



MONASH
University

CHILD SAFE STANDARDS FRAMEWORK

A comprehensive framework to support the delivery of a safe environment for all children and young persons at Monash.

June 2022



This page has been left blank intentionally

CONTENTS

CONTENTS.....	3
FROM THE PRESIDENT AND VICE-CHANCELLOR.....	5
SCOPE.....	7
BACKGROUND TO THE CHILD SAFE STANDARDS.....	7
The Betrayal of Trust report.....	7
Review of the child safe standards.....	7
THE ELEVEN VICTORIAN CHILD SAFE STANDARDS.....	8
NATIONAL PRINCIPLES FOR CHILD SAFE ORGANISATIONS.....	8
Institutional Responses to Child Sexual Abuse.....	8
Responsibility to protect.....	9
Grooming for sexual conduct with a child under the age of 16 years.....	9
Responsibility to disclose.....	9
Mandatory reporting.....	9
Procedural fairness.....	10
Victorian Legislation underpinning this framework.....	10
Relevant Commonwealth Legislation.....	10
References.....	10
A CULTURE OF INTEGRITY AND RESPECT - A SAFE ENVIRONMENT.....	10
Monash Aboriginal and Torres Strait Islander Framework: 2019-2030.....	10
University Commitment.....	11
SAFETY THROUGH EFFECTIVE LEADERSHIP ARRANGEMENTS.....	11
Responsibilities.....	11
INCLUSION, EMPOWERMENT AND PARTICIPATION OF CHILDREN AND YOUNG PERSONS.....	12
Students – Respect at Monash University.....	13
Support services and resources for students.....	13
Residential Services.....	13
International students.....	14
INVOLVING FAMILIES AND THE COMMUNITY.....	14
CHILD SAFETY IN PRACTICE.....	14
Code of Conduct.....	14
Contractor Management.....	14
Individual units/schools/departments will manage contractor engagement using clauses, specific agreements and the Code of Conduct to disseminate compliance requirements and to ensure that contractors understand their obligations whilst representing the University.....	14
Units/schools/departments should seek support, where appropriate, from the Office of the General Counsel and other relevant offices.....	14
Recruitment & Selection Practices.....	15
COMPLAINTS AND RAISING A CONCERN.....	15
Warning Signs of Child Abuse.....	15
Responding to a child disclosing (or suspected) incident/s of abuse.....	16
Reporting Allegations.....	16
Good Faith Reporting.....	16
When and what to report.....	17
How and who to report to.....	17
Safer Community Unit.....	17
Maintaining records.....	17
Personal information.....	17

KNOWLEDGE, SKILLS AND AWARENESS THROUGH ONGOING EDUCATION AND TRAINING	18
Training for working with children	18
Compliance Training.....	18
Research	19
SAFETY IN PHYSICAL AND ONLINE ENVIRONMENTS.....	19
Physical Safety	19
Cyber, online and mobile phone safety	19
POLICIES AND PROCEDURES	20
Key University Policies and Procedures	21
University Policy and Child Safe Standards	21
Breach of this Framework.....	21
TERMS AND DEFINITIONS	21
ADMINISTRATION	23
Review of this Child Safety Framework.....	23
Document History	23

[Appendix A – Code of Conduct](#)

[Appendix B – Position Assessment Tool](#)

FROM THE PRESIDENT AND VICE-CHANCELLOR



All children have the right to be and feel safe and to be heard on decisions that affect them.

Preserving the care, safety and dignity of children must be at the core of any Monash University activity. Each one of us at Monash has an obligation to provide a healthy environment for young people associated with this University, and each one of us must set the standard for exemplary behaviour.

This Framework, developed in response to the Child Safe Standards introduced by the Victorian Government, sets out the requirements that all members of our University community must follow to provide a safe environment for children.

I encourage each of you to read this document carefully. Only through the support and advocacy of many individuals throughout our University can we continue to grow as the safe, caring and empowering community to which we have always aspired.

Professor Margaret Gardner AC

President and Vice-Chancellor



This page has been left blank intentionally

SCOPE

All members of our University community are legally and morally responsible for providing a safe environment for children. This Child Safe Standards Framework (Framework) applies to all people who engage with the University - whether they are employees, contractors, Council members, title holders, students or volunteers (hereinafter collectively referred to as "University individuals" or 'individuals').

For the purpose of this Framework, a [child](#) is defined as a person under 18 years of age, and the term 'child abuse' encompasses:

- sexual abuse (including but not limited to grooming with the intent to sexually abuse a child);
- physical abuse or violence;
- serious psychological or emotional abuse; and
- serious neglect.

BACKGROUND TO THE CHILD SAFE STANDARDS

The Betrayal of Trust report

In April 2012, the Victorian Government initiated an inquiry into the handling of child abuse allegations within religious and other non-government organisations. The inquiry's final report, Betrayal of Trust, contained 15 recommendations. In responding to the recommendations, the Victorian Government introduced the Child Safe Standards (Standards) to ensure child safe environments in organisations that work with children.

The University supports these Standards, and this Framework is designed to:

- drive cultural change and embed a focus on child safety and children's rights in all University operations;
- avoid scope for doubt and indecision, which can lead to inaction and tolerance of poor behaviour;
- provide a foundation upon which the University's policies and practices can be built;
- enable University individuals to feel empowered to act in the best interests of children when they have safety concerns;
- give parents comfort and confidence in the kind of culture, environment and experience they can expect for their child; and
- benefit the University as it gains valuable information about how children experience the University.

This Framework supports the delivery of educational and research activities by University individuals with the aim of:

- protecting children from exploitation and abuse of all kinds;
- creating and maintaining a safe and protective environment for children, taking into account physical, psychological and cultural safety; and dealing with child abuse, including racial, cultural and religious concerns appropriately.

Review of the child safe standards

The Victorian Government has seen how the Standards improved safety for children and young people and have, after five years, completed a review of the Standards. The Government has concluded its review and changes have been made to support greater national consistency, reflecting the National Principles for a Child Safe Organisation developed following the Royal Commission into Institutional Responses to Child Sexual Abuse.

The new Standards (contained within this Framework) set out minimum requirements and outline the actions Monash University must take to keep children and young people safe.

The previous seven Child Safe Standards have been replaced with eleven Child Safe Standards as detailed below.

THE ELEVEN VICTORIAN CHILD SAFE STANDARDS

The University is committed to supporting the eleven principle-based Child Safe Standards:

Child Safe Standard 1	Organisations establish a culturally safe environment in which the diverse and unique identities and experiences of Aboriginal children and young people are respected and valued
Child Safe Standard 2	Child safety and wellbeing is embedded in organisational leadership, governance and culture
Child Safe Standard 3	Children and young people are empowered about their rights, participate in decisions affecting them and are taken seriously
Child Safe Standard 4	Families and communities are informed, and involved in promoting child safety and wellbeing
Child Safe Standard 5	Equity is upheld and diverse needs respected in policy and practice
Child Safe Standard 6	People working with children and young people are suitable and supported to reflect child safety and wellbeing values in practice
Child Safe Standard 7	Processes for complaints and concerns are child focused
Child Safe Standard 8	Staff and volunteers are equipped with the knowledge, skills and awareness to keep children and young people safe through ongoing education and training
Child Safe Standard 9	Physical and online environments promote safety and wellbeing while minimising the opportunity for children and young people to be harmed
Child Safe Standard 10	Implementation of the Child Safe Standards is regularly reviewed and improved
Child Safe Standard 11	Policies and procedures document how the organisation is safe for children and young people

NATIONAL PRINCIPLES FOR CHILD SAFE ORGANISATIONS

Institutional Responses to Child Sexual Abuse

In 2013 the Australian Government established the [Royal Commission into Institutional Responses to Child Sexual Abuse](#).

In its final report in 2017, the Royal Commission set out ten national standards for making institutions in Australia child safe. It recommended that the standards be adopted as part of the National Principles for Child Safe Organisations, and that the Council of Australian Governments endorse the National Principles. Those recommendations were met.

