



POLICY 6

Staff

Street Address:	239 White Road Wonthaggi Vic 3995
Postal Address:	PO Box 322 Wonthaggi Vic 3995
Telephone:	5672 3115
Email:	Manager@bcal.vic.edu.au
Website:	www.bcal.vic.edu.au
Registered Training Organisation (RTO) Number:	3720
Incorporated Identity Number:	A0017261Y
Charity Status:	DGR

Contents

POLICY NUMBER: 6 3

POLICY NAME: STAFF 3

6.1 Staff responsibilities 4

6.2 Child Safety and Welfare 4

6.3 Induction new staff, Pay, Super and WorkCover 4

6.4 Job descriptions/duty statements 6

6.5 Leave/meal breaks/replacement Staff 8.4, 8.5, 8.14 6

6.6 Legislation 7

6.7 Performance monitoring/skills matrices 7

6.8 Police working with children checks, fit and proper person forms 8

6.9 Professional development/moderation/validation 8.8, 9.21 8

6.10 Qualifications 9

6.11 Records (also see Files and Record policy) 9

6.12 Recruitment 9

6.13 Staff meetings 10

6.14 Supervision 10

6.15 Use of equipment 11

6.16 VET Manager 11

6.17 Volunteer Staff 11

6.18 Weekend classes 11

6.19 Workplace harassment (see also Access and Equity) 12

6.20 Workplace bullying (see also 10.11, Student behaviour) 12

Policy Number: 6

Policy Name: Staff

Purpose:

This policy outlines the requirements, rights and obligations of all Staff members employed at the Centre.

Scope:

The policy applies to all Staff members.

Relationship with AQTF Standards and Conditions & Current Funding Contract:

-
-

Relevant Records/Documents:

-
-

Procedures

6.1 Staff responsibilities

- Staff members at the Centre are a key element of continuous improvement. It is very much the responsibility of ALL Staff members to be aware of the Centres' continuous improvement policy, and to contribute to continuous improvement.
- This should be reflected in Position descriptions and Staffing manuals/induction documents.
- Please see continuous improvement policy for details.

6.2 Child Safety and Welfare

With respect to Child Safety and Wellbeing all staff are responsible for and must adhere to the defined standards:

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

6.3 Induction new staff, Pay, Super and WorkCover

- Staff will undertake an induction program upon employment. They will be supplied with copies of BCAL's policy documents plus other related materials so that they have a clear understanding of the Centres' operations.
- All new Staff are to be made aware of their responsibilities under the various registration requirement of the Centre. This includes familiarisation with:
 - Staff induction guide
 - Centre policies and procedures, and other documents
 - AQTF Standards
 - Victorian Training Guarantee Service Agreement
 - Relevant Legislation
 - Training packages/course curriculum
 - All training forms and materials
 - All other requirements

- Tutors teaching accredited courses will be supplied with all the relevant material associated with the current curriculum including such things as course outlines, requirements for assessment and procedures to be used for recording progress; both student and course implementation.
- Staff may not be considered for employment for 3 years if they were responsible for or party to:
 - Having a contract for government funded training terminated prior to its expiry date
 - Had their Centres registration revoked, suspended, cancelled or restricted
 - Was responsible for the above occurring to another person or entity
- Staff will also be given information which should contain or be relevant to their training area/s:
 - Centre policy outlines and forms, including grievance/appeal forms
 - Centre familiarisation – map or walk around
 - Curriculum documents including chosen course, unit of competency codes and names
 - Obligation for Quality Control/Continuous Improvement/Risk Management
 - Training, assessment and Staffing details for this Centre
 - Timetables
 - Information during the year as relevant including funding body memos and notifications, PD opportunities, financial changes and all other
- Other relevant documentation as outlined in the Tutor Instructions pamphlet are available to the teachers at all times, with copies of all documents being kept in the teachers' office.
- A record book is to be kept for each Staff member which will include their trainer and assessor qualifications, any employment agreement/contract and their signed resume/CV's. All documents are to be verified by this Centre.
- Staff matrices will also be compiled, matching skills, experience, qualifications and registrations to units being presented by each Staff member.
- Staff record book will also include position descriptions for all Staff positions at the Centre. A Staff register will be kept at the front of this book to track qualifications and experience – original and added, registrations and their due dates, and other 'at a glance' information on Staff members.
- Where a Staff member is delivering **competency based training** they need to be familiar with relevant training packages/accredited courses including:
 - Nationally endorsed competency standards, assessment guidelines and qualifications
 - Qualifications to be awarded through assessment of competencies in accordance with the issuing of statements of attainment
 - Development and delivery of training to meet individuals' needs
 - Learning on and off the job where relevant
- Where the Staff member is delivering Vocational Education & Training (VET) they are to be familiar with the requirement and policies of VET in the following areas:
 - VRQA AQTF Standards and conditions of registration
 - Australian Qualifications Framework
 - Australian Quality Training Framework
 - Training packages - available on training.gov.au
 - See policies below on VET

