



CHILD SAFETY AND WELLBEING POLICY



Help for non-English speakers

If you need help to understand this policy, please contact Inverloch Primary School 56 741 253

PURPOSE

The Inverloch and Kongwak Primary School Child Safety and Wellbeing 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

Inverloch and Kongwak 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) 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.

Principals and assistant principals 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 [HERE](#)
- identify and raise concerns about child safety issues in accordance with our Child Safety Responding and Reporting Obligations Policy and Procedures [HERE](#) 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
- 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 Inverloch and Kongwak Primary School, school council employment duties are delegated to the principal who is bound by this policy.

Specific staff child safety responsibilities

Inverloch and Kongwak Primary School has nominated a child safety champion to support the principal to implement our child safety policies and practices, including staff and volunteer training. The Assistant Principal will be responsible for this work and reports to the Principal.

The responsibilities of the child safety champion are outlined at [Guidance for child safety champions](#).

Our principal and child safety champion [amend if needed] are the first point of contact for child safety concerns or queries and for coordinating responses to child safety incidents.

- The Assistant Principal is responsible for monitoring the school's compliance with the Child Safety and Wellbeing Policy. Anyone in our school community should approach the Assistant Principal if they have any concerns about the school's compliance with the Child Safety and Wellbeing Policy.
- The Assistant 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 Child Safety and Wellbeing Team. The Child Safety and Wellbeing Team meet regularly to identify and respond to any ongoing matters related to child safety and wellbeing.

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 [HERE](#) 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.

ESTABLISHING A CULTURALLY SAFE ENVIRONMENT

At Inverloch and Kongwak 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:

- Begin events and meetings with a Welcome to Country or an Acknowledgement of Country as a standing agenda item and in all classrooms
- Fly the Aboriginal and Torres Strait Islander flags on school grounds and in all classrooms
- Display plaques and signs to Acknowledge Country and Traditional Owners.
- Make Aboriginal voice part of decision making in matters that affect Aboriginal students. Be open to different ways of doing and expressing things.
- Celebrate the local Aboriginal community in communications with students, staff, volunteers and families. Share information through school newsletters, school assemblies, parent information nights.
- Lead on safety and inclusion for all Aboriginal students and their families. Learn more about Aboriginal histories and cultures, both locally and across Australia. Speak with respect and confidence about Aboriginal culture, knowledge systems and people.
- Build schoolwide knowledge of Aboriginal histories, cultures, perspectives, values, skills and attitudes.

Provide a welcoming environment for Aboriginal children

- Acknowledge and draw on the existing knowledge of Aboriginal students and their families.
- Ask for feedback from Aboriginal students and their families about what the school does well, and what can be improved.
- Implement the [Koorie Education Policy](#) to create a learning environment for all students that acknowledges, respects and values Aboriginal cultures and identities (Government schools).
- Use [Koorie Engagement Support Officers](#) (KESOs) to provide advice to government schools about creating culturally inclusive learning environments.
- Use the [Marrung Aboriginal Education Plan 2016–2026](#) to guide the school's support for Aboriginal self-determination.

STUDENT EMPOWERMENT

To support child safety and wellbeing at Inverloch and Kongwak 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 such as implementing our whole school approach to Respectful Relationships, our student Code of Conduct and our school values]

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 [HERE](#) or school reception

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.

Inform students of their rights

- Provide age appropriate and accessible information to students such as information about:
 - the school's Child Safety and Wellbeing Policy and Code of Conduct.
- Inform students of their [rights and special protections](#) including the right to:
 - live and grow up healthy
 - have a say about decisions affecting them
 - get information that is important to them
 - be safe and not harmed by anyone.
- Provide information through the curriculum via relevant subject areas to promote:
 - [Resilience, Rights and Respectful Relationships](#)
 - [Bully Stoppers](#)
 - [eSmart](#).

Empower students to contribute to school life.

- Discuss commitment to student's voice at enrolment and organise orientation activities focused on activating student's voice.
- Document student participation in activities that contribute to the life of the school.
- Demonstrate 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.

Empower students to raise their concerns

- Use student focus groups and the Student Action Team for student voice regarding concerns

Strengthen peer support for safety and wellbeing

- Carry out regular whole school [wellbeing assessment surveys](#).
- Use the [Bully Stoppers survey tool](#) to assess bullying in your school.
- Provide buddying or mentoring programs for new students transitioning to the school mid-year or outside of the regular transition timeline.

Establish protective factors

- 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 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.
- 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](#).
- Use the [School's Mental Health Menu](#) to support students in your school.
- Empower students with the knowledge that adults are accountable and that students have a right to safety.

