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1. **RATIONALE**

The child safe standards require organisations including schools that provide services for children to have a child safe policy or a statement of commitment to child safety.

A child safe policy is an overarching document that provides an overview of the key elements of an organisation’s approach to child safety. It should:

- Clearly state the organisation’s zero tolerance of child abuse
- Detail the organisation’s child safe processes and procedures, or link to existing documents that include child safety considerations - for example, its reporting procedures (including leadership responsibilities), how to respond to an allegation of child abuse, human resources and recruitment practices, and risk management strategy and procedures
- Clearly state the organisation’s commitment to cultural safety for Aboriginal children, cultural safety for children from culturally and/or linguistically diverse backgrounds, and to providing a safe environment for children with a disability
- Detail expectations and requirements of staff and volunteers to ensure the protection of children, and the training and support staff receive
- Include contact details for people to access information in relation to child safety, such as the Child Safety Officer. A Child Safety Officer is a person in the organisation who has knowledge of child safety issues, and could be a point of contact for others who have questions or concerns or want to report an allegation of child abuse. The organisation must consider including child safety officer/champion duties in the person’s job description. At Williamstown High School the child safety officers will be the Student Welfare Coordinators.
- Include how and when the policy and other child safety tools are reviewed to help the organisation improve.

Please Note: Ministerial Order No. 870, which operationalises the Child Safe Standards in all Victorian schools, came into operation on 1 August 2016.

2. **PURPOSE**

- To ensure Williamstown High School demonstrates its commitment to creating a child safe environment.
- To raise awareness within the school community of the importance of child safety.
- To empower students who are key stakeholders within our organisation.
- To ensure the school develops and publishes a child safe policy that is compliant with the child safe standards.
- To ensure the school discharges its duty of care towards students.

3. **DEFINITIONS**

“School” means Williamstown High School
4. IMPLEMENTATION PROCEDURES

- Williamstown High School is committed to child safety.
- We want children to be safe, happy and empowered. We support and respect all children, as well as our staff, volunteers and the parent community.
- We are committed to the cultural safety of Aboriginal children if applicable, to the cultural safety of children from culturally and/or linguistically diverse backgrounds, and to providing a safe environment for children with a disability.
- We have zero tolerance of child abuse, and all allegations and safety concerns will be treated very seriously and consistently with our robust policies and procedures.
- We have legal and moral obligations to contact authorities when we are worried about a child’s safety, which we follow rigorously.
- Any staff member who believes that a child is at immediate risk of abuse must phone 000.
- Our school is committed to preventing child abuse and identifying risks early, and removing and reducing these risks.
- Our school has robust human resources and recruitment practices for all staff and volunteers.
- Our school is committed to regularly training and educating our staff and volunteers on child abuse risks.
- We have specific policies, procedures and training in place that support our leadership team, staff and volunteers to achieve these commitments.
- The school’s child safe policy will be publicly available to help raise awareness about the importance of child safety in our organisation and demonstrate our commitment to protecting children from abuse.
- It will be published on the school’s website and provided to new families on enrolment.
- New staff will be provided with a copy and briefed on the school’s attitude to child safety as part of the induction process.
- We will ensure that families and children have the opportunity to contribute to the development and review of this policy. Where possible we do our best to work with local Aboriginal communities, culturally and/or linguistically diverse communities and people with a disability.

4.1 Our Children

This policy is intended to empower and protect our children who are vital and active participants in the school. We involve them when making decisions, especially about matters that directly affect them. We listen to their views and respect what they have to say.

We promote diversity and tolerance, and people from all walks of life and cultural backgrounds are welcome. In particular we:

- promote the cultural safety, participation and empowerment of Aboriginal children (if applicable)
- promote the cultural safety, participation and empowerment of children from culturally and/or linguistically diverse backgrounds
- ensure that children with a disability are safe and can participate equally in all aspects of school life
4.2 Our Staff Volunteers

This policy guides our staff and volunteers on how to behave with the children in our school. All of our staff and volunteers must agree to abide by our code of conduct which specifies the standards of conduct required when working with children. All staff and volunteers, as well as children and their families, are given the opportunity to contribute to the development of the Staff Code of Conduct.