Pay rates

- Permanent Staff will be paid according to the rates given in the Post-Secondary Education Award relevant for their level of employment and duties.
- Casual Staff members will be paid a rate set and agreed by the Committee.
- Sessional Tutors will be required to present an invoice for payment, as a rate agreed to by Administration that will be covered by the fees charged for their training.

Superannuation

- BCAL undertakes to meet government requirements relating to superannuation for full-time Staff.
- Superannuation is calculated fortnightly and paid monthly.
- The Centre uses the HESTER Super fund as their default provider.

- All new employees, when they begin working, are to be given an application form for superannuation and are encouraged to fill these out immediately.
- Superannuation is taken from the first pay received, and every pay there after until working ceases.
- Where there is no pay for the employee, such as in long holiday breaks, superannuation is not paid.
- Casual sessional Tutors presenting an invoice for payment do not receive superannuation.

WorkCover

- WorkCover insurance is held at this Centre for all employees.
- Accidents and incidents should be recorded in the Accident/Incident book kept in the Admin area.
- Signed statements from victims, Staff and witnesses need to be taken at the time of the accident.
- The Administrator may sign claims of behalf of the Committee.
- All Work Cover claims are to be kept on file. Claims should be completed by both Centre Staff and the victim.
- Admin must report all accidents to the Committee of Management within 24 hours of accident occurring.
- Liability for some forms of injury, e.g. stress, will be determined by the claims agent.

6.4 Job descriptions/duty statements

The Centre has a range of positions descriptions, including duty statements, for all Staff employed by the Centre and Volunteers. These include:

- Centre Manager
- Centre Coordinator
- Centre Bookkeeper
- Permanent Teaching Staff – various positions
- Sessional Teaching Staff
- Committee members – various positions
- Volunteers
- Position descriptions are to describe duty statements of Staff members including responsibilities to the Centre, students and other stakeholders, governing and regulatory bodies and other.
- Position descriptions should accurately reflect a person's duties and responsibilities. These should be reviewed in internal audits.
- Position descriptions should be employed by the Committee when considering pay rates and incremental raises.
- These are available on the Manager's computer.
- All Staff employed by the Centre are employed in accordance with the job descriptions for their roles, and matching to their qualifications and experience. All Staff members perform under the guidelines of their job descriptions.
- All Staff will have a skills matrix developed from their job descriptions.
- Skills matrices will match Staff members' skills, experience, qualifications and registrations to the roles on their job descriptions or, in the case of teaching/assessment Staff, matched to the units they will be taking.
- Staff should not be asked to perform duties that are incompatible with/outside their matrices. Staff should feel able to approach Admin if they feel they are being asked to undertake tasks that are incompatible with their assigned job roles.

6.5 Leave/meal breaks/replacement Staff 8.4, 8.5, 8.14

- All employees of BCAL are able to request, at any time, leave of absence for personal reasons.
- All leave requests should be in writing, and be given where possible, to the Committee a month prior to the leave being required.
- Leave of absence requests will be heard by the Committee, however requests may not always be granted. Some requests may be conditional; for example, the ability to find a replacement Staff member.
- Permanent employees have four full weeks leave per year. This is taken during the Christmas break unless otherwise arranged.
- Reasons for leave requests will be kept in strictest confidence.

- BCAL in line with Staffing policies provides for breaks at lunch, mid-morning and mid-afternoon. Times and duration are negotiable between Staff, Committee and students.
- Lunch breaks are to be of half hour duration.
- Morning and afternoon tea breaks are to be of no more than fifteen minutes.
- By negotiation with the Committee, any breaks forfeited may be repaid pro rata as time in lieu, providing replacement Staff can be found.
- The Centre will provide replacement Staff for its permanent workforce, where practicable and necessary. Where possible, replacements will be drawn from current Staff.
- The Centre will maintain a list of replacement Staff to be accessed when necessary. These replacement Staff may be Volunteers.
- Replacement Staff need not be fully trained, unless required.
- Committee members may act as replacement Staff but only when no other Staff can be found.
- For Tutor absences, it is preferred that the class be cancelled for that day, if possible.

