Child Safe Standards Information Booklet

FOR CHILDREN, FAMILIES AND COMMUNITY

CSPS whole school commitment in keeping our children safe

PROTECT

Protecting children & young people from abuse is our responsibility

This Information booklet reflects the DET requirements per Child Safe Standards and was produced in consultation with the school community.

Principal: Monique Corcoran
School Council President: Jodi Price

Child Safe Standards: Statement of Commitment

Cranbourne South Primary School is committed to safety and wellbeing of all children and young people. This will be the primary focus of our care and decision-making. Cranbourne South Primary School has zero tolerance for child abuse. Cranbourne South Primary School is committed to providing a child safe environment where children and young people are safe and feel safe, and their voices are heard about decisions that affect their lives. Particular attention will be paid to the cultural safety of Aboriginal children and children from culturally and/or linguistically diverse backgrounds, as well as the safety of children with a disability. Every person involved in Cranbourne South Primary School has a responsibility to understand the important and specific role he/she plays individually and collectively to ensure that the wellbeing and safety of all children and young people is at the forefront of all they do and every decision they make.

In its planning, decision-making and operations Cranbourne South Primary School will:
1. Take a preventative, proactive and participatory approach to child safety, led by a Child Safe Officer, team and Principal class
2. Value and empower children to participate in decisions which affect their lives
3. Foster a culture of openness that supports all persons to safely disclose risks of harm to children
4. Respect diversity in cultures and child rearing practices while keeping child safety paramount
5. Provide written guidance on appropriate conduct and behaviour towards children
6. Engage only the most suitable people to work with children and have high quality staff and volunteer supervision and professional development and training
7. Ensure children know who to talk with if they are worried or are feeling unsafe, and that they are comfortable and encouraged to raise such issues
8. Report suspected abuse, neglect or mistreatment promptly to the appropriate authorities
9. Share information appropriately and lawfully with other organisations where the safety and wellbeing of children is at risk; and 10. Value the input of and communicate regularly with families and carers.

Child Safe Standards: Creating a safe environment

To create and maintain a child safe organisation, all Victorian schools must comply with Ministerial Order No. 870 - Child Safe Standards, which came into effect 1 August 2016.

- **[Standard 1 - Strategies to embed an organisational culture of child safety](#)**
- **[Standard 2: A child safety policy or a statement of commitment to child safety](#)**
- **[Standard 3: Developing a Child Safety Code of Conduct](#)**
- **[Standard 4: Screening, supervision, training and other human resource practices that reduce the risk of child abuse](#)**
- **[Standard 5: Procedures for responding to and reporting suspected child abuse](#)**
- **[Standard 6: Strategies to identify and reduce or remove risks of child abuse](#)**
- **[Standard 7: Strategies to promote child participation and empowerment](#)**

Standard 1 - [Strategies to embed an organisational culture of child safety](#)

Child Safe Standard 1 provides part of the overarching framework for all the Standards, alongside Child Safe Standard 2 which requires a policy or commitment to child safety.

This guidance outlines what is required of schools for compliance with Ministerial Order 870 and provides further advice on effective strategies and practices within a school to embed an organisational culture of child safety.

Governance arrangements, underpinned by a firm commitment from school leadership to a school's values and standards are the starting point to embedding a culture of child safety.

Strategies that seek to prevent harm and neglect (including physical, sexual, emotional, neglect, racial and cultural or religious abuse) all contribute to a child safe culture. It is therefore critical that child safety is part of the everyday thinking and practice of all within the school community.

It is important to maintain the momentum of a child safe culture by monitoring performance and checking that child safety continues to be prominent in the school's governance and planning.

Role of a School Child Safety Officer/Leader

Indicators of good practice

Standard 2: [A child safety policy or a statement of commitment to child safety](#)

This guidance outlines what is required by schools for compliance with Ministerial Order 870 and provides further guidance on developing a school child safe policy.

Everyone in society has a moral responsibility to keep children safe and to protect them from harm. A Statement of Commitment to child safety helps raise awareness about the importance of child safety in the school and the community and affirms the organisation's commitment to child safety and expectations.