4.3 Training and Supervision

Training and education is important to ensure that everyone in the school understands that child safety is everyone’s responsibility.

Our school culture aims for all staff and volunteers (in addition to parents/carers and children) to feel confident and comfortable in discussing any allegations of child abuse or child safety concerns. We train our staff and volunteers to identify, assess, and minimise risks of child abuse and to detect potential signs of child abuse.

We also support our staff and volunteers through ongoing supervision to develop their skills to protect children from abuse, to promote the cultural safety of Aboriginal children, the cultural safety of children from linguistically and/or diverse backgrounds, and the safety of children with a disability.

New employees and volunteers will be supervised regularly to ensure they understand our philosophy and that everyone has a role to play in protecting children from abuse, as well as checking that their behaviour towards children is safe and appropriate. Any inappropriate behaviour will be reported through the Principal or Assistant Principal or directly to the Department of Health and Human Services and Victoria Police, depending on the severity and urgency of the matter.

4.4 Recruitment

The school takes all reasonable steps to employ skilled people to work with children. We develop selection criteria and advertisements which clearly demonstrate our commitment to child safety and an awareness of our social and legislative responsibilities. Our school understands that when recruiting staff and volunteers we have ethical as well as legislative obligations.

We actively encourage applications from Aboriginal peoples, people from culturally and/or linguistically diverse backgrounds and people with a disability.

All people engaged in child-related work, including volunteers, are required to hold a Working with Children Check and to provide evidence of this Check.

4.5 Fair Procedures for Personnel

Whilst the safety and wellbeing of children is our primary concern, we also are fair and just to personnel. The decisions we make when recruiting, assessing incidents, and undertaking disciplinary action will always be thorough, transparent, and based on evidence.

We record all allegations of abuse and safety concerns using our incident reporting form, including investigation updates. All records are securely stored.

If an allegation of abuse or a safety concern is raised, we provide updates to families (as appropriate) on progress and any actions we take.
4.6 Privacy

All personal information considered or recorded will respect the privacy of the individuals involved, whether they are staff, volunteers, parents or children, unless there is a risk to someone’s safety.

We have safeguards and practices in place to ensure any personal information is protected. Everyone is entitled to know how this information is recorded, what will be done with it, and who will have access to it.

4.7 Legislative Responsibilities

The school takes its legal responsibilities seriously, including:

**Failure to disclose:** Reporting child sexual abuse is a community-wide responsibility. All adults in Victoria who have a reasonable belief that an adult has committed a sexual offence against a child under 16 have an obligation to report that information to the police.

**Failure to protect:** People of authority will commit an offence if they know of a substantial risk of child sexual abuse and have the power or responsibility to reduce or remove the risk, but negligently fail to do so.

All teachers are mandatory reporters and must comply with their responsibilities. Non-teaching staff have an obligation to report if they form a reasonable belief that a child is at risk of harm.

4.8 Risk Management

In Victoria, organisations are required to protect children when a risk is identified (see information about failure to protect above). In addition to general occupational health and safety risks, we proactively manage risks of abuse to our children.

We have risk management strategies in place to identify, assess, and take steps to minimise child abuse risks, which include risks posed by physical environments (for example, any doors that can lock), and online environments (for example, no staff or volunteer is to have contact with a child in our school on social media).

- Please refer also to the school’s existing policies and the Code of Conduct - all of which are designed to create a safe environment for children:

  Student Engagement and Wellbeing Policy
  Bullying Prevention Policy
  Appendices – Code of Conduct

5. **EVALUATION AND REVIEW**

This policy is due for formal review in February 2019 although it may be changed at any time as required after discussion with School Council and the Principal, if an incident occurs or if guidelines change (latest information update late February 2016).

6. **APPENDICES**
Williamstown High School is committed to the safety and wellbeing of children and young people. Our school community recognises the importance of, and a responsibility for, ensuring our school is a safe, supportive and enriching environment which respects and fosters the dignity and self-esteem of children and young people, and enables them to thrive in their learning and development.

This Code of Conduct aims to protect children and reduce any opportunities for child abuse or harm to occur. It also assists in understanding how to avoid or better manage risky behaviours and situations. It is intended to complement child protection legislation, Department policy, school policies and procedures and professional standards, codes or ethics as these apply to staff and other personnel.

