

# Mandatory All-Staff Training program

Key messages guide for contractors, volunteers and visitors  
2020



## Instructions for contractors, volunteers and visitors

1. Review the enclosed information.
2. Review and complete the Declaration page and fill in your details on the Record of Completion section (on the last page of this guide).
3. The supervisor, manager or principal of the location you are visiting will verify the Declaration and finalise the Record of Completion with a signature and date (and school stamp if visiting a school).
4. Retain the verified Record of Completion section. It will be recognised at other schools or departmental facilities for 12 months.
5. Fill in your details in the Attendance register – the supervisor, manager or principal will provide you with the register and retain this guide for future reference.

## Introduction

A wide range of people visit departmental facilities for a multitude of reasons. Everyone wants to do the right thing and go home safely at the end of the day confident their actions have not harmed anyone else. The department is committed to maintaining a safe environment for everyone.

The important information provided in this guide is for contractors, volunteers and visitors. It covers key messages and responsibilities you need to be aware of.

For the purpose of this Key Messages Guide, a contractor, volunteer or visitor is as outlined below:

- A **contractor\*** is an individual contracted to perform specific tasks for the department. A contractor may be engaged to perform operational services or professional services. For example, electrician, plumber, garden maintenance or IT/AV supplier.

*\*Note:* Building Asset Services (BAS) contractors are not required to complete the Key Messages Guide. A valid BAS induction card demonstrates that the contractor is compliant and able to work at a departmental location.

- A **visitor** is an individual who provides a service on a regular basis to the school or the department. For example, speech pathologist, school-based youth health nurse, sports coach, school chaplain or religious education teacher.
- A **volunteer** is an individual who works without payment and acts under the direction and supervision of the school. For example, parents and citizens member, tuckshop, uniform shop and bookshop worker, community volunteer, mentor for students or parent helper.

Other people visiting departmental facilities may also be required to complete this key messages guide, at the discretion of the supervisor, manager or principal.



## Working ethically

### 1. The Queensland Public Service Code of Conduct applies to you

<ul style="list-style-type: none"> <li>Ethical behaviours are outlined in the Standards of Conduct</li> </ul>	<ul style="list-style-type: none"> <li>Outlines a reference point to guide your behaviour</li> </ul>
<ul style="list-style-type: none"> <li>Applies at all times when performing your duties</li> </ul>	<ul style="list-style-type: none"> <li>It is your responsibility to uphold the Code of Conduct</li> </ul>

### 2. The department has internal control strategies that include policies and procedures to support the Code of Conduct

<ul style="list-style-type: none"> <li>Provides guidance on what is expected</li> </ul>	<ul style="list-style-type: none"> <li>It is your responsibility to comply</li> </ul>
<ul style="list-style-type: none"> <li>Details specific methods to follow to ensure ethical behaviour</li> </ul>	<ul style="list-style-type: none"> <li>Assists in everyday decision making</li> </ul>

### 3. Ethical decision making is important on a day-to-day basis

<ul style="list-style-type: none"> <li>Keep your actions in line with the Code of Conduct</li> </ul>	<ul style="list-style-type: none"> <li>Consider options and consequences</li> </ul>
<ul style="list-style-type: none"> <li>Exercise good judgement</li> </ul>	<ul style="list-style-type: none"> <li>Be aware and do the right thing</li> </ul>



## Examples of breaches of the Code of Conduct

- A volunteer working in a school takes photos of different lists on display with parents' names and contact details. He adds them to his database and markets to them daily.
- A consultant discusses a student's issues with another parent and criticises how the school is dealing with the student. She says she is going to call the student's parents directly and let them know her opinion.
- A contractor decides to take gardening equipment home for the weekend to complete a project in his own garden. No one will be using the equipment over the weekend and he will have it back on Monday so he does not need to tell anyone.

