



# ST JOSEPH'S SCHOOL

*To live, to learn, love in all*

Proudly learning on Ngadjuri land



## **Volunteer Information**

Volunteers are an important and valued part  
of St Joseph's School







# Induction Booklet for Volunteers

2024



## 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 current and valid Working with Children Check (WWCC) and to complete Responding to Risks of Harm, Abuse and Neglect – Education and Care (RRHAN-EC) Fundamentals course for volunteers.

This induction package 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 volunteers.

If you have not already done so, you are also asked to ensure that you have completed the CESA Application Package, CESA Volunteer Declaration and your current and valid WWCC. Please provide these documents along with your personal Identification (100 points if you do not hold a current and valid WWCC).

Volunteers may be 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:

- Complete CESA Application Package and CESA Volunteer Declaration
- Hold a valid and current WWCC
- Complete the Responding to Risks of Harm, Abuse and Neglect – Education and Care (RRHAN-EC) Fundamentals course and provide the completion certificate to the school
- Be properly inducted, including:
  - Work Health and Safety
  - Duty of Care
  - Child Protection (RRHAN-EC; Mandatory Notification; Protective Practices)
- Observe confidentiality and privacy
- Observe school policies
- Comply with the Code of Conduct for Volunteers

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.

## Package Contents

In this package you will find information relating to:

- Code of Conduct for Volunteers in Catholic schools
- Work Health and Safety information
- Duty of care and child protection, including mandatory notification
- Privacy Statement
- School Strategic Plan
- Protective practices for staff in their interactions with children and young people information
- Responding to Risks of Harm, Abuse and Neglect - Education and Care Information for Volunteers (pamphlet)
- Responding to Risks of Harm, Abuse and Neglect – Education and Care Volunteers Handbook
- WHS & Injury Management Policy
- School policies (can be found on the school website)
- Position Information Document (PID)
- Site Map (*currently working on*)
- School Volunteer Induction Acknowledgement

### **Forms to be completed by the volunteer and returned to the school:**

- CESA Volunteer Application Package
- CESA Volunteer Declaration – this form includes a declaration that you have read the induction materials included in this booklet

## 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 May 2020)*

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 of 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 policies, guidelines and instructions with regard to the safety and wellbeing 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 the 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 Pack.*

## 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 RRHAN-EC Fundamentals course every 3 years:
- undertake your mandatory notification obligations, as required;
- hold a current acceptable WWCC;

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 / Leader 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 all clear by the Principal or nominee.

## Reporting

- 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 / Leader.

## First Aid

- First Aid kits are located in the **main reception area of the Front office.**
- If you require first aid, please report to your First Aid contact person.

## Equipment

- 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 / Leader.

## Chemicals

- 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 / Leader.

## Working alone and security

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

## Smoking, drugs, alcohol, and your health

- This school/college is designated as a smoke-free workplace. There is no smoking in the buildings or on these grounds.
- 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.
- You should not be impaired in the carrying out of your duties by reason of alcohol, medication, or an illegal drug.



## Vehicles

- 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.
- 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

- Please leave all work areas clean and tidy.
- Please report any issues with workspaces.

**Site specific amenities:** your induction will include site specific matters such as

- Where drinking water is located.
- Bathroom facilities suitable for volunteer use.

## Position specific WHS

Your Supervisor is .....Frankie Sandow

Your First Aid Contact is .....Gabrielle Kitschke, Sarah Werfel or Nicola McMurray

## 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, Leader or the Principal if you have any questions regarding your duty of care.***

### Protective Practices: Professional and Role 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.

You have been provided with 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 only where a child's, 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.

All volunteers are required to undertake the Responding to Risks of Harm, Abuse and Neglect - Education and Care Fundamentals course.

RRHAN-EC training is how we make sure we:

- all have the same information about mandatory notifications
- understand our role working together to safeguard children and young people.

You will receive a certificate of completion at the end of the course.

## **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 by law to report child abuse and neglect when you form a 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 Mandated Notifiers and obliged by law to notify the Department for Child Protection 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 the Department for Child Protection 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 the Department for Child Protection**

[www.reportchildabuse.families.sa.gov.au](http://www.reportchildabuse.families.sa.gov.au)

Child Abuse Report Line 131478

After Hours Crisis Care 131611

# 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.

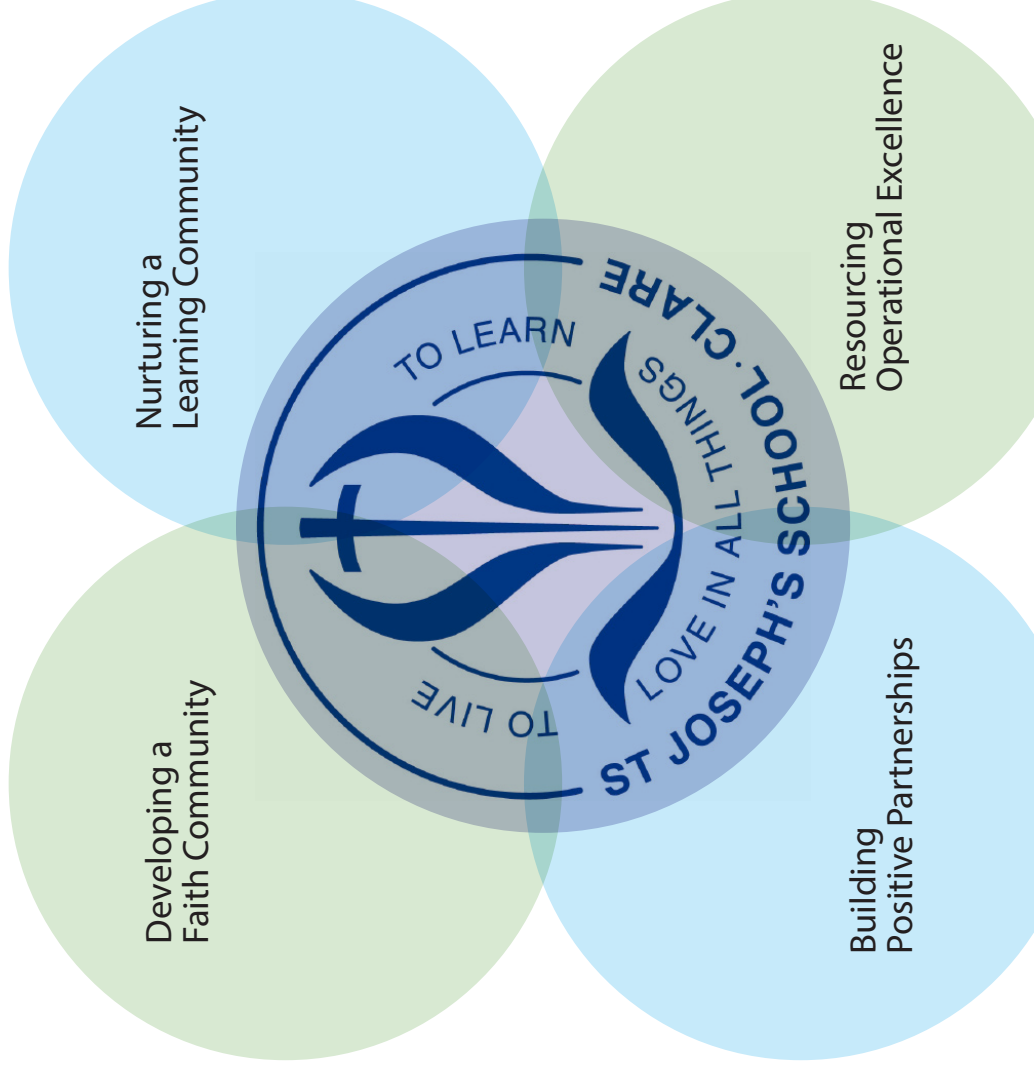
## Privacy information

1. In applying to provide services to the School, you will be providing St Joseph's School with personal information. We can be contacted 29 Victoria Road, Clare SA 5453 [info@stjoclar.catholic.edu.au](mailto:info@stjoclar.catholic.edu.au) or phone on 08 8842 4400.
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

