

CHILD SAFETY POLICY



Help for non-English speakers

If you need help to understand the information in this policy, please contact the school.

CONTENTS OF THIS POLICY

Section One

- Purpose
- Scope
- Definitions
- Communication
- Roles and Responsibilities
- Child Safety Code of Conduct
- Managing Risks to Child Safety and Wellbeing

Section Two

- Statement of Commitment to Child Safety

Section Three

- Addressing Each of the Child Safety Standards

Section Four

- Review of Child Safety Practices
- Related School Policies and Procedures
- Related DET Policies
- Other Related Documents
- Policy Status and Review

SECTION ONE

PURPOSE

The Keelonith Primary School Child Safety Policy demonstrates our school's commitment to creating and maintaining a child safe and child-friendly organisation where children and young people are safe and feel safe.

This policy provides an overview of our school's approach to implementing [Ministerial Order 1359](#) which sets out how the Victorian Child Safe Standards apply in school environments.

This policy also informs our school community of everyone's obligations to act safely and appropriately towards children and guides our processes and practices for the safety and wellbeing of students across all areas of our work.

SCOPE

This policy:

- applies to all school staff, volunteers and contractors whether or not they work in direct contact with students.
- applies to school council members, where indicated
- applies in all physical and online school environments used by students during or outside of school hours, including other locations provided for a student's use (for example, a school camp) and those provided through third-party providers

This policy should be read together with our other child safety and wellbeing policies, procedures, and codes (these are listed at the end of this policy).

DEFINITIONS

The following terms in this policy have specific definitions that are explained at this link - [definitions](#).

child, child safety, child abuse, student, child-connected work, child-related work, school environment, school governing authority, school staff, volunteer.

COMMUNICATION

Parents will be provided with a copy of this policy on enrolment and the policy will be available on the school website. An annual newsletter item will refer parents to this policy and aspects of the policy will be included in the newsletter as necessary.

Staff will be referred to this policy during induction and at the start of each school year. A copy of this policy will be available on the COMPASS Student Management System for staff access.

CRTs and volunteers will be provided with a copy of this policy on induction.

Following review and any changes to this policy, all those with a vested interest will be informed through appropriate avenues such as the newsletter, COMPASS Student Management System, staff forums and class activities.

ROLES AND RESPONSIBILITIES

School leadership team

Our school leadership team comprising the principal, assistant principal and leading teacher is responsible for ensuring 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.

The principal and assistant principal will:

- 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 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.

School staff and volunteers

All staff and volunteers will:

- participate in child safety and wellbeing induction and training provided by the school or the Department of Education and Training, and always follow the school's child safety and wellbeing policies and procedures
- act in accordance with our Child Safety Code of Conduct (available on COMPASS)
- identify and raise concerns about child safety issues in accordance with our Child Safety Responding and Reporting Obligations Policy and Procedures (available on COMPASS) 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.

School council

In performing the functions and powers given to them under the *Education and Training Reform Act 2006*, school council members will:

- champion and promote a child safe culture with the broader school community
 - ensure that child safety is a regular agenda item at school council meetings
 - undertake annual training on child safety, NOTE: school councils can use the Child Safe Standards School Council Training slide presentation available on [PROTECT](#).
 - approve updates to, and act in accordance with the Child Safety Code of Conduct to the extent that it applies to school council employees and members
 - when hiring school council employees, ensure that selection, supervision, and management practices are child safe
- At our school, school council employment duties are delegated to the principal who is bound by this policy.

Specific staff child safety responsibilities

Our principal and child safety champion (Wellbeing Leader) are the first point of contact for child safety concerns or queries and for coordinating responses to child safety incidents.

- Wellbeing Leader is responsible for monitoring the school's compliance with the Child Safety and Wellbeing Policy. Anyone in our school community should approach, Wellbeing Leader if they have any concerns about the school's compliance with the Child Safety and Wellbeing Policy.

- Wellbeing Leader is 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 Child Safety Code of Conduct, Child Safety Responding and Reporting Obligations (including Mandatory Reporting) Policy and Procedures, and Child Safety Risk Register.

Our Risk Management Committee monitors the Child Safety Risk Register.

CHILD SAFETY CODE OF CONDUCT

Our Child Safety Code of Conduct 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 Child Safety Code of Conduct (available on the school website) includes processes to report inappropriate behaviour.

MANAGING RISKS TO CHILD SAFETY AND WELLBEING

At our school we identify, assess and manage risks to child safety and wellbeing in our physical and online school environments. The information in this section provides an overview of our approach to managing risks to child safety and wellbeing. Further, more detailed information is provided in the response to each of the Child Safe Standards in this document, as well as the following policies: Inclusion and Diversity, Student Engagement and Wellbeing, and specific risk registers.

Student empowerment

To support child safety and wellbeing at Keelonith Primary School, 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 a number of avenues including our school values, the explicit teaching of Respectful Relationships and our Student Values.

We formally inform students of their rights through structured class lessons and give them the skills and confidence to recognise unsafe situations with adults or other students, and 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 feeling 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 through our Complaints Policy which can be found on the school website.

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, check our understanding of the complaint, support the student and keep them (and their parents and carers, as appropriate) informed about progress.

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, at Keelonith Primary School we are committed to providing families and community with accessible information about our school's child safe policies and practices and involving them in our approach to child safety and wellbeing, including the development and review of child safety policies and practices.

We 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. This includes, but is not limited to:

- alerting parents to Child Safe policies and documents on enrolment, at regular intervals and ensuring parent access to these on the school website
- ensuring that updates to Child Safe policies and documents are provided to the community
- seeking community input into Child Safe policies and documents through feedback, surveys and consultation with school council
- displaying PROTECT Child Safety posters at reception

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+.

Suitable staff and volunteers

At Keelonith Primary School, 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.

1. When recruiting staff, we follow the Department of Education and Training's recruitment policies and guidelines, available on the Policy and Advisory Library (PAL) at:

- [Recruitment in Schools](#)
- [Suitability for Employment Checks](#)
- [School Council Employment](#)
- [Contractor OHS Management.](#)

2. 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
 - references that address suitability for the job and working with children.
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3. 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 Policy (this document)
- the Child Safety Code of Conduct
- the Child Safety Responding and Reporting Obligations (including Mandatory Reporting) Policy and Procedures and
- any other child safety and wellbeing information that school leadership considers appropriate to the nature of the role.

