



## POLICY

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<b>NAME:</b>	Child Safety and Wellbeing Policy July 2022
<b>UPDATE DUE:</b>	July 2024, or more often as circumstances require

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### Commitment to child safety

*Camberwell Girls Grammar School (CGGS) is a child safe organisation which welcomes all children, young people, their families and their participation. We are committed to providing culturally inclusive environments where all our students are safe and feel safe, and have confidence their voice is heard. We promote positive interactions between students and adults, and between students and their peers based on mutual trust and respect.*

*Child safety is a shared responsibility. Everyone engaged or employed by CGGS has a role to play in promoting child safety. All are aware of their responsibility to promptly raise issues or concerns about a child's safety or wellbeing. We have zero tolerance for child abuse and we take proactive steps to identify children who may be at risk or experiencing vulnerability to mitigate harm or distress.*

*Particular attention is given to the safety needs of Aboriginal or Torres Strait Islander students, those from culturally and linguistically diverse backgrounds, students with disabilities, international students, those unable to live at home and children and young people who identify as LGBTQIA+.*

*We regularly seek input from students, parents, carers, staff and volunteers in our child safe practices and communicate our policies and ongoing strategies following each systematic review.*

## Purpose

The Child Safety and Wellbeing policy demonstrates Camberwell Girls Grammar School's (CGGS) commitment to creating and maintaining a child safety and a child friendly school where children and young people are and feel safe. It provides an overview of our approach to implementing Ministerial Order 1359 which sets out how the Victorian Child Safe Standards apply in school environments. It informs our school community of everyone's obligations to act safely towards children and guides our processes and practices for the safety and wellbeing of students.

## Scope

This policy applies to all staff, volunteers, the School Council and School Management Team members, children and other individuals involved in our School community whether or not they work in direct contact with students. This policy applies to all physical and online environments, including locations on and off school campus (used by students) and provided through third party providers. This policy should be read together with other child safety and wellbeing policies, procedures and codes of conduct noted at the end of this Policy.

## Statement of Commitment

CGGS is a child safe organisation which welcomes all children, young people and their families.

We are committed to providing environments where our students are safe and feel safe, where their participation is valued, their views respected, and their voices are heard about decisions that affect their lives. Our child safe policies, strategies and practices are inclusive of the needs of all children and students.

We have a zero tolerance for child abuse and take proactive steps to identify and manage any risks of harm to students in our school environments.

We promote positive relationships between students and adults and between students and their peers. These relationships are based on trust and respect.

We take proactive steps to identify and manage any risk of harm to students in our school environment. When child safety concerns are raised or identified, we treat these seriously and respond promptly and thoroughly.

Particular attention is given to the child safety needs of Aboriginal students, those from culturally and linguistically

diverse backgrounds, international students, students with disabilities, those unable to live at home, children and young people who identify as lesbian, gay, bisexual, trans and gender diverse, intersex and queer/questioning, asexual (LGBTIQA+) and other students experiencing risk or vulnerability.

Inappropriate or harmful behaviour targeting students based on these or other characteristics, such as racism or homophobia, are not tolerated at our school, and any instances identified will be addressed with appropriate consequences.

Child safety is a shared responsibility. Every person involved in our school has an important role in promoting child safety and wellbeing and promptly raising any issues or concerns about a child's safety.

We are committed to regularly reviewing our child safe practices, and seeking input from our students, families, staff, and volunteers to inform our ongoing strategies.

## Roles and Responsibilities

The **School Council** will:

- Oversee the promotion of a child safe culture with the broader school community
- Ensure that child safety is a regular agenda item at School Council meetings so that a culture of child safety is being embedded and School Council members are informed and understand any issues of a child safety concern
- Undertake annual training on child safety
- Approve updates to, and act in accordance with the School Community Code of Conduct (includes Child Safety) to the extent that it applies to School Council employees and members

The **School Principal** will:

- When hiring School Council employees, ensure that selection, supervision, and management practices are child safe

The **School Management Team** (comprising the Principal, Deputy Principal, relevant Heads of School and other school representatives) and the **Child Safety Officers** will:

- Ensure that a strong child safe culture is created and maintained, and that policies and practices are effectively developed and implemented in accordance with Ministerial Order 1359:
- Ensure effective child safety and wellbeing governance, policies, procedures, codes and practices are in place and followed
- Model a child safe culture that facilitates the active participation of students, families and staff in promoting and improving child safety, cultural safety and wellbeing
- Enable inclusive practices where the diverse needs of all students are considered
- Reinforce high standards of respectful behaviour between students and adults, and between students
- Promote regular open discussion on child safety issues within the school community including at leadership team meetings, staff meetings and school council meetings
- Facilitate regular professional learning for staff and volunteers (where appropriate) to build deeper understandings of child safety, cultural safety, student wellbeing and prevention of harm and responding to abuse
- Create an environment where child safety complaints and concerns are readily raised, and no one is discouraged from reporting an allegation of child abuse to relevant authorities.

The **School Staff and Volunteers** will:

- Participate in child safety and wellbeing induction and ongoing training provided by the school and always follow the school's child safety and wellbeing policies and procedures
- Act in accordance with our School Community Code of Conduct (includes Child Safety)
- identify and raise concerns about child safety issues in accordance with our Child Safety Responding and Reporting Obligations Policy and Procedures, including following the [Four Critical Actions for Schools](#)
- Ensure students' views are taken seriously and their voices are heard about decisions that affect their lives
- Implement inclusive practices that respond to the diverse needs of students.

## Specific staff child safety responsibilities

CGGS has nominated Child Safety Officers at both the Senior and Junior Schools and the Early Learning Centre to support the Principal to implement our child safety policies and practices, including staff and volunteer training.

The responsibilities of the Child Safety Officer are outlined at [Guidance for child safety champions](#). In addition to these roles, our Child Safety Officers are also responsible for:

- Promoting a child safety and wellbeing culture throughout the school
- Acting as a source of support, providing advice and focus to staff on child safety needs of vulnerable students
- Listening to students and families and act on child safety concerns
- Liaising with the school's leadership team to decide on legislative reporting requirements

Our Principal and Child Safety Officers are the first point of contact for child safety concerns or queries and for coordinating responses to child safety incidents.

- The **Deputy Principal and Heads of School** are responsible for monitoring the school's compliance with the Child Safety and Wellbeing Policy. Anyone in our school community should approach Deputy Principal if they have any concerns about the school's compliance with the Child Safety and Wellbeing Policy.
- **Deputy Principal and Heads of School** are responsible for informing the school community about this policy, and making it publicly available
- Other specific roles and responsibilities are named in other child safety policies and procedures, including the School Community Code of Conduct (includes Child Safety), Child Safety Responding and Reporting Obligations (including Mandatory Reporting) Policy and Procedures, and Child Safety Risk Register.

Our school also has a Child Safety Team, a Wellbeing Team and Student Focus Groups for both Senior and Junior Schools where concerns of a child safety nature are discussed.

The Wellbeing Teams meet regularly to identify and respond to any ongoing matters related to child safety and wellbeing. In addition, the Counsellors also meet separately with the Deputy Principal and relevant Heads of School fortnightly. Student Focus Groups also provide an opportunity to contribute input into the CGGS strategies.

Our Risk & Governance School Council Committee monitors the Child Safety Risk Register.

Our current Child Safety Officers are promoted throughout the School.

### Child Safety Officers: Junior and Senior School

Principal	Mrs Debbie Dunwoody
Deputy Principal	Mrs Davina McClure
School Counsellor	Ms Paula Kolivas
School Counsellor	Ms Beth Sarlos
School Chaplain	Rev Helen Creed

### Child Safety Officers: Junior School

Head of Junior School	Mr Paul Donohue
Deputy Head of Junior School	Ms Nancy Robottom
Early Learning Centre Co-ordinator	Ms Esther Wong

### Child Safety Officers: Senior School

Deputy Principal	Mrs Davina McClure
Head of Senior School	Ms Kath Woolcock
Head of Middle School	Ms Kate Giles
Head of Educational Outcomes	Ms Kim Hepworth
Education Outdoors Coordinator	Mr Shane Maycock

## Code of Conduct (includes Child Safety)

Our Codes of Conduct (which includes Child Safety) sets the boundaries and expectations for appropriate behaviours between adults and students. It also clarifies behaviours that are not acceptable in our physical and online environments.