**Notes:**

# SCHOOL STRATEGIC PLAN 2021-2023



## CORE VALUES

CELEBRATION / HUMOUR	COLLEGIALITY	CONTINUOUS IMPROVEMENT / INNOVATION	LIFELONG LEARNING	MUTUAL RESPECT	OPENNESS	RESPONSIBILITY FOR SUCCESS	RISK TAKING	SHARED GOALS	SUPPORT
"We feel good about ourselves"	"We work together and support each other"	"We strive to be better"	"We will never stop learning"	"Everyone has something to offer"	"We can discuss and value our differences"	"We are ultimately responsible for our own success"	"We learn by trying something new"	"We know where we're going"	"There's always someone there to help and be helped"

# SCHOOL STRATEGIC PLAN 2021-2023

St Joseph's School is faithful to the example of Jesus and its Josephite heritage. We acknowledge that our school is built on Ngadjuri land. In partnership with parents, caregivers, families, staff and the parish and wider community, the school is committed to the development of thriving people, capable learners and confident leaders who will work toward their goals and develop an openness to faith, lifelong learning and service to the community.



1 Building a Faith Community	2 Nurturing a Learning Community	3 Building Positive Partnerships	4 Resourcing Operational Excellence
Inspired and informed by the Josephite charism, our school will ensure that the religious dimension of the school is provided with resources, coordination and leadership which is vital, focused and authentic.	Our school is committed to ongoing and continuous improvement in learning outcomes.	Build and sustain positive relationships.	Our school, through its policies, procedures and practices, will excel in its governance and accountability requirements ensuring the safety and wellbeing of all.
1.1 Continue to nurture the Josephite charism.	2.1 Drive academic performance through research and implementation of best practice in line with the Australian Curriculum.	3.1 Continue the implementation of <i>You Can do It!</i> , recognise and celebrate the development of student personal responsibility.	4.1 Manage all school resources effectively & efficiently.
1.2 Explore and nurture relationships between school, families, parish and wider community.	2.2 Regularly review assessment data to inform best practice and facilitate improvements in student learning outcomes.	3.2 Continue to implement <i>Be You</i> and support personal responsibility and wellbeing in our diverse community.	4.2 Continue to revise and implement a maintenance plan which includes replacing/upgrading and servicing school infrastructure.
1.3 Provide opportunities for our school community to actively engage in and develop their faith.	2.3 Provide ICT training and systems that enable students to engage actively across the curriculum and have the skills necessary to thrive in the 21st century.	3.3 Inspire people to be the best version of themselves through celebrating successes, achievements, excellence of the school community.	4.3 Implement the School Facilities Master Plan, through an environmental lens, to maximize student outcomes.
1.4 Continue to educate and develop staff as engaging and dynamic religious educators.	2.4 Educate and support our students and families to be respectful and responsible digital citizens.	3.4 Continue to develop partnerships with the wider community that support inclusion, wellbeing, diversity and Indigenous cultures.	4.4 Action Workplace Health and Safety procedures as per Catholic Education SA guidelines.
1.5 Use the ReLAT data to inform teaching practice.	2.5 Ensure teaching methodologies are inclusive and cater for a variety of learning styles.		4.5 Ensure that Rural and Regional issues are actioned in a meaningful and proactive way.
1.6 Draw on the Laudate Si Encyclical to guide ecological conversion.	2.6 Continue to educate & develop staff as engaging and dynamic educators.		4.6 Implement policies and procedures for the transition to a new Middle School.
	2.7 Continue to engage in wellbeing programs that best support our learning community to be active and healthy individuals.		4.7 Research and develop the curriculum and infrastructure for optimal Middle School education and implementation.
	2.8 Provide a variety of experiences in the creative arts.		4.8 Continue to develop our policies, procedures and practices to ensure they foster, reflect and value respect and inclusion within our school community.
	2.9 Continue to expose our school community to a variety of inter-cultural experiences and globally		

## EXIT OUTCOMES

- Be spiritually aware and inspired by faith.
- Be happy, confident, thriving, resilient, self-managed individuals.
- Be competent, collaborative, skilled and lifelong learners.
- Be literate, numerate and effective communicators.
- Be knowledgeable, inquisitive and innovative.
- Be socially responsible with regards to relationships between themselves and others.
- Be confident and careful creators and users of ICTs.
- Be environmentally responsible and ecologically aware.
- Have an understanding and appreciation of diverse cultures and be globally minded.
- Be active and healthy individuals.



### Duty of Care

Volunteers play an important role in the education of our children in partnership with the staff of our schools. In their relationships with children and young people, staff must ensure that the physical and emotional wellbeing of children and young people is safeguarded, and that their own behaviour is guided by this duty of care both within and beyond the education and care setting.

### Professional and Role 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.

The Protective Practices Guidelines will assist volunteers 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
- Possessions

Information is included in the Responding to Risks of Harm, Abuse and Neglect – Education and Care (RRHAN-EC) Fundamentals course for volunteers.

### Guidance for Staff in Managing Professional Boundaries

Volunteers will find helpful guidance 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

## Behaviour

The 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.

## Working with Children and Young People with Additional and Complex Needs

Education and care staff support children and young people with additional needs and complex needs through various forms of individual plans. The common features of these plans are that they involve all people who deal with the child or young person on a regular basis, including other service providers, and they document the agreed strategies that are to be used in supporting the child or young person.

## Policies and Legislation

Conduct representing a breach of legislation includes:

- Child abuse and neglect
- Illegal behaviours
- Sexual harassment

The school or site where you volunteer will have policies and/or procedures which may be relevant to your induction to ensure the safety and protection of children, young people, volunteers and staff, and that the volunteer experience is enjoyable, respectful and satisfying.

These will include:

- Responding to Risk of Harm, Abuse and Neglect – Education and Care (RRHAN-EC) training for volunteers
- Work, Health and Safety
- Behaviour Education
- Prevention and management of bullying
- Excursions and camps

## Links

- [Protective practices for staff in their interactions with children and young people Guidelines for staff working or volunteering](#)

*In particular, refer to page 11- 15 for information on maintaining professional boundaries with children/young people and examples of boundary violations.*

- [Practical Practices Online Training \(Optional\)](#)
- [Responding to Risks of Harm, Abuse and Neglect – Education and Care \(RRHAN-EC\)](#)

## Contact

Please contact System Safeguarding and Development Team at People, Leadership and Culture on 8301 6600.