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

5. Staff are monitored and assessed to ensure their continuing suitability for child-connected work.

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

7. 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.

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 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 and students
- 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, for example, training for our volunteers, will be tailored to specific roles and responsibilities and any identified or emerging needs or issues.

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
- our child safety and wellbeing policies, procedures, codes and practices

Complaints and reporting processes

At our school we foster a culture that encourages staff, volunteers, students, parents, and the school community to raise concerns and complaints. This makes it more difficult for breaches of the code of conduct, misconduct or abuse to occur and remain hidden.

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

If there is an incident, disclosure, allegation or suspicion of child abuse, all staff and volunteers (including school council employees) we will 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. These documents are available on the school website.

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

- 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.

Our Student Wellbeing and Engagement Policy and Bullying Prevention Policy cover complaints and concerns relating to student physical violence or other harmful behaviours. These documents are available on the school website.

Communications

We are 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 Policy (this document), Child Safety Code of Conduct, and the Child Safety Responding and Reporting Obligations (including Mandatory Reporting) Policy and Procedure
- displaying the PROTECT poster at reception
- updating parents of our practices through our school newsletter
- ensuring that child safety is a regular agenda item at school leadership meetings, staff meetings and school council meetings.

Privacy and information sharing

At Keelonith Primary School we collect, use, and disclose 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: [Schools' Privacy Policy](#).

Records management

We acknowledge that good records management practices are a critical element of child safety and wellbeing and manage our records in accordance with the Department of Education and Training's policy: [Records Management – School Records](#).

STATEMENT OF COMMITMENT TO CHILD SAFETY

Keelonith Primary School 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 no 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 compassion, equity 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 (LGBTIQ+) 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.

ADDRESSING THE CHILD SAFE STANDARDS

The following pages outline how each of the eleven Child Safe Standards are addressed at Keelonith Primary School.

STANDARD 1 CULTURALLY SAFE ENVIRONMENTS

We are committed to establishing an inclusive and culturally safe school where the strengths of Aboriginal culture, values and practices are respected. In establishing Keelonith Primary School we have considered how every student can have a positive experience in a safe environment and how we can recognise and value Aboriginal culture, identity and safety, despite not having any Aboriginal students enrolled at present.

Bearing in mind the absence of Aboriginal enrolments information in this section of the Child Safety Policy includes what we are currently doing as well as strategies we plan to embed and are currently investigating and preparing. This will enable us to provide further support to Aboriginal students and their families, immediately on enrolment.

Policies

We are building a strong foundation to support cultural inclusion by:

- addressing cultural safety and documenting controls to address racism, discrimination and bullying in the following policies:
 - Student Engagement and Wellbeing
 - Bullying Prevention
 - Inclusion and Diversity.

Staff Knowledge, Capability and Attitudes

We are developing the knowledge and skills of our staff in relation to cultural safety by:

- ensuring staff attend Aboriginal cultural safety training
- including Aboriginal history and culture in professional learning for staff
- recognising

How we Work and Learn – A Koorie Perspective

We are including Aboriginal culture in the ways we work and learn by:

- commencing school assemblies, events and meetings with Acknowledgement of Country
- teaching students and staff the AUSLAN signs for the school's Acknowledgement of Country
- flying the Aboriginal and Torres Strait Islander flags outside daily, and having desk flag sets at the front office and in each of the leadership offices
- displaying an Acknowledgement of Country plaque at the front entrance
- inviting elders to conduct the Aboriginal Smoking Ceremony at significant events such as the school's opening
- recognising the 2008 National Apology to the Stolen Generation, Harmony Day, Sorry Day and NAIDOC Week
- providing books, that inform and celebrate Aboriginal culture, in the library and classrooms
- including Aboriginal history and perspectives in curriculum planning



Addressing Racism

We address racism by:

- communicating zero tolerance of racism in our commitment to child safety
- addressing racism from students, staff, volunteers or visitors directly. We make sure racist speech or actions are always dealt with, and the culture of the school is one that prevents incidents from occurring.
- putting school leaders at the front of anti-racist action, discussing racism and working to address unconscious bias and racism in the school community

Further Strategies

Once Aboriginal students enrol at our school will support them and their families by:

- collecting cultural information as part of the enrolment process
- making Aboriginal voice part of decision making in matters that affect Aboriginal students
- including celebrations specific to the family group and clan of the students enrolled
- drawing on the knowledge of Aboriginal students and their families to support identity development and cultural inclusion
- seeking feedback from Aboriginal students and their families about what the school does well, and what could be improved
- using Koorie Education Support Officers (KESOs) to provide advice and support the development of Koorie Education Plans for each Aboriginal student

- encouraging non-Aboriginal school leaders and teachers to commit to ways they can work as effective allies to Aboriginal students, their families and communities
- developing and implementing an Aboriginal and Torres Strait Islander Reconciliation Action Plan
- ensuring staff are familiar with and responsive to the Marrung Aboriginal Education Plan 2016-2026, and the Koorie Education Policy
- recognising success for Koorie students as core business
- being proactive from enrolment in regard to attendance expectations and support for Aboriginal students

At Keelonith Primary School, we acknowledge the vital role that school leaders and governing authorities have in establishing and maintaining:

- a culture where child abuse and harm are not tolerated
- effective systems and processes to implement child safe policies and practices and manage child abuse risks.