In addition to the Victorian Standards, the University is committed to demonstrating our leadership and commitment to child safety and wellbeing through implementing the National Principles for Child Safe Organisations:

Standard 1	Child safety and wellbeing is embedded in organisational leadership, governance and culture.
Standard 2	Children and young people are informed about their rights, participate in decisions affecting them and are taken seriously.
Standard 3	Families and communities are informed and involved in promoting child safety and wellbeing.
Standard 4	Equity is upheld and diverse needs respected in policy and practice.
Standard 5	People working with children and young people are suitable and supported to reflect child safety and wellbeing values in practice.
Standard 6	Processes to respond to complaints and concerns are child focused.
Standard 7	Staff and volunteers are equipped with the knowledge, skills and awareness to keep children and young people safe through ongoing education and training.
Standard 8	Physical and online environments promote safety and wellbeing while minimising the opportunity for children and young people to be harmed.
Standard 9	Implementation of the national child safe principles is regularly reviewed and improved.
Standard 10	Policies and procedures document how the organisation is safe for children and young people.

Both the Victorian and National Principles are considered throughout this Framework.

LEGAL RESPONSIBILITIES

The University takes our legal responsibilities seriously, including:

Responsibility to protect

Protecting children is everyone's responsibility: parents, communities, governments and business all have a role to play. This includes the University and its representatives. We all have a role to play in making a child's ongoing safety and wellbeing a priority.

When a person forms a reasonable belief that a child or young person has been harmed or is at risk of harm, they are legally bound to take action to protect the safety and wellbeing of that child or young person.

In addition to legal obligations, a University individual who has the power to remove a substantial risk that a child will become the victim of a sexual offence by a person associated with the University, must act to remove or reduce that risk. Failure to do so is a criminal offence¹.

The University owes a legal duty to take all reasonable care to prevent the abuse of a child by a person associated with the University while the person is under the care, supervision or authority of the University².

Grooming for sexual conduct with a child under the age of 16 years

In general, grooming is a process of manipulation used to prepare a child to be abused.

The offence of grooming occurs when a person over 18 years of age communicates, by words or conduct, online or face-to-face, with a child under 16 years of age or with a person who has care, supervision or authority for a child, with the intention of facilitating the child's engagement in or involvement in a sexual offence with that person or another person over 18 years of age³.

Many perpetrators of sexual offences against children purposely create relationships with victims, their families or carers in order to create a situation where abuse can occur. This may be a criminal offence called grooming.

Responsibility to disclose

Reporting child sexual abuse and child exploitation is the responsibility of University individuals and the University community as a whole.

All adults in Victoria (and therefore all adult University Individuals) who have any reasonable belief that a sexual offence has been committed by another adult (over 18) against a child under 16 years of age must report that belief to the police as soon as practicable unless there is a **reasonable excuse**⁴ or an **exemption**⁵ applies⁶. It is a criminal offence to fail to do so.

Mandatory reporting

Although everyone has a moral responsibility to report concerns about child abuse, some professionals are legally required to make a report to Child Protection Services, for example, teachers, principals, doctors, nurses, midwives, police, youth workers, social workers and psychologists are mandated to report concerns of child abuse to Child Protection Services⁷. The obligation to report arises when a person in such a profession, and in practicing his or her profession, forms the belief on reasonable grounds that a child is in need of protection. A report must be made where there is a reasonable belief a child has suffered or is likely to suffer, significant harm as a result of physical injury or sexual abuse and the child's parents have not protected or are not likely to protect, the child from that harm⁸. It is a criminal offence to fail to do so. The report must be made as soon as practicable to Child Protection Services.

The University must report a sexual offence, sexual misconduct, physical violence, behaviour causing mental harm or neglect to a child involving a University Individual to the Commission for Children and Young People within 3 days of becoming aware, and then investigate the allegations⁹.

¹ See Section 49C Crimes Act 1958 (Vic)

² See Part XIII Wrongs Act 1958 (Vic)

³ See Section 49B Crimes Act 1958 (Vic)

⁴ A **reasonable excuse** includes: a fear for safety, either to the victim or another person as a result of the disclosure; the information has already been disclosed to police. It does not include a "perceived interest" such as reputation, legal liability or financial status. These exemptions are prescribed by the *Crimes Act 1958* (Vic) section 327.

⁵ Other exemptions include: the victim requests confidentiality (exemption does not apply if the victim is under 16 at the time of disclosing the abuse, or has an intellectual disability and is unable to make an informed decision about the disclosure); the person is a child when they formed a reasonable belief; the information would be privileged (for example, client legal privilege); the information is confidential communication; the information is in the public domain; where police officers are acting in the course of their duty.

⁶ See Section 327 Crimes Act 1958 (Vic)

⁷ See Section 184 of Children, Youth and Families Act 2005 (Vic)

⁸ See Section 162(i)(c) and (d) of Children, Youth and Families Act 2005 (Vic)

⁹ See Section 16(m) of the Child Wellbeing and Safety Act 2005 (Vic)

Advice about a legal duty to report University Individuals who are concerned that they may be legally required to report actual or suspected abuse or harm to a child should seek advice from the [Safer Community Unit](#) and/or the [Office of the General Counsel](#) to assist them to understand whether they are required to report and, if so, to make a report.

Information found at the link below may also assist University individuals: [Department of Human Services - Reporting Child Abuse](#).

Procedural fairness

The safety and wellbeing of children is our primary concern. In acting on this concern, the University will use fair procedures when making decisions that affect a person's rights or interests.

Individuals who are subject of an allegation which the University is investigating, will be afforded:

- the opportunity to respond;
- an unbiased decision maker; and
- decisions based on evidence.

We record all allegations of child abuse, child exploitation and inappropriate behavior relating to children including investigation information in a secure manner.

Victorian Legislation underpinning this framework

- [Child Wellbeing and Safety Act 2005 \(Vic\)](#)
- [Crimes Act 1958 \(Vic\)](#)
- [Wrongs Act 1958 \(Vic\)](#)
- [Worker Screening Act 2020](#)
- [Children, Youth and Families Act 2005 \(Vic\)](#)
- [Education and Training Reform Act 2006 \(Vic\)](#)

Relevant Commonwealth Legislation

- [Criminal Code Act 1995](#)
- [Crimes Act 1914](#)

References

- [United Nations Convention on the Rights of the Child](#)
- [Overview of the Child Safe Standards](#)
- [Commission for Children and Young People](#)
- The [Victorian Child Safe Standards](#) at the Department of Human Services.

Telephone: (03) 9096 0000

Email: childsafestandards@dhhs.vic.gov.au

A CULTURE OF INTEGRITY AND RESPECT - A SAFE ENVIRONMENT

The University is committed to building and maintaining a sound ethical culture, one which demonstrates integrity and respect and is underpinned by the values of honesty and fairness. The University is also committed to creating an inclusive and safe environment for all.

Our Ethics Statement guides University individuals in ethical decision-making. We expect individuals and students to act with integrity, and to treat each other with honesty, fairness and mutual respect. At all times we embrace true diversity and equal opportunity and respect for human rights. Our mandate is to continually challenge ourselves when resolving ethical questions in evaluating what is right (ethical) and wrong (unethical).

We're committed to eliminating gender-based violence from our community through sound response and evidence-based prevention initiatives. The Respect. Now. Always program is a commitment for Monash to be a place of work and study free of sexual harassment and sexual assault. In addition, we promote [a culturally diverse community](#) for our students, free from race-based discrimination and harassment.

Monash Aboriginal and Torres Strait Islander Framework: 2019-2030

The Monash Aboriginal and Torres Strait Islander Framework establishes our commitment to making a leading national and international contribution to Indigenous advancement. A strategic priority under this framework is the establishment of a best practice program of Cultural Awareness as a compulsory program of professional development for all Australian-based staff.

University Commitment

This Framework and the Child Safe [Code of Conduct](#) (Code of Conduct), set the University's guiding principles and underpin the actions and decisions of University individuals. Individuals are expected to support and demonstrate these principles in the way we treat each other and, in the way we conduct ourselves.