## Why is it important for me to know about the Protective practices?

Everyone in an education or care setting should be made aware of the standards of behaviour that are needed to maintain a safe and respectful environment. Children are taught to recognise unsafe behaviour as part of the child protection curriculum and to talk with adults about their concerns. Staff members and volunteers receive training on the Protective practices and are required to report inappropriate adult behaviour to their principal or director. If you decide to volunteer in the future you will be expected to follow these practices.

As a parent you can help to support these expectations by taking action if you see or hear about adult behaviours that you think are not in keeping with the Protective practices. You may be the only adult to observe or hear about inappropriate behaviour so you have an important role in alerting the principal or director as soon as possible, as outlined below.

## What should I do if I have concerns about an adult's behaviour?

Talk to the principal or director of the school or children's service. Raising your concern will allow the principal or director to explore the matter properly and ensure the right response is made. If you feel uncomfortable to have this conversation on your own, ask a trusted friend or member of staff to accompany you. It is very important that the principal or director hears the concern directly so it can be acted on quickly.

## What if my concern is about the principal or director?

You should raise your concern through the following:

**Government sector:** Education Complaint Unit  
T 1800 677 435

**Catholic Education sector:** T (08) 8301 6193

**Independent School sector:** Chair of Governing Authority

## What happens to the adult when a concern is raised?

Depending on what is reported and investigated it may mean the adult is given a formal documented instruction about expected conduct, or it may result in an employee being dismissed or a volunteer's service being discontinued. Criminal matters are investigated by police and when this is the case all education sectors follow the guidelines Managing Allegations of Sexual Misconduct which can be found at your school or service or from the DECD website [www.decd.sa.gov.au](http://www.decd.sa.gov.au)

## What if I'm unhappy with the way the school or service has dealt with my concern?

Contact the following:

**Government sector:** Education Complaint Unit  
T 1800 677 435

**Catholic Education sector:** T (08) 8301 6193

**Independent School sector:** Use the grievance procedure of the Independent School

## Keeping schools and children's services safe environments for all

# Protective practices

The Protective practices describe safe and respectful behaviours for staff and volunteers in their relationships with children and young people.

As a parent you are encouraged to be aware of the Protective practices and to support the staff and volunteers of your child's school or care setting in ensuring they are followed.

Information for parents and caregivers

Behaviour guidelines for staff and volunteers working with children and young people



Government of South Australia  
Department for Education and Child Development

catholic education south australia



Access the full guidelines from your school or care setting or from the DECD website:  
[www.decd.sa.gov.au](http://www.decd.sa.gov.au)

October 2017

## What are Protective practices?

Protective practices are standards of behaviour that staff and volunteers are expected to meet in their interactions with children and young people. They represent a code of conduct that helps make schools and children's services safe places for everyone involved.

## Why are they needed?

Behaviour boundaries are important for everyone. In schools and children's services adults are expected to behave in ways that are always protective of children and young people. The Protective practices help remove any confusion about which adult behaviours are protective and which are considered inappropriate.

## What do they cover?

They cover appropriate physical contact and acceptable ways of communicating and interacting with children and young people. A summary follows of behaviours that are considered a violation (a crossing) of these behaviour boundaries. They are included in this brochure because it is important that parents know which adult behaviours are considered inappropriate.

The full guidelines provide advice that takes account of different age groups, needs and circumstances such as working in small/rural communities.

You can access the full guidelines at your school or children's service or they can be downloaded from the Department for Education and Child Development (DECD) website [www.decd.sa.gov.au](http://www.decd.sa.gov.au)

## Who do they apply to?

They apply to all adults working or volunteering in Government, Catholic, or independent education or care settings.

## How are staff and volunteers informed about the Protective practices requirements?

All adults working or volunteering in education and children's services receive compulsory child protection training or induction which includes the Protective practices requirements.

## Do the Protective practices ban adults from touching children and young people?

No they do not ban touching. They describe respectful and safe ways for adults to use touch when it is appropriate to provide care, encouragement, congratulations or protection to a child or young person.

## When were they developed?

They were first developed in 2005. The Government, Catholic and independent education sectors update them if new issues emerge such as the impact of social network sites, or when there are changes to legislation such as discrimination laws.

## Boundary Example of violation (This list of examples is not exhaustive)

Boundary	Example of violation (This list of examples is not exhaustive)
<b>Communication</b>	<ul style="list-style-type: none"><li>Inappropriate comments about a child/young person's appearance, including excessive flattering comments</li><li>Inappropriate conversation or enquiries of a sexual nature (eg questions about a child or young person's sexuality or their sexual relationship with others)</li><li>Disrespectful or discriminatory treatment of, or manner towards, young people based on their perceived or actual sexual orientation</li><li>Use of inappropriate pet names</li><li>Vilification or humiliation</li><li>Jokes or innuendo of a sexual nature</li><li>Obscene gestures and/or language</li><li>Facilitating/permitting access to pornographic material</li></ul>
<b>Personal disclosure</b>	<ul style="list-style-type: none"><li>Discussing personal lifestyle details or opinions of self, other staff or children and young people unless directly relevant to the learning topic and with the individual's consent</li></ul>
<b>Physical contact</b>	<ul style="list-style-type: none"><li>Unwarranted or unwanted touching of a child or young person personally or with objects (eg pencil or ruler)</li><li>Corporal punishment (eg physical discipline or, smacking)</li><li>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</li><li>Inappropriate use of physical restraint/restrictive practices</li></ul>
<b>Place</b>	<ul style="list-style-type: none"><li>*Inviting/allowing/encouraging children and young people to attend the staff member's home (see p 11 country and local community considerations)</li><li>*Attending children and young people's homes or their social gatherings</li><li>*Being alone with a child or young person outside of a staff member's responsibilities</li></ul>
<b>Targeting individual children and young people</b>	<ul style="list-style-type: none"><li>Tutoring (outside education sector's directions or knowledge)</li><li>Giving personal gifts or special favours</li><li>Singleing the same children and young people out for special duties or responsibilities</li><li>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)</li><li>*Privately giving money and/or gifts to individual children/young people</li><li>Babysitting by the FDC educator or member of their household</li></ul>
<b>Role</b>	<ul style="list-style-type: none"><li>Adopting an ongoing welfare role that is beyond the scope of their position or that is the responsibility of another staff member (eg a counselor) or an external professional, and that occurs without the permission of senior staff</li></ul>
<b>Possessions</b>	<ul style="list-style-type: none"><li>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</li></ul>
<b>Digital/electronic</b>	<ul style="list-style-type: none"><li>*Email, social media, internet postings that is unrelated to the staff member's role</li><li>*Allowing children and young people access to a staff member's personal internet locations (eg social networking sites)</li><li>Uploading or publishing still/moving images or audio recordings of children and young people to any location, without parental and site leader's consent</li><li>Correspondence of a personal nature via social media, internet postings</li><li>Creating/using private online chat rooms</li><li>*Filming/recording for the use of behaviour training/modification</li></ul>

Adults working or volunteering with children and young people are expected to respect these boundaries wherever they are engaged – eg at the school or service, on a camp, or at a carnival.

\*without the site leader's authority

### Core messages

Volunteers play an important role in the education of our children in partnership with the staff of our schools.

