Armadale Primary School
Child Safety and Wellbeing Policy

Help for non-English speakers

If you need help to understand this policy, please contact the School Office on 9822 7003.

Name

Child Safety Policy

Purpose

The Armadale 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 (PDF, 363KB) 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 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. It also 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 by for a student's use (for example, a school camp) and those provided through third-party providers
- should be read together with our other child safety and wellbeing policies, procedures, and codes – refer to the related school policies section below.

Definitions

The following terms in this policy have specific definitions:

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

Statement of commitment to child safety

Armadale 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 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 (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.

Roles and responsibilities

School leadership team

Our school leadership team, comprising the Principal, Assistant Principal and Learning Specialist 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 Principals 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 of 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
- 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.

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, using 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 allocated at our school include:

Armadale Primary School has nominated a child safety champion, the Assistant Principal to support the principal to implement our child safety policies and practices, including staff and volunteer training.

Specifically our child safety champion will work with the Principal to:

- Promote child safety and wellbeing. For example, at staff and parent meetings, through newsletters and staff bulletins.
- Ensure the school's child safety policies and procedures:
  - are current and fit for purpose
  - are publicly accessible
  - are known and implemented.

- Promote a culture of listening to students and families and acting on their child safety concerns.
- Support staff and volunteers to focus on the child safety needs of vulnerable students.
- Be a point of contact for child safety concerns for staff, volunteers and students.
- Provide guidance to students, staff and volunteers on child safety policies and procedures.
- Work with school leadership to respond to child safety incidents.
- Maintain current skills and knowledge to support child safety and wellbeing, including:
  - child-focused complaint processes, reporting obligations and the Four Critical Actions (PDF-215KB)
  - student rights, participation and empowerment
  - Aboriginal cultural safety and inclusive practices to meet students diverse needs
  - child safety risk management including online safety
  - child safety information sharing and record-keeping obligations
  - working with relevant agencies to refer students and families to appropriate support
  - keep across emerging research and best practice guidance in child safety and wellbeing.

- Provide child safety induction programs for new school staff, volunteers and school council members.
- Provide child safety training for school staff, volunteers and school council members.
- Ensure mandatory reporters complete the annual mandatory reporting training.
- Provide child safety updates and information to staff and volunteers, as needed.

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

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

- The Principal 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 school has also established a Wellbeing Team which meets regularly to identify and respond to any ongoing matters related to child safety and wellbeing.

Our Leadership Team and Education and Policy sub-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 also 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. 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, 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 leadership team will monitor and evaluate the effectiveness of the actions in the Child Safety Risk Register at least annually.

Additionally our school will:

- Make sure child safety and wellbeing policies, procedures and practices enable school staff and volunteers to identify and mitigate risks without compromising a student's right to privacy, access to information, social connections and learning opportunities.
- Develop and endorse a policy or statement on online conduct and online safety.
- Develop procurement policies for facilities and services from third parties that ensure the safety of students.

Promote a culture of online and physical safety for all students

At Armadale Primary school we will:

- Supervise students properly in all settings, including the playground, excursions and camps. Inform students about spaces that are considered unsafe, including out-of-bounds areas,
- Identify and document the school's child safety risks in the school's risk register or equivalent and ensure strategies are in place to manage those risks.
- Consider 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.
- Consider off-site physical environments for student use and where reasonably possible, inspect these sites and venues for events, excursions, camps ahead of time.
- Give particular attention to the safety, diverse needs and vulnerabilities of students in each activity or setting. Consider whether there are any barriers that might prevent students from raising concerns.
- Inform 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.

- Keep 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.
- Give students opportunities to learn, play, create, entertain, make new friends and stay connected.
- Facilitate 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
- Promote 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).