The University is committed to:

- child safety and ensuring our actions and decisions relating to children support these guiding principles. We want children to be safe, happy and empowered;
- ensuring all necessary steps are taken to realise the rights of children and to actively safeguard all children that we interact with from harm in both Australia and overseas (also in support of the Convention on the Rights of the Child);
- ensuring individuals support the prevention of child abuse and child exploitation by setting boundaries for personal interactions with children, identifying risks early, and implementing measures to remove and reduce these risks as the University has a zero tolerance of child abuse and child exploitation;
- encouraging reports of suspected child abuse, including from children themselves, and treating these reports seriously and consistently with our procedures;
- the cultural safety of Aboriginal and Torres Strait Islander children and young people and fostering an environment in which their identities and experiences are respected and valued;
- the inclusion and safety of children and young people from culturally and/or linguistically diverse backgrounds, those who are LGBTIQ+ and those with a disability;
- communicating this Framework and the Code of Conduct publicly as the University's response to the Child Safety Standards; and
- Communicating this Framework and our Code of Conduct in plain English, and in a manner that is accessible to all students.

SAFETY THROUGH EFFECTIVE LEADERSHIP ARRANGEMENTS

The University is committed to building on existing systems and establishing new ways to embed and improve on a culture of child safety as well as ensuring that this Framework is implemented to demonstrate zero tolerance of child abuse.

The University will continue to:

- Review existing policies and practices such as this Framework, the Code of Conduct, our employment checks procedure, recruitment and selection practices and compliance requirements within relevant position descriptions;
- Review risk management plans such as the Position Assessment Tool, compliance training and contractor agreements;
- Review reporting mechanisms via our central reporting mechanism;
- Review responsibilities for individuals, managers and supervisors, Deans and executive directors, Human Resources, Office of General Counsel and the Safer Community Unit;
- Require University Individuals to report any criminal charge or allegation against them;
- Review communications and key messages to ensure consistency with this Framework;
- Publish the Framework and its supporting materials on our website; and
- Ensure that University Individuals and the families, carers and guardians of any children who come into contact with University Individuals are aware of the Framework and its key provisions.

Responsibilities

All [Individuals](#) are responsible for:

- Being familiar with the content of this Child Safe Framework and their legal obligations.
- Complying with all screening and background checks, including working with children checks that apply to the activities of a position, including any requirement to alert the Department of Justice of the child related activities engaged in at the University.
- Complying with the Code of Conduct (Child Safe Standards).
- Contributing to an environment where children are respected and are encouraged to discuss their concerns and rights.
- Reporting suspicions of child abuse, child exploitation or inappropriate behaviour towards children irrespective of whether the source of the suspected conduct is from within or outside the University, an adult or a child, or from within or outside the child's family or social network.
- Assisting in an investigation of concerns or allegations.
- Risk assess child related activities.
- Advising Workplace Relations if you are under investigation, charged with or convicted of a child related offence in Australia or any other jurisdiction (including internationally).

[Managers and Supervisors](#) are responsible for:

- Ensure individuals are aware of and monitor compliance to the Code of Conduct and this Framework.

- Promoting the Code of Conduct and this Framework to University individuals.
- Identifying positions (and position incumbents) involved in working with a child using the Position Assessment Tool to ensure appropriate action is taken to minimise risks.
- Coach individuals on managing risks.
- Monitoring individuals who are assessed as requiring to comply with this Framework or who require a Working with Children check to ensure appropriate behaviour and compliance with the Code of Conduct (Child Safe Standards).
- Providing support and advice to individuals in reporting allegations as well as reporting any allegations they are aware of.

Deans and Executive Directors are responsible for:

- Reporting to the Vice-Chancellor (or their delegate) periodically, or as requested, on the topic of Child Safety Standards.
- Ensuring child protection measures are implemented within their areas of responsibility where activities of positions interact with children (as per the Position Assessment Tool). They may delegate their responsibilities to managers and supervisors.
- Incorporating risk planning and monitoring of this requirement, and continuous improvement analysis, should they manage individuals in high child interactive positions.
- Providing support and advice to individuals in reporting allegations as well as reporting any allegations they are aware of.
- Promote a child safe environment at the University and in other dealings when representing the University.
- Ensure processes are in place that the parents, guardians and carers of children who come into contact with the University are aware of this Framework.

Human Resources are responsible for:

- Providing advice and assistance with regards to recommendation for appropriate action arising from a reporting process, together with the Office of General Counsel.
- Implementation of recruitment related matters including compliance training.
- Providing workforce analysis on training completion as it relates to recruitment and selection.
- Communicating this Framework to University Individuals and volunteers.
- Providing support and advice to individuals in reporting allegations as well as reporting any allegations they are aware of.

Office of General Counsel is responsible for:

- Providing advice and assistance with regard to any recommendation for appropriate action and reporting.

Safer Community Unit is responsible for:

- Receiving, and where appropriate or required by law, referring reports of child abuse to the authorities or otherwise, as well as investigating allegations of child abuse, child exploitation or child safety issues.
- Ensuring someone is appointed or available to provide comfort and care for the child during this process.
- Advising on mandatory reporting obligations.
- Ensure appropriate record keeping.

INCLUSION, EMPOWERMENT AND PARTICIPATION OF CHILDREN AND YOUNG PERSONS

As part of the University's commitment to the Child Safe Standards, the University believes that children should be empowered and that their voices should be heard and their rights promoted. By feeling safe and empowered, children will feel confident enough to report their concerns regarding their safety and welfare and that they are taken seriously. The diversity of children and young people must also be respected and they all should be treated equitably and inclusively irrespective of their backgrounds. Refer to Access, Inclusion and Success for further information.

Where a child raises concerns, they will be encouraged to talk to the Safer Community Unit (and/or in accordance with their guardianship arrangements where relevant). The Safer Community Unit staff are professionally skilled in managing reports of child abuse/neglect and in dealing directly with children. The Safer Community Unit will ensure their approach is 'child friendly', differentiated to allow younger and older children, children with a disability, or those from different cultural backgrounds, to raise their concerns.

The University will continue to monitor and develop practices, procedures and guidelines to ensure that the University has the welfare of children as a key concern.

Ensuring that University individuals and the families, carers and guardians of any children who come into contact with University individuals are aware of the Framework and its key provisions.

The Student General Conduct Policy and Student Charter applies to all students of the University, who are engaging in a University activity (including study tours, clinical and other placements, and activities organised by University-affiliated student organisations).

In addition, social justice and inclusion are core to Monash University's goals and values and we continue to foster an environment where everyone is treated equitably, with dignity and respect. Our [Diversity and Inclusion Framework](#) and [Equal Opportunity Policy](#) support this ethos.

We respect and value the diversity of our staff and students – who are Aboriginal and Torres Strait Islander, culturally and linguistically diverse, of all genders, who are of diverse gender identities, sexes and sexualities, who have a disability, ongoing medical or mental health condition and who are socially or economically disadvantaged.

We foster safe communities that celebrate diversity, uniqueness, respect for difference and value the contributions of our staff, students and other stakeholders.

Students – Respect at Monash University

Students studying at Monash must complete either **Respect at Monash** or **Respectful Research at Monash**.

Staff have two modules available to them: Respect at Monash: for staff and Respectful Supervision of Students.

The Respect at Monash module is part of our commitment to Universities Australia's [Respect. Now. Always. campaign](#). In this module, students learn about:

- their rights and responsibilities;
- how to identify problem behaviour and misconduct;
- maintaining respectful relationships;
- how to be an active bystander; and
- safe alcohol consumption.

Support services and resources for students

Our students are provided access to support services and resources, including but not limited to:

- Campus services, activities and course information;
- Health and counselling services;
- Financial assistance;
- Disability services;
- International student support;
- Safety and security;
- Indigenous student support;
- Study support (advice, spaces, programs, workshops, personalized support and resources hubs);
- LGBTIQA+ student support;
- Respectful communities;
- Spirituality;
- Childcare and parenting;
- Legal services;
- Accommodation and housing;
- Complaints and advocacy;
- Student associations;
- Clubs, societies and groups;
- Student rights officers;
- Mentoring;
- Leadership, global and international experiences;
- Career advice;
- Volunteering opportunities;
- Sport and fitness programs; and
- Support for non-residential college students to provide leadership and social engagement.

