

Mandatory All-Staff Training program

Key messages guide for contractors, volunteers, and visitors 2021



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, school chaplain 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, pre-service teacher, school-based youth health nurse, sports coach, or religious instructor.
- A **volunteer** is an individual who works without payment and acts under the direction and supervision of the school and/or additionally governed under an established agreement. For example, *vocational/tertiary placement student, parents and citizens member, tuckshop, uniform shop and bookshop worker, community volunteer, mentor for students or parent helper.

*Note: A **vocational/tertiary placement student** is an individual enrolled in a vocational education or university program undertaking a clinical or practical placement in order to meet the requirements of their program. For example, students undertaking undergraduate, masters, PhD, adult vocational education and training programs. Please note, this **does not** include enrolled school students undertaking vocational/tertiary study.

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

Ethical behaviours are outlined in the Standards of Conduct	Outlines a reference point to guide your behaviour
Applies at all times when performing your duties	It is your responsibility to uphold the Code of Conduct

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

Provides guidance on what is expected	It is your responsibility to comply
Details specific methods to follow to ensure ethical behaviour	Assists in everyday decision making

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

Keep your actions in line with the Code of Conduct	Consider options and consequences
Exercise good judgement	Be aware and do the right thing



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 vocational /tertiary placement student posts the details of an incident that occurred within the classroom using the names of the school and the students involved on a social media platform.
- 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/workingwithus/induction/workingforthedepartment/inductionandonboarding/Documents/code-of-conduct-standard-of-practice.pdf>



Protecting our information

4. Official information must be treated with care

• Use it only for intended purpose	• Stop and think before sharing
• Protect and secure information	• Comply with access control procedures

5. Everyone is obligated to maintain the security of information

• Treat all information as confidential	• Comply with relevant procedures
• Ensure information stays on site	• Report any suspicion of or known security threats

6. Following procedures when handling information avoids risk

• Comply with directions and instructions	• Maintain records correctly
• Ask if unsure	• Stop and think before taking action



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 vocational/tertiary placement student receives the answers to an exam and shows one of the school students they have gotten to know.
- 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*

Take care of your own health and safety	Ensure your actions do not cause harm to others
Follow safe working practices	Ask questions if unsure

8. Comply with health and safety instructions

Participate in any safety audits or emergency drills	Use Personal Protective Equipment (PPE) as required
Follow correct work process and instructions provided	Complete site-specific or role-specific training as required

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

Find out who your Health Safety and Wellbeing (HSW) contact is	Use appropriate documentation
Be observant; take notice	Proactively report in a timely manner



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.
- A vocational /tertiary placement student has been directed by a teacher to wear safety glasses during a science practical lesson but takes them off during the lesson because they think the risk is minimal to them.
- 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. Student safety is our top priority

All children have the right to be protected from harm	Employees and visitors in schools play an important role identifying and responding to child abuse and neglect
The student protection responsibilities of employees and visitors are outlined in the Student protection procedure	Never do anything to intentionally harm a student physically, psychologically or emotionally

11. Report all suspicions that a student has been harmed or is at risk of harm:

To the principal	Without unreasonable delay
Provide any related documents or notes to the principal	Follow the Allegations against employees in the area of student protection procedure if suspicions relate to departmental employees (including the principal)

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

Remain calm	Listen to the student and respond in a caring manner
Tell the student you must tell the principal as they will help to keep them safe	Report the matter without unreasonable delay



Examples of putting students at risk

- A vocational/tertiary placement student notices a student has a number of cuts on his arm. Later, the vocational/tertiary placement student overhears the student telling a friend that he often cuts himself. The vocational/tertiary placement student decides to do nothing because she thinks 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 their 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 procedure:

<https://ppr.qed.qld.gov.au/education/community/Pages/Student-Protection.aspx>

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

• Embrace difference	• Support an inclusive culture
• Value the contribution of others	• Respect the rights of everyone

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

• Ensure our conduct is harassment free	• Value different points of view
• Promote a culture of dignity	• Actively listen to understand

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

• Use language free from stereotypes	• Promote respectful relationships
• Avoid assumption and bias	• Enable everyone to contribute their diverse perspectives



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

For Queensland state schools, there is no higher priority than the safety and wellbeing of their students. This fact sheet provides information about your responsibility to report all suspicions of harm or risk of harm to students, what you need to know in relation to your own behaviour, and the reporting obligations of school staff members.

Contractors, volunteers and visitors include people who have contact with students online or away from a school site to provide services to the school.

What are your student protection responsibilities?

You are required to:

- complete student protection training as directed by the principal at each school you visit and/or provide services to
- report all suspicions of harm or risk of harm to a student, formed in the course of your duties, to the principal without unreasonable delay
- discuss any suspicions relating to student sexual behaviours or sexual relationships, including sexting, with the principal.

What is harm?

Harm is any detrimental effect of a significant nature on a student's physical, psychological or emotional wellbeing. Harm can be caused by sexual abuse, physical abuse, emotional abuse or neglect.

