



YEA PRIMARY SCHOOL

External Provider Policy

REGISTRATION REQUIREMENT 4.1 (A) II

A wide range of external providers in Victoria offer specialist programs for schools. Additionally, there are other external providers offering programs with a focus on targeted education, prevention and wellbeing support. E.g. Sex Education

Overview

External providers may be engaged to deliver specific outdoor or adventure activities or a whole program. They may provide expertise in a certain activity and can form a valuable addition to a program.

Clear and open communication that occurs well in advance of the planned program is the key to an effective and well-informed relationship between a school and an external provider.

Before an external provider is selected to assist with the delivery of a program, a thorough check should be completed by the school to ensure that they are appropriate for the program.

Prior to commencement of a program the school should ensure that the external provider has:

- a current public liability insurance certificate (minimum \$10 million) provided by an APRA approved insurer
- discussed with the school who has responsibilities for first aid, emergency communications and other specialist equipment
- demonstrated that staff have the correct qualifications and/or experience for their specific role/s
- hold a current Employee Working with Children check and supply a copy to the school office before commencing.
- a documented system in place to ensure that students are supervised by either a registered teacher or an approved staff member with a current [Working with Children Check](#)
- ensure that supervision of students is overseen at all times by a staff member of other individual that has a completed [Working with Children Check](#)
- discussed with the school who will be responsible for emergency procedures, and that these are well understood prior to the excursion taking place
- read the relevant sections of the Department's Safety Guidelines for Education Outdoors and understood their obligations under these guidelines.
- Read, understand and sign the Yea Primary School Child Safe Code of Conduct

As a requirement of entry all External Providers must sign in and out on entering and exiting the school. Visitors badges must be worn at all times whilst on the school grounds and when engaged by the school.



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Working with Children Check

Working with Children Act 2005 (Act) requires individuals who engage in 'child-related work' to have a Working with Children Check (WWC Check).

- Anyone engaging in 'child-related work' as part of their role or duties, whether an employee, volunteer, visitor or contractor must have a WWC Check regardless of whether they are being supervised by a teacher or another adult with a WWC Check
- Individuals must comply with Yea Primary School WWC Policy and Procedures and sign the Yea Primary School Code of Code of Conduct before commencing duties.
- 'direct contact' with children includes face-to-face and physical contact, oral, written or electronic communication as well as face-to-face and physical contact
- A parent, or immediate relative, who volunteers at their child's school as part of an activity that their child is participating in is not required by law to have a WWC Check.
- WWC Check applications can be made online at workingwithchildren.vic.gov.au and are free for volunteers.
- Identity verifications are done at Australia Post.
- A video explaining what applicants need to do: [Lodging your application - Working With Children Check](https://www.youtube.com/watch?v=crGp02yLnqQ) <https://www.youtube.com/watch?v=crGp02yLnqQ>
- Individuals can also contact the WWC Check Customer Support Line on **1300 652 879** (local call charge) for further information.
- A copy of current WWCC must supplied for school records before commencing duties
- Individuals that hold a current VIT Registration are exempt from having to have a WWCC. The current registration document/card must be supplied for the school records before commencing duties.

Program Responsibilities

Schools cannot sign 'Waivers of liability' on behalf of students. Regardless of the role of the external provider, schools retain overall responsibility for the program and any activities involving students.

Government schools using residential campsites in Victoria as a venue for their camp or excursion are required to use only accredited campsites. For more information see: School Policy and Advisory Guide - [Venue Selection](#)

Accreditation schemes include [Australian Camps Association Accreditation](#), [Australian Tourism Accreditation Program \(ATAP\)](#) and [National Accommodation, Recreation & Tourism Accreditation](#)

Where not directly responsible for the instruction of the activity or assisting the instructor, the teacher present must understand the activity and the environment in which it will be



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conducted. This teacher must confer with the designated instructor about the supervisory role and establish areas of responsibility. If the teacher is not the designated instructor he/she is to act on the advice of the designated instructor on technical safety issues.

Planning Support

The following materials are essential to guiding the planning and approval process:

- [Planning](#) - these pages support your decision-making role
- [Forms](#) - these checklists will inform external providers about the responsibilities of principals, teachers and school councils in preparing for outdoor and adventure-based excursions.

Partnerships to Promote Respectful Relationships



Schools should be safe places for everyone - students, teachers and other staff, families and members of the local community.

The involvement and commitment of the whole community is required to achieve a culture in which safe and respectful schools are everyone's concern and responsibility.

Partnerships with families, organisations and individuals within the community play a significant role in ensuring the safety and wellbeing of children and young people.

Schools may choose to work in partnership with community service organisations to develop and implement respectful relationships initiatives.

Community Service Organisations and External Providers



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Schools and community service organisations in partnership can implement successful strategies to support student wellbeing including peer support and student leadership programs, community service, cybersafety and bullying prevention initiatives, and the sharing of knowledge and expertise.

Engagement with community service organisations can also support the development and delivery of a respectful relationships curriculum. A wide range of external providers in Victoria work with schools to deliver specialist programs, including personal safety, anti-bullying and respectful relationships initiatives. It is important that any external provider that is delivering a support session or a program offers learning that is meaningful to students and the community. Programs from external providers must take into account cultural influences, setting and latest research and concepts. The selection of an external provider should include an examination of the provider's policy, ensuring it fits with government policy, school policy and the needs of the school.

Internal Partnerships

Schools have access to a range of specialists support professionals to enhance student safety and wellbeing structures and processes and to provide additional support to students including:

- Primary Welfare Officers
- Student Wellbeing Coordinators
- Chaplains
- Student Support Services Officers (psychologists, guidance officers, speech pathologists, social workers and visiting teachers)
- Secondary School Nurses
- Multicultural Education Aides
- Koorie Education Support Officers and
- Other health and wellbeing professionals employed directly by schools.

These specialist professionals often have substantial expertise in the development and implementation of respectful relationships initiatives and programs.

Families

Families are the first educators of children and young people and they continue to influence their children's learning and development before, during and after schooling has been completed. While schools have an important responsibility for student safety, learning and skill development, parents, carers, guardians and extended family members have a primary role in modelling and teaching children and young people about appropriate behaviour and respectful relationships.

For more information about guidance for meaningful engagement between families and schools, see: [Families as Partners in Learning](#)



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Public Liability

Ensure that external providers have public liability insurance. Before a service starts, request a copy of the certificate of currency and check the policy is:

- current and with a reputable insurer
- for the minimum sum per occurrence of \$10 million.

Resources / References

- Child Safe Policy and Statement of Commitment

Policy number	<<insert number>>	Version	2
Drafted by	Fiona Joseph	Approved by School Council on	21/8/2017
Responsible person	Debbie George	Date Implemented	2017
School Council President	<<sign>>	Scheduled review date	2018
Principle	<<sign>>	Review cycle <<Circle>>	Biannual

Version 2 taking into account changes to the *Working with Children Act 2005* (Act) commencing on 1 August 2017.