Promotion and Monitoring of Child Safety

To promote and monitor child safety, school leaders will:

- embed and promote a child safety culture at all levels
- actively model a culture of child safety
- promote the school's commitment to child safety
- use the [Child Safety Action List](#) to ensure compliance with the standards
- nominate one or more [child safety champions](#) to lead the school's child safety approach
- ensure visitors are appropriately supervised on site in line with the [Visitors in Schools](#) policy.
- ensure child safety is a standing agenda item for leadership, staff and school council meetings
- provide staff and school council with updates regarding child safety improvements on a regular basis
- require that staff disclose any potential conflicts of interest and manage relationships and situations to reduce risks arising from conflict of interest
- control access to records of complaints to ensure only appropriate people see details
- ensure the school uses the relevant Public Record Office Victoria Retention and Disposal Authorities (RDA), including the [RDA for Records of Organisational Responses to Child Sexual Abuse Incidents and Allegations](#) to retain records for the correct period
- ensure all staff are aware of the Child Safe Risk Management document and know their role in ensuring the safety of students
- monitor and update the risk register every year and after any significant child safety incident, and communicate changes to staff, volunteers and visitors.

Policies

To ensure clear communication of expectations and the implementation of strategies and practices our school leaders will:

- develop, endorse and make publicly available a Child Safety Policy and a Child Safety Code of Conduct
- develop a policy or statement detailing the school's processes to meet [Public Record Office Victoria Recordkeeping Standards](#) detailing the creation, maintenance and disposal of records relevant to child safety
- ensure school staff and volunteers understand their obligations in information sharing and recordkeeping
- seek input from students, school council and families in relation to the creation of child safe policies
- review child safety and wellbeing policies after any significant incident and at least once every 2 years
- promote the school's child safety policies through assemblies, meetings, welcome packs, newsletters and other regular communications

Consultation and Support

- ask students what matters to them, what makes them feel safe and whether the school's child safety strategies are meeting their needs, through focus groups and regular class discussions
- seek input from staff, volunteers, families and the school community. Ask what the school does well, and what can be improved
- consult with people external to the school who have additional expertise, such as the region or other external agencies
- support students, families, staff and volunteers to safely disclose any child safety concerns or complaints. Report back to complainants about actions taken as a result.
- ensure relevant aspects of the school's child safety policies and the Code of Conduct are communicated to students in child friendly and developmentally appropriate ways

STANDARD 3

CHILDREN AND YOUNG PEOPLE ARE EMPOWERED ABOUT THEIR RIGHTS, PARTICIPATE IN DECISIONS AFFECTING THEM AND ARE TAKEN SERIOUSLY.

At Keelonith Primary School, we have a culture that values and promotes student participation. This includes:

- informing students of their rights and responsibilities in developmentally appropriate ways
- recognising the importance of friendships and peer support
- enabling students to actively participate in creating a culture that is safe for them and their peers

We understand that:

- empowering young people improves child safety
- policies and practices that are shaped by children's and young people's views can better prevent the risk of harm
- young people are more likely to speak up when they feel respected and confident that they will be heard.

We also understand that children and young people benefit from strong friendships. They often see their friends as their main source of support, information and advice, and will go to them for help. Supporting students to raise concerns about the safety or wellbeing of their friends to encourage students to support their peers.

Student Rights

We support and promote student rights by:

- informing students about all their rights, including their rights to:
 - live and grow up healthy
 - have a say in decision affecting them
 - get information that is important to them
 - be safe and not harmed by anyone.
- providing age-appropriate and accessible information to students such as information about:
 - the school's Child Safety and Wellbeing Policy and Code of Conduct.
 - the Charter of Commitment under the [UN Convention on the Rights of the Child](#)
 - the work of the [Commission for Children and Young People](#)
 - how the adults in the school should behave.
- recognising the importance of friendships and encourage support from peers, to help students feel safe less isolated
 - making sure staff and volunteers:
 - are attuned to [signs of harm](#)
 - facilitate child-friendly ways for students to express their views, participate in decision-making and raise their concerns.
- offering students access to sexual abuse prevention programs and related information in an age-appropriate way
- building trust by being open and transparent about information sharing and keeping the child and family informed each time their information is shared, if it is appropriate, safe and reasonable to do so
- providing information through the curriculum via relevant subject areas to promote:
 - [Resilience, Rights and Respectful Relationships](#)
 - [School-wide Positive Behaviour Support Framework](#)
 - [Safe Schools, Bully Stoppers, eSmart](#).
- offering students access to sexual abuse prevention programs and related information in an age-appropriate way

Student Empowerment

We empower students to contribute to school life by:

- discussing our commitment to student's voice at enrolment and organising orientation activities focused on activating student's voice
- involving students in consultation processes and inform them of their impact on decision-making.
- inviting students to provide feedback on school-wide decisions and taking their views into account
- documenting student participation in activities that contribute to the life of the school
- demonstrating that the school takes students seriously by acting on their concerns, noting that what might seem unimportant to an adult may be important to a young person
- providing students who find it harder to speak up or be heard with multiple avenues for communicating, including writing, drawing, or physical forms of communication
- providing students with information about complaints processes and giving them a variety of ways to raise concerns with an awareness of barriers and potential overreliance on the input of student leaders
- highlighting student views in school documents and public-facing materials, including quoting students where appropriate

Peer Support for Safety and Wellbeing

We strengthen student relationships and support for each other by:

- displaying posters acknowledging sexuality and gender diversity and identify safe spaces where students can go if they need support
- carrying out regular whole school [wellbeing assessment surveys](#)
- discussing healthy boundaries for friendships, pointing out that the risk of harm can occur in child-to-child interactions, as well as adult-to-child interactions
- using transition programs to provide support for students entering the school
- providing buddying and mentoring programs for new students transitioning to the school mid-year or outside of the regular transition timeline.

Protective Factors

We teach and establish protective factors by:

- teaching students practical protective strategies, including:
 - what to do when they feel unsafe
 - phrases they can use to raise an objection
 - pathways for raising safety concerns
 - online safety behaviours.
- providing contact information for independent child and youth advocacy services or helplines
- providing a range of age-appropriate picture books, fiction and non-fiction that include:
 - children's rights and empowerment themes
 - cultural and linguistic diversity
 - neurodiverse characters and people with disability
 - diversity in sexual orientation and gender.
- supporting all students to identify trusted adults and friends they can talk to about a concern at school, at home or in the community
- delivering age-appropriate curriculum content about respectful relationships, sexuality, consent and sexual abuse prevention through the [Resilience Rights and Respectful Relationships teaching and learning materials](#)
- using the [School's Mental Health Menu](#) to support students
- empowering students with the knowledge that adults are accountable and that students have a right to safety.

