care staff support children and young people with disabilities or additional needs through individual plans, which take various forms. These plans document the strategies that are to be used in supporting the child or young person, and will assist you to ensure your duty of care to the child or young person.

**Policies and Legislation**

Conduct representing a breach of legislation includes:

- child abuse and neglect;
- illegal behaviours;
- sexual harassment.
Your induction will include the **Responding to Abuse and Neglect: Education and Care (RAN:EC) induction session for Volunteers**. All Volunteers are required to undertake this training. As part of the training you will receive:

- Responding to Abuse and Neglect Education and Care training: Volunteers Handbook.
- Responding to Abuse and Neglect Education and Care: Information for School Volunteers (pamphlet).

**What is Child Abuse?**
Your training will include information on the four types of child abuse:

(1) Physical abuse  
(2) Sexual abuse  
(3) Emotional abuse  
(4) Neglect.

**Why report Child Abuse?**
From time to time, volunteers working with children will experience children disclosing sensitive information. Children have limited power to protect themselves from abuse and will only be protected from abuse and neglect if responsible adults take action on their behalf. Reporting child abuse is the first step in stopping the abuse and protecting children from further harm.

**When to report Child Abuse?**
You are required to report child abuse and neglect when you have suspicion on reasonable grounds:

- A child or young person tells you that s/he has been abused;
- Your own observation of the behaviour of a particular child or young person and/or injuries, or your knowledge of the child generally leads you to suspect that abuse is occurring;
- A child or young person tells you s/he knows someone who has been abused (the child may be referring to her/himself);
- Someone tells you of the abuse who is in a position to provide reliable information (perhaps a relative, friend, neighbour or sibling of the child/young person).

**What does the law say?**
Volunteers are obliged by law to notify Families SA if they suspect on reasonable grounds that a child or young person has been or is being abused or neglected and they formed their suspicion in the course of their work (whether paid or voluntary) or in carrying out official duties. Volunteers must notify Families SA of their suspicion as soon as practicable after they form the suspicion.

**What do you do if you have suspicions or concerns?**
You are not expected to act alone. Always seek guidance and work in partnership with the nominated staff member at the school (normally this would be the Principal or the person who inducted you as a volunteer). Your role as a volunteer means you are supported by professionals at the site in meeting your responsibilities as a mandated notifier.

**Child Abuse must be reported to Families SA**
either online:  
www.reportchildabuse.families.sa.gov.au
OR
Child Abuse Report Line  13 14 78
After Hours Crisis Care  13 16 11
Privacy Information and Confidentiality

By you as a Volunteer
In the course of your work as a volunteer, you may come across sensitive and confidential information. It is essential for you to maintain confidentiality and if concerned raise the issue with your Supervisor or the Principal.

About Your Privacy
This section provides information about the privacy of Volunteers.

Privacy Information

1. In applying to provide services to the School, you will be providing St Aloysius College with personal information. We can be contacted on 8217 3200.

2. If you provide us with personal information, for example your name and address or information contained on your resume, we will collect the information in order to assess your application. We may also make notes and prepare a confidential report in respect of your application.

3. You agree that we may store this information for the period of your volunteer work in the School.

4. The School’s Privacy Policy sets out how you may seek access to your personal information and how you may complain about a breach of the APPs.

5. We will not disclose this information to a third party without your consent.

6. We usually disclose your personal information as a matter of routine to the Catholic Education Office for good character screening purposes.

7. We are required to conduct a criminal record check, collect information regarding whether you are or have been the subject of an Apprehended Violence Order and certain criminal offences under Child Protection law. We may also collect personal information about you in accordance with these laws.

8. The School may store personal information in the 'cloud', which may mean that it resides on servers which are situated outside Australia.

If you provide us with the personal information of others, we encourage you to inform them that you are disclosing that information to the School and why, that they can access that information if they wish and that the School does not usually disclose the information to third parties

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