The Principal and school leaders of Williamstown High School will support implementation and monitoring of the Code of Conduct, and will plan, implement and monitor arrangements to provide inclusive, safe and orderly schools and other learning environments. The Principal and school leaders of Williamstown High School will also provide information and support to enable the Code of Conduct to operate effectively.

All staff, contractors, volunteers and any other member of the school community involved in child-related work are required to comply with the Code of Conduct by observing expectations for appropriate behaviour below. The Code of Conduct applies in all school situations, including school camps and in the use of digital technology and social media.

Acceptable behaviours
As staff, volunteers, contractors, and any other member of the school community involved in child-related work individually, we are responsible for supporting and promoting the safety of children by:

- upholding the school’s statement of commitment to child safety at all times [Include <and adhering to the school’s child safe policy> when the school has a policy in place]
• treating students and families in the school community with respect both within the school environment and outside the school environment as part of normal social and community activities.

• listening and responding to the views and concerns of students, particularly if they are telling you that they or another child has been abused or that they are worried about their safety/the safety of another child

• promoting the cultural safety, participation and empowerment of Aboriginal and Torres Strait Islander students

• promoting the cultural safety, participation and empowerment of students with culturally and/or linguistically diverse backgrounds

• promoting the safety, participation and empowerment of students with a disability

• reporting any allegations of child abuse or other child safety concerns to the school’s leadership. The child safety officers at Williamstown High School are our Student Welfare Coordinators.

• understanding and complying with all reporting or disclosure obligations (including mandatory reporting) as they relate to protecting children from harm or abuse.

• if child abuse is suspected, ensuring as quickly as possible that the student(s) are safe and protected from harm.

Unacceptable behaviours
As staff, volunteers, contractors, and any other member of the school community involved in child-related work we must not:

• ignore or disregard any concerns, suspicions or disclosures of child abuse

• develop a relationship with any student that could be seen as favouritism or amount to ‘grooming’ behaviour (for example, offering gifts)

• exhibit behaviours or engage in activities with students which may be interpreted as abusive and not justified by the educational, therapeutic, or service delivery context

• ignore behaviours by other adults towards students when they appear to be overly familiar or inappropriate

• discuss content of an intimate nature or use sexual innuendo with students, except where it occurs relevantly in the context of parental guidance, delivering the education curriculum or a therapeutic setting
• treat a child unfavourably because of their disability, age, gender, race, culture, vulnerability, sexuality or ethnicity or the holding or expression of particular personal or political views.

• communicate directly with a student through personal or private contact channels (including by social media, email, instant messaging, texting etc.) except where that communication is reasonable in all the circumstances, related to school work or extra-curricular activities or where there is a safety concern or other urgent matter.

• photograph or video a child in a school environment except in accordance with school policy or where required for duty of care purposes. Please see the Campus Principal for consent form in relation to photograph or video of a child.

• in the school environment or at other school events where students are present, consume alcohol contrary to school policy or take illicit drugs under any circumstances.

**Evaluation and Review:**

*This Code of Conduct was endorsed/approved by the Williamstown High school council on 6 December 2016.*

*For review if legislative or other changes require in the interim or no later than February 2019.*
FOUR CRITICAL ACTIONS FOR SCHOOLS
Responding to Incidents, Disclosures and Suspicions of Child Abuse

PROTECT

1. RESPONDING TO AN EMERGENCY
   - If there is no risk of immediate harm go to Action 2.
   - If a child is at immediate risk of harm you must ensure their safety by:
     - separating alleged victims and others involved
     - administering first aid
     - calling 000 for urgent medical and/or police assistance
     - identifying a contact person at the school for future liaison with Police.
   - Where necessary you may also need to maintain the integrity of the potential crime scene and preserve evidence.

2. REPORTING TO AUTHORITIES
   - As soon as immediate health and safety concerns are addressed you must report all incidents, suspicions and disclosures of child abuse as soon as possible. Failure to report physical and sexual child abuse may amount to a criminal offence.
   - Q: Where does the source of suspected abuse come from?