6.6 Legislation

- Staff should be familiar with legislation that regulates their area of employment. This includes
 - Audit Act 1994
 - Charter of Human Rights and Responsibilities Act 2006
 - Disability Act 2006
 - Education and Training Reform Act 2006
 - Equal Opportunity Act 2010
 - Freedom of Information Act 1982
 - Information Privacy Act 2000 / Privacy Act 1988 including the 2014 Australian Privacy Principles
 - Occupational Health and Safety Act 2004
 - Public Records Act 1973
 - Superannuation Guarantee (Administration) Amendment Act 2012
 - Further Education and Training Act 2013/2014
 - Victorian Qualifications Authority Act 2000
 - Working with Children Act 2005

6.7 Performance monitoring/skills matrices

- Performance monitoring may be conducted against a Staff members' duty statement
- Staff will undergo a performance monitoring process at least once a year. Staff will have the chance to inform Committee and admin of their plans, perceived training needs and continuous improvement ideas.
- Forms for this purpose, and filled forms, are kept in the performance monitoring folder in the accounting office bookcase.
- Staff will complete a skills matrix each year to inform of their professional development needs. This will be presented to Committee periodically, at least once a year, for action.
- Staff performance indicators will be:
 - Number of units being taught
 - Strategies being taught to assist students to achieve learning outcomes
 - Effective course delivery and program design
 - Evidence of response to student feedback
 - Program development to meet specific needs
 - Development of resources to meet student/program needs
 - Evidence of professional development attended and integrated
 - Evidence of moderation and benchmarking of program and tasks
 - Student satisfaction
 - Interaction with Admin and Committee
- The Committee will review these and act on recommendations (see continuous improvement policy). An interview with the Staff member may be conducted if necessary. Feedback will be given following evaluations.

- Staff should see performance monitoring as a chance to contribute to continuous improvement for the whole Centre environment.
- Staff monitoring procedure will be with the Manager, as follows:
 - Forms are distributed to Staff member, who are given time prior to a scheduled meeting with the Manager
 - Manager and Staff member hold a formal meeting to discuss contents of form, and any external feedback received on Staff member
 - Performance is discussed, with relevance to position description
 - Professional development needs are discussed and scheduled
 - Feedback is given to Staff member
 - All documentation is placed on a Staff file
- All Staff employed by the Centre are employed in accordance with the job descriptions for their roles, and matching to their qualifications and experience. Skills matrices are developed for new Staff, and edited as required.
- All Staff members perform under the guidelines of their job descriptions.
- All Staff will have a skills matrix developed from their job descriptions.
- Skills matrices will match Staff members' skills, experience, qualifications and registrations to the roles on their job descriptions or, in the case of teaching/assessment Staff, matched to the units they will be taking.
- Staff should not be asked to perform duties that are incompatible with/outside their matrices. Staff should feel able to approach admin if they feel they are being asked to undertake tasks that are incompatible with their assigned job roles.

6.8 Police working with children checks, fit and proper person forms

- Staff members (including Volunteers) and members of Committee should undergo an annual police check and, where interacting with students under 18, a Working with Children Check. This is particularly important where training Staff are teaching vulnerable students.
- Where younger students (under 18) are involved a current police check and a current Working with Children checks are required.
- Police checks may be completed online, annually.
- All expenses incurred obtaining checks will be paid for by the Centre.
- Re-register dates are to be recorded in the Staff book/Staff register.
- Staff are also expected to fulfil 'fit and proper person' requirements, and fill out that form and have it verified. The form will be kept on the Staff members file.

6.9 Professional development/moderation/validation 8.8, 9.21

- BCAL endeavours to ensure that all members and Staff receive the appropriate training to meet the needs of themselves and their clients. Professional Development is a budgeted item in the annual Centre budget.
- The Centre encourages all Staff to attend all relevant professional development sessions. The use of performance measuring and matrix documents inform Management of professional development needs for all Staff.
- Staff members attending PD are encouraged to fill out a short form on the effectiveness or worthiness of the PD attended. This, along with any other information gained from the PD, will be placed in their Staff file. Staff members are encouraged to share knowledge gained from PD sessions with other Staff members as relevant.
- Administration will pass on PD opportunities as they are received. Notice of these will be placed on the desks in the Staff offices, or emails sent on as and when received by relevant organisations.
- The Centre will try to assist with the cost of Professional Development. Costs of travel to and from PD - in private cars or public transport – will be reimbursed.