## Further information

- Code of Conduct: <https://www.forgov.qld.gov.au/code-conduct-queensland-public-service>
- Standard of Practice: <https://qed.qld.gov.au/workfordet/induction/det/inductionprogramsandresources/Documents/code-of-conduct-standard-of-practice.pdf>



## Protecting our information

### 4. Official information must be treated with care

<ul style="list-style-type: none"> <li>• Use it only for intended purpose</li> </ul>	<ul style="list-style-type: none"> <li>• Stop and think before sharing</li> </ul>
<ul style="list-style-type: none"> <li>• Protect and secure information</li> </ul>	<ul style="list-style-type: none"> <li>• Comply with access control procedures</li> </ul>

### 5. Everyone is obligated to maintain the security of information

<ul style="list-style-type: none"> <li>• Treat all information as confidential</li> </ul>	<ul style="list-style-type: none"> <li>• Comply with relevant procedures</li> </ul>
<ul style="list-style-type: none"> <li>• Ensure information stays on site</li> </ul>	<ul style="list-style-type: none"> <li>• Report any suspicion of or known security threats</li> </ul>

### 6. Following procedures when handling information avoids risk

<ul style="list-style-type: none"> <li>• Comply with directions and instructions</li> </ul>	<ul style="list-style-type: none"> <li>• Maintain records correctly</li> </ul>
<ul style="list-style-type: none"> <li>• Ask if unsure</li> </ul>	<ul style="list-style-type: none"> <li>• Stop and think before taking action</li> </ul>



### Examples of inappropriate use of information

- A volunteer gives a student's contact details to a person who claims to be the student's father without checking with anyone.
- A consultant working in a school notices a behaviour report relating to a student she knows on the photocopier. She makes a copy and takes it home.
- A contractor passes on information he overhears to a friend about upcoming work at a departmental facility. He gives him details of the proposed budget so he knows where to come in at when he puts in a quote.

### Further information

- *Information Privacy Act 2009*: <https://www.legislation.qld.gov.au/view/pdf/2012-07-01/act-2009-014>



## Working safely

### 7. You have a health and safety duty under the *Work Health and Safety Act 2011*

<ul style="list-style-type: none"> <li>• Take care of your own health and safety</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure your actions do not cause harm to others</li> </ul>
<ul style="list-style-type: none"> <li>• Follow safe working practices</li> </ul>	<ul style="list-style-type: none"> <li>• Ask questions if unsure</li> </ul>

### 8. Comply with health and safety instructions

<ul style="list-style-type: none"> <li>• Participate in any safety audits or emergency drills</li> </ul>	<ul style="list-style-type: none"> <li>• Use Personal Protective Equipment (PPE) as required</li> </ul>
<ul style="list-style-type: none"> <li>• Follow correct work process and instructions provided</li> </ul>	<ul style="list-style-type: none"> <li>• Complete site-specific or role-specific training as required</li> </ul>

### 9. Report anything you notice that could pose a risk to health and safety

<ul style="list-style-type: none"> <li>• Find out who your Health Safety and Wellbeing (HSW) contact is</li> </ul>	<ul style="list-style-type: none"> <li>• Use appropriate documentation</li> </ul>
<ul style="list-style-type: none"> <li>• Be observant; take notice</li> </ul>	<ul style="list-style-type: none"> <li>• Proactively report in a timely manner</li> </ul>



### Examples of unsafe practices

- A volunteer notices a spill in a hallway that could be a potential slip hazard. She avoids it herself and carries on with her tasks assuming the cleaners will take care of it.
- A contractor working in a school does not follow instructions and continues to work after the emergency siren goes off. He is on a tight deadline and thinks it is only a practice drill.
- An electrical contractor needs to use extension cords to access the area he is working in. He has them running from the power point across the floor. He needs to get the job done quickly and does not have time to put up the appropriate signage.

### Further information

- WHS Act 2011: <https://www.legislation.qld.gov.au/view/pdf/2013-10-29/act-2011-018>



## Protecting our students

### 10. The welfare and best interests of students are paramount

<ul style="list-style-type: none"> <li>All children have the right to be protected from harm</li> </ul>	<ul style="list-style-type: none"> <li>Staff and visitors in schools play an important role identifying and responding to child abuse and neglect</li> </ul>
<ul style="list-style-type: none"> <li>Treat students with respect</li> </ul>	<ul style="list-style-type: none"> <li>Never do anything to intentionally harm a student physically, psychologically or emotionally</li> </ul>

### 11. Report any suspicions of harm or risk of harm

<ul style="list-style-type: none"> <li>Discuss any suspicions of harm or risk of harm with the principal</li> </ul>	<ul style="list-style-type: none"> <li>If your concerns relate to the principal, speak with the Regional Director</li> </ul>
<ul style="list-style-type: none"> <li>Report suspicions of harm irrespective of who the harm is caused by</li> </ul>	<ul style="list-style-type: none"> <li>Maintain confidentiality</li> </ul>