We ensure that students also know what is acceptable and what is not acceptable so that they can be clear and confident about what to expect from adults in the school.

The School Community Code of Conduct also includes processes to report inappropriate behaviour.

## Managing risks to child safety and wellbeing

CGGS identifies, assesses and manages risks to child safety and wellbeing in our physical and online school environments. These risks are managed through our child safety and wellbeing policies, procedures and practices, and in our activity specific risk registers, such as those we develop for off-site overnight camps, excursions, adventure activities and facilities and services we contract through third party providers for student use.

Our Child Safety Risk Register is used to record any identified risks related to child abuse alongside actions in place to manage those risks. Our school management team will monitor and evaluate the effectiveness of the actions in the Child Safety Risk Register at least annually.

CGGS's approach to promoting child safety and managing risk in the physical and online environments is through:

- The Student ICT Policy in the diary (an acknowledgement by students and parents/guardians is made)
- Student Welfare and Safety Policy (includes Student Behaviour and ICT Policy)
- Student Surveys (results published in the School's annual report) and
- Wellbeing lessons specifically outlining safety in the physical and online environments

## Establishing a culturally safe environment

We are committed to establishing an inclusive and culturally safe school where the strengths of Aboriginal culture, values and practices are respected.

We think about how every student can have a positive experience in a safe environment. For Aboriginal students, we recognise the link between Aboriginal culture, identity and safety and actively create opportunities for Aboriginal students and the Aboriginal community to have a voice and presence in our school planning, policies, and activities.

We acknowledge and appreciate the strengths of the Aboriginal culture and understand its importance to the wellbeing and safety of Aboriginal children and students and we promote cultural safety in our school community.

We encourage the school community to acknowledge Aboriginal culture through:

- The Acknowledgement of Country at commencement of functions and meetings and acknowledgement on email signature clause
- Flying of the Aboriginal Flag
- Dara Aboriginal labyrinth: plaque signifying this sanctuary within the school grounds acknowledges the Wurundjeri people and is a safe cultural space for reflection
- Partnering with the Aboriginal Community:
  - Aboriginal cultural program participated by years ELC-Y12 led by Murrundindi
  - Mungo Living Culture Program Camp: opportunity for staff and students to participate and experience in the Aboriginal culture and the importance of this to the wellbeing and safety of Aboriginal children
  - Melbourne Indigenous Transition School (MITS) partnership program

## Student Empowerment

To support child safety and wellbeing at CGGS, we work to create an inclusive and supportive environment that encourages students and families to contribute to our child safety approach and understand their rights and their responsibilities.

Respectful relationships between students are reinforced and we encourage strong friendships and peer support in the school to ensure a sense of belonging through involvement in co-curricular activities and clubs, implementing our whole school approach to Respectful Relationships being taught during Health classes and Wellbeing lessons in Senior School and during designated times in the BRAVE program for our Junior school students. Respect is reflected through our Student Code of Conduct and our school values.

We inform students of their rights through assemblies twice year by the School Counsellors, in our whole school approach to Respectful Relationships or our BRAVE program, and give them the skills and confidence to recognise unsafe situations with adults or other students as a means to speak up and act on concerns relating to themselves or their peers. We ensure our students know who to talk to if they are worried or feel unsafe and we encourage them to share concerns with a trusted adult at any time. Students and families can also access information on how to report concerns by contacting:

- For Students: CCGS Child Safety Officers
- For Parents: Deputy Principal and Heads of School

When the school is gathering information in relation to a complaint about alleged misconduct or abuse of a child, we will listen to the complainant's account and take them seriously, we check our understanding of the complaint, support the student and keep them (and their parents and carers, as appropriate) informed about progress.

We promote child safety through:

- Age appropriate presentations, in our newsletters and in welcome packs to staff, students and volunteers
- Having a child friendly version of this policy and Code of Conduct developed with student input and available on our school website
- Prominently displaying at the top of all school policies our Child Safety Commitment, displaying our commitment in our Senior and Junior School and Early Learning School receptions, and inclusion in our job advertisements, onboarding, enrolment and International Student packs.
- Nominated Child Safety Officers to champion a child safe culture
- Displaying child safety and Child Safety Officer posters across the school in key areas such as Student Services Reception, VCE Common Room, Senior School Library, Year Level Co-ordinator Offices, Counsellor Offices, Café, Junior School and Early Learning Receptions so staff and students are aware of who the Child Safety Officers are.