Moderation

- Moderation sessions for all Staff teaching accredited courses are compulsory at least once a year. Staff members are encouraged to attend moderation sessions as advised.
- Where moderation sessions are not available, on-line or generic moderation may be attempted.

- Moderation is across the levels of training, and gives the Staff member currency, accuracy and relevance of their training and assessment methods and resources, and is therefore an essential part of training and delivery continuous improvement.

Moderation / Validation of Assessments

- Moderation is the process of ‘comparing notes’ with Tutors outside and independent of this Centre. This process assists in setting benchmark assessment levels for students being taught by a variety of Tutors in different places of learning.
- All Staff involved in assessment must attend one moderation session per year but are encouraged to attend all scheduled moderation meetings.
- Moderation must occur prior to the students undertaking their final course assessments.
- Samples of all levels of student’s work should be taken to the meeting, including those which are difficult to assess.
- Moderation sessions provide a guide; ultimately BCAL Tutors / Staff are responsible for the final grades allocated to course participants.
- Where possible Staff will be paid to attend moderation meetings.
- A moderation schedule should be prepared at the start of each year, and include each Tutor in each subject area, with a timetable for session/s to be commenced and completed.
- Moderations sessions are often offered through email notices. These are to be passed on to Tutors as relevant.

6.10 Qualifications

- All Staff engaged by the Centre must hold sufficient and relevant qualifications and/or experience for their allotted roles, and are to be employed and utilised for only the tasks for which they are qualified and the roles of job descriptions:
- Training Staff to have the minimum of Certificate IV in Training and assessment (TAE), and a qualification in their area of training, at least up to the Certificate being taught.
- Literacy and numeracy training Staff to also have teaching qualifications.
- Industry experience – relevant and current – is necessary for all trainers of industry subjects, such as hospitality.
- Trainers teaching CALD classes should also hold a high level TESOL qualification.
- Admin Staff members are to have relevant qualifications and/or experience to undertake all of their duties.
- Staff qualifications are kept in the Staff register in the Manager’s office.
- Staff are expected to undertake professional development when and where available and relevant to maintain currency of their qualifications.

6.11 Records (also see Files and Record policy)

- Staff records are kept in compliance with the Files and Records policy for the Centre. This means:
 - Only information relevant to their role at the Centre is taken
 - Information is kept under strict privacy rules
 - Information is only given to people who are authorised to obtain this information

6.12 Recruitment

- New positions at BCAL will be advertised through the local print media. All advertising must be ethical and consistent with services being provided. Equal opportunity is considered in all Staffing positions.
- Staff applying for positions will have access to clearly defined positions descriptions.
- Individuals are welcome to present expressions of interest and resumes for filing at the Centre.
- Potential employees may be sourced via responses to advertising, checking Tutor databases or from the local community where their experience and reputation in their given field may be known.
- Applicants for job vacancies are expected to provide details of all education standards, qualifications, work experience history plus contact details for referees.
- Potential employees will be expected to present originals of all qualifications related to the position sought.

- For major ongoing job vacancies, a panel of at least three persons from Committee and or/Staff will be set the task of selecting the most suitable applicant for the advertised job. Resumes/written applications and referee's testimonials will be checked to allow for short listing of applicants. Interviews will follow. The person deemed most suitable will be offered the job. Contract agreements appropriate to both BCAL and the new employee will then be completed.
- For short term, short course Tutor recruitment appropriate persons can be approached. Suitability to conduct training will be thoroughly considered prior to contacting any Tutors.
- Initial contact to the Tutor is by telephone to obtain the following – willingness and ability to conduct the course; approximate times and dates; Tutor qualifications. Final details should be settled at a face to face meeting.
- Sessional Tutors are to be given information required prior to commencement. They are not considered personnel of BCAL but rather persons offering their expertise and as such will not be placed on our payroll records but will be required to present an invoice at the end of their classes.
- Regular Tutors are given a Staff induction booklet and placed on payroll as casual part time. They are paid at the agreed rate plus superannuation.
- Tutors teaching accredited courses will need to hold the TAE40104 Certificate IV in Training and Assessment or equivalent, including unit TAELN401A or 411A.
- Tutors teaching accredited Literacy and Numeracy classes should hold a current teaching qualification and hold current VIT registration. This includes VCAL programs.
- Tutors teaching accredited courses will have copies of all qualifications / certificates taken and certified as true. Copies are then kept on file.
- Payroll Tutors are given training where possible and necessary and are encouraged to attend moderation sessions at least once a year.
- The Centre undertakes to abide by the requirements of Equal Opportunity Legislation. Details can be viewed on the website dms.dpc.vic.gov.au
- Staff employed to deliver or administer government funded training will need to sign the 'fit and proper persons' form, requirements for which are outlined in Clause S.A 3.1, m of the Act, and deal with previous cancellations of registration and training delivery.