### 12. If a student tells you they have been harmed

<ul style="list-style-type: none"> <li>Remain calm and respond in a caring manner</li> </ul>	<ul style="list-style-type: none"> <li>Listen to the student</li> </ul>
<ul style="list-style-type: none"> <li>Tell the student you must tell the principal as they will help to keep them safe</li> </ul>	<ul style="list-style-type: none"> <li>Document your conversation and provide it to the principal</li> </ul>



### Examples of putting students at risk

- A volunteer notices a student has a number of cuts on his arm. Later, the volunteer overhears the student telling a friend that he often cuts himself. The volunteer decides to do nothing because it is none of her business.
- A student disclosed to a consultant that she had been repeatedly beaten by her stepfather over the last few weeks. The consultant discussed the situation with the principal, but also decided to discuss details of the situation with her family.
- A contractor, working in a high school, is talking to senior students about what they do on the weekend. He finds out where they go and asks them if he could meet them there.

### Further information

- Student Protection website: <https://education.qld.gov.au/parents-and-carers/school-information/life-at-school/student-protection>

See Appendix 1: Student protection fact sheet for contractors, volunteers and visitors to state schools



## Working together

### 13. The department is committed to providing a workplace that embraces inclusion and diversity

<ul style="list-style-type: none"> <li>• Embrace difference</li> </ul>	<ul style="list-style-type: none"> <li>• Support an inclusive culture</li> </ul>
<ul style="list-style-type: none"> <li>• Value the contribution of others</li> </ul>	<ul style="list-style-type: none"> <li>• Respect the rights of everyone</li> </ul>

### 14. We have a responsibility to treat co-workers, clients and members of the public with courtesy and respect

<ul style="list-style-type: none"> <li>• Ensure our conduct is harassment free</li> </ul>	<ul style="list-style-type: none"> <li>• Value different points of view</li> </ul>
<ul style="list-style-type: none"> <li>• Promote a culture of dignity</li> </ul>	<ul style="list-style-type: none"> <li>• Actively listen to understand</li> </ul>

### 15. Inclusive communication is respectful, accurate and inclusive of all

<ul style="list-style-type: none"> <li>• Use language free from stereotypes</li> </ul>	<ul style="list-style-type: none"> <li>• Promote respectful relationships</li> </ul>
<ul style="list-style-type: none"> <li>• Avoid assumption and bias</li> </ul>	<ul style="list-style-type: none"> <li>• Enable everyone to contribute their diverse perspectives</li> </ul>



### Examples of inappropriate behaviour

- A volunteer helping in a classroom uses racist language when referring to a student.
- A contractor speaks aggressively to a colleague when they disagree on how to solve a problem.
- Two volunteers use stereotypical language when discussing members of the school staff.

### Further information

- *Anti-Discrimination Act 1991*: <https://www.legislation.qld.gov.au/view/pdf/2017-06-05/act-1991-085>

# Appendix 1: Student protection fact sheet for contractors, volunteers and visitors to state schools

## Introduction

For Queensland state schools, there is no higher priority than the safety and wellbeing of their students. Some children grow up in families that face significant social, emotional or financial issues that impact negatively on their ability to care for and protect their children. This fact sheet provides information about your responsibilities, how you can respond to student protection concerns and the mandatory reporting obligations of state school staff.

The department is committed to providing safe, supportive and disciplined learning environments, preventing reasonably foreseeable harm to students and responding when an employee, contractor, volunteer or visitor reasonably suspects harm or risk of harm to students.

## What are my student protection responsibilities?

You are required to:

- complete the Mandatory All-Staff Training program key messages guide for contractors, volunteers and visitors annually, as requested, and present the verified completion record at each visit and at every school
- follow the school sign in and out procedure for every visit
- present your blue card and/or visitors identification for inspection as requested
- discuss any suspicions of harm or risk of harm to a student, or risk of harm to an unborn child, with the principal. When the suspicions relate to the principal, discuss the concerns with the Regional Director.

## What is harm?

Harm is any detrimental effect of a **significant nature** on a student's physical, psychological or emotional wellbeing. This could also include harm to an unborn child. Harm can be caused by physical abuse, psychological or emotional abuse, neglect or sexual abuse or exploitation.