Staff Expectations

At Keelonith Primary School we expect staff to:

- uphold Aboriginal cultural safety and be respectful of identity and culture
- facilitate child-friendly ways for students to express their views, participate in decision-making and raise their concerns
- be conscious of children's rights, including the 4 guiding principles in the Convention on the Rights of the Child:
 - **non-discrimination**, irrespective of the child's parents or legal guardians, race, color, sex, language, religion, political or other opinion, national, ethnic or social origin, poverty, disability, birth or other status
 - **best interests of the child**, especially when they are very young, are vulnerable and need special support to be able to enjoy their rights fully
 - **the right to survival and development**
 - **the views of the child**, the right to express their views freely in all matters that affect them, the view of the child being given due weight in accordance with age and maturity of the child.
- be attuned to [signs of harm](#) and risk factors in students
- recognise that students might communicate in different ways, including through verbal and non-verbal cues, play, body language, facial expressions, drawings or behaviours
- attend professional learning and complete professional reading to continually develop their knowledge and understanding in relation to the rights and empowerment of children.

At Keelonith Primary School we continually work to provide an open and transparent child safe culture for families and our school community. We involve families and the community in the development and review of relevant policies and ensure information is accessible to all.

Welcoming Environment

We provide a welcoming environment by:

- encouraging families/carers of new students to attend school tours with the principal in either small or family groups
- recognising the cultures of our families and conducting ourselves accordingly
- providing information and transition packs that include information about child safety, the school's complaints process and how to raise concerns, ensuring accessibility for all
- conducting open days and community events
- encouraging families/carers to attend weekly school assemblies and to congregate in the school grounds at drop off and pick up times
- ensuring the environment at reception is respectful, inclusive and safe for all

Engaging Families and the Community in Building a Child Safe School

We engage families and the community in building a child safe school by:

- asking parents and carers about their children in formal settings such as parent/teacher interviews, and during chance meetings at pick-up and drop-off
- providing parents and carers with information about children's rights via newsletters, and parent information sessions
- regularly engaging with parents, carers and students to discuss the needs of students
- discussing how our school approaches child safety topics at school council and seeking wider community views where appropriate to do so
- involving families and the school community in developing and reviewing child safety and wellbeing policies and practices
- engaging and openly communicating with families and the school community about our child safe approach
- informing families and carers about the school's governance and approach to child safety and wellbeing, including roles and responsibilities of school staff.

Communication with Parents and Carers

We provide regular opportunities for communication with parents and carers by:

- encouraging parents and carers to approach school staff with questions and concerns
- organising interpreters and translations to engage families from non-English speaking backgrounds in conversations about the school's child safety strategies
- asking families and carers about their preferred methods of communication, including email, social media, meetings and workshops and using their responses to inform our communications approach
- incorporating child safety questions in parent and carer surveys to measure awareness and confidence in the school's 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 [Respectful Behaviours in the School Community Policy](#)
- communicating with, and appropriately involving families at all stages of the process, if a concern raised or complaint is made
- displaying the PROTECT poster in shared areas that are accessible to parents and the community
- including information regarding child safety as well as links to policies and related documents in the newsletter
- reminding parents and carers of who they should contact if they have a question or concern about child safety

Community Diversity

We reflect and account for the diversity of our school community by:

- making newsletters and communications inclusive
- selecting meeting venues that are physically accessible, welcoming and culturally safe
- encouraging volunteer positions from families from diverse backgrounds, including people with a disability, Aboriginal people, and those from culturally and linguistically diverse backgrounds
- ensuring child safety information is easy to read by considering font size and style, colours, formatting and overall visual presentation (including use of images)
- highlighting options to have child safety information provided in community languages.

Child Safety – Business as Usual

We build family and community involvement in child safety as business as usual by:

- making child safety a standing item at school governing authority meetings
- reporting on the outcomes of relevant reviews to staff and volunteers, community and families and students to show transparency and accountability
- encouraging families and carers to advocate for their children and champion their safety while at school and in other environments, including extra-curricular activities such as sports, tutoring, music and language classes
- promoting [Resilience Rights and Respectful Relationships education](#) to families
- acknowledging the important role that families and communities play in monitoring children's safety and wellbeing and helping children to disclose concerns
- communicating with and appropriately involve families at all stages of the process if a concern or complaint is raised.

At Keelonith Primary School we continually strive to create an environment where all children and young people feel welcome. We value equity - a state of fairness in which all children and young people can participate freely and equally in areas of life, regardless of their background, characteristics or beliefs. A state in which their safety is not dependent on their socio-economic, family or personal circumstances.

We uphold the value of equity by:

- recognising and responding to students' diverse circumstances
- understanding that some students are at higher risk of harm than others
- providing easy access to information
- adjusting procedures to respond to different needs
- making sure complaints processes are child-friendly, culturally safe and easy to understand.

Diverse Backgrounds, Needs and Circumstances of Students

We recognise and address the diverse backgrounds, needs and circumstances of our students by paying attention to:

- cultural safety for Aboriginal and Torres Strait Islander students
- the needs of students with disability
- the needs of students from diverse religious and cultural communities
- the needs of very young students
- the impact of trauma
- gender differences
- the experiences of lesbian, gay, bisexual, trans and gender diverse, intersex and queer students
- challenges for students who are in foster care, out of home care, living away from home or international students
- students experiencing pregnancy or who are young parents
- socio-economics factors (homelessness, insecure employment or accommodation, individual or family contact with the justice system, poverty, addiction, low educational attainment, remote or regional isolation)
- using people's preferred pronouns and names
- contemporary, culturally sensitive and inclusive language when discussing families, relationships or professions and vocations.