Harm can be caused by a person known to the student, a stranger, an employee of the Department of Education, another student or through self-harm.

When do you need to report?

You must report to the principal when, in the course of your duties, you become aware or suspect a student has been harmed or is at risk of harm.

In the course of your duties means when you are performing paid work or volunteer duties for the Department of Education. This includes during activities on school sites, during excursions, camps and other extracurricular activities, and online.

You must also discuss with the principal if you become aware of, or suspect, any sexual behaviour or sexual relationships involving students, including sexting.

How do you contact the principal?

Each school will have a different process; however, in general you can contact the school office and ask to speak with the principal about a confidential matter. If you cannot contact the principal, ask to speak with the deputy principal or contact the relevant regional office (details below).

What if your concerns relate to the principal?

If you suspect the principal or another departmental employee has caused, is causing, or presents a risk of causing harm to a student, refer to the [Allegations in the area of student protection procedure](#) for guidance on reporting your suspicions.

What do you need to remember in relation to your own behaviour?

- **ALWAYS** interact professionally with students, including outside school hours
- **NEVER** intentionally harm a student, either physically, psychologically or emotionally
- **NEVER** touch a student in a sexual way, or engage in any other inappropriate interactions with a student.

What if you have online safety concerns for a student?

Online safety concerns could include, but are not limited to, unwanted online contact, cyberbullying and exposure to violent or inappropriate content.

If you suspect a student has been harmed or is at risk of harm as a result of online activities you must report your suspicions to the principal.

To keep up to date with online safety issues and advice refer to the resources provided by the eSafety Commissioner at <https://www.esafety.gov.au/>. The eSafety Commissioner has a guide which covers some of the key online safety issues for young people and includes a range of practical tips and advice on what to do if things go wrong. The resource [Online safety: A guide for parents and carers](#) contains a list of services that can offer extra support.

How do school staff members report student protection concerns?

All school staff members must report reasonable suspicions of sexual abuse or likely sexual abuse through the principal to the Queensland Police Service (QPS).

School staff members must also report reasonable suspicions of physical, sexual, emotional abuse or neglect through the principal to Child Safety when the child may not have a parent able and willing to protect them from harm.

The department's [Student protection procedure](#) and [Allegations against employees in the area of student protection procedure](#) provide clear instructions to school staff members on how to report student protection concerns in a way that meets their reporting obligations.

For further information

If you have any further questions or concerns about student protection matters, discuss them with the principal or contact the relevant regional office. A list of regional offices can be found [at https://education.qld.gov.au/contact-us/state-schools-regional-contacts](https://education.qld.gov.au/contact-us/state-schools-regional-contacts).

For questions or concerns regarding the conduct of departmental employees, contact Intake & Assessment on (07) 3055 2950 or by email at intake@qed.qld.gov.au.

Appendix 2: Fact sheet for volunteers who are vocational/tertiary placement students

Introduction

The department has in place agreed processes that govern clinical and practical placements that occur within Queensland state schools.

This fact sheet details the responsibilities, training and conduct that also applies to vocational/tertiary placement students.

How is the placement supervised?

You are required to:

- Undertake placement activities under the full supervision of the school's employees and officers, at such time and on such days or for such events as agreed between the vocational/tertiary placement student and the school.
- Undertake the placement in a voluntary capacity that is unpaid. Placement students are considered in excess of the staff required to operate the school, and you are not able to fill a position to relieve workloads or to replace absentee staff.
- Be under the supervision of an appropriately qualified, experienced and skilled person during the placement. If the supervisor is unable at any time to continue the supervision, the school will source another suitably qualified supervisor. A placement cannot be continued without a suitably qualified supervisor.

What are my responsibilities?

In addition to the information in appendix 1, you are required to:

- Hold a current positive notice blue card prior to commencing a placement in a school. This is a requirement under the *Working with Children (Risk Management and Screening) Act 2000*.
- Show your blue card to the school so they can validate your blue card status and cross check it against your Photo ID.
- Immediately communicate to the placement school any change in your blue card status.
- Disclose any conflicts of interest prior to commencing. This includes disclosing relationships with staff and students.
- Provide the details of your vocational/tertiary placement supervisor from your training institution or university.
- Provide any additional documentation as required. In some disciplines there is a requirement to have gained a level of registration prior to a placement commencing.
- Complete all school specific mandatory training, including:
 - Key Messages Guide
 - Asbestos training
 - Fire and Evacuation training
 - Health, Safety and Wellbeing – information relevant to the area the student will be accessing.
- Understand what to do and who to tell if:
 - You are going to be absent on any day of your placement.
 - Your placement circumstances change in any way
 - You need to report an incident that has occurred during your placement.
- Ensure that all information, business and activities of the school, remain confidential whether the information is verbal, written, in electronic form or any other type of medium.

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:

Name	
Signature	
Date	

✂

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