- **Enjoy** your volunteering with children and young people and the contribution you make to their safety, wellbeing and learning.
- **Refer** any concerns you have about children, young people or adults at the school to the nominated staff member as soon as possible.
- **Respond** in a listening way if children/young people share concerning personal information with you. Showing you care is very important to their wellbeing. Do not make any observations to the child about what they have shared. Talk with the nominated staff member 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 staff member.

### What is child abuse?

Child abuse can occur through someone doing something hurtful or by someone not doing something to provide for or protect a child.

There are four types of child abuse:

- (1) Physical abuse is characterised by physical injury resulting from practices such as: hitting, punching, kicking, throwing, shaking (particularly young babies), burning, biting, pulling hair, alcohol or other drug administration.
- (2) Sexual abuse occurs when someone in a position of power uses their power to involve the child in sexual activity.
- (3) Emotional abuse tends to be a chronic behavior directed at a child whereby a child's self-esteem and social competence is undermined or eroded over time. This may include devaluing, ignoring, rejecting, corrupting, isolating, terrorising, chronic or extreme spousal abuse in a child's presence.
- (4) Neglect is the failure to provide a child with their basic needs such as food, shelter, clothing, hygiene, education, adequate supervision, medical, dental care, forcing a child to leave home or allowing chronic truancy.

### What does the law say?

Volunteers are obliged by law to notify the Department for Child Protection 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 the Department for Child Protection of their suspicion as soon as practicable after they form the suspicion.**

## 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 behavior 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, neighbor or sibling of the child/ young person).

## 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 the Department for Child Protection either online:  
[www.reportchildabuse.families.sa.gov.au](http://www.reportchildabuse.families.sa.gov.au)

or

Child Abuse Report Line (CARL) 13 14 78  
After Hours Crisis Care 13 16 11

## Links

- [Protective practices for staff in their interactions with children and young people Guidelines for staff working or volunteering](#)
- [Responding to Risks of Harm, Abuse and Neglect – Education and Care \(RRHAN-EC\)](#)

## Contact

Please contact System Safeguarding and Development Team at People, Leadership and Culture on 8301 6600.

# RRHAN-EC training for volunteers

Ongoing volunteers must do mandatory notification training. The training is called Responding to Risks of Harm, Abuse and Neglect – Education and Care (RRHAN-EC). You must keep your RRHAN-EC certificate current by updating your training every 3 years.

All volunteers in education do the same [fundamentals course](#).

## Site leaders can help you with things like:

- setting up a Plink account
- accessing a computer
- troubleshoot any problems you have with the course.

Talk to your school about other delivery options if the online course is not the best option for you. Your site leader can contact us to find out more.

## What you need before you start

- A current individual email address.
- A computer or device with an internet connection and a recent web browser, like Google Chrome or Firefox.

## Register for a plink volunteer account

- Go to the website: [www.plink.sa.edu.au/pages/signup.jsf](http://www.plink.sa.edu.au/pages/signup.jsf)
- Fill in your details:
  - in the field “Select Account type” select Volunteer
  - enter your email address (this will be your plink username), choose a password.
- Select “I accept the Terms of use” and then Select “Create Account”.

## Start the training

- Login to Plink and select the course Responding to Risk of Harm, Abuse and Neglect - Education and Care
- Select “Register” please allow 2 hours to complete

## Certificate

Once you complete the training you will be issued with a certificate. The site leader will need a copy of this certificate. You can use the certificate at any education site in South Australia.

## Technical support and other RRHAN-EC queries

Technical support for the course

Department for Education schools

Catholic Education SA schools

Association of Independent Schools of SA

Contact your organisation’s ICT helpdesk

Email: [education.rrhanec@sa.gov.au](mailto:education.rrhanec@sa.gov.au)

Email: [RRHANEC@cesa.catholic.edu.au](mailto:RRHANEC@cesa.catholic.edu.au)

Email: [office@ais.sa.edu.au](mailto:office@ais.sa.edu.au)





# Volunteer Position Description

(tick all that apply)

<b>VOLUNTEER NAME:</b>		
<b>DATE:</b>		
	<b><u>Major duties in this role include:</u></b>	<b><u>Qualification/reasonable expectations to perform work in this role include:</u></b>
<input type="checkbox"/> <b><u>CAMPS/ EXCURSIONS</u></b>  Reporting to teacher in charge.  You will meet as advised for the specific excursion to commence.	<ul style="list-style-type: none"> <li>➤ Assist with preparation of camp sites</li> <li>➤ Assist with supervision of students</li> <li>➤ Assist with carrying out all controls included in the risk assessment</li> <li>➤ Provide vehicle support where required</li> <li>➤ Model &amp; Assist with sun safety compliance</li> </ul>	<ul style="list-style-type: none"> <li>➤ Read, sign and comply with the risk assessment and Code of Conduct</li> <li>➤ Current drivers licence if applicable</li> <li>➤ Hold a current WWCC &amp; RRHAN certificate</li> <li>➤ Participate for the benefit of all students</li> <li>➤ Model good sun safety practices</li> </ul>
<input type="checkbox"/> <b><u>CANTEEN</u></b>  Reporting to Ms Helen Hay.  Located in the canteen.	<ul style="list-style-type: none"> <li>➤ Collect documentation from front office</li> <li>➤ Collate lunch orders</li> <li>➤ Collect orders for Street and front office staff to email to suppliers</li> <li>➤ Prepare Recess and Lunch</li> <li>➤ Pack classroom lunch boxes</li> <li>➤ Work with middle school students when extra help is required</li> </ul>	<ul style="list-style-type: none"> <li>➤ Hold a current WWCC &amp; RRHAN certificate</li> <li>➤ Complete WHS Canteen Induction</li> <li>➤ Complete 'Do Food Safely' online food handling course as per SA Health Guidelines</li> <li>➤ Implement food preparation and good hygiene practices</li> <li>➤ Able to work methodically</li> </ul>
<input type="checkbox"/> <b><u>ARTS/CRAFTS OR SPECIALIST INTEREST CLUBS</u></b>	<ul style="list-style-type: none"> <li>➤ Teach small groups of students a particular skill/game over a period of 3-6 weeks at lunchtime</li> <li>➤ Teacher supervision of group</li> </ul>	<ul style="list-style-type: none"> <li>➤ Hold a current WWCC &amp; RRHAN certificate</li> <li>➤ Examples Chess, cards, card making, knitting, crochet, woodwork, boardgames</li> <li>➤ Ability to be patience and encouraging</li> </ul>