Addressing Challenges

We identify and address the challenges students experience due to their diverse attributes by:

- communicating that discrimination and bullying are not tolerated – if incidents of bullying or discrimination occur, we address the incident in line with school policy
- letting students know they can raise concerns or report incidents that occurred at school and outside the school
- checking in with vulnerable students and their families to confirm their needs are being met. This can occur at pick-up or drop-off, at parent teacher interviews or through informal discussions.
- engaging genuinely with students. Finding out what matters to them, what they know and don't know about safety, and what they need to be safe and feel safe.
- validating students' feelings. Students may feel that they have not been listened to or believed in the past.
- offering buddying and mentoring for students who are at risk of social isolation.
- discussing how students feel about discussing their personal circumstances and respect their wishes. Note that where staff or volunteers have formed a reasonable belief that sharing information is necessary to lessen or prevent a serious threat to an individual's life, health, safety or welfare, they may be required to share information despite the wishes of the student that their information remain confidential.
- taking a holistic approach when responding to family violence
- responding to family violence in a way that is accessible, culturally responsive, safe, child-centred, inclusive and non-discriminatory
- putting in place policies and strategies to help meet the diverse needs of students.

A Welcoming and Inclusive School Environment

We ensure our school environment is welcoming and inclusive by:

- displaying flags representing different cultures within the school community
- providing materials in different languages when needed
- decorating the school with artistic expressions from students and young people
- providing child safety information in accessible, child-friendly language and formats
- accompanying child safety information with the support materials needed to help students and families interpret it
- anticipating the needs of students from diverse backgrounds and life circumstances. We don't expect all students to be equally empowered to ask for what they need.
- providing staff and volunteers with training to identify and address racism, bullying and discrimination
- creating opportunities to remind staff and volunteers about student diversity and accommodating students and young people's needs
- seeking out expert advice as needed to support inclusion, such as an occupational therapist, speech pathologist, provision planning.

Planning and Resources to Support Diversity

We show our commitment to diversity through planning and resource provision by:

- recognising dates that connect with our school community (Cultural Diversity Week, Hearing Awareness Week, World Mental Health Day, International Day of Persons with a Disability)
- compiling a range of age-appropriate instructional materials for exploring differences and similarities in class including Resilience Rights and Respectful Relationships resources, books and media that reflect diverse views and perspectives, speech and drama scripts that explore themes around diversity
- using images of students with diverse characteristics in school publications to reflect the school community.

STANDARD 6

PEOPLE WORKING WITH CHILDREN AND YOUNG PEOPLE ARE SUITABLE AND SUPPORTED TO REFLECT CHILD SAFETY AND WELLBEING VALUES IN PRACTICE.

We ensure that people who work with children and young people are suitable and supported to act in a child safe way by ensuring child safety and wellbeing are key considerations when recruiting staff and volunteers. We also:

- develop robust procedures to ensure only suitable people work with children
- supervise staff and volunteers to ensure they prioritise the safety of children
- support staff and volunteers to understand their responsibilities.

Recruitment and Screening

During recruitment and screening we follow all Department of Education and Training policies and guidelines. We strictly adhere to requirements and review our processes after each recruitment cycle. At Keelonith Primary School we:

- ensure recruitment advertisements for staff in child connected work contain:
 - the job's requirements, including expected knowledge of child development appropriate to the role
 - an outline of duties and responsibilities regarding child safety and wellbeing
 - essential or relevant qualifications, experience and attributes in relation to child safety and wellbeing
- provide all job applicants with the school's Child Safety and Wellbeing Policy and Child Safety Code of Conduct and links to child safety resources.
- include selection criteria relevant to the role, such as:
 - experience working with children, or particular groups of children, including children with a disability or Aboriginal children
 - engaging with families
 - child safety experience
 - cultural safety in their work
- screen all staff, volunteers, leaders and school governing board members for their suitability during recruitment
- think carefully about who will be on the interview panel and ensure panel members have the right skills, experience and information to perform their role
- develop questions about child safety in job interviews
- seek referees for both staff and volunteers as appropriate, including their last employer, and overseas referees if they've worked overseas
- ask referees about the person's character and experience in working directly with children and young people
- sight, verify and record a Working with Children clearance if they person is required to have one or any equivalent background checks such as Victorian Institute of Teaching registration
- collect and record proof of identify, qualifications, history of working with children and references
- consider the child safety risks relevant to the volunteer's role and, if reasonable and appropriate collect and record proof of identify, qualifications, history of working with children and references.

Supervision and People Management

We have policies and practices in place that ensure supervision and people management is child safety and wellbeing focussed. These include:

- risk assessments to determine the level of ongoing supervision and management is necessary to ensure staff and volunteers perform their role in a way that promotes child safety and wellbeing
- documented standards for child safety performance in staff contracts that include how performance will be assessed
- the inclusion of child safety considerations in supervision between people managers and individual staff
- giving people managers guidance on steps to take when managing a staff member whose behaviour raises child safety concerns, and when to escalate concerns
- regular communication with staff and volunteers about the Child Safety and Wellbeing Policy and Code of Conduct
- provision of refresher child safe training for all staff and volunteers
- inclusion of child safety and wellbeing as regular agenda items for staff meetings at all levels of the school
- inclusion of child safety and wellbeing goals in staff professional development plans.
- make sure staff, governing body members, and volunteers engaged in child-connected work, are aware of their responsibilities for:
 - children and students
 - information sharing and reporting obligations
 - recordkeeping obligations

Training and Support

We ensure training and support to uphold child safety is provided by:

- nominating a child safety champion and support them to facilitate the induction and training programs for staff and volunteers that covers:
 - the Child Safety and Wellbeing Policy
 - the Child Safety Code of Conduct
 - how to contribute to identifying, removing or reducing risks
 - recordkeeping and information sharing requirements
 - school values and philosophy
 - procedures for managing complaints
 - privacy and reporting protocols.
- training all staff and volunteers as appropriate to their roles, on topics such as:
 - child safety (including family violence)
 - mandatory reporting
 - responding to student sexual offending
 - human rights and the rights of children
 - diversity and inclusion
 - harassment and bullying
 - cultural safety
 - privacy and information sharing.
- covering important topics in your child safety training, including:
 - risk factors and [signs of harm](#), including intentional and unintentional harm, physical or emotional harm, bullying or cyberbullying, abuse and neglect
 - how to identify and respond to child safety risks, especially for vulnerable students
 - how to facilitate child-friendly ways for students to express their views, participate in decision making and raise concerns
 - how to engage with families to support student's safety and wellbeing
 - how to appropriately handle or share sensitive information relating to a child's wellbeing health or safety.
- delivering regular child safety briefings for all staff, for example through staff meetings, newsletters, year level briefings
- informing staff and volunteers, as appropriate, of their responsibilities under the [information sharing and family violence reforms](#)
- providing role descriptions for staff and volunteers to clearly outline their duties and responsibilities regarding supervision, child safety and wellbeing, and diversity and inclusion. This may involve revising existing role descriptions
- making sure all staff, particularly those with mandatory reporting responsibilities, are aware of the up-to-date processes for making a report
- providing child safety champion/s with information to support their function relating to child safety, family violence and information sharing
- putting a process in place to check staff and volunteers' working with children clearance status or equivalent background check on at least an annual basis
- including child safety in ongoing staff support, supervision and performance management processes
- aligning complaints processes with best practice, including the [PROTECT Four Critical Actions](#) and Reportable Conduct requirements
- declaring and managing any potential conflicts of interest, such as family or business relationships or close friendships
- providing clear avenues for staff to report concerns
- involving staff in after-action reviews when a child safety incident has occurred.

STANDARD 7

ENSURE THAT PROCESSES FOR COMPLAINTS AND CONCERNS ARE CHILD FOCUSED.

At Keelonith Primary School we understand that complaints are more likely to be raised when there are clear, well-communicated policies and procedures for concerns and allegations. Our complaints handling process focusses on students and their safety needs.

We encourage students to raise low-level concerns as this improves the likelihood that they will feel comfortable making a disclosure or reporting abuse.

At Keelonith Primary school we take complaints and concerns seriously and have a complaints handling policy which:

- is publicly available and accessible
- is focused on students' safety needs and covers all forms of abuse
- requires a prompt and thorough response to all reports
- is culturally safe and easily understood by the school community
- is sensitive to the characteristics to our school community
- has information about the process for making a complaint about the school or any person within the school
- addresses reporting of complaints and concerns to relevant authorities, whether or not the law requires reporting
- details recordkeeping, reporting procedures, privacy and employment law obligations to be met when responding to complaints and concerns.

Child-Centered Complaints Process

Our complaints process is child-centered and empowering. In addition to the complaints process we continually inform students of what they can do if they feel unsafe at any time. This includes class lessons and less formal discussions with students when the opportunity arises. At Keelonith Primary School we:

- encourage students to raise concerns with a trusted adult if anything makes them feel uncomfortable or unsafe
- facilitate student discussions about what would help them speak up when they have concerns
- ask students about their experiences making complaints and act on feedback from students in your policies and the complaints process
- make sure it is easy for students, families, staff and volunteers can access and understand the complaints process
- host the school's Complaints Policy on a public-facing digital platforms, make physical copies available from the school and include information about how to make a complaint in the school welcome pack
- include information to students and their families about:
 - how to make a complaint
 - what to expect the school to do when responding to a complaint
 - how the school will support complainants
- support students to develop the skills to make complaints and raise concerns by using teaching and learning materials like the [Resilience Rights and Respectful Relationships materials](#)
- let students know that they can make a complaint about any kind of harm, perpetrated at school, outside school, by an adult or by other children, including bullying or cyberbullying and all forms of abuse
- advertise assistance and support services for students, families, staff and volunteers who wish to raise concerns, including the availability of translating and interpreting services
- receive complaints thoughtfully, taking care to validate students' experiences – what may seem small to an adult might not be to a child
- ensure complaint handling systems and processes are confidential, and that only authorised staff can access complaint records
- commit to making improvements following a complaint to address the source of the problem and follow through on the commitment
- provide feedback mechanisms that allow for anonymity, such as secure suggestions boxes. Regularly review and action the suggestions received.

Transparent Complaints Process

We ensure our complaints process is transparent by:

- naming multiple people or positions that students and families can approach to raise concerns
- being transparent and open about the steps in the complaints process
- letting students know that they can bring a support person of their choice to any interviews or meetings related to the complaint
- explaining what happens next and checking that complainants understand the proposed action
- ensuring that students understand who will be told about their complaints
- reporting back to complainants to close the loop, where appropriate
- offering counselling or support services to complainants as appropriate
- referring to the [National Office for Child Safety Complaint Handling Guide](#) for processes.

Transparent and Open Procedures

We ensure our complaints procedures are transparent and open by:

- setting out actions when the complaint is about a staff member, volunteer, parent or another adult in line with the school's Complaints Policy, the [PROTECT Four Critical Actions \(PDF, 215KB\)](#) and [Reportable Conduct](#) obligations
- setting out approaches for responding to harm caused to children by other children, including children displaying potentially harmful [sexual behaviours and sexual offending](#)
- displaying the [PROTECT Four Critical Actions \(PDF, 215KB\)](#) poster in the staff room
- specifying the steps that need to be taken to make sure the process is fair for all people involved in a complaint
- naming the types of behaviour that must be reported to police, child protection authorities and other government agencies or regulatory bodies in line with [PROTECT Identifying and Responding to All Forms of Abuse \(PDF, 7.5MB\)](#).

Engaging Support Staff and Volunteers in Building a Child-Focused Environment

We engage support staff and volunteers in building a child-focused environment by:

- outlining the responsibilities school leaders have to act on complaints and concerns related to child safety and wellbeing, including the responsibilities of the [child safety champions](#). Nominated staff have:
 - a detailed understanding of the complaints process
 - investigative or interviewing skills, or authorisation to engage people with these skills
 - high levels of rapport and engagement with students
 - ability to respond to students with diverse needs
 - willingness to work with police and child protection authorities
 - information on support services for people affected by complaints
- training staff and volunteers to recognise the different ways students express concerns or distress, such as changing their behaviours or demeanour
- encouraging staff to maintain an approachable, professional standard to help students feel confident and supported to raise issues at any time
- ensuring staff and volunteers understand the complaints policy, the Four Critical Actions, failure to report and failure to protect offences, grooming, child abuse and family violence, mandatory reporting and their roles in the process
- empowering all staff and volunteers to act on concerns about behaviour and report their concerns, complaints or breaches of the Child Safety Code of Conduct to school leadership or the regional office
- making sure that the school meets all recordkeeping, information sharing, privacy and employment law obligations
- encouraging staff and volunteers to contribute to the development and review of complaints policies and processes.