We will seek input from students as to what matters for them and discussing students' rights and safety issues through various forums.

## Family Engagement

Our families and the school community have an important role in monitoring and promoting children's safety and wellbeing and helping children to raise any concerns.

To support family engagement, we are committed to providing families and our community with accessible information about our school's child safe policies and practices and involving them in our approach to child safety and wellbeing.

We will create opportunities for families to have input into the development and review of our child safety policies and practices and encourage them to raise any concerns and ideas for improvement through the parent portal, newsletters, other communications, student, staff, and parent meetings.

We will inform and engage families and the community about all of our child safety policies and procedures

- By making child safety information and policies available for students and parents
- Via Parent Lounge and in our Senior School Parent Handbook for Senior School parents
- Via My CCGS portal: Class pages for Foundation – Year 6 students
- Via Senior School and Junior School Weekly
- Through weekly newsletters and other newsletters such as CamNews, Principal's News, CamLife and Term newsletters about any significant updates to our child safety policies or processes, and strategies or initiatives that we are taking to ensure student safety
- Providing families with information to help them to talk to their children about safety and wellbeing at home.
- Engaging parents, carers and students and discussing the needs of students through learning conversations

- Through our Parent Education seminar series each year
- Providing other frequent opportunities for parents and carers to engage with staff to discuss their children's experiences at school such as incorporating child safety questions in parent and carer surveys to measure awareness and confidence in CGGS' child safety approach and to support ongoing improvement
- Reminding the school community about the shared roles of parents, carers and school staff in creating a positive environment for learning by promoting the Student Behaviours Policy.

## Diversity and Equity

As a child safe organisation, we celebrate the rich diversity of our students, families and community and promote respectful environments that are free from discrimination. Our focus is on wellbeing and growth for all.

We recognise that every child has unique skills, strengths and experiences to draw on.

We pay particular attention to individuals and groups of children and young people in our community with additional and specific needs. This includes tailoring our child safety strategies and supports to the needs of:

- Aboriginal children and young people
- Children from culturally and linguistically diverse backgrounds
- Children and young people with disabilities
- Children unable to live at home or impacted by family violence
- International students
- Children and young people who identify as LGBTIQ+.

Our Student Welfare and Safety Policy, provides more information about the measures we have in place to support diversity and equity.

We support diversity through:

- Our School Vision, Mission and Values Statement
- In Chaplain assemblies
- Junior and Senior School assemblies
- By recognising dates in our School Community such as:
  - Cultural Diversity Week (March)
  - International Women's Day (8 March)
  - National Reconciliation Week (27 May–3 June)
  - Language and Culture Week
  - CamberWELL week

Dates in our Senior school community such as:

- IDAHOBIT (International Day Against Homophobia, Biphobia, Intersexism and Transphobia (17 May)
- World Mental Health Day (10 October)
- International Day of Persons with Disability (3 December)
- Supporting diverse projects at Junior School:
  - Sponsoring a World Vision Child each year
  - Winter Warmth Appeal (Anglicare)
  - Christmas Gift Giving (Anglicare)
- Supporting diverse projects at Senior School, some include:
  - Winter Sleep Out Appeal (The Salvation Army)
  - Disadvantaged Refugee and Asylum Seeker Support (River Nile Learning Centre)
  - Days for Girls, Dream Stitches, Zonta Birthing Kits
- In publications and social media, we utilise images of students with diverse features to reflect the school community.

## Suitable staff and volunteers

At CGGS, we apply robust child safe recruitment, induction, training, and supervision practices to ensure that all staff, contractors, and volunteers are suitable to work with children.

## Staff Recruitment

When recruiting staff, we follow the CGGS policies:

- Recruitment and Selection Policy
- Equity and Diversity Policy
- Contractor Management Policy

We will make sure our job advertisements and position descriptions have clear statements about duties and responsibilities, essential or relevant qualifications, experience and attributes all relating to child safety and wellbeing.

Attention is given to the interview panel composition, that members have the right skills and experience to perform their role and that employment interviews comprise a child safety discussion to ascertain the candidate's knowledge. Second or subsequent interviews conducted by the Principal or Deputy Principal comprise a further child safety discussion to ascertain a candidate's suitability for interaction with CGGS students.