Any behaviour that harms a student or places a student or unborn child at significant risk of harm is not acceptable. The department will not condone behaviours (e.g. a student witnessing domestic or family violence) or cultural customs (e.g. caning children or female genital mutilation) that fall into the definition of harm.



## When do I discuss student protection concerns with the principal?

You should discuss **all** student protection concerns with the principal irrelevant of whether you suspect the harm or risk is caused by:

- someone working at the school
- another student
- someone from the student's family, a friend or a stranger
- the student self-harming.

## What do I do if I suspect a student has been harmed or may be at risk of harm?

If you suspect a student has been harmed or may be at risk of harm you should:

- remain calm
- talk with the student in a way that is appropriate to their age and understanding
- respond in a caring and sensitive manner and reassure the student that they have done the right thing telling you
- do not promise the student that you will keep it secret or that the harm will stop
- provide support as required, including considering whether medical assessment/intervention is necessary
- listen to what the student wants to tell you and use open-ended questions if you need to seek further information – remember, you are not responsible for investigating the concerns or conducting a formal interview. However, you may make enquiries and/or ask questions to the extent necessary to form a suspicion of harm
- tell the student that you must advise the principal as they will help to keep them safe
- inform the principal of the situation
- document relevant conversations and circumstances, including dates/times.

## What if my concerns relate to the principal?

If you suspect the principal is responsible for causing harm to a student, report this to:

- the Regional Director by contacting the local state schools regional office:  
<https://education.qld.gov.au/contact-us/state-schools-regional-contacts>
- Conduct and Complaints on (07) 3055 2950 or email at [ConductandComplaints@qed.qld.gov.au](mailto:ConductandComplaints@qed.qld.gov.au).

## What do I need to remember in relation to my own behaviour?

- **NEVER** intentionally harm a student physically, psychologically or emotionally
- **NEVER** make fun of, put down or unlawfully discriminate against a student
- **NEVER** touch a student in a sexual way, or engage in any other inappropriate sexual activity (for example, sending a suggestive text message, showing a student inappropriate images, engaging in overfamiliar and unprofessional conduct with a student without sound educational reason)
- **NEVER** do or say anything that would make people think you are doing or intending to do something sexual to a student.

## How do schools report student protection concerns?

All school staff members must report reasonable suspicions of sexual abuse to the Queensland Police Service (QPS). Teachers, registered nurses and early childhood education and care professionals must also report reasonable suspicions of physical or sexual abuse to Child Safety when the child may not have a parent able and willing to protect the child from harm. These responsibilities are known as mandatory reporting obligations.

The department's [Student protection procedure](#) provides clear instructions to school staff on how to report student protection concerns in a way that meets their mandatory reporting obligations. The principal or delegated staff member finalises the report and determines if the report meets the threshold for forwarding to Child Safety and/or QPS. School staff may make enquiries to determine if there is a reasonable suspicion of harm, and therefore that the threshold for reporting has been reached. However, schools are not responsible for undertaking formal investigations, or for substantiating allegations of harm against a child.

## For further information

If you have any further questions or concerns about student protection matters, discuss them with the school principal or contact the relevant state schools regional office at <https://education.qld.gov.au/contact-us/state-schools-regional-contacts>.

# Declaration

By reviewing the Mandatory All-Staff Training key messages guide, I confirm that I:

- am aware of my responsibilities to work ethically, protect information, work safely and respond appropriately to any suspicion of harm to a student
- acknowledge my obligation to follow the department's policies and procedures, as required
- know where to go for further information or support.

I understand that the key messages guide Record of Completion:

- is valid for 12 months
- is recognised in all departmental facilities and schools
- can be used as evidence of completion of the key messages guide.

If you have any questions or concerns about the information provided in this guide or completing the declaration, please speak to the supervisor, manager or principal.

Contractor, volunteer or visitor to complete:

<b>Name</b>	
<b>Signature</b>	
<b>Date</b>	

 .....

<p><b>Record of Completion</b></p> <p>Mandatory All-Staff Training program key messages guide</p> <p>Valid for 12 months from the date of issue</p>		
Contractor, Volunteer, Visitor	Principal or Manager	School Stamp
Name:	Name:	
Signature:	Signature:	
Date:	Date:	