6.13 Staff meetings

- Attendance at Staff meetings is encouraged. Staff members are encouraged to view Staff meetings as an excellent communication tool.
- Staff meetings may be used to exchange ideas, share resources, air differences and complaints, and any other matters.
- Where possible, Staff meetings are to be held once a week.
- Teaching Staff and Administration Staff/Committee members are encouraged to meet together at least once a month.
- The Centre will provide facilities and refreshments for all Staff meetings.
- Where possible, Staff meetings should be held out of normal teaching hours.

6.14 Supervision

- Where a Staff member (or Volunteer) that does not satisfy AQTF requirements for VET teaching/assessment Staff is placed in a responsible position with students - either as an assistant or in a teaching capacity, they must be supervised by a Staff member who meets those qualifications.
- ALL training & assessment Staff at this Centre must hold the Certificate IV in training and assessment (TAE)
- Where a teacher does not have currency in their qualifications, registrations and/or experience for the area being taught, they must be supervised by a Staff member who does. E.g. all VCAL trainers must have current VIT registration and WCC cards.
- There may be times when a specialist or visiting teacher is brought in to demonstrate an area of expertise. At these times a fully registered and qualified teacher employed by the Centre must be in the room at all times.

- Where Volunteers are employed to assist in the classroom, they are not to be left in charge of the class at any times, and must be supervised by the classroom teacher during their time in the classroom. It may not be practical to use Volunteers for all programs.

6.15 Use of equipment

- Staff is encouraged to use any item of equipment at the Centre to assist them with their lesson plans and class notes.
- Equipment is available to all Staff at all times EXCEPT when in use by another class.
- Pre booking equipment is encouraged; this should ensure that the equipment will be available when needed.
- Admin will assist with equipment usage, time permitting.
- Staff should restrict the use of BCAL equipment to Centre business.

6.16 VET Manager

- Part of the job description of Centre Manager is that of VET Manager. The Manager's job description outlines responsibilities for vocational training at the Centre.
- Some tasks involve:
 - Interviewing student prior to undertaking accredited training
 - Overseeing compliance, the registering bodies
 - Entering data into the student Management system
 - Staff Management

6.17 Volunteer Staff

- Bass Coast Adult Learning includes Volunteers as part of their Staffing.
- Volunteer Staff members at the Centre include Committee members and Volunteer Tutors that are part of the AMES home Tutor scheme.
- The Centre employs a Volunteer Coordinator to attend to the requirements of the Volunteer Tutors.
- Volunteers have a right:
 - To feel they are making a worthwhile contribution
 - To job satisfaction
 - To training and support
 - To know what is expected of them
 - To say no
 - To have resource material available
 - To supervision in classroom situations
- Volunteers responsibilities are:
 - To be consistent and reliable
 - To be patient
 - To keep student information confidential
 - To be accepting and non-judgemental
 - To continue learning
 - To be good listeners
 - To keep records of progress
 - To confer with the co-ordinator when appropriate
 - To notify BCAL of any change of circumstances

6.18 Weekend classes

- BCAL sometimes runs weekend activities so all who need to can have access.
- Tutors taking weekend classes shall be given keys for the appropriate building plus the toilet block. They are to be informed about security issues, equipment use and general BCAL routine procedures. (please see 'Facilities: Keys & Security' policy)
- Weekend Tutors do not receive any out-of-hours bonuses, time in lieu, extra time fractions or any other pay or leave variations for the work.