Communicate in a respectful and age-appropriate way

- Educate staff to uphold Aboriginal cultural safety and be respectful of identity and culture.
- Train staff and volunteers to facilitate child-friendly ways for students to express their views, participate in decision-making and raise their concerns.

Use sensitivity and build trust

- Provide training to staff and volunteers to be attuned to [signs of harm](#) and risk factors in students.
- Remind staff and volunteers to recognise that students might communicate in different ways, including through verbal and non-verbal cues, play, body language, facial expressions, drawings or behaviours.
- Follow through on your commitments – show students that the leadership team and staff are trustworthy and take their worries or concerns seriously.

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 Inverloch and Kongwak 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.

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:

- seeking input from families and the community – for example, through the parent portal, school website, newsletters, other communications, school council, subcommittees of school council, student, staff, and parent meetings etc.
- all of our child safety policies and procedures will be available for students and parents at [HERE](#) and school reception]
- Newsletters and Compass Newsfeeds 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 will be displayed across the school

Create a welcoming environment

- Provide 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 fete or fair, to welcome families and the broader community.
- Create a welcoming environment at school reception so community members and families feel respected, included and safe to come onto school grounds.

Engage families and communities in building a child safe organisation

- Regularly engage with parents, carers and students and discuss the needs of students through parent/teacher interviews.
- Discuss how your school approaches child safety topics at parents, carers and friends' association meetings. Seek community views where appropriate to do so. Make sure you have processes in place to manage disclosures if they arise.

Provide regular opportunities to communicate

- Provide 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](#).
- Consider hosting community workshops on child safety and wellbeing topics, for example, respectful relationships or online safety. Provide families with take-home information to help them to talk to their children about safety and wellbeing at home.
- Communicate with and appropriately involve families at all stages of the process if a concern is raised or complaint is made.

Reflect the diversity of the school community

- Make newsletters and communications inclusive.
- Select meeting venues that are physically accessible, welcoming and culturally safe.
- Encourage volunteer positions from families from diverse backgrounds, including people with a disability, Aboriginal people, and those from culturally and linguistically diverse backgrounds.

Provide inclusive and accessible information

- Display the [PROTECT poster \(PDF, 203KB\)](#) in shared areas that are accessible to parents and the community.
- Provide links to the school's child safety policies in the school's newsletters and staff circulars.
- Check 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.

Build family and community involvement in child safety into business as usual

- Make child safety a standing item at school governing authority meetings.
- Report on the outcomes of relevant reviews to staff and volunteers, community and families and students to show transparency and accountability.
- Promote [Resilience Rights and Respectful Relationships education](#) to families.
- Acknowledge the important role that families and communities play in monitoring children's safety and wellbeing and helping children to disclose concerns.

- Communicate with and appropriately involve families at all stages of the process if a concern or complaint is raised.

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 [HERE](#) provides more information about the measures we have in place to support diversity and equity.

Recognise the diverse backgrounds, needs and circumstances of students

- Recognise the range of diverse student and family attributes. Pay attention to:
 - cultural safety for Aboriginal and Torres Strait Islander students
 - the needs of students with disability and responses to disability
 - the needs of students from diverse religious and cultural communities
 - the needs of very young students and children
 - the impact of prior trauma
 - gender differences
 - the experiences of lesbian, gay, bisexual, trans and gender diverse, intersex and queer (LGBTIQ+) students
 - challenges for students who are in foster care, out of home care, living away from home or international students
 - socio-economic factors (experiencing family homelessness, insecure employment or accommodation, individual or family contact with the justice system, poverty, addiction, low educational attainment, remote or regional isolation).
- Pay attention to diverse student cohorts and individuals in your community, recognising that they may have higher risk of harm.
- Use contemporary, culturally sensitive and inclusive examples when discussing families, relationships or professions and vocations.

Identify and address challenges that students experience due to their diverse attributes

- Communicate that discrimination and bullying are not tolerated – if incidents of bullying or discrimination occur, address the incident in line with school policy.
- Let students know they can raise concerns or report incidents that occurred at school and outside the school.
- Engage genuinely with students. Find out what matters to them, what they know and don't know about safety, and what they need to be safe and feel safe.
- Validate students' feelings.
- Offer buddying and mentoring for students who are at risk of social isolation.

- Discuss 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.
- Take a holistic approach when responding to family violence.
- Respond to family violence in a way that is accessible, culturally responsive, safe, child-centred, inclusive and non-discriminatory.