Residential Services

Monash Residential Services (MRS) offers programs and activities which ensure that all residents, regardless of age, get the most out of their on-campus experience. MRS provides a safe, welcoming and empowering environment for under 18 residents. Business processes that are implemented by MRS to help keep under 18 residents safe and address any welfare considerations include (and not limited to):

- all under 18 residents meet with their College Head and Residential Advisor within three days of their arrival;
- accommodation for under 18 residents is located near a Resident Advisor to ensure that support is nearby when required;
- all MRS events are required to be inclusive of residents; and
- resident feedback is regularly sought via surveys and interviews at key times throughout the year.

International students

The University will ensure that appropriate accommodation, support and general welfare arrangements are made to protect the personal safety and social wellbeing of any child who is:

- currently enrolled in a Monash University course, subject or program as an international student; and
- not being cared for in Australia by a parent or a suitable nominated relative.

Under 18 international students on a Student Visa (subclass 500) who are offered and accept accommodation at Monash Residential Services must be in the care of the [Monash Guardianship Service](#).

INVOLVING FAMILIES AND THE COMMUNITY

Monash Residential Services regularly seeks feedback from residents via surveys and interviews at key times throughout the year. The outcomes of these discussions are used to evaluate the effectiveness of programs that benefit Under 18 Residents. The 2021 Community Conversation with Under 18 Residents indicated that all participants felt safe and supported as Under 18 residents living on campus, and felt that their hall programs and Residential Support Teams helped them to feel included in their communities.

The University can provide various training/education opportunities for staff, contractors, volunteers and to all University individuals on matters such as (but not limited to) Indigenous cultural awareness, respectful relationships, mindfulness for wellbeing, mindfulness of culture, resilience, performance, recruitment, supervision and the University's requirements under this Framework.

The University provides a comprehensive guide for parents of our students considering the University as a place to study. The [Parents' Guide to University](#). The aim of this guide is to bring parents up to date with the ins and outs of university, equipping them to support their child through the exciting journey that awaits.

CHILD SAFETY IN PRACTICE

Code of Conduct

The University has established a [Code of Conduct](#) which details clear expectations for appropriate behaviour when in the company of children, including online conduct. Individuals are expected to comply with the Code of Conduct.).

Breaches of either the Framework, Code of Conduct or relevant University policies will be dealt with in accordance with the relevant instrument as applicable for either individuals or students.

For individuals, failure to comply may be deemed serious misconduct warranting dismissal, exclusion or termination of contract or association with the University. Similarly, contractors and volunteers not covered by the above will face equivalent sanctions for non-compliance.

[Refer Appendix A.](#)

Contractor Management

Individual units/schools/departments will manage contractor engagement using clauses, specific agreements and the Code of Conduct to disseminate compliance requirements and to ensure that contractors understand their obligations whilst representing the University.

Units/schools/departments should seek support, where appropriate, from the Office of the General Counsel and other relevant offices.

Recruitment & Selection Practices

The University is committed to following fair and equitable recruitment standards in the selection of individuals (as appropriate) that include the safety and wellbeing of children as a key consideration.

The University is committed to taking all reasonable steps to engage suitably qualified individuals to work with children in the delivery of educational and research activities.

When recruiting and selecting individuals involved in child related work, the University will make all reasonable efforts to:

- confirm the applicant's Working with Children Check (and National Police Check status where appropriate) and/or professional registration (as relevant);
- obtain proof of personal identity and any professional or other qualifications;
- obtain references that address the applicant's suitability for the job and working with children;
- inform applicants of the University's requirement for disclosure of any active investigation, charge or conviction of a criminal conviction or other relevant finding;
- ensure that positions of medium or high interactive nature with children have clauses included in the position descriptions in respect of this Framework;
- incorporate renewing employment checks in the University's employment checks procedure; and
- regularly assess organisational child safety training needs, through questionnaires or as part of a regular performance review process.

COMPLAINTS AND RAISING A CONCERN

University individuals must immediately report any concerns or allegations of child abuse or non-compliance with this Framework in accordance with this Framework.

Also refer to [Legal Responsibilities](#) earlier in this Framework.

Warning Signs of Child Abuse

The following will help individuals to identify some warning signs of child abuse, however this list is not exhaustive and there may be various reasons why a child is displaying certain behaviour.

We recommend individuals seek advice from the Safer Community Unit.

Physical abuse signs and symptoms

- Unexplained injuries, such as bruises, fractures or burns
- Injuries that don't match the given explanation
- Untreated medical or dental problems

Sexual abuse signs and symptoms

- Sexual behavior or knowledge that's inappropriate for the child's age
- Pregnancy or a sexually transmitted infection
- Blood in the child's underwear
- Statements that he or she was sexually abused
- Trouble walking or sitting or complaints of genital pain
- Abuse of other children sexually

Emotional abuse signs and symptoms

- Delayed or inappropriate emotional development
- Loss of self-confidence or self-esteem
- Social withdrawal or a loss of interest or enthusiasm
- Depression
- Headaches or stomach aches with no medical cause
- Avoidance of certain situations, such as refusing to go to school or ride the bus
- Desperately seeks affection
- A decrease in school performance or loss of interest in school
- Loss of previously acquired developmental skills

Neglect signs and symptoms

- Poor growth or weight gain
- Poor hygiene
- Lack of clothing or supplies to meet physical needs
- Taking food or money without permission
- Eating a lot in one sitting or hiding food for later
- Poor record of school attendance
- Lack of appropriate attention for medical, dental or psychological problems or lack of necessary follow-up care
- Emotional swings that are inappropriate or out of context to the situation
- Indifference

Responding to a child disclosing (or suspected) incident/s of abuse

It is important that University individuals provide a supportive environment for children, personnel or families of children to report allegations of abuse or child safety concerns.

The University expects individuals to:

- where a child approaches you to make a complaint or raise a concern in relation to child abuse, try and separate them from the other children discreetly and listen to them carefully. If you are separating children from a group it is important to do so in a way that makes them feel safe.
- if a child approaches you, let the child use their own words to explain what has occurred;
- it is important that you reassure the child that you will take what they are saying seriously, and that you confirm that it is not their fault and that they are doing the right thing to seek help;
- never blame or interrogate the child if an issue of abuse or suspected abuse is raised;
- explain to the child that this information may need to be shared with others, such as with their parent/carer, specific people in your organisation, or the police or child protection services;
- do not make promises such as promising not to tell anyone about the incident, except that you will do your best to keep them safe;
- do not leave the child in a distressed state. If they seem at ease in your company, stay with them and make arrangements for them to go to another place where they feel or will be safe;
- as soon as possible after the disclosure, record the information using the child's words and report the disclosure to the Safer Community Unit;
- the Safer Community Unit will make recommendations about mandatory reporting requirements, and how best to support the child. They will also make recommendations about whether an investigation should be carried out in accordance with the Code of Conduct; and
- it is important that you assist the Safer Community Unit to arrange for appropriate support to be provided to the child.

Reporting Allegations

The University takes all allegations of child abuse and child exploitation seriously and is committed to:

- providing processes for reporting allegations of child abuse and child exploitation;
- ensuring thorough and quick investigation/ referral where required;
- maintaining adequate record keeping of reports of alleged child abuse, child exploitation and child safety concerns;
- our individuals knowing what to do and who to tell if they observe child abuse, child exploitation or if they notice inappropriate behaviour towards children; and
- the responsibility of reporting an allegation of child abuse or child exploitation to appropriate authorities if we have a reasonable belief that an incident took place.

Good Faith Reporting

It is not unprofessional conduct for a report to be made in good faith. The law generally protects those who report in good faith from legal repercussions and in some cases also prevents the disclosure of the name or any information likely to lead to the identification of the person who has made a report. University individuals should feel it is safe for them to make a good faith report relating to alleged child abuse, child exploitation and/or child safety concerns where they are legally obliged to do so.