- Create 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.
- Keep records of incidents that occur, including accidents and medical events and report these on CASES 21.
- Review incidents against policies and procedures, including seeking student feedback on how incidents were handled and how safe they felt, and make improvements as needed.
- Undertake child safety due diligence when engaging third parties. A new vendor presents new risks.
- Require vendors to provide evidence of compliance with the Child Safe Standards when establishing contracts to deliver services to students.
- Ask contractors to provide their Working with Children Clearance upon entry to the school.
- Provide contractors with a copy of the Child Safety Code of Conduct and Child Safety and Wellbeing Policy

Establishing a culturally safe environment

At Armadale Primary School, 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 have developed the following strategies to promote cultural safety in our school community:

We will encourage and actively support a child or student's ability to express their culture and enjoy their cultural rights in the following ways:
- equip staff, students, volunteers and the school community to acknowledge and appreciate the strengths of Aboriginal culture and understand its importance to the wellbeing and safety of Aboriginal children and students
- adopt measures to ensure racism is identified, confronted and not tolerated
- address any instances of racism within the school environment with appropriate consequences
- actively support participation and inclusion in the school by Aboriginal children, students and their families
- ensure school policies, procedures, systems and processes together create a culturally safe and inclusive environment and meet the needs of Aboriginal children, students and their families

Student empowerment

To support child safety and wellbeing at Armadale Primary School we 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.

We will do this by:

- Informing students about all their rights, including their rights to safety, information and participation
- Recognising the importance of friendships and encourage support from peers, to help students feel safe and be less isolated
- Ensuring 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
- Developing a culture that encourages participation and responds to what students say
- Giving students opportunities to participate, and respond to their contributions to strengthen confidence and engagement
- Offering students access to sexual abuse prevention programs and related information in an age-appropriate way.
- Developing curriculum planning documents or other documentation that details how the school will address these requirements.

- Ensuring respectful relationships between students are reinforced and we encourage strong friendships and peer support in the school to ensure a sense of belonging

- Providing information through the curriculum via relevant subject areas to promote:
  - Resilience, Rights and Respectful Relationships
  - School-wide Positive Behaviour Support Framework
  - Brave Hearts
  - Bully Stoppers
  - Vic SRC's Introduction to Student Voice
  - eSmart.

- Empowering students to contribute to school life by displaying visually engaging and easy-to-read posters promoting student voice and agency.
- Discussing commitment to student's voice at enrolment and organise orientation activities focused on activating student's voice.
- Conduct year-level meetings and form groups to discuss students' rights and safety issues.
- Invite students to provide feedback on school-wide decisions and take their views into account in school decision-making.

- Highlighting student views in our school community or public-facing documents, including quoting students where appropriate.

- Continue to provide school transition programs for students entering the school to help with settling in.
- Provide buddying or mentoring programs for new students transitioning to the school mid-year or outside of the regular transition timeline.
- We inform students of their rights through our whole school approach to Respectful Relationships 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 at the school office.
- 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.

We will establish a range of protective factors for all children that will:

- Teach 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, and
  - online safety behaviours.

- Provide contact information for independent child and youth advocacy services or helplines.
- Provide a range of age-appropriate picture books, fiction and non-fiction that include:
    o children's rights and empowerment themes
    o cultural and linguistic diversity
    o neurodiverse characters and people with disability
    o diversity in sexual orientation and gender.
- Support all students to identify trusted adults and friends they can talk to about a concern at school, at home or in the community.
- Deliver age-appropriate curriculum content about respectful relationships, sexuality, consent and sexual abuse prevention through the Resilience Rights and Respectful Relationships teaching and learning materials.

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 Armadale 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. All of our child safety policies and procedures will be available for students and parents on our school website:

https://armadaleps.vic.edu.au

Our School Newsletter will inform families and the school community about any significant updates to our child safety policies or processes, and strategies or initiatives that we are taking to ensure student safety.

PROTECT Child Safety posters PROTECT poster (PDF, 203KB) will be displayed across the school in shared areas that are accessible to parents and the community to help inform children of what they need to do in case they don't feel safe

We will ensure that the students, school staff, and members of the school community know who to contact if they have a concern about child safety. Keep this information up to date and accessible, and review it regularly.

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.