<p><input type="checkbox"/> <b><u>LIBRARY / CLASSROOM</u></b></p> <p>Reporting to the Literacy and Inclusive Education Coordinator (Michelle Edmondson) and working under the direction of the student's class teacher.</p> <p>Located in the library or public areas adjacent to the student's classroom.</p>	<ul style="list-style-type: none"> <li>➤ Covering Books</li> <li>➤ Mending Books</li> <li>➤ Scanning &amp; Re-shelving books</li> <li>➤ Collect books for sessions according to specified level</li> <li>➤ Listen to and encourage students to build skills and confidence in reading</li> <li>➤ Record participation</li> <li>➤ Support students to develop skills using activities and resources such as books, work sheets, colouring and games as directed by staff for specified students to develop literacy, numeracy, fine and gross motor and/or social skills</li> <li>➤ Mentor students to build confidence and self esteem</li> <li>➤ Cleaning</li> </ul>	<ul style="list-style-type: none"> <li>➤ Hold a current WWCC &amp; RRHAN certificate</li> <li>➤ Ability to work methodically</li> <li>➤ Basic literacy / Numeracy</li> <li>➤ Be patient and supportive</li> <li>➤ Ability to keep student on task</li> <li>➤ Be patient and give students time to try for themselves</li> <li>➤ Comply with instructions provided by teacher</li> </ul>
<p><input type="checkbox"/> <b><u>SPORTS DAY / ATHLETICS CARNIVAL</u></b></p> <p>Reporting to teacher in charge.</p> <p>Located at the oval specified for the event.</p>	<ul style="list-style-type: none"> <li>➤ Assist at events e.g. timing / measuring / recording</li> <li>➤ Model and assist students with sun safety compliance</li> </ul>	<ul style="list-style-type: none"> <li>➤ Read, sign and comply with the risk assessment and Code of Conduct</li> <li>➤ An understanding of athletics is helpful but not essential</li> <li>➤ Be accurate and fair for all participants</li> <li>➤ Model good sportsmanship</li> </ul>
<p><input type="checkbox"/> <b><u>TEAM SPORTS</u></b></p> <p>Reporting to teacher in charge.</p> <p>Located at the sports ground/venue specified for the event.</p>	<ul style="list-style-type: none"> <li>➤ Manage a team</li> <li>➤ Umpire / score</li> <li>➤ Assist with supervision of students</li> <li>➤ Model and assist with sun safety compliance</li> <li>➤ Uphold Code of Conduct for Sport (coaches, umpires &amp; players)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Read, sign and comply with the risk assessment and Code of Conduct</li> <li>➤ Knowledge of the sport</li> <li>➤ Be accurate and fair for all participants</li> <li>➤ Model good sportsmanship</li> </ul>

## Volunteer Position Description

**Agreement:**

You will be reporting to the appropriate person as listed below who will be available to assist you and provide direction where necessary. You will be located in the area listed above and will comply with your WHS responsibilities as stated in the Volunteer induction.

Your hours of work will be negotiated between yourself and the supervising staff member.

Issued by:     /     /                   Signature: .....

Received by:   /     /                   Signature: .....

Teacher in charge: .....





## Work Health Safety & Injury Management Policy 2024 – 2027

The Catholic Church Endowment Society Inc. (CCES) and the Separately Incorporated entities are committed to promoting a positive safety & injury management culture through active engagement at all levels of the organisation, including Officers, workers, volunteers, contractors, clients, and others who may be impacted by CCES operations.

All managers are responsible and accountable for the workplace health and safety of themselves, workers, and others under their control. Furthermore, these individuals are responsible for their own health and safety and have a duty to work safely and in accordance with all our health and safety requirements. Refer to Responsibility, Authorities & Accountability Matrices and Position Descriptions.

We will enable a positive safety & injury management culture with the following actions:

1. Complying with the *Work Health and Safety Act 2012 (SA)*, the *Work Health and Safety Regulations 2012 (SA)*, Codes of Practices, Australian Standards, and Industry related standards, and the *Return-to-Work Act 2014 (SA)* and *Return to Work Regulations 2015 (SA)*, Service Standards and Code of Conduct for Self-Insured Employers and associated documentation.
2. Establishing processes that regularly evaluate and reinforce safe work behaviours, understand the context of the way work is done, and ensure that effective risk control strategies are implemented.
3. Ensuring worker feedback is solicited to identify strengths and weaknesses of the safety and injury management system.
4. Establishing processes to ensure safety trends are identified and analysed and provide sufficient resources both internal and external to support the delivery of effective improvement plans.
5. Establishing measurable health and safety, injury management objectives and targets to ensure continuous improvement aimed at the elimination of work-related illness and injury.
6. Developing, maintaining, and reviewing a documented [Work Health Safety & Injury Management System](#).
7. Providing appropriate health, safety and injury management training and education to all workers and ensure relevant safety and injury management information is available to workers and others in the workplace.
8. Ensuring workers are encouraged, supported, and empowered to participate in safety and injury management processes.
9. Ensuring the Work Health Safety & Injury Management Policy is effectively implemented, communicated, and made publicly available.

Dr Carlo D'Ortenzio

Diocesan Financial Administrator  
Nominated Officer

Signature

Date 23.1.2024

## INTRODUCTION

The Catholic Church in South Australia manages work health safety and injury management as a self-insured employer, acting for itself and the identified Separately Incorporated entities that align to the Church for this purpose.

Catholic Church Endowment Society Inc. (CCES) has signed an Updated Deed for Substituted Arrangements with Return-To-Work SA to manage all workers compensation claims in South Australia.

## RESPONSIBILITIES

### *Person conducting a business or undertaking (PCBU)*

The PCBU for the Catholic Church in South Australia is the CCES and each of the Separately Incorporated entities who are included in the Registration.

Each PCBU has the responsibility to provide a healthy and safe workplace for their workers and a responsibility to ensure so far as is reasonably practicable the:

- provision and maintenance of a work environment with risks to health and safety removed or reduced.
- provision of safe plant, structures, and safe systems of work.
- safe use, handling and storage of plant, structures, and substances.
- provision of and access to adequate facilities for the welfare of workers at work.
- provision of information, training, instruction, and supervision that is needed to protect all persons from risks to their health and safety when undertaking work being undertaken for the PCBU.
- health of workers and the conditions at the workplace are monitored for the purpose of preventing illness or injury arising from the conduct of the business or undertaking.

The PCBU also has a responsibility to ensure:

- steps are taken to provide suitable duties for injured workers in accordance with medical advice and reasonable direction from Director Catholic Safety & Injury Management (CSaIM) / Lawson Risk Management (Lawson) and in accordance with the *Return-to-Work Act 2014*.

### *Catholic Church Endowment Society Inc. (CCES)*

CCES is empowered to coordinate and act on behalf of the worksites within the Indenture to:

- define a Governance structure for work health safety and injury management in the Church.
- review the work health safety and injury management system in collaboration with CSaIM and workers.
- ensure internal and external resources are utilised where required.
- work in partnership with Return-to-Work SA (RTWSA).
- comply with the Deed for Updated Substituted Arrangements between CCES and RTWSA.

### *Separately Incorporated Entities*

The Separately Incorporated entities are, for the purpose of Work Health and Safety and Injury Management in South Australia, a person conducting a business or undertaking (PCBU)

The Separately Incorporated entities will:

- comply with the duties of the PCBU as above.
- conform with the requirements of the CCES work health safety and injury management system.

#### *Self-Insured Governing Council (SIGC)*

A Council is appointed by the Catholic Church Endowment Society Inc. on behalf of itself and the separately incorporated entities within the Registration. The Governing Council will:

- oversee and direct the CCES work health safety and injury management system.
- ensure that the current WHS and Injury Management Plan is implemented.
- monitor and review work health safety and injury management performance.
- ensure CCES is compliant with the Service Standards and the Code of Conduct for self-insurers.
- provide a regular report of work health and safety performance and activities to the Executive of the Curia, Archdiocese of Adelaide.
- develop, review, and comply with SIGC Terms of Reference.
- work in partnership with RTWSA.
- make decisions for and on behalf of the Registration, to protect the integrity and spirit of the self-insurance registration.