When and what to report

Concerns must be reported as soon as practical. Individuals must report when they observe or suspect that a child is or has been the subject of abuse, including physical violence, sexual abuse, serious emotional or psychological abuse and serious neglect.

A suspicion may exist if:

- a child tells an individual of conduct that could constitute abuse or neglect; or
- a child displays indicators of abuse or neglect and there is no other satisfactory explanation.

Staff are also required to report general concerns such as:

- physical environment risks to children;
- inadequate staff-child ratios (where relevant);
- breaches of the Code of Conduct;
- feeling uncomfortable about interactions between an adult and a child; and
- observations of concerning changes in the child's behaviour.

How and who to report to

In an emergency or where it is believed that there is an immediate risk to the child's safety, emergency services should be immediately contacted on 000. Individuals should also report to campus security (when the child is on campus) in accordance with the Safety and Security Incident Reporting Procedure. A report must also be made to the University's Safer Community Unit either by phone or email (as below).

Campus Security	Safer Community Unit	Emergency Services
+61 3 9905 3333 or ext 333 from a Monash phone	+61 3 990 51599 or safercommunity@monash.edu Hours: 9am to 5pm (Mon – Fri)	Dial 000

Communications will be treated according to privacy procedures and shared on a 'need to know basis'.

Safer Community Unit

The Safer Community Unit encourages early identification of observable behaviour that presents a risk to the safety and wellbeing of self or others, including children.

The Investigation & Risk Assessment Officers are investigators, and problem behaviour risk assessment and management professionals, who are skilled in managing reports of child abuse/neglect.

The Investigation & Risk Assessment Officers discuss the information required for logging an incident, make an initial assessment and determine how the incident will be responded to.

Staff from the Safer Community Unit will, where appropriate, provide information, advice, support, and (where necessary) intervention for Monash Individuals impacted.

The Safer Community Unit provides an investigation, risk management and coordination role to reduce the risk to staff, students, children and the organisation of inappropriate, concerning and threatening behaviour. This is done in collaboration with a multi-disciplinary team and in accordance with current research, best practice, University policy and procedures.

The notification of child abuse or suspected child abuse to the Safer Community unit does not detract from an individual's mandatory reporting obligations as discussed above. This means that the Safer Community Unit will advise you about legal obligations you have to report and assist you to make that report. It is still each University Individual's obligation to report child abuse or suspected child abuse.

Maintaining records

The University will maintain records of any child safety complaints, disclosures or breaches of the Code of Conduct and stores these records in accordance with security and privacy requirements detailed in our [records keeping policy](#) and our [student records policy](#).

Personal information

Personal information provided will be handled according to the Data Protection and Privacy Procedure and in accordance with the [Privacy & Data Protection Act 2014](#) and the [Health Records Act 2001 \(Vic\)](#) where these Acts are applicable.

KNOWLEDGE, SKILLS AND AWARENESS THROUGH ONGOING EDUCATION AND TRAINING

All staff and our associated workforce are responsible for promoting the safety, participation, wellbeing and empowerment of children by:

- treating children with respect;
- complying with all relevant laws, regulations, policies, procedures and this Framework;
- reporting any instances of suspected child abuse in accordance with this Framework; and
- complying with any child safety training, registration or accreditation requirements which may be relevant to their duties or activities.

University individuals must avoid actions or behaviours that could be construed as child abuse. In particular, they have a positive duty to avoid:

- using language or behaviour towards children that is inappropriate, harassing, abusive, sexually provocative, demeaning or culturally inappropriate;
- exploiting or harassing children in any way;
- engaging in unauthorised personal contact with children, including through social networking sites; or
- developing special relationships that could be seen as favouritism.

Training for working with children

Positions identified as 'working with children' are assigned training relating to the Child Safe Standards and are provided a copy of our Code of Conduct during this training. The University aims for individuals to feel confident and comfortable to discuss any allegations of child abuse, child exploitation or child safety concerns.

Units/schools/departments are able to develop personalised training or seek assistance from Monash HR (Organisational Development).

Compliance Training

All University Individuals are expected to develop an awareness of our legal obligations, and responsibilities relating to the protection of children and young persons.

The University requires particular individuals to complete modules which includes content specific to behaviour and ethics when working with children. By completing this training individuals will understand what conduct is expected and who can help if there are questions, or incidents to report.

By completing all the University compliance modules, individuals will help us to maintain a healthy, safe, fair and ethical working environment that accommodates the particular needs of children. In addition to the below, it is mandatory for particular individuals to complete ethics and professional conduct training.

Staff have two modules available as appropriate:

- Respect at Monash: for staff; and
- Respectful Supervision of Students.

Respect at Monash: for staff: The course focuses on the high standards we expect from our staff. Consisting of three modules, it mirrors the student module in helping all staff promote a safe and respectful environment for everyone in the Monash community:

- Module 1 – Your Rights and Responsibilities
- Module 2 – Respectful Relationships
- Module 3 – Alcohol and Drugs.

Respectful Supervision of Students: Staff who supervise research students are required to complete the Respectful Supervision of Students module on respectful supervision which will help you understand the power imbalance in the supervisory relationship and take steps to ensure this relationship is respectful.

This module is strongly recommended for staff who supervise students in any capacity (especially as casual staff).

Additional training provided by our Safer Community Unit includes:

- Overview of Safer Community Unit;
- Responding to concerning, threatening and inappropriate student behaviour;
- Responding to student welfare concerns;
- Responding to disclosures of sexual violence; and
- Respect at Monash: For Staff.

Research

As an educational and research institution, the University recognises its responsibility to the community to ensure all research activities are conducted in accordance with the highest ethical standards and to ensure that staff and students are seen as positive role models amongst their peers and in the wider community. It is committed to protecting the rights, dignity, health, safety and privacy of the community, including research subjects, and to the welfare of animals and the integrity of the environment. All research must comply with the Australian Code for the Responsible Code of Research

Staff undertaking research with, or relating to, children must comply with all Human Ethics Subcommittee requirements, including, where relevant, the requirements of the [DFAT Child Protection Policy and Code of Conduct](#).

To protect the rights, dignity, health, safety and privacy of the community the Ethics and Compliance team are available to the public to receive complaints about Monash's conduct of research. Anyone concerned about their participation in research activities conducted by Monash is encouraged to contact the team at managerresearchethics@monash.edu.

Identifying and Managing Risk

The table in [Appendix B](#) is an overview of assessing work that may be interactive with children at the University. It assists the University to make a prompt initial assessment of the risk level of a position.

The comprehensive Position Assessment Tool builds on this table and assists individuals to:

- identify the interactive nature of a position relating to children;
- undertake an assessment of the activities of a position relating to children; and
- minimise risk arising from activities relating to children.

The Position Assessment Tool assists individuals to consider particular risks that arise when children are involved in an activity and ways to mitigate those risks.

Individual units/schools/departments will manage risk through communications, monitoring activities and conducting risk assessments.

Human Resources has processes in place to monitor the expiry of Working with Children Checks for individuals that are required to hold a current and valid check.

The University is committed to identifying, assessing and taking steps to minimise child abuse and child exploitation in the delivery of educational and research activities by University individuals. In addition to this, the University is committed to conducting periodic reviews to ensure that policies, procedures and this Framework are adapted to meet child safety risks.

SAFETY IN PHYSICAL AND ONLINE ENVIRONMENTS

Physical Safety

The University provides students with various physical safety and security services. services are delivered in an integrated and coordinated manner, including in promoting them to the Monash community.

For example:

- **Security Services** provides a physical security, surveillance, escort and crime prevention service.
- **Safer Community Unit (SCU)** is a central point of inquiry, advice, investigation, risk assessment, and management in relation to concerning or threatening behaviours and incidents (including sexual offences, sexual harassment, stalking, family and interpersonal violence, threats, hazing and mental health related behaviours) impacting the Monash community.

Cyber, online and mobile phone safety

The Information Technology Acceptable Use Policy and Procedure sets out the rules applicable to the use of University IT and expresses the commitment of the University to providing and maintaining a secure, effective and reliable IT infrastructure and services to support the University's operations.