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.

At Keelonith Primary School we ensure child safety and wellbeing in physical and online environments. This includes ensuring that procurement policies for facilities and services reflect child safety. We have policies and strategies in place for identifying and responding to risks, and reducing or removing the risk of harm. Our Digital Technology Policy outlines expected online conduct and online safety strategies. These are further explained in our Acceptable Use Agreements.

In all Settings

We promote and maintain a culture of online and physical safety for all students by:

- supervising students properly in all settings, including the playground, excursions and camps
- giving particular attention to the safety, diverse needs and vulnerabilities of students in each activity or setting and considering whether there are any barriers that might prevent students from raising concerns
- informing students and their families about appropriate use of the school's technology, safety tools and how to seek help and report concerns including cyberbullying and online grooming
- keeping up to date with current online safety issues and expert information from specialist government and non-government bodies including the Office of the e-Safety Commissioner, and eSmart Schools
- promoting activities in the school community that connect schools and communities and raise awareness to prevent bullying and violence (e.g. [National Day of Action against Bullying and Violence](#))
- creating a respectful, sensitive and safe environment for people who may be experiencing family violence. Schools are required to align to the MARAM framework over time. [MARAM responsibility 1](#) requires schools to create a respectful, sensitive and safe environment that enables a child or young person to feel comfortable to talk about their experiences of family violence and seek support.

In Physical Spaces

We address student safety in physical spaces by:

- identifying and documenting child safety risks in the school's risk register or equivalent and ensuring strategies are in place to manage those risks
- considering the range of school environments and the nature of physical spaces including onsite buildings and grounds, classrooms, corridors, and pick-up and drop off areas
- considering off-site physical environments for student use and where reasonably possible, inspect these sites and venues for events, excursions and camps, where possible
- considering risks arising from child-to-child and adult-to-child interactions in physical and online spaces
- considering cultural safety and whether there are there elements of the physical school environment that would be unwelcoming to Aboriginal people
- informing staff, volunteers and students where appropriate of identified risks and risk management strategies
- keeping records of risk management activities, including risk assessments for camps and excursions
- providing training and refresher training to staff and relevant volunteers on risk management policies and procedures.

In Online Settings

We address student safety in online settings by:

- giving students opportunities to learn, play, create, entertain, make new friends and stay connected
- facilitating age-appropriate ways to use the internet and social media for students utilising [Resilience, Rights and Respectful Relationships](#), [School-wide Positive Behaviour Support Framework](#), [Safe Schools](#) and also [Office of the e-Safety Commissioner](#)
- informing students about online safety risks, including:
 - cyberbullying and trolling
 - invasion of privacy or digital surveillance
 - inappropriate sharing of images
 - phishing, harvesting of personal information or data theft
 - identity theft
 - malevolent software (malware)
 - offensive images and messages
 - age-inappropriate online content
 - impersonation/catfishing
 - grooming

- outlining acceptable use of personal devices for students
- prohibiting the use of student email addresses to sign up to unauthorised third-party services and communicating this expectation to students and the school community
- using filtering software on school-based devices
- encouraging parents to use parental controls on their child's on personal devices
- advising students on how they can seek help from a trusted adult if they are exposed to inappropriate imagery or content that upsets them
- monitoring online activity and respond to breaches of the online policies and procedures with appropriate consequences
- promoting acceptable behaviour by staff and volunteers
- addressing acceptable and non-acceptable behaviour in online environments in the school's Child Safety Code of Conduct. Cover social media, email, instant messages, SMS and other apps
- outlining acceptable use of personal devices by staff and volunteers
- having guidelines for taking, storing and using images of children and students – including photos and video recordings
- dealing with misuse of digital devices and unacceptable behaviour in accordance with school policy
- reviewing communication protocols regularly, considering emerging services and technologies, such as disappearing message services
- upholding policies and report breaches in accordance with the school's complaints handling processes and Code of Conduct
- providing avenues for students, families, carers, communities and staff to report online issues or concerns
- protecting student privacy by supporting students to limit the amount of information provided online
- requiring school staff to undertake information security training to reduce the risk of online phishing or malware attacks.

Supervision

We supervise students appropriately by:

- being aware of risks posed by dark spaces, stairwells, private spaces and corners in school environments and develop strategies to address these risks
- informing students about spaces that are off limits, including out-of-bounds areas, storerooms and staff rooms
- nominating ratios of staff and volunteers to students for different types of activities
- keeping records of any court orders in place regarding access or intervention orders and communicate to staff who can collect students in these circumstances
- considering the balance between appropriate visibility and respecting staff and students' privacy
- letting students know how to raise concerns and where to go if they need help
- organising professional learning to discuss risk and harm prevention and hazard awareness with staff, volunteers and school council members
- keeping records of incidents that occur, including accidents and medical events
- reviewing incidents against policies and procedures, including seeking student feedback on how incidents were handled and how safe they felt, and make improvements as needed.

Procurement

We address potential child safety issues in relation to procurement and third parties by:

- undertaking child safety due diligence when engaging third parties. A new vendor presents new risks.
- requiring vendors to provide evidence of compliance with the Child Safe Standards when establishing contracts to deliver services to students
- ensuring a Privacy Impact Assessment is undertaken for any software handling student personal information
- making child safety a feature in legal contracts. The Victorian Government Common Funding Agreement has this as standard.
- asking contractors to provide their Working with Children Clearance upon entry to the school
- providing contractors with a copy of the Child Safety Code of Conduct and Child Safety and Wellbeing Policy
- nominating a staff member who is responsible for collecting child safety compliance information about third party providers

- keeping records of due diligence processes

If a vendor is found to be non-compliant with the Child Safe Standards we:

- cease all activities with the vendor until the issue is resolved
- if appropriate, inform the vendor of the non-compliance and provide an opportunity to rectify the problem, or
- if the issue is serious, contact the relevant authorities.