#### *Officers*

An Officer in CCES in South Australia is a person:

- who makes, or participates in making, decisions that affect the whole, or a substantial part, of the business of the corporation.
- who has the capacity to significantly affect the corporation's financial standing.

A person may hold more than one duty by virtue of being in more than one class of duty holder.

An Officer, of CCES and each Separately Incorporated entity, must exercise due diligence to ensure that the PCBU complies with its health and safety duties including taking reasonable steps to:

- acquire and keep up to date knowledge of work health and safety matters.
- gain an understanding of the operations of the business of the PCBU.
- gain an understanding of the hazards and risks associated with the operations of the PCBU.
- ensure that the PCBU has available for use and uses, appropriate resources and processes to eliminate or minimise risks to health and safety.
- ensure that the PCBU has appropriate processes for receiving and considering information regarding incidents, hazards and risks and responds in a timely way to that information.
- ensure that the PCBU has and implements processes for complying with any duty or obligation of the PCBU under the Work Health and Safety Act 2012 (SA).
- verify the provision and use of resources and processes required to manage risks to health and safety and legal compliance.
- ensure IM responsibilities for the PCBU are completed within appropriate guidelines and within a reasonable time frame.

### ***Catholic Safety & Injury Management South Australia (CSaIM)***

CCES Safety & Injury Prevention Unit operating as Catholic Safety & Injury Management is empowered for and on behalf of the CCES and the Separately Incorporated entities to:

- develop and implement policies and procedures to maintain WHS and IM in accordance with legislation and best practice.
- assist and support worksites in the management of work health safety and injury management.
- to identify and assist worksites to ensure compliance with relevant legislation and other requirements.
- retain and maintain documentation for and on behalf of the Registration.
- provide Injury Management service to all workers of the Registration, including:
  - Early intervention and management for injured workers through continued liaison, education and communication with employers, worker representatives and injured workers.
  - case management and resolution of all claims made against worksites of the Registration within all relevant legal and procedural parameters.
  - supporting the provision of recovery and return to work plans and support to injured workers and worksites in full consultation, with the Rehabilitation Return to Work Co-ordinator (RRTWC) and/or the site delegate and other relevant parties when required.
  - monitoring recovery and return to work plans to ensure return to work goals are achieved.
  - timely and effective file reviews, for ongoing claims, to assist in claim resolution.
  - provision of injury management training, advice, and assistance to worksites.
  - ongoing care and assistance for seriously injured workers in accordance with all legal requirements and internal procedures.
- administer and collect levies from worksites within the Registration.
- prepare and present reports to the SIGC and sector WHS Committees where required.
- utilise appropriate skilled and experienced external advisors to assist in the management of claims and rehabilitation.
- recover payments from Third Parties or injured workers when appropriate.
- provide data to Return to Work SA on behalf of the Registration.

### ***Managers and Supervisors***

Managers and Supervisors who are not deemed to be Officers within the organisation but manage a budget and/or have supervisory responsibilities must follow the same duties as all workers (see below)

#### ***Workers***

Any person who is carrying out work in any capacity (paid, in-kind and volunteer) for a person conducting a business or undertaking must:

- take reasonable care for his or her own safety.
- take reasonable care not to adversely affect the health and safety of others in the workplace.



- comply, so far as reasonably able, with any reasonable instruction that is given by the PCBU to protect the health and safety of persons in the workplace.
- co-operate with any reasonable policy or procedure of the PCBU relating to health and safety at the workplace that has been notified to the worker.
- comply with any reasonable direction issued by CSaIM / Lawson in relation to a claim or return to work of an injured worker.

## **FUNCTIONS and RIGHTS**

### ***Work Health & Safety Committees***

Where a worksite has established a work health and safety committee the functions of that group are to:

- facilitate co-operation between the PCBU and workers in instigating, developing, and carrying out measures designed to ensure workers' health and safety at work.
- assist in developing standards, rules and procedures relating to health and safety that are to be followed or complied with at the workplace.
- undertake any other functions prescribed by the Work Health & Safety Regulations 2012 or agreed between the PCBU and the committee.

*If a Work Health and Safety Committee is not established in a worksite, then the site must have an agreed method of consultation in place (e.g., an item at general staff meetings) to carry out the functions of a health and safety committee.*

### ***Health and Safety Representatives (HSR's)***

CCES worksites acknowledge the legal rights and functions of elected HSR's and support them to carry out their role of representing a work group effectively.

Where a worksite has an elected HSR the PCBU will ensure that the HSR is entitled to:

- represent the workers in their work group in matters relating to work health and safety.
- monitor measures taken by the PCBU or their representative, in compliance with the Work Health and Safety Act 2012 (SA) in relation to workers in the work group.
- investigate complaints from members of the work group relating to work health and safety.
- inquire into anything that appears to be a risk to the health or safety of workers in the work group, arising from the conduct of the PCBU.

In exercising a power or function the HSR can:

- inspect a workplace at any time.
- accompany an Inspector during an inspection of the workplace.
- at the consent of the worker, be present at any interview concerning work health and safety.
- request the establishment of a health and safety committee.
- receive information regarding health and safety or work group members.
- issue a Provisional Improvement Notice (PIN) or direct cessation of unsafe work.

*A HSR is not personally liable for anything done or not done in good faith while carrying out their role.*





## **MONITOR**

The effectiveness of this policy will be monitored by:

- review of overall WHS and IM performance through the SIGC.
- review of the CCES Safety and Injury Management System and associated procedures.

## **INFORMATION/ INSTRUCTION**

All workers will be informed of the requirements of the Work Health Safety and Injury Management Policy during induction. When this policy is reviewed and/or amended existing workers will be informed.

## **REVIEW**

This policy shall be reviewed every three (3) years by SIGC in consultation with CCES workers. Changes in legislation will require earlier review of this policy.





# **APPENDIX**

# CESA Volunteer Declaration



To be considered for a volunteer role in any capacity in CESA, you must complete all parts of this Declaration, including by providing additional, supporting information and documentation where a "Yes" response has been recorded. You will not be considered unless you complete the Declaration and provide comprehensive and complete information as necessary.

If you have any questions about the Declaration, please contact your school or CEO (Human Resources Team on 8301 6853).

SURNAME: \_\_\_\_\_ Dr / Mr / Mrs / Ms / Other

GIVEN NAMES: \_\_\_\_\_

FORMER NAMES: \_\_\_\_\_ *please ensure your FULL name is included*

DATE OF BIRTH: \_\_\_\_\_ (optional)

ADDRESS: \_\_\_\_\_ P/Code: \_\_\_\_\_

EMAIL: \_\_\_\_\_

TELEPHONE: HOME: \_\_\_\_\_ MOBILE: \_\_\_\_\_

*You must provide evidence of a valid, current DHS issued Working With Children Check (WWCC) for sighting at your location.*

**VOLUNTARY POSITION FOR WHICH THIS APPLICATION IS MADE:**

**Please respond to the questions below and sign the Declaration at the end of this form:**

1. Have you ever been investigated, charged, arrested, reported for or pleaded or found guilty of any criminal offence? (*Tick 'No' where an expiation notice only was received*) Yes  No
2. Have you ever received a written counselling or warning or been dismissed or resigned from any employment or volunteer role in response to, or following allegations of improper or unprofessional conduct in the workplace? Yes  No
3. Have you ever or are you currently the subject of an investigation or any other process relating to misconduct by you as a volunteer or an employee? Yes  No
4. Have you ever been the subject of allegations of misconduct by you of a sexual nature towards or in relation to a child (person under 18 years of age) or towards any other person to whom you were responsible for providing care? Yes  No
5. Our process may include asking referees whether there are any child protection concerns in your regard. Do you foresee any problem arising from this process? Yes  No

**PLEASE NOTE:** If you answer YES to any of the above questions, you are required to provide comprehensive supporting details, including relevant documentation in order to be considered. (Please attach as separate sheets.)