When engaging staff to perform child-related work, we:

- sight, verify and record the person's Working with Children Clearance or equivalent background check such as a Victorian teaching registration
- collect and record:
  - proof of the person's identity and any professional or other qualifications
  - the person's history of working with children

at least two references that address suitability for the job and working with children including three (3) questions for each reference check focusing on child safety suitability of the applicant.

## Staff Induction

All newly appointed staff will be expected to participate in our child safety and wellbeing induction program. The program will include a focus on:

- The Child Safety and Wellbeing Policy (this document)
- The School Community Code of Conduct (including Child Safety)
- The Child Safety Responding and Reporting Obligations (includes Mandatory Reporting) Policy and Procedures
- Working with Children Clearance Policy
- Complaints Management Policy
- Whistleblower Policy
- Records Management Policy
- Any other child safety and wellbeing information that school leadership considers appropriate to the nature of the role.

Staff will be expected to sign a declaration that they have read the above policies and watched the staff online training before commencing any work at CGGS.

## Ongoing supervision and management of staff

All staff engaged in child-connected work are supervised appropriately to ensure that their behaviour towards children is safe and appropriate.

Staff are monitored and assessed to ensure their continuing suitability for child-connected work. This is done through a six monthly probationary review, regular performance reviews, completion of annual mandatory reporting training and refresher child safety training. Child safety and wellbeing is also a regular agenda item for staff meetings at all levels of the School.

Inappropriate behaviour towards children and young people will be managed swiftly and in accordance with our school policies and our legal obligations. Child safety and wellbeing is paramount.

## Suitability of volunteers

All volunteers are required to comply with our Volunteers Policy which describes how we assess the suitability of prospective volunteers and outlines expectations in relation to child safety and wellbeing induction and training, and supervision and management.

When volunteers are engaged to work with, near children and/or perform child-related work, we:

- Sight, verify and record the person's Working with Children clearance or equivalent background check such as a Victorian teaching registration
- Collect and record:
  - proof of the person's identity and any professional or other qualifications
  - the person's history of working with children
  - references that address suitability for the job and working with children.

Volunteers sign a declaration that they have read the policies noted under the 'Staff Induction ' heading of this document before commencing any work at CGGS.

## Child Safety knowledge, skills and awareness

Ongoing training and education are essential to ensuring that staff understand their roles and responsibilities and develop their capacity to effectively address child safety and wellbeing matters.

In addition to the child safety and wellbeing induction, our staff will participate in a range of ongoing training and professional learning to equip them with the skills and knowledge necessary to maintain a child safe environment.

Staff child safety and wellbeing training will be delivered at least annually and will include guidance on:

- Our school's child safety and wellbeing policies, procedures, codes, and practices
- Completing the [Protecting Children – Mandatory Reporting and Other Legal Obligations](#) online module annually
- Recognising indicators of child harm including harm caused by other children, students or adults
- Responding effectively to issues of child safety and wellbeing and supporting colleagues who disclose harm
- How to build culturally safe environments for children and students
- Information sharing and recordkeeping obligations
- How to identify and mitigate child safety and wellbeing risks in the school environment.

Other professional learning and training on child safety and wellbeing, will be delivered for our volunteers and will be tailored to specific roles and responsibilities in child connected work.

## School Council training and education

To ensure our School Council is equipped with the knowledge required to make decisions in the best interests of student safety and wellbeing, and to identify and mitigate child safety and wellbeing risks in our school environment, the council is trained at least annually. Training includes guidance on:

- Individual and collective obligations and responsibilities for implementing the Child Safe Standards and managing the risk of child abuse
- Child safety and wellbeing risks in our school environment
- CGGS child safety and wellbeing policies, procedures, codes of conduct and practices

School Council members sign a declaration that they have read the policies noted under the 'Staff Induction' heading of this document before commencing any duties at CGGS.

## Complaints and Reporting processes

CGGS fosters a culture that encourages staff, volunteers, students, parents, and the school community to raise concerns and complaints. The intent is to reduce misconduct or abuse occurring or for it to remain hidden.

We have clear pathways for raising complaints and concerns and responding and this is documented in our school's Complaints Management Policy. The Complaints Management Policy can be found on our school website.