Put in place policies and strategies to help meet the diverse needs of students

- Ensure school environments are welcoming and inclusive
- Provide child safety information in accessible, child-friendly language and formats.
- Anticipate the needs of students from diverse backgrounds and life circumstances. Don't expect all students to be equally empowered to ask for what they need.
- Provide staff and volunteers with training to identify and address racism, bullying and discrimination.
- Create opportunities to remind staff and volunteers about student diversity and accommodating students and young people's needs.
- Seek out expert advice as needed to support inclusion, such as an occupational therapist, speech pathologist, provision planning.

Support diversity through school planning and resources

- Recognise dates that connect with your school community, for example:
 - Cultural Diversity Week (March)
 - Hearing Awareness Week (1–7 March)
 - National Reconciliation Week (27 May–3 June)
 - Crazy Hair Day (Cystic Fibrosis Awareness, 26 July)
 - World Mental Health Day (10 October)
 - International Day of Persons with Disability (3 December)
- Compile a range of age-appropriate instructional materials for exploring differences and similarities in class including:
 - Resilience Rights and Respectful Relationships resources
 - Books, and resources that reflect diverse views and perspectives
- Use images of students with diverse characteristics in school publications to reflect the school community.

SUITABLE STAFF AND VOLUNTEERS

At Inverloch and Kongwak 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:
 - 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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Staff induction

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

- the Child Safety and Wellbeing Policy (this document)
- the 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.

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.

Robust recruitment and screening

Advertising

- 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.

Screening

- 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 and volunteers for their suitability during recruitment.

Interviews

- 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.
- 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.

Supervision and people management focused on child safety and wellbeing

- Undertake a risk assessment (refer to [Standard 9](#)) to determine what 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.
- Give people managers guidance on steps to take when managing a staff member whose behaviour raises child safety concerns, and when to escalate concerns about staff behaviour.
- Communicate regularly with staff and volunteers about the Child Safety and Wellbeing Policy and Code of Conduct in supervision meetings, at staff meetings, in newsletters and staff updates.
- Provide refresher child safe training for staff and volunteers.
- Include child safety and wellbeing as a regular agenda item for staff meetings at all levels of the organisation.

Training and support to uphold child safety

- Refer to [Standard 8](#) for further guidance on building child safety knowledge, skills and awareness.
- Nominate a child safety champion and support them to facilitate the induction and training programs for staff and volunteers.
- Provide induction 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.
- Train 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.
- Cover 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 appropriately handle or share sensitive information relating to a child's wellbeing health or safety.
- Deliver regular child safety briefings for all staff, for example through staff meetings, newsletters, year level briefings.
- Inform staff and volunteers, as appropriate, of their responsibilities under the [information sharing and family violence reforms](#).

Make child safety a key part of recruitment processes

- Provide 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.
- Make sure all staff, particularly those with mandatory reporting responsibilities, are aware of the up-to-date processes for making a report.

- Provide child safety champion/s with information to support their function relating to child safety, family violence and information sharing.
- Put a process in place to check staff and volunteers' working with children clearance status or equivalent background check on at least an annual basis.
- Align complaints processes with best practice, including the [PROTECT Four Critical Actions](#) and Reportable Conduct requirements.
- Provide clear avenues for staff to report concerns.
- Involve staff in after-action reviews when a child safety incident has occurred.

Suitability of volunteers

All volunteers are required to comply with our Volunteers Policy [HERE](#) 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
- Inverloch and Kongwak Primary School child safety and wellbeing policies, procedures, codes and practices

Induct new staff and volunteers to child safety requirements

- Nominate a child safety champion and support them to facilitate the induction and training programs for staff and volunteers.
- Provide an induction for new staff, volunteers and new school council members on child safety, appropriate to the person's role that covers:

- the Child Safety and Wellbeing Policy
- the Child Safety Code of Conduct
- the Child Safety Responding and Reporting Obligations (incl. mandatory Reporting) policy and procedures
- [signs of harm](#) and risk factors caused by peers or adults (including grooming and family violence) and the different ways young people express concerns or disclose harm
- building culturally safe environments
- privacy, information sharing and recordkeeping obligations
- how to facilitate child-friendly ways for students to express their views, participate in decision making and raise concerns