If you choose not to answer one or more of the above questions, please indicate by ticking the box below that you wish to meet with the Principal (or delegate) to discuss.

I have opted not to answer one or more of the above questions and ask that a meeting be arranged between the Principal (or delegate) and me.

**Please note:** If you wish a meeting to be arranged you must submit your application at least one week prior to commencement date.

## Further information and ongoing requirements

Evidence of a criminal history that may be unrelated to any risk of harm to children will not automatically preclude a person from being or remaining a volunteer.

The requirement for full and honest disclosure is a condition of initial and ongoing engagement. In signing this form you declare that you are a fit and proper person of good character, and you will notify the **Principal** should there be a relevant change in your circumstances; for example, criminal charges and convictions, restraining orders, intervention orders, injunctions, disciplinary proceedings and investigations.

Please provide this completed declaration form to the **centre, preschool or School/College** you want to volunteer at. They may contact you and arrange an interview or an informal conversation.

If you are charged with, convicted of, or granted bail in relation to a sexual offence against a child you are required to inform the **Principal / Director** immediately and if you are accused, convicted or granted bail you will need to immediately cease providing services to CESA.

## Declaration

I understand that any false or misleading information I provide will result in me not being considered for a voluntary position or may result in the termination of my position. I declare that I have answered this Volunteer Declaration Form truthfully.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

## OFFICE USE:

Principal (or delegate) signature: \_\_\_\_\_ Date: \_\_\_\_\_

# CESA Volunteer Application Package

To be considered for a volunteer role in any capacity in CESA, you must complete all parts of this Declaration, including by providing additional, supporting information and documentation where a "Yes" response has been recorded. You will not be considered unless you complete the Declaration and provide comprehensive and complete information as necessary. If you have any questions about the Declaration, please contact your school or CEO (Human Resources Team on 8301 6853).

## PERSONAL DETAILS

**SURNAME:** \_\_\_\_\_ **Dr / Mr / Mrs / Ms / Other** \_\_\_\_\_

**GIVEN NAMES:** \_\_\_\_\_

**DATE OF BIRTH:** (optional) \_\_\_\_\_ *please ensure your FULL name is included*

**TELEPHONE:** **HOME:** \_\_\_\_\_ **MOBILE:** \_\_\_\_\_

**EMAIL:** \_\_\_\_\_

## MEDICAL / EMERGENCY INFORMATION

Do you have any psychological or medical conditions that might affect your ability to volunteer? Or anything we need to know in case of an emergency? eg diabetes, severe food allergy, asthma, epilepsy. If yes, please detail below. Yes  No

Are you aware of any medical condition that you have that could result in a medical emergency? Yes  No

If yes, Please provide details of possible emergency and how to recognise it.

**Known emergency treatment:**

**EMERGENCY CONTACT NAME:** \_\_\_\_\_ **EMERGENCY CONTACT NUMBER:** \_\_\_\_\_

### **MEDICAL CONSENT**

In case of an emergency, and in the event that I am unable to give consent at the time, I give the School permission to use their judgement in obtaining any medical attention which they may consider necessary.

**SIGNATURE OF VOLUNTEER:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

## CHILD PROTECTION AND PRIVACY

Volunteers play an important role in the education of children and young people in partnership with the staff of Catholic schools. Catholic schools must only engage volunteers who are appropriate, suitably skilled, trained and/or qualified to work with children and young people.

**School / College** is committed to providing the highest possible level of safety and care for students and staff, including volunteers. An integral aspect of this is to ensure that all adults who have access to children and young people during the course of school activities pose no threat to the emotional and physical wellbeing of students. Volunteers are required to complete 'Responding to Abuse and Neglect - Education & Care' training for volunteers. Our **School / College** also requires all volunteers to obtain and hold a valid and current Child-Related Employment Screening Clearance.

Upon receipt of an individual's Volunteer Application, the Principal or their delegate will forward relevant screening information to the Catholic Education Office for processing. All other information that relates to the privacy of individuals will be held at the **School / College** in a secure place and only accessed by the Principal or their delegate.

## SCREENING

I understand that in order to volunteer within CESA, a range of screening procedures, including holding a valid and current Child-Related Employment Screening Clearance, are required for all long term volunteers. I understand that I will not be able to commence volunteering until clearances have been received?

Yes  No

## DECLARATION

- I agree to take all reasonable steps to protect my own health and safety and that of others while on school property and/or while undertaking duties for the school.
- I agree to keep confidential any personal or sensitive information of which I become aware through my involvement with the school.
- I declare that I have answered this form truthfully. I understand that any false or misleading information I provide will result in me not being considered for volunteer work or may result in the termination of my services.
- I have received a Volunteer Induction Pack including the 'Responding to Abuse and Neglect - Education & Care' Volunteer Handbook, and the Volunteer Details, Declaration and Induction Checklist, and Work Health and Safety information for volunteering at the school. I have read and understood the contents and sought and received adequate explanation for any queries I have had.
- I acknowledge that this completed form will be kept on file at the school.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

## PERSONAL REFEREES

The **School / College** may wish to contact referees who know you and are able to attest to your good character. Referees should include professional referees (eg. previous or current employer, doctor, lawyer, JP, teacher etc)

**Referee 1:** (if referee is a staff member at the school, please state name and position)

Name:

Organisation:

Position / Role:

Address:

Telephone Number:

Mobile Phone:

How do you know this person?

Friend  Relative  Employer  Volunteer Coordinator  Other (please specify)

**Referee 2:** (if referee is a staff member at the school, please state name and position)

Name:

Organisation:

Position / role:

Address:

Telephone Number:

Mobile Phone:

How do you know this person?

Friend  Relative  Employer  Volunteer Coordinator  Other (please specify)

## PERSONAL INFORMATION

Are you a parent or guardian of a child at this location?

Yes  No

Please give detail:

## VOLUNTEER IDENTIFICATION

**Type of identification:** (eg. birth certificate, current passport, driver's licence, marriage certificate, or other for any changes of name)

**ID number:** \_\_\_\_\_

If volunteering as a driver, driver's licence number, car registration & third party insurance, as applicable (please provide)

### If Work Experience Student:

Has a letter from the student's Principal attesting to their character and suitability to undertake work experience been received?

**Date:** \_\_\_\_\_ Yes  No

## INVOLVEMENT

**Availability:** What days and times would you like to volunteer?

**Tell us about yourself:** List a few things that you can contribute to your role as a volunteer eg mentoring, gardening, storytelling, administration, sport etc.