All University individuals must ensure that technology and social media are used appropriately in connection with children, and in accordance with our policies/ procedures and the Code of Conduct.

Although the use of technology provides enormous opportunities, children are particularly vulnerable in the online environment.

Social Media

The University embraces the use of social media by individuals to connect with students, researchers, business partners, alumni, colleagues and other stakeholders such as children. Individuals identified in the scope of the [Media and Social Media Policy](#) and [Procedure](#) are expected to comply with its obligations.

Online grooming

Grooming, conducted online or over the internet, may include but is not limited to:

- asking a child inappropriate or personal questions;
- sending a child offensive, confronting or obscene content;
- asking a child to send intimate pictures or do things online that make them feel uncomfortable; and
- singling a child out for a 'special' relationship.

If it is found that any individual is reasonably suspected of engaging in online grooming or cyberbullying, the University may take action in accordance with the Media and Social Media procedure.

Cyberbullying

Cyberbullying is using an internet service or mobile technology with the intention of harming another person. Cyberbullying can include but is not limited to:

- abusive texts and emails;
- pranking;
- forwarding or sharing unflattering or private images without permission;
- hurtful messages, images or videos;
- imitating others online;
- excluding others online;
- nasty online gossip and chat;
- trolling, which is intentionally causing distress by abusing or posting inflammatory statements or intimidating others online; and
- grooming (as defined in this Framework) conducted online.

POLICIES AND PROCEDURES

The [Monash Policy Framework](#) sets out the principles, scope and lifecycle of all of the University's policies, procedures and schedules.

The Framework is designed to:

- ensure a clear and consistent governance and management approach is adopted in the development of all University policy;
- facilitate compliance with relevant legislative and regulatory requirements;
- enable efficient and effective decision making, incorporating quality assurance and risk management practices; and
- establish clear roles and responsibilities for individuals and groups in the development, review, amendment and approval of policy.

Policies and procedures are developed and reviewed in consultation with all relevant stakeholders, including staff, students and other stakeholders where relevant.

The University communicates policies and procedures as required to the internal community in addition to making our policies and procedures available to our external community via our [Policy Bank](#).

The University policies are a concise statement of principles and rules that outline the University's approach or position on governance, academic or operational matters. The policies set out the University's expectations of staff and students in undertaking University activities, as well as what staff and students can expect from the University. The policies help to guide decision-making and communicate roles and responsibilities.

The policies must be consistent with, and will often aim to facilitate, compliance with legislative or regulatory obligations. Where this is the case, policies set out rules arising from these instruments within the Monash context, such as how a piece of legislation is applied at the University, but should not repeat sections of that legislation.

The procedures set out the mandatory, University-wide processes, practices or actions required to implement and comply with a policy. They instruct staff and students on how to meet the requirements of the policy, i.e. how the rule is applied across a certain activity.

The procedures can include links to useful information, such as forms or templates, and may include contacts, such as role accounts or links to web or intranet pages.

Key University Policies and Procedures

- Community Safety and Security Policy
- Safety and Security Incident Reporting Procedure
- Sexual Misconduct Response Procedure
- Working with Children Checks Procedure

University Policy and Child Safe Standards

All University policies will, where appropriate, consider, link and refer to the Child Safe Standards. For example, the [Working with Children Checks Procedure](#).

Breach of this Framework

The University treats any breach of this Framework seriously. The University encourages reporting of concerns about non-compliance and manages compliance in accordance with the applicable [Enterprise Agreement](#), relevant instrument of appointment and/or applicable contract terms. A failure to comply with this Framework may result in action by the University. Such action may include disciplinary and other action, up to and including potential termination of employment for employees and cessation of other engagements for other persons.

TERMS AND DEFINITIONS

Term	Definition
Child abuse	For the purposes of this Framework, any act committed against a child involving physical violence, sexual offence, serious emotional or psychological harm and/or serious neglect.
Child exploitation material	The material, irrespective of its form, which is classified as child abuse material or child pornography material.
Child or children	A person who is under the age of 18 years.
Child safety	In the context of the Child Safe Standards, child safety means the measures to protect children from abuse or exploitation.
Emotional and psychological abuse	<p>This occurs when a person engages in inappropriate behaviours, such as rejecting, ignoring, humiliating, isolating, threatening or verbally abusing a child, or allowing others to do so. (Commission for Children and Young People)</p> <p>This behaviour may be in the form of harm or abuse (and can also be repeated) but nevertheless is not in the best interest or promoting the safety and wellbeing of children.</p>
Neglect	This means failing (or continuing to fail) to meet a child's basic needs, such as providing adequate food, drink, shelter, clothing, supervision, hygiene and medical attention. (Commission for Children and Young People). This behaviour is to the extent that the child's health, safety and or development is, or is likely to be jeopardized
Physical	This means intentionally causing, or threatening to cause, physical injury to a child, or inadvertently causing injury as a consequence of physical punishment or physically aggressive treatment of a child. (Commission for Children and Young People)

Racial, cultural, religious abuse	This is conduct that demonstrates contempt, ridicule, hatred or negativity towards a child because of their race, culture or religion. It may be overt, such as direct racial vilification or discrimination, or covert, such as demonstrating a lack of cultural respect (attitude and values) and awareness (knowledge and understanding) or failing to provide positive images about another culture. (Commission for Children and Young People)
Relevant Enterprise Agreement	The Enterprise Agreement that applies to a particular individual's member. The Monash University Enterprise Agreement (Academic and Professional Staff) 2019, will apply to academic and professional individuals at the University and, depending on the services provided by a trades and services individuals member, the Monash University Enterprise Agreement (Trades and Services individuals - Building and Metal Trades individuals) 2009, and the Monash University Enterprise Agreement (Trades and Services individuals – Catering and Retail, Cleaning and Caretaking, and Miscellaneous Services individuals) 2005 will apply.
Sexual abuse	<p>A child is sexually abused when any person uses their authority over the child to involve the child in sexual activity. Child sexual abuse involves a wide range of sexual activity including fondling genitals, masturbation, vaginal or anal penetration by a finger, penis or any other object, voyeurism and exhibitionism.</p> <p>Sexual exploitation is considered a specific form of sexual abuse because children, by virtue of their age and development, are unable to give informed consent. Sexual exploitation of children takes different forms. It can include children being involved in sexually exploitive relationships, exposing a child to pornography, receiving money, goods, drug or favours in exchange for sex with one or more adults, or being exploited in more 'formal' forms of sex work. In all cases, those exploiting the children have power over them by virtue of their age, gender, physical strength, economic or other resources, such as access to drugs or gifts. (Commission for Children and Young People).</p>
University Individual	Means any person who has a connection with the University, whether that be through employment, a contracting arrangement, as a student, a Council Member, title holders, or through the delivery of any service whatsoever to the University who has an obligation under the Framework.
Working with Children Check (WWCC)	The <i>Worker Screening Act 2020</i> requires that people who work or volunteer in certain child- related work, obtain a current and valid Working with Children (WWC) check. A WWC check considers certain offences and makes an assessment of the level of risk an individual poses to children's safety. A WWC Check is valid for five years (unless revoked). In addition, the University may require a WWC check for all individuals engaged in child related work.

ADMINISTRATION

Review of this Child Safety Framework

The University is committed to continuous improvement of child safety systems and practices. The University intends the framework to be a dynamic document that will be regularly reviewed to ensure it is working in practice and updated to accommodate changes in legislation or circumstance.

Document History

Version & Effective Date	Version 6 – 13 June 2022
Historical Versions	Version 5 – 1 February 2021 Version 4 – 14 February 2020 Version 3 – 24 October 2018 Version 2 – 9 May 2018 Version 1 – 1 June 2017
Author	Director, Workplace Relations
Owner	Chief Human Resource Officer
Contact	ask.monash or phone HR on 9902 0400
Next Review	13 June 2025



This page has been left blank intentionally

APPENDIX A

CHILD SAFE STANDARDS CODE OF CONDUCT

Behaviour expectations and boundaries for interactions with children for all individuals at Monash University.

June 2022



CHILD SAFE STANDARDS CODE OF CONDUCT

Behaviour expectations and boundaries for interactions with children for all individuals at Monash.