- Admin support may not be available during weekend classes. Assistance may be given, if required, in the week prior to the class operating.
- Tutors are responsible for and represent the Centre during weekends, and are responsible for the safety of their students. Tutors must be the last to leave the premises.
- Tutors taking weekend classes should have the out of hours' mobile number of the Manager or Coordinator.

6.19 Workplace harassment (see also Access and Equity)

- Unlawful harassment occurs when someone is made to feel intimidated, insulted or humiliated because of their race, colour, national or ethnic origin, sex, disability, sexual preference, or some other characteristic specified under antidiscrimination or human rights legislation. It can also happen if someone is working in a 'hostile' – or intimidating – environment.
- Harassment can *include* behaviour such as:
 - telling insulting jokes about particular racial groups
 - sending explicit or sexually suggestive emails
 - displaying offensive or pornographic posters or screen savers
 - making derogatory comments or taunts about someone's race or religion
 - asking intrusive questions about someone's personal life, including their sex life.
- Workplace harassment is seen as a serious offence at BCAL, and will not be tolerated. It should be reported to supervisors or Committee of Management as soon as it occurs.
- Incidents of workplace harassment should be recorded in the incident/accident book in the admin area.
- The procedures for dealing with harassment are as follows:
 - Incident is reported to admin or Committee
 - Incident is recorded citing all persons involved and signed
 - Incident goes to Committee to decide action
 - Action may include speaking to persons, having a mediator step in, shifting workers to new positions
 - Disciplinary action, if any, will be decided by the Committee
- It is recommended that all incidents reported be dealt with swiftly before they escalate.

6.20 Workplace bullying (see also 10.11, Student behaviour)

BCAL is committed to ensuring that Staff work in an environment where they are treated with mutual respect. To ensure a productive and harmonious workplace, it is important that Staff are aware of the impact of their behaviour on others. Any form of bullying in the workplace is inappropriate and unacceptable.

All Staff have a legal responsibility to look after their own health & safety and that of their co-workers. Therefore, all Staff must treat other Staff with courtesy and respect and not engage in behaviour which constitutes bullying. Any Staff engaging in or condoning such behaviour will be subject to disciplinary action.

Definitions:

Bullying is repeated, unreasonable behaviour directed towards an employee or groups of employees that creates either a physical or psychosocial risk to health and safety. Types of behaviour that, when directed at an individual and/or repeated, can be considered bullying may include:

- Demeaning language or verbal abuse
- Threats, physical or verbal intimidation
- Outbursts of anger or aggression
- Excluding or isolating employees
- Giving employees impossible tasks
- Deliberately changing rosters to inconvenience particular employees

The above is not a complete list. Other behaviours may be considered bullying if an employee feels intimidated or threatened by them.

However, reasonable Management actions carried out in a fair way cannot be considered bullying. The following does *not* constitute bullying:

- Setting performance goals, standards and deadlines
- Deciding not to select an employee for a promotion
- Informing a worker of unsatisfactory work performance
- Informing a worker if inappropriate behaviour
- Implementing organisational changes

Procedure:

If a Staff member feels they have been or are being bullied, or if Staff witness a case of bullying, they should:

- Try to resolve the problem with the person(s) involved as soon as possible. The behaviour may have been unintentional.
- If the Staff member feels unable to handle the problem on their own, they should report the problem to the Manager either verbally or by filling in an incident report.
- If the complaint is regarding the Manager, it can be brought to the Coordinator or directly to the Committee of Management.

If a Staff member makes a report about bullying, that Staff member is responsible for ensuring the complaint is made honestly and in good faith, providing all relevant facts and cooperating with the investigation and resolution processes.

It is Management's responsibility to:

- Take all complaints seriously
- Respond with sympathy and sensitivity
- Resolve the complaint as quickly as possible
- Document the complaint in an incident report
- Follow up the matter within 2 working days
- Act in accordance with the Occupational Health and Safety Act 2004 and the WorkSafe Victoria guide to workplace bullying prevention and response, October 2012.

Management must not:

- Ignore the complaint
- Expect the Staff member(s) to either put up with it or sort it out themselves
- Make judgements about the veracity of the report
- Discuss the issue with anyone other than those involved.

The Manager will investigate the complaint or, if necessary, appoint an appropriate, impartial person to investigate the complaint and mediate as required.

Where a bullying complaint is upheld, Management may:

- Require an apology from the respondent
- Make changes to work practices or rosters
- Require employees to participate in training
- Note the incident in the employee's file
- Other disciplinary action as deemed fair and reasonable