   WITHIN THE SCHOOL
   - VICTORIA POLICE
     - You must report all instances of suspected child abuse involving a school staff member, contractor or volunteer to Victoria Police.
     - You must also report internally to:
       - GOVERNMENT SCHOOLS
         - School Principal and/or leadership team
         - Employee Conduct Branch
         - DET Security Services Unit
       - CATHOLIC SCHOOLS
         - School Principal and/or leadership team
         - Diocesan education office
       - INDEPENDENT SCHOOLS
         - School Principal and/or school chairperson
   - DHHS CHILD PROTECTION
     - Child Protection if a child is considered to be:
       - in need of protection from child abuse
       - at risk of being harmed (or has been harmed) and the harm has had, or is likely to have, a serious impact on the child’s safety, stability or development.
     - VICTORIA POLICE
       - You must also report all instances of suspected sexual abuse (including grooming) to Victoria Police.

   WITHIN THE FAMILY OR COMMUNITY
   - You must also report internally to:
     - GOVERNMENT SCHOOLS
       - School Principal and/or leadership team
       - DET Security Services Unit
     - CATHOLIC SCHOOLS
       - School Principal and/or leadership team
       - Diocesan education office
     - INDEPENDENT SCHOOLS
       - School Principal and/or chairperson
   - DHHS CHILD PROTECTION
     - You must report to DHHS Child Protection if a child is considered to be:
       - in need of protection from child abuse
       - at risk of being harmed (or has been harmed) and the harm has had, or is likely to have, a serious impact on the child’s safety, stability or development.
     - You must also report to:
       - Government Schools
         - School Principal and/or leadership team
         - DET Security Services Unit
       - Catholic Schools
         - School Principal and/or leadership team
         - Diocesan education office
       - Independent Schools
         - School Principal and/or chairperson
   - If you believe that a child is not subject to abuse, but you still hold significant concerns for their wellbeing you must still act.
   - This may include making a referral or seeking advice from Child FIRST (in circumstances where the family are open to receiving support), or to DHHS Child Protection or Victoria Police.

3. CONTACTING PARENTS/CARERS
   - Your Principal must consult with DHHS Child Protection or Victoria Police to determine what information can be shared with parents/carers. They may advise:
     - not to contact the parents/carer (e.g., in circumstances where the parents are alleged to have engaged in the abuse, or the child is a mature minor and does not wish for their parents/carer to be contacted)
     - to contact the parents/carers and provide agreed information (this must be done as soon as possible, preferably on the same day of the incident, disclosure or suspicion).
   - You must follow the Four Critical Actions every time you become aware of a further instance or risk of abuse. This includes reporting new information to authorities.

4. PROVIDING ONGOING SUPPORT
   - Your school must provide support for children impacted by abuse. This should include the development of a Student Support Plan in consultation with wellbeing professionals. This is an essential part of your duty of care requirements.
   - Strategies may include development of a safety plan, direct support and referral to wellbeing professionals.

CONTOCT

DHHS CHILD PROTECTION
- AREA
  - North Division 1300 664 9777
  - South Division 1300 655 795
  - East Division 1300 560 391
  - West Division (Rural) 1800 076 500
  - West Division (Metro) 1100 664 9777

AFTER HOURS
- After hours, weekends, public holidays 13 12 78
- CHILD FIRST
  - www.childfirst.vic.gov.au
- VICTORIA POLICE
  - 000 or your local police station

DET SECURITY SERVICES UNIT
- (03) 8569 6266

STUDENT INCIDENT AND RECOVERY UNIT
- (03) 8677 2934

EMPLOYEE CONDUCT BRANCH
- (03) 8677 2956

DIOCESE OFFICE
- Melbourne (03) 8267 0328
- Ballarat (03) 5337 7318
- Sale (03) 5622 6600
- Sandhurst (03) 5443 2377

INDEPENDENT SCHOOLS VICTORIA
- (03) 8625 7200

YOU MUST TAKE ACTION
- As a school staff member, you play a critical role in protecting children in your care.
  - You must act, by following the 4 critical actions, as soon as you witness an incident, receive a disclosure or form a reasonable belief that a child has, or is at risk of being abused.
  - You must act if you form a suspicion/reasonable belief even if you are unsure and have not directly observed child abuse (e.g., if a victim or another person tells you about the abuse).
  - You must use the Responding to Suspected Child Abuse template to keep clear and comprehensive notes.