Provide ongoing education and training

- Deliver regular child safety briefings for all staff, for example through staff meetings, newsletters, year level briefings.
- Require all staff with Mandatory Reporting obligations to refresh their [Protecting Children – Reporting and Other Legal Obligations \(Mandatory Reporting\)](#) training at least once a year.
- Inform staff and volunteers (as appropriate) of their responsibilities under the [information sharing and family violence reforms](#). These reforms support staff to meet their child safety obligations by enabling them to:
- Identify staff to attend [information sharing and family violence reforms training](#), available as online webinars or eLearning modules.
- Offer further training appropriate to staff and volunteers' level of involvement in the school community, 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.
- Offer a range of optional and compulsory education and training activities, including:
 - Staffroom briefings and 'toolbox talks'
 - Professional Learning Communities
 - Peer discussions, scenarios and worked examples
 - Presentations, seminars or webinars
 - Training days
 - E-learning modules, for example the [National Principles for Child Safe Organisations modules](#).
- Remind staff regularly that they need to be alert for signs of harm and risk factors and aware of physical and online risks to child safety.
- Provide staff and relevant volunteers with up-to-date contact details for local support services for students and families.
- Consider staff needs when designing training, such as:
 - Cultural safety for the needs of staff and volunteers who are Aboriginal or Torres Strait Islander
 - Cultural sensitivity for staff and volunteers who are from culturally and linguistically diverse backgrounds
 - Inclusivity of gender diversity and sexuality
 - Accessibility for those with a disability, including individuals mobility, visual or hearing impaired
 - Accessibility to those who are rurally or remotely located or unwilling to attend physically.

Plan to resource and prioritise child safety training

- Develop and communicate your [Child Safe Code of Conduct](#), [Child Safety and Wellbeing Policy](#), and [Child Safety Responding and Reporting Obligations Policy](#).
- Include child safety improvement and training in school planning.
- Provide time-release for teachers, non-teaching and auxiliary staff to undertake child safety and related training.
- Direct staff to PROTECT for guidance on:
 - information to assist them to recognise indicators and risk factor of child harm, including harm caused by other children and young people
 - the processes to follow if a concern is raised.
- Keep a record of all staff and volunteers who complete child safety training to ensure all are appropriately trained and training is refreshed as required.

COMPLAINTS AND REPORTING PROCESSES

Inverloch and Kongwak 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 [HERE](#)

If there is an incident, disclosure, allegation or suspicion of child abuse, all staff and volunteers (including school council employees must follow our Child Safety Responding and Reporting Obligations Policy and Procedures [HERE](#). 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 [HERE](#) and Bullying Prevention Policy [HERE](#) cover complaints and concerns relating to student physical violence or other harmful behaviours.

Develop complaints processes to be child-centred and empowering

- 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.
- Make sure it is easy for students, families, staff and volunteers to access and understand the complaints process. Host the school's Complaints Policy on a public-facing website, 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](#).

- 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.

Be transparent and open about the steps in the complaints process

- Name multiple people or positions that students and families can approach to raise concerns.
- Be transparent and open about the steps in the complaints process.
- Let students know that they can bring a support person of their choice to any interviews or meetings related to the complaint.
- Explain what happens next and check that complainants understand the proposed action.
- Ensure that students understand who will be told about their complaints.
- Report back to complainants to close the loop, where appropriate.
- Offer counselling or support services to complainants as appropriate.
- Refer to the [National Office for Child Safety Complaint Handling Guide](#) for processes.

Be transparent and open about procedures for responding to child abuse

- Set 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.
- Set out approaches for responding to harm caused to children by other children, including children displaying potentially harmful [sexual behaviours and sexual offending](#).
- Display the [PROTECT Four Critical Actions \(PDF, 215KB\)](#) poster in the staff room.
- Specify the steps that need to be taken to make sure the process is fair for all people involved in a complaint.
- Name 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 \(PDF, 7.5MB\)](#).

Support staff and volunteers to participate in building a child-focused environment

- Outline 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 should 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.
- Train staff and volunteers to recognise the different ways students express concerns or distress, such as changing their behaviours or demeanour.
- Encourage staff to maintain an approachable, professional standard to help students feel confident and supported to raise issues at any time.
- Ensure 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.

- Empower 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.
- Make sure that the school meets all recordkeeping, information sharing, privacy and employment law obligations.
- Encourage staff to contribute to the development and review of complaints policies and processes.

COMMUNICATIONS

Inverloch and Kongwak 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 (this document), Child Safety Code of Conduct, and the Child Safety Responding and Reporting Obligations (including Mandatory Reporting) Policy and Procedure
- displaying PROTECT around the school
- updates in 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

Inverloch and Kongwak 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 Inverloch and Kongwak 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 (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.

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 REVIEW AND APPROVAL

The Assistant 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 Inverloch and Kongwak Primary School community

Policy last approved	<i>Kongwak PS</i> <i>20/07/2022</i>
	<i>Inverloch PS</i> <i>21/07/2022</i>
Approved by	School Council
Review Cycle:	2
Next review and approval:	2024