All staff, students, title holders, contractors, volunteers and University Council members must observe the principles and expectations encompassed in this Code of Conduct (Child Safe Standards) (the "Code") and the [Child Safe Standards Framework](#) (persons herein referred to as 'individuals').

This Code outlines appropriate standards of behaviour towards children and in the company of children for all individuals acting for or on behalf of the University and our reporting obligations. A child is any person under 18 years of age.

The Code serves to protect children, reduce any opportunities for abuse or harm to occur, and promote child safety both at the University and in the community in which we participate. Such harm may occur in the form of physical abuse, sexual abuse, emotional abuse and neglect.

Where an individual breaches the Code, the University may take disciplinary action, including in the case of serious breaches, summary dismissal or exclusion from the University, or termination of contract.

The University requires all individuals to comply with this Code of Conduct and the Child Safe Standards Framework.

Mandatory reporting

Although everyone has a moral responsibility to report concerns about child abuse, some professionals are legally required to make a report to Child Protection Services, for example, teachers, principals, doctors, nurses, midwives, police, youth workers, social workers and psychologists are mandated to report concerns of child abuse to Child Protection Services. The obligation to report arises when a person in such a profession, and in practicing his or her profession, forms the belief on reasonable grounds that a [child](#) is in need of protection. A report must be made where there is a reasonable belief a child has suffered or is likely to suffer, significant harm as a result of physical injury or sexual abuse and the child's parents have not protected or are not likely to protect, the child from that harm. It is a criminal offence to fail to do so. The report must be made as soon as practicable to Child Protection Services.

The University must report a sexual offence, sexual misconduct, physical violence, behaviour causing mental harm or neglect to a child involving a University Individual to the Commission for Children and Young People within 3 days of becoming aware, and then investigate the allegations.

Advice about a legal duty to report

University Individuals who are concerned that they may be legally required to report actual or suspected abuse or harm to a child should seek advice from the [Safer Community Unit](#) and/or the [Office of the General Counsel](#) to assist them to understand whether they are required to report and, if so, to make a report.

Information found at the link below may also assist University Individuals: [Department of Human Services - Reporting Child Abuse](#).

Reporting concerns

In an emergency or where it is believed that there is an immediate risk to the child's safety, emergency services should be immediately contacted on 000. Individuals should also report to campus security (when on campus) in accordance with the [Safety and Security Incident Reporting Procedure](#). Communications will be treated confidentially and shared on a 'need to know basis'.

A report must also be made to the University's Safer Community Unit either by phone or email (as below).

Campus Security	Safer Community Unit	Emergency Services
+61 3 9905 3333 or ext 333 from a Monash phone	+61 3 990 51599 or safercommunity@monash.edu Hours: 9am to 5pm (Mon – Fri)	Dial 000

EXPECTED BEHAVIOUR

- ✓ Behave as a positive role model to children.
- ✓ Promote the safety, welfare and wellbeing of children.
- ✓ Be vigilant and proactive and take all reasonable steps to protect children from abuse and exploitation.
- ✓ Treat children with respect regardless of race, colour, gender, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status.
- ✓ Provide supervision for children where appropriate based on their age and level of maturity.
- ✓ Comply with the Child Safe Standards Framework implemented by the University with respect to child safety and protection.
- ✓ Promote the safety, participation and empowerment of all children with extra consideration of children of a cultural or linguistically diverse background, Aboriginal and Torres Strait Islander children and children with a disability or medical condition.
- ✓ Use positive and affirming language toward children.
- ✓ Respect cultural, religious and political differences.
- ✓ Help provide an open, safe and supportive environment for all children to interact, learn, socialise and "have a say".
- ✓ Intervene when children are engaging in inappropriate behaviour towards others, including bullying or acting in a humiliating or vilifying way.
- ✓ Report any breaches of this Code of Conduct to the Safer Community Unit.
- ✓ Use computers, mobile phones, video cameras, cameras and social media appropriately, and never to exploit or harass children or access child exploitation material through any medium.
- ✓ Report concerns about child safety to the Safer Community Unit and ensure that legal obligations to report allegations externally are met (where relevant).
- ✓ Where an allegation of child abuse/exploitation is made, ensure as quickly as possible that the child involved is safe.
- ✓ Call the Police on 000 if there are immediate concerns for a child's safety. Further, contact the University, Safer Community Unit and inform them of the allegations, incident or concern.
- ✓ Respect the privacy of children and their families and only disclose information to people who have a need to know.
- ✓ Immediately advise the University if you are investigated for, charged with or convicted of a child sex offence in Australia or any other jurisdiction and/or if you become (or may become) ineligible to work with children because of a criminal conviction or other relevant finding (e.g. a intervention order in relation to children or young people).
- ✓ Ensure that when photographing or filming a child or when using children's images, you:
 - Assess and endeavour to comply with local traditions or restrictions on reproducing personal images before photographing or filming a child;
 - Before photographing or filming a child, obtain informed consent from the child, and where appropriate their parent or guardian (based on the child's age and level of maturity and for all children under 16 years). You must also explain how the photograph or film will be used;
 - Ensure photographs, films, videos and DVDs present children in a dignified and respectful manner and not in a vulnerable or submissive manner. Children should be adequately clothed and not in poses that could be seen as sexually suggestive;
 - Ensure images are honest representations of the context and facts; and
 - Ensure file labels, meta data or text descriptions do not reveal identifying information about a child when sending images electronically or publishing images in any form, except where you have the informed consent of the child and, where appropriate, the parent or guardian of the child (based on the child's age and level of maturity and for all children under 16 years).

DON'T

- X** Do not engage in or use language or behaviour, or expose children to behaviour that is inappropriate, discriminatory, prejudicial or oppressive, harassing, abusive, sexually provocative, demeaning or culturally inappropriate.
- X** Do not engage in discussions that are not age appropriate in the presence of children.
- X** Do not engage children under the age of 18 in any form of sexual intercourse or sexual activity, including facilitating or paying for sexual services or acts. This includes making sexually suggestive comments and sharing sexually suggestive material.
- X** Do not engage in inappropriate or unnecessary physical contact or behaviours including actions of a personal nature that a child can do for themselves, such as toileting or changing clothes.
- X** Do not invite unaccompanied children into your home, unless they are at immediate risk of injury or in physical danger.
- X** Do not sleep close to unsupervised children unless absolutely necessary, in which case you must obtain your supervisor's permission, and ensure that another adult is present if possible.
- X** Do not engage in any form of physical violence or corporal punishment, towards a child including inappropriately rough physical play.
- X** Do not engage in any form of behaviour that has the potential to cause a child serious emotional or psychological harm.
- X** Do not develop relationships with a child that could be seen as favouritism or grooming for a sexual favour.
- X** Do not hire children for domestic or other labour which is inappropriate given their age or developmental stage, which interferes with their time available for education and recreational activities, or which places them at significant risk of injury.
- X** Do not take or publish (including online) photos, movies or recordings of a child without the child's informed consent, and where appropriate based on the age and maturity of the child (and in all cases where the child is under 16 years) that of the parent or guardian of the child.
- X** Do not post online any information about a child that may reveal their identity such as their full name, age, email address, telephone number, residence, or details of a club or group they may attend without the child's informed consent, and where appropriate based on the age and maturity of the child (and in all cases where the child is under 16 years) that of the parent or guardian of the child.
- X** Do not ignore or disregard any suspected or disclosed child abuse/exploitation.