*A reasonable belief is a deliberately low threshold. This enables authorities to investigate and take action.
RISK ASSESSMENT TEMPLATE

A key part of a risk management strategy is a risk assessment. Risk assessments can take many forms. An example is provided below. Risk assessment resources form part of the *School Policy & Advisory Guide: Risk Management Policy*. An example is provided below to assist schools in their risk assessment.

Each school will be different and must undertake their school specific assessment.

<table>
<thead>
<tr>
<th>Risk Event or Environment</th>
<th>Existing risk management strategies or existing controls</th>
<th>Likelihood</th>
<th>Consequence</th>
<th>Current risk rating</th>
<th>New risk management strategies or treatments</th>
<th>Who is responsible?</th>
<th>Target risk rating</th>
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</thead>
<tbody>
<tr>
<td>No organisational culture of child safety – lack of leadership, public commitment and frequent messaging</td>
<td>Child safety code of conduct</td>
<td>Possible</td>
<td>Severe</td>
<td>Extreme</td>
<td>• Strategies to embed organisational culture of child safety are reviewed</td>
<td>Principal, School Council Chair</td>
<td>Low</td>
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<td></td>
<td>Strategies developed to embed culture of child safety</td>
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<td>• Statement of commitment to child safety is publicly available</td>
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<td>Inappropriate behaviour is not reported and addressed</td>
<td>Child safety code of conduct</td>
<td>Unlikely</td>
<td>Severe</td>
<td>High</td>
<td>• Strategies to embed organisational culture of child safety are reviewed</td>
<td>Principal, School Council Chair</td>
<td>Low</td>
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<td></td>
<td>Clear child safety reporting procedures</td>
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<td>• Refresher training for staff – see eLearning mandatory reporting module</td>
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<td>Risk Event or Environment</td>
<td>Existing risk management strategies or existing controls</td>
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<td>Unquestioning trust of long term employees and contractors or norms</td>
<td>Performance management procedures</td>
<td>Possible</td>
<td>Major</td>
<td>High</td>
<td>• Refresher training for staff – see eLearning mandatory reporting module</td>
<td>Principal, School Council Chair</td>
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<td>Clear child safety reporting procedures</td>
<td>Strategies developed to embed culture of child safety</td>
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<td>Recruitment of an inappropriate person</td>
<td>WWCC or Victorian Institute of Teaching registration</td>
<td>Unlikely</td>
<td>Major</td>
<td>Medium</td>
<td>Processes updated to require:</td>
<td>Principal, School Council Chair</td>
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<td>• Criminal history search</td>
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<td>• Pre-employment reference check includes asking about child safety</td>
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<td>Engagement with children online</td>
<td>Child safety code of conduct</td>
<td>Possible</td>
<td>Moderate</td>
<td>Medium</td>
<td>• Train students and staff to detect inappropriate behaviour</td>
<td>Principal, School Council Chair</td>
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<td>Strategies developed to embed culture of child safety</td>
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<td>• Ensure appropriate settings on all student technologies</td>
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<td>Training for staff and students on their</td>
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<td>Unknown people and environments at excursions and camps</td>
<td>Child safety code of conduct</td>
<td>Unlikely</td>
<td>Moderate</td>
<td>Medium</td>
<td>• Assessment of new or changed environments for child safety risks</td>
<td>Principal, School Council Chair</td>
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<td>Strategies developed to embed culture of child safety</td>
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<td>• Ensure Code and strategies apply in all school contexts</td>
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<td>Clear child safety reporting procedures</td>
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<td>Ad-hoc contractors on the premises (e.g. maintenance)</td>
<td>Child safe environments</td>
<td>Unlikely</td>
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<td>• Refresher training for frequent contractors</td>
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<td>Information and awareness for visitors, staff, volunteers and contractors</td>
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<td>Uninvited persons on or around school grounds</td>
<td>Child safety code of conduct</td>
<td>Possible</td>
<td>Moderate</td>
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<td>• Refresher training for staff to ensure they understand all visitors should have visible receipt.</td>
<td>Principal, School Council Chair</td>
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<td>Staff understanding that all visitors should have signed in and</td>
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<td>• Staff trained in how to deal with an uninvited person/s</td>
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