If there is an incident, disclosure, allegation or suspicion of child abuse, all staff and volunteers (including School Council, employees and homestay providers) must follow our Child Safety Responding and Reporting Obligations Policy and Procedures. Our policy and procedures address complaints and concerns of child abuse made by or in relation to a child or student, school staff, volunteers, contractors, service providers, visitors or any other person while connected to the school.



As soon as any immediate health and safety concerns are addressed, and relevant school staff have been informed, we will ensure our school follows:

- The [Four Critical Actions](#) for complaints and concerns relating to adult behaviour towards a child
- The [Four Critical Actions: Student Sexual Offending](#) for complaints and concerns relating to student sexual offending (these documents are outlined in the appendix to this policy)

Our Student Welfare and Safety Policy (which includes Bullying and Prevention) and our Complaints Management Policy covers complaints and concerns relating to student physical violence or other harmful behaviours

## Communications

CGGS is committed to communicating our child safety strategies to the school community through:

- Ensuring that key child safety and wellbeing policies are available on our website including the Child Safety and Wellbeing Policy (this document), School Community Code of Conduct (includes Child Safety) and the Child Safety Responding and Reporting Obligations (including Mandatory Reporting) Policy and Procedure
- Displaying 'Speak Up – its your Right' and Child Safety Officer posters around the school
- Updates in our school newsletters

having child safety as a regular agenda item at School Council meetings, school leadership meetings and staff meetings

## Privacy and Information Sharing

CGGS collects, uses, and discloses where necessary information about children and their families in accordance with Victorian privacy laws, and other relevant laws. For information on how our school collects, uses and discloses information. Refer to our Privacy Policy on the school's website.

## Records Management

We acknowledge that good records management practices are a critical element of child safety and wellbeing and we manage our records in accordance with our Records Management Policy.

## Review of child safety practices

At CGGS, we have established processes for the review and ongoing improvement of our child safe policies, procedures, and practices.

We will:

- Review and improve our policy every 2 years as required or after any significant child safety incident
- Analyse any complaints, concerns, and safety incidents to improve policy and practice
- Act with transparency and share pertinent learnings and review outcomes with school staff and our school community
- Inform the school community of any child safety policy changes were relevant or applicable.
- Use surveys, focus groups and discussions to review the accessibility and level of awareness of child- safe policies and procedures by students, families, staff and volunteers.

## Communication of the Policy

The school publishes its Child Safety and Wellbeing Policy on the School website, in its staff handbook and online. Parents can also access the Policy via Parent Lounge.

## Links to other related Policies

- Student Welfare and Safety Policy (which includes Bullying Prevention, ICT Policy)
- Child Safety Responding and Reporting Obligations Policy
- School Community Code of Conduct for Adults (includes Child Safety)

- Complaints Management Policy
- Inclusion and Diversity Policy
- Aboriginal and Torres Strait Island Statement
- Records Management Policy

## Links to other related Documents

- [Identifying and Responding to All Forms of Abuse in Victorian Schools](#)
- [Four Critical Actions for Schools](#)
- [Identifying and Responding to Student Sexual Offending](#)
- [Four Critical Actions for Schools: Responding to Student Sexual Offending](#)
- [Recording your actions: Responding to suspected child abuse – A template for Victorian schools](#)

## Legislative Requirements

- Child Wellbeing and Safety Act 2005 (Vic)
- Children Youth and Families Act 2005 (Vic)
- Crimes Act 1958 (Vic)
- Family Violence Protection Act 2008 (Vic)
- Charter of Human Rights and Responsibilities Act 2006 (Vic)
- Equal Opportunity Act 2010 (Vic)
- Worker Screening Act 2020 (Vic)
- Privacy Act 1988 (Cth) including the Australian Privacy Principles
- Privacy and Data Protection Act 2014 (Vic) including the Victorian Information Privacy Principles

## Standards and Guidelines

- Ministerial Order No 1359 – Implementing the Child Safe Standards – Managing the Risk of Child Abuse in Schools and School Boarding Premises
- Family Violence Information Sharing Scheme Ministerial Guidelines
- Child Information Sharing Scheme Ministerial Guidelines

## Links to other Policies

- Child Safety and Wellbeing Policy
- Statement of Commitment to Child Safety
- Child Safety Responding and Reporting Obligations Policy
- School Community Code of Conduct (including Child Safety)

## Other Documents

- Checklist for the Engagement of Contractors (see Appendix 1)
- Contractor Induction Checklist (see Appendix 2)

## Policy Review

The School is committed to the continuous improvement of its Child Safety and Wellbeing Policy.