We do this by:

- Providing new enrolments with family welcome packs that include information about child safety, the school's complaints processes and how to raise concerns.
- Conduct school open days or host community events, such as a school welcome picnic and Meet the team nights to welcome families to our school.
- Create a welcoming environment at school reception so community members and families feel respected, included and safe to come onto school grounds.
- Provide regular opportunities to communicate through the Compass portal, school website, newsletters, other communications, school council, subcommittees of school council, student, staff, and parent meetings
- We will seek input from our families and the community and ask parents and carers about their children. This can be in either formal or informal settings or in an online environment, for example Family interviews or through our Learner profile.
- Provide parents and carers with information about children's rights via newsletters, or parent information sessions.
- Regularly engage with parents, carers and students and discuss the needs of students through Family Conferences

- Provide frequent opportunities for parents and carers to engage with staff to discuss their children's experiences at school.
- Organise interpreters and translations to engage families from non-English speaking backgrounds in conversations about the school's child safety strategies.
- Remind 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.
- Hosting community workshops on child safety and wellbeing topics. Provide families with take-home information to help them to talk to their children about safety and wellbeing at home.

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 Wellbeing and Engagement Policy provides more information about the measures we have in place to support diversity and equity.

Suitable staff and volunteers

At Armadale 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.

Staff recruitment

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.

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:
    - o proof of the person's identity and any professional or other qualifications
    - o the person's history of working with children
    - o references that address suitability for the job and working with children.

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
- 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.

Ongoing supervision and management of staff

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

Staff will be monitored and assessed to ensure their continuing suitability for child-connected work. This will be done by the normal performance and development processes, teacher observations and seeking feedback from learning leaders and the leadership team.

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.

Learning leaders will be given guidance on steps to take when managing a staff member whose behaviour raises child safety concerns, and when to escalate concerns about staff behaviour.

We will ensure that all staff, particularly those with mandatory reporting responsibilities, are aware of the up-to-date processes for making a report.

Staff will be involved in after-action reviews when a child safety incident has occurred.

Staff and volunteers will be communicated regularly with about the Child Safety and Wellbeing Policy and Code of Conduct in supervision meetings, at staff meetings, in newsletters and staff updates.

Child safe training and refresher professional Learning and e-learning modules will be provided for staff.

Suitability of volunteers

All volunteers are required to comply with our Volunteers Policy https://armadaleps.vic.edu.au/wp-content/uploads/2019/12/volunteers_policy_june_2019.pd 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
- Armadale Primary School child safety and wellbeing policies, procedures, codes and practices

Complaints and reporting processes

Armadale Primary School fosters 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 at (https://armadaleps.vic.edu.au/wp-content/uploads/2019/12/complaints_policy__august_2018.pdf).

If there is an incident, disclosure, allegation or suspicion of child abuse, all staff and volunteers school council employees, 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

Our Student Wellbeing and Engagement Policy https://armadaleps.vic.edu.au/wp-content/uploads/2019/12/complaints_policy__august_2018.pdf) and Bullying Prevention Policy (https://armadaleps.vic.edu.au/wp-content/uploads/2020/10/Bullying-Prevention-Policy-2020.pdfi complaints and concerns relating to student physical violence or other harmful behaviours.

Communications

Armadale Primary School 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, Child Safety Code of Conduct, and the Child Safety Responding and Reporting Obligations (including Mandatory Reporting) Policy and Procedure
- displaying PROTECT posters around the school
- updates in our school newsletter and through COMPASS
- ensuring that child safety is a regular agenda item at school leadership meetings, staff meetings and school council meetings.

Privacy and information sharing

Armadale Primary School collects, uses, and discloses 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

Review of child safety practices

At Armadale Primary School, 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 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.

Create and update child-safe policies

- Develop a register of existing child safe standard policies, noting the date the policy was approved, and schedule a review date every 2 years.
- When required, develop a work plan and establish a working group led by the child safety champion, to review and update policies and procedures.
- Monitor and manage child safety risks using a risk register.
- Determine the causes of child safety incidents and monitor for repeat issues or systemic failures.
- Use complaints and incidents as a learning opportunity to inform continuous improvement.
- Identify ways to involve staff, volunteers, students, families and community members in review processes. Refer to Child Safe Standard 4 for actions on how to engage families and communities.

Implement current child safe policies and procedures

- Keep records of documentation, such as board meeting papers and minutes, outlining recommendations on how child safe practices can be improved and implemented.
- Develop an audit log 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.

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 school community.

Approval

Created date	June 2022
Consultation	Education and Policy Sub-committee May- June 16th Year 6 students June 14th
Endorsed by	Rochelle Cukier, Principal
Endorsed on	June 2022
Next review date	June 2024