STANDARD 10 IMPLEMENTATION OF THE CHILD SAFE STANDARDS IS REGULARLY REVIEWED AND IMPROVED.

At Keelonith Primary School we are committed to ensuring our Child Safe approach is of the highest standard and complies with Ministerial Order 1359 as well as any other legislative requirements through review and improvement:

- at intervals specified by the Department of Education and Training (DET)
- after any significant Child Safety incident
- following complaints and suggestions from the community (including student, families and staff).

We have processes in place to ensure the stringent and regular review of our:

- Child Safety and Wellbeing policy
- Child Safety Code of Conduct
- Child Safety Risk Register
- Complaints Policy
- procedure for responding to complaints and concerns relating to child abuse
- recordkeeping and information management protocols
- policies and practices on accessibility, cultural safety, diversity and inclusion
- recruitment policies and practices for staff and volunteers
- induction programs
- training for staff and volunteers
- communication aimed at students, their families and the community about child safety
- approach to embedding child safety and rights in the curriculum.

When reviewing our documents and procedures we ensure compliance with Ministerial order 1359 and consider:

- changes to policy and legislation since the last review
- changes to the school environment, curriculum and resources
- what the school has done well in terms of child safety practice
- issues, complaints and suggestions for improvement
- best practice to address identified gaps or weaknesses
- staff and volunteer understanding and implementation of child safety policies and practices
- community involvement in our approach and how this can be strengthened
- roles and responsibilities of individuals, groups and the whole school
- additional support required, including from DET and independent specialists
- input from key stakeholders

When implementing child safe policies and procedures we:

- keep records of documentation, such as board meeting papers and minutes, outlining recommendations on how child safe practices can be improved and implemented
- maintain an audit log (that is appropriately secured and has version control) of complaints and concerns, demonstrating appropriate responses and mitigations
- review complaints received and incidents reported for gaps, weaknesses or failures in policies
- make review findings and recommendations easy to access and understand
- include findings from child safety reviews in child safety training for staff and volunteers
- communicate review outcomes to students in age-appropriate ways
- 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.

At Keelonith Primary School we have policies and procedures that work together to create a child safe culture and environment. Our policies and procedures comply with Ministerial Order 1359 and are:

- informed by community consultations so they are relevant to the school. This includes informal feedback such as talking to parents, formal feedback through surveys or focus groups, reviews and process for raising concerns and handling complaints
- accessible to all (available on the school website and refer to available assistance to ensure understanding, included in enrolment and induction process)
- informed by best practice
- championed by leaders
- well understood by those they apply to with Child Safety a standard agenda item for staff and school council meetings
- implemented effectively
- document ongoing education, training and supervision for all staff and volunteers

Our Child Safety policies and procedures include:

- an effective date, review date and approval details
- contact details for support
- references to related documents
- the school's underlying child safety and wellbeing values and principles
- definitions of any specialised terms used
- who the policy applies to
- responsibilities of leaders, staff and volunteers
- how to recognise child harm
- how to recognise and report complaints or allegations of child harm
- legal reporting obligations
- reporting guidelines
- what actions to take if a child or young person is at risk or has disclosed harm
- education and training requirements, including frequency.

To manage our Child Safety policies, procedures and practices at Keelonith Primary School we:

- nominate child safety champions to support school leaders in effectively implementing and monitoring the child safe policies and practices
- document the school's policies, procedures and statements required across all 11 Child Safe Standards
- seek feedback from students, families, staff and volunteers on whether the policies and procedures are easy to understand. Make any relevant improvements
- produce child safety material in different formats. Use child-friendly and plain language and translated versions.
- maintain high visibility of child safety and wellbeing. Discuss child safety at staff and parent meetings, and school assemblies. Display posters, write articles newsletters and staff bulletins on child safety topics
- train staff and volunteers on school policies and their responsibilities. Create regular opportunities to discuss and reinforce understandings
- identify formal and informal ways to monitor policy implementation. Analyse whether current processes achieve the outcomes for each child's safety standard
- monitor how staff and volunteers contribute to child safety through supervision, discussions, staff meetings and surveys.

SECTION FOUR

REVIEW OF CHLD SAFETY PRACTICES

At Keelonith Primary School we have established processes for the review and ongoing improvement of our child safe policies, procedures, and practices. We:

- review and improve our policy every 2 years 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.

RELATED POLICIES AND PROCEDURES

This Child Safety and Wellbeing Policy is to be read in conjunction with other related school policies, procedures, and codes. These include our:

- Bullying Prevention Policy
- Child Safety Responding and Reporting Obligations Policy and Procedures
- Child Safety Code of Conduct
- Complaints Policy
- Digital Learning Policy
- Inclusion and Diversity Policy
- Student Wellbeing and Engagement Policy
- Visitors Policy
- Volunteers Policy

RELATED DEPARTMENT OF EDUCATION AND TRAINING POLICIES

- [Bullying Prevention and Response Policy](#)
- [Child and Family Violence Information Sharing Schemes](#)
- [Complaints Policy](#)
- [Contractor OHS Management Policy](#)
- [Digital Learning in Schools Policy](#)
- [Family Violence Support](#)
- [Protecting Children: Reporting Obligations Policy](#)
- [Policy and Guidelines for Recruitment in Schools](#)
- [Reportable Conduct Policy](#)
- [Student Wellbeing and Engagement Policy](#)
- [Supervision of Students Policy](#)
- [Visitors in Schools Policy](#)
- [Volunteers in Schools Policy](#)
- [Working with Children and other Suitability Checks for School Volunteers and Visitors](#)

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](#)

POLICY STATUS AND REVIEW

The principal is responsible for reviewing and updating the Child Safety and Wellbeing Policy at least every two years. The review will include input from students, parents/carers and the community.

Department guidelines mandate that this policy is updated every two years.

Policy last reviewed	July 2022
Approved by	Principal
Next scheduled review date	May 2024