Unless otherwise stated, this policy remains in place until it is superseded by an amended version. This policy will be reviewed every two years or more often as circumstances require. Next scheduled review date is July 2024.

## Version Control

Version No.	Date Approved	Author	Comments
1.0	19.7.2022	Risk and Compliance Manager	Initial version.
1.1	15.12.2022	Risk and Compliance Manager	Updated to reflect school restructure

# Appendix 1

## FOUR CRITICAL ACTIONS FOR SCHOOLS

### Responding to Incidents, Disclosures and Suspicions of Child Abuse

#### 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 Four 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 the victim or another person tells you about the abuse).
- It is strongly recommended that you use the **Responding to Suspected Child Abuse template** to keep clear and comprehensive notes, even if you make a decision not to report.

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

#### 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** to respond to immediate health or safety concerns
- 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 / REFERRING TO SERVICES

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, volunteer or visitor to Victoria Police.

You **must** also report internally to:

**GOVERNMENT SCHOOLS**

- School principal and/or leadership team
- Employee Conduct Branch
- DET Incident Support and Operations Centre

**CATHOLIC SCHOOLS**

- School principal and/or leadership team
- Diocesan education office.

**INDEPENDENT SCHOOLS**

- School principal and/or school chairperson
- Commission for Children and Young People on **1300 782 978**.

All allegations of 'reportable conduct' **must** be reported as soon as possible to:

**GOVERNMENT SCHOOLS**

- Employee Conduct Branch

**CATHOLIC SCHOOLS**

- Diocesan education office

**INDEPENDENT SCHOOLS**

- Commission for Children and Young People on **1300 782 978**.

**WITHIN THE FAMILY OR COMMUNITY**

**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.

**VICTORIA POLICE**  
You **must** also report all instances of suspected sexual abuse (including grooming) to Victoria Police.

You **must** also report internally to:

**GOVERNMENT SCHOOLS**

- School principal and/or leadership team
- DET Incident Support and Operations Centre

**CATHOLIC SCHOOLS**

- School principal and/or leadership team
- Diocesan education office.

**INDEPENDENT SCHOOLS**

- School principal and/or chairperson.

**OTHER CONCERNS**

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/The Orange Door (in circumstances where the family are open to receiving support)
- DHHS Child Protection
- 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/carers** (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 parent/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)
- how to communicate** with all relevant parties with consideration for their safety.

#### 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 and support.

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.

#### CONTACT

<p><b>DHHS CHILD PROTECTION AREA</b></p> <p>North Division <b>1300 664 977</b> South Division <b>1300 655 795</b> East Division <b>1300 360 391</b> West Division (Rural) <b>1800 075 599</b> West Division (Metro) <b>1300 664 977</b></p> <p><b>AFTER HOURS</b> After hours, weekends, public holidays <b>13 12 78</b></p> <p><b>CHILD FIRST</b> <a href="https://services.dhhs.vic.gov.au/">https://services.dhhs.vic.gov.au/</a> <a href="https://www.vic.gov.au/familyviolence/the-orange-door/html">https://www.vic.gov.au/familyviolence/the-orange-door/html</a></p> <p><b>ORANGE DOOR</b> <a href="https://www.vic.gov.au/familyviolence/the-orange-door/html">https://www.vic.gov.au/familyviolence/the-orange-door/html</a></p>	<p><b>VICTORIA POLICE</b> <b>000</b> or your local police station</p> <p><b>DET INCIDENT SUPPORT AND OPERATIONS CENTRE</b> <b>1800 126 126</b></p> <p><b>INCIDENT MANAGEMENT AND SUPPORT UNIT</b> <b>1800 126 126</b></p> <p><b>EMPLOYEE CONDUCT BRANCH</b> <b>(03) 9637 2595</b></p> <p><b>DIOCESAN OFFICE</b> Melbourne <b>(03) 9267 0228</b> Ballarat <b>(03) 5337 7135</b> Sale <b>(03) 5622 6600</b> Sandhurst <b>(03) 5443 2377</b></p>	<p><b>INDEPENDENT SCHOOLS VICTORIA</b> <b>(03) 9825 7200</b></p> <p><b>THE LOOKOUT</b> The LOOKOUT has a service directory, information, and evidence based guidance to help you respond to family violence: <a href="http://www.lookout.org.au">http://www.lookout.org.au</a> Family violence victims/survivors can be referred to <b>1800 Respect</b> for counselling, information and a referral service: <b>1800 737 732</b>.</p>
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# Appendix 2:

## FOUR CRITICAL ACTIONS FOR SCHOOLS

### Responding to Student Sexual Offending

#### 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 suspicion that a student is a victim of a student sexual offending and/or a student has engaged in sexual offending.
- You **must** act even if you are unsure and have not directly observed student sexual offending (e.g. if a victim, or another person tells you about the offence)
- You **must** use the **Responding to Student Sexual Offending template** to keep clear and comprehensive notes.



#### 1 IMMEDIATE RESPONSE TO AN INCIDENT

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** to respond to immediate health or safety concerns
- 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 incidents, suspicions and disclosures of student sexual offending as soon as possible:

**VICTORIA POLICE**  
All instances on **000**

**DHHS CHILD PROTECTION**  
If you believe that:

- the victim's parent/carers are unable or unwilling to protect the child
- the student who is alleged to have engaged in the student sexual offending is:
  - aged over 10 and under 15 years and may be in need of therapeutic treatment to address these behaviours
  - may be displaying physical and behavioural indicators of being the victim of child abuse\*.

**INTERNALLY**  
ALSO report internally to:

- School Principal and/or leadership team** (all instances)
- Government Schools:** DET Security Services Unit
- Catholic Schools:** Diocesan education office

You **must** identify a contact person at the school for future liaison with Victoria Police and/or Child Protection and seek advice about contacting parents/carers (see **Action 3**).

\*See the **Four Critical Steps for Schools: Responding Incidents, Disclosures and Suspicions of Child Abuse** for further guidance in these circumstances.

#### 3 CONTACTING PARENTS/CARERS

Your Principal **must** consult with Victoria Police or DHHS Child Protection to determine what information can be shared with parents/carers of all impacted students. They may advise:

- not to contact the parents/carers** (e.g. in circumstances where contacting the parents/carers is likely to adversely affect a Victoria Police investigation or where the student is a mature minor and has requested that their parent/carer not be notified)
- 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).

#### 4 PROVIDING ONGOING SUPPORT

Your school **must** provide support for students who are victim to a student sexual offence AND students who have engaged in a sexual offence. This is an essential part of your duty of care requirements. This support should include the development of a **Student Support Plan** in consultation with wellbeing professionals, outlining support strategies. Strategies may include the development of a safety plan, direct support and referral to wellbeing professionals.

#### CONTACT

<p><b>DHHS CHILD PROTECTION AREA</b></p> <p>North Division <b>1300 664 977</b> South Division <b>1300 655 795</b> East Division <b>1300 360 391</b> West Division (Rural) <b>1800 075 599</b> West Division (Metro) <b>1300 664 977</b></p> <p><b>AFTER HOURS</b> After hours, weekends, public holidays <b>13 12 78</b></p>	<p><b>CHILD FIRST</b> <a href="http://www.dhhs.vic.gov.au">www.dhhs.vic.gov.au</a></p> <p><b>VICTORIA POLICE</b> <b>000</b> or contact your local police station</p> <p><b>DET SECURITY SERVICES UNIT</b> <b>(03) 9589 6266</b></p> <p><b>STUDENT INCIDENT AND RECOVERY UNIT</b> <b>(03) 9651 3622</b></p>	<p><b>EMPLOYEE CONDUCT BRANCH</b> <b>(03) 9637 2595</b></p> <p><b>DIOCESAN OFFICE</b> Melbourne <b>(03) 9267 0228</b> Ballarat <b>(03) 5337 7135</b> Sale <b>(03) 5622 6600</b> Sandhurst <b>(03) 5443 2377</b></p> <p><b>INDEPENDENT SCHOOLS VICTORIA</b> <b>(03) 9825 7200</b></p>
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