Document History

Version & Effective Date	Version 2 – 13 June 2022
Historical Versions	Version 1 – 1 June 2017
Author	Director, Workplace Relations
Owner	Chief Human Resource Officer
Contact	ask.monash or phone HR on 9902 0400
Next Review	13 June 2025



This page has been left blank intentionally

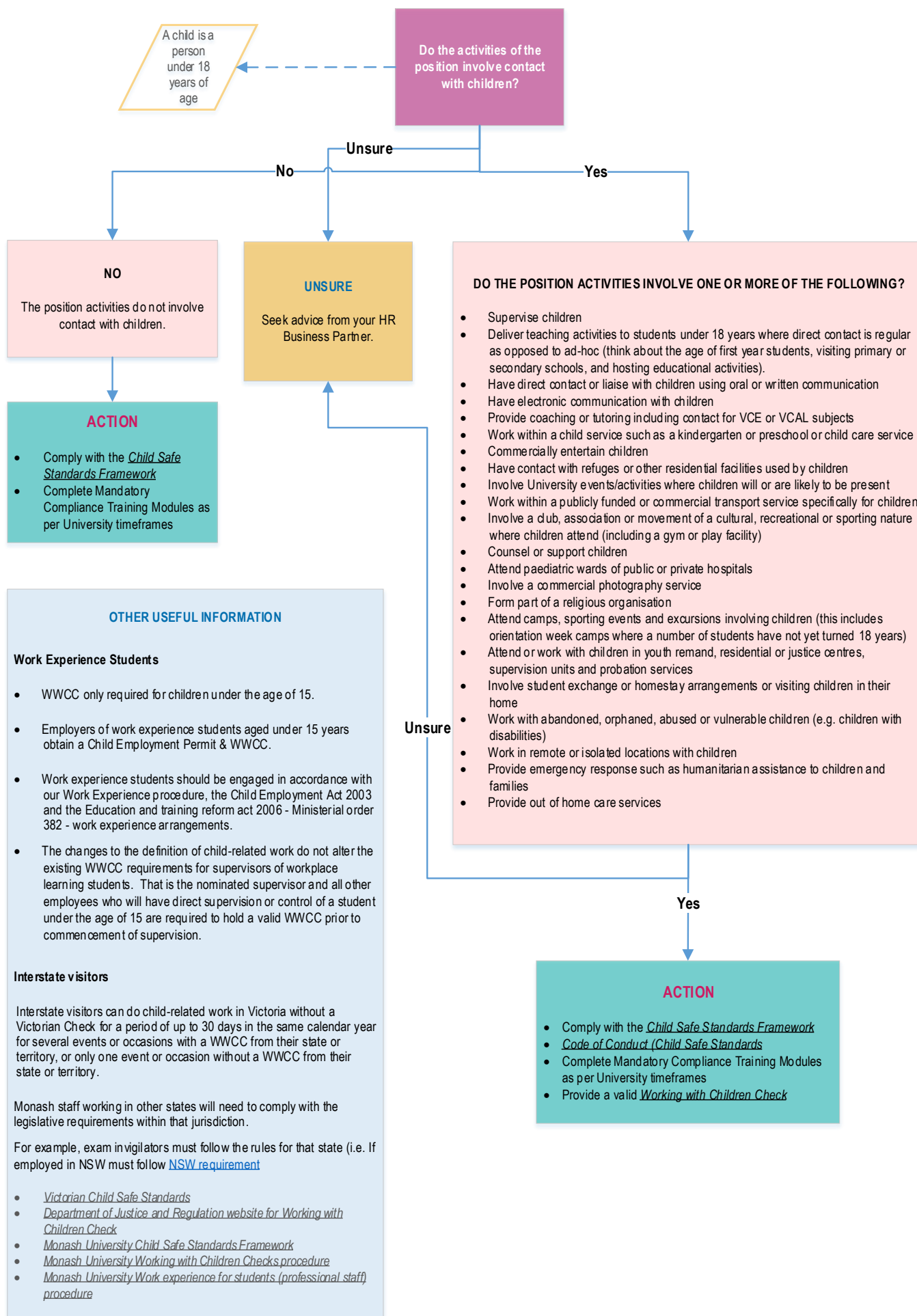
APPENDIX B

POSITION ASSESSMENT TOOL

A tool to assist individuals to assess the child interactive nature of a position and to minimise risk to the child, individual and Monash.

June 2022





Terms and reference points to assist staff in their assessment of the nature of activities involving children

Descriptors specifically relating to the impact of interactions with children:

Almost certain - Activities with children are expected to occur

Likely - Activities with children will probably occur

Possible - Activities with children could occur at some time

Unlikely - Activities with children are not likely to occur in normal circumstances

Descriptors specifically relating to the likelihood of the position interacting with children:

High - Large scale influence/power over children

Moderate - Reasonable/average influence/power over children

Insignificant - Minimal or no influence/power over children

Minor - Limited influence/power over children

Definitions for the purpose of this assessment tool only:

- **Influence** is the capacity to have an effect on the character, development or behaviour of a child at or under the age of 17 years.
- **Power** is the ability or capacity to have a child at or under the age of 17 years to do something or act in a particular way.

Risk Mitigation

Activity Theme <i>Examples shown but are not limited to those shown</i>	Key Risks <i>List risks associated with the activity for relevant activity themes</i>	Risk Rating <i>Low, Moderate or High</i>	Risk Mitigation <i>Detail the measures to be implemented</i>
Transport <ul style="list-style-type: none"> To and from Monash program Supervision of school/parent/Monash Travel within program System to ensure no child lost 			
Accommodation <ul style="list-style-type: none"> Provision of food/drink Provision of amenities Overnight stay arrangements 			
Child Age Related Issues <ul style="list-style-type: none"> Key issues related to maturity Consents For child participation in program For overnight stay arrangements For photographs/film For high risk activities For medical decision 			

Activity Theme <i>Examples shown but are not limited to those shown</i>	Key Risks <i>List risks associated with the activity for relevant activity themes</i>	Risk Rating <i>Low, Moderate or High</i>	Risk Mitigation <i>Detail the measures to be implemented</i>
Supervision (Day) <ul style="list-style-type: none"> • Staff/child ratios • Allocation of responsibilities for children/groups • Training for unexpected issues • Training in relation to Child Safe Standards • Rules for staff interaction with children 			
Supervision (Evening) <ul style="list-style-type: none"> • Staff/child ratios • Physical sleeping arrangements • Allocation of care responsibilities • Knowledge of special needs • Home sickness plan • Mental health plan • General health plan • Rules for staff when in sleeping quarters 			
Other Activities <ul style="list-style-type: none"> • Supervision arrangements 			

Activity Theme <i>Examples shown but are not limited to those shown</i>	Key Risks <i>List risks associated with the activity for relevant activity themes</i>	Risk Rating <i>Low, Moderate or High</i>	Risk Mitigation <i>Detail the measures to be implemented</i>
Strenuous Physical Activities <ul style="list-style-type: none"> • Supervision and leadership arrangements • Check for child fitness to participate • Plan for medical issues • Identification of particular risks associated with activity 			
Staff Qualifications and Experience <ul style="list-style-type: none"> • Formal checks (including WWC check) • Suitability for working with children 			
Critical Incident Risks Critical incident plan for individual child and group where experience: <ul style="list-style-type: none"> • Behaviour issue • Health issue • Mental health issue • Other hazard • Other emergency 			

Activity Theme <i>Examples shown but are not limited to those shown</i>	Key Risks <i>List risks associated with the activity for relevant activity themes</i>	Risk Rating <i>Low, Moderate or High</i>	Risk Mitigation <i>Detail the measures to be implemented</i>
Emergency Information <ul style="list-style-type: none"> Emergency contact details known for each child Hold emergency contacts for local medical, ambulance, police, security 			
Medical Information <ul style="list-style-type: none"> Collected for each participant Welfare plan if health issue identified Communication of plan to staff (including emergency response/medication availability) 			
Dietary Requirements <ul style="list-style-type: none"> Collect information about allergies and other requirements Arrangements to modify catering to meet dietary requirements 			
Behaviour Expectations <ul style="list-style-type: none"> Communicate prior to program (sign up stage) Communicate at program (commencement) Monitoring behaviour 			

Activity Theme <i>Examples shown but are not limited to those shown</i>	Key Risks <i>List risks associated with the activity for relevant activity themes</i>	Risk Rating <i>Low, Moderate or High</i>	Risk Mitigation <i>Detail the measures to be implemented</i>
Arrangements to Respond to Behaviour Issues <ul style="list-style-type: none"> Behaviour management plan including allocation of responsibility for decisions and identification of possible consequences 			



This page has been left blank intentionally