Please indicate in which area(s) you would like to volunteer eg classroom, sport, cleaning, excursions

Please give details of your experience or other relevant information relating to the area(s) of involvement

## OFFICE USE ONLY

Original Proof of ID sighted

File created and stored securely and confidentially

Original TRB or DCSI Clearance

**Principal signature:**  
(or delegate) \_\_\_\_\_

**Date:** \_\_\_\_\_

The information you provide will be treated sensitively and confidentiality according to the [State Records Act 1997](#) and the [Information Privacy Principles Instruction](#).

Please provide this completed form and declaration to the **centre, preschool or School/College** you want to volunteer at. They may contact you and organise a time for an interview or an informal conversation.





# 100 POINT Identification check

Please  Tick selected choices

Proof of identity must be presented prior to processing of this check. The NAP at the location must view the **ORIGINAL** identity documents or certified true copies (listed in Schedule 2 Statutory Declarations Regulations 1993). The documents must total **100 points** and **must include identification which contains a photograph**.

**Change of Name** - If the name used to apply for the check is different from that shown on any of the Applicant's personal identity documents, they must provide evidence of name change (e.g. Marriage/Change of Name Certificates from Government Births, Deaths, Marriages or Divorce papers issued by Family Court. These documents DO NOT count towards the 100-points.

Category	Type of document	Value	Points
<p><b>Category A</b> (70 points)</p> <p>Only one document from this category will be accepted</p>	<input type="checkbox"/> Birth Certificate or extract <p style="text-align: center;"><b>Full Name on document</b> .....</p> <input type="checkbox"/> Australian Citizenship Certificate <p style="text-align: center;"><b>Full Name on document</b> .....</p> <input type="checkbox"/> Current International Travel document (e.g. passport) <p style="text-align: center;"><b>Full Name on document</b> .....</p> <p style="text-align: center;"><b>Expiry Date</b> .....</p> <input type="checkbox"/> United Nations refugee visa or similar, authorising national travel <p style="text-align: center;"><b>Full Name on document</b> .....</p>	<b>70</b>	
<p><b>Category B</b> (40 points for initial document. Subsequent documents are worth 25 points)</p>	<input type="checkbox"/> Australian Driver's Licence or Permit <p style="text-align: center;"><b>Full Name on document</b> .....</p> <p style="text-align: center;"><b>Expiry Date</b> .....</p> <input type="checkbox"/> Department of Veteran's Affairs (DVA) card <input type="checkbox"/> Centrelink pensioner <input type="checkbox"/> Health Care Card <input type="checkbox"/> Government Employee Identification Card <input type="checkbox"/> Tertiary Student Identification Card <input type="checkbox"/> Secondary Student Identification Card <input type="checkbox"/> Medical practitioner reference (only if applicant is known to the Doctor for at least a year)	<b>40 or 25</b>	
<p><b>Category C</b> (25 points)</p> <p>If more than 1 document from this category is used, they must be from different organisations</p>	<input type="checkbox"/> Seniors <input type="checkbox"/> Medicare <input type="checkbox"/> Private Health Care Card <input type="checkbox"/> Council Rates <input type="checkbox"/> Property Insurance Papers <input type="checkbox"/> Proof of Age Card <input type="checkbox"/> International Drivers Licence <input type="checkbox"/> Bank or Credit Card <input type="checkbox"/> Utility Bills (Telephone, Gas, Electricity or Water) <input type="checkbox"/> Tax Notice <input type="checkbox"/> Superannuation Statements <input type="checkbox"/> Motor Vehicle Registration <input type="checkbox"/> Insurance Papers <input type="checkbox"/> Rental Property Lease Agreement <input type="checkbox"/> Electoral Roll Registration <input type="checkbox"/> Professional or Trade Association Card	<b>25</b>	
<ul style="list-style-type: none"> <li>• <b>Copies of identification documents must not be taken and retained at the location or forwarded to SAVA.</b></li> <li>• <b>This form (front &amp; back) MUST be fully completed &amp; clearly identify which identity documents were presented and verified at the location.</b></li> <li>• <b>In the event that this form does not identify that 100 points of identification has been sited at the location, this form will be returned to enable further identification documents to be sought.</b></li> </ul>		<b>TOTAL</b>	



## Working with Children Checks

Phone enquiries (08) 8210 8150 Email [receptionsava@adelaide.catholic.org.au](mailto:receptionsava@adelaide.catholic.org.au)



You have attended the location at which you wish to provide service and they have now taken some initial details from you and viewed your original 100 points worth of identification.

### What do I need to do now?

1. Await an email notification from DHS Screening Unit.
2. Once received, click on **Activate My Account**

**NEW APPLICATION**

Dear Screening Applicant

This is the first of two emails that you will receive from the DHS Screening Unit.

Screening and Verification Authority, Catholic Archdiocese of Adelaide has initiated a screening application for you.

Please use the following link to activate your account:

[Activate My Account](#)

You will then receive a second email providing you with your personal account LOGIN details, username and password.

Please use this information to login to the system.

Once you have successfully logged in, you will then be asked to provide a new password of your own choice.

3. Await a 2nd email notification from DHS Screening Unit.
4. Write down your User name and temporary password, then click on the <http://dcsiscreening.sa.gov.au> link.

Dear Screening Applicant,

Your Department of Human Services (Screening) login and password information is below.

Thank you  
Department of Human Services (Screening) Customer Support

Log in using: <https://www.dcsiscreening.sa.gov.au/>

Username: [ben.russel1@sa.gov.au](mailto:ben.russel1@sa.gov.au)  
Password: glbmd48M

5. Copy and paste **Username & Password** provided and click on **Logon**

The next screen will prompt you to create your own unique password then click on **Change Password**.

6. DHS system will now display the next screen, click on your **Application Number**.
7. Follow the prompts and proceed to enter your personal information.
8. Once you have added all of your personal information (screens A-G) click on **NEXT**.
9. Click on **Requesting Organisation**. As you have already showed your documents to the location representative, all you need to do now, is scroll down the screen and click on **Complete Application**.
10. Your entry is now submitted. Screening & Verification Authority and DHS will take care of the rest.

**\* Make sure you keep your user ID and newly created password safe** as you will be able to use these to monitor the progress of your application.



29 Victoria Rd CLARE SA 5  
Ph: (08) 8842 4  
Email: [peters@stjoclar.catholic.edu](mailto:peters@stjoclar.catholic.edu)  
Website: [www.stjoclar.catholic.edu](http://www.stjoclar.catholic.edu)

**Private Motor Vehicle Agreement Form**  
***Use of Private Motor Vehicle for Canteen Purposes***

Dear Volunteer

Thank you for offering to use your vehicle as part of your canteen duty. Could you please sign and return this form as proof of your acceptance of the following conditions:

- You hold a current driver's licence
- The car you will be driving is registered and roadworthy (enter registration expiry below)
- All passengers must have a designated seat and be wearing an appropriate seat belt, restraint, harness appropriate for age, height and weight. Any passengers aged 7 years and under must not travel in the front seat of a vehicle.
- Child restraints, safety harnesses and booster seats must comply with Australian/New Zealand Standard 1754:2013.
- The car you will be driving is covered by the following insurances:
  - Third Party Property
  - Comprehensive
- That neither the school nor CESA is liable for reimbursing any out-of-pocket expenses incurred as the result of an accident.

Drivers Licence number ..... Car registration expiry: .....

Name .....

Signed: .....

Date ...../...../.....