A child safe policy is an overarching document that provides key elements of an organisation's approach for child safe environments.

Indicators of good practice
Developing a school policy on child safe environments

A school policy on child safe environments would typically include the Statement of Commitment to child safety and also include the policy elements the school uses to create a child safe school.

The policy may include the more detailed information, or cross-references to, other Standards such as:
- the Code of Conduct
- human resources and recruitment practices
- procedures for reporting concerns
- risk management strategy and procedures.

A high quality child safe environments policy will include sections relating to:
- Purpose
- Scope and audience
- Statement on commitment and principles:
  - a child-safe culture
  - personnel understand their roles and responsibilities/Code of Conduct
  - human resources practises and training
  - reporting a child safety concern or complaint
  - risk reduction and management
  - listening to children
  - confidentiality and privacy
- Policy evaluation and review
- Definitions
- Related policies and documents:
  - [School Policy and Advisory Guide - Duty of Care](#)
  - [School Policy and Advisory Guide - Child Protection Reporting Obligations](#)
  - [DET Child Wellbeing and Safety Framework](#)
  - [https://education.edugate-cms.eduweb.vic.gov.au/school/teachers/health/childprotection/Pages/csstwo.aspx](#)

For detailed guidance on what a school child safe policy might include, see: [Preparing a child safe environment policy](#)

3

Standard 3: Developing a Child Safety Code of Conduct

A Code of Conduct lists behaviours that are acceptable and those that are unacceptable. It identifies professional boundaries, ethical behaviour and how to avoid or better manage difficult situations.

It also assists school staff to understand how to avoid or better manage risky behaviours and situations.

It is intended to complement child protection legislation, school policies and procedures and professional standards, codes or ethics as these apply to staff and other personnel.

- Aligning the Child Safety Code of Conduct to other professional codes (including teaching) provide authoritative advice
- Definitions
- Exemplar Code of Conduct

Standard 4: Screening, supervision, training and other human resource practices that reduce the risk of child abuse

Child Safe Standard 4 requires schools to use policies and procedures for recruitment, supervision, training and managing performance that support a child safe school environment.

Schools already have a number of recruitment and screening practices that reduce the risk of child abuse. This resource outlines what is new. New practices apply to all school employees.

Standard 5: Procedures for responding to and reporting suspected child abuse

Four critical actions

Action 1: Respond to an emergency
- Ensure immediate safety
- Preserve evidence

Action 2: Report to authorities
- When the source of suspected abuse is within the school
- When the source of suspected abuse is within the family or community
- Report student sexual offending
- Abuse relating to international students
- Reporting further reasonable grounds for belief
- My principal or leadership team advised me to not make a report
- What if another person has already made a report
- I don't think the child is being abused but I have other concerns for their wellbeing
- If you're unsure

When to contact Child FIRST	When to contact Victoria Police	When to contact DHHS Child Protection
- you have a significant concern for a child's wellbeing - your concerns have a low-to-moderate impact on the child - the child's immediate safety	In addition to reporting suspected abuse to appropriate authorities, you must contact Victoria Police on 000 if the: - child's immediate safety is compromised - child is partaking in any risk taking activity that is	In addition to reporting suspected abuse to appropriate authorities, you should contact DHHS Child Protection if you believe a child is in need of protection. This includes all concerns that: - have a serious impact on a child's safety, stability or development, including abandonment, death or incapacity, extreme risk-taking behaviour, or harm to an unborn child - are persistent and entrenched and likely to have a serious impact on a child's safety, stability or development

4

is not compromised ● you/your school has discussed the referral with the family and they are supportive of it.	illegal and extreme in nature or poses a high risk to the child.	● relate to a parent/s who cannot or will not protect the child from significant harm ● include a belief that the family is likely to be uncooperative in seeking assistance. *Common grounds for protection include: Abandonment, Death or incapacity of parent/carer, Extreme risk-taking behaviour, Harm to an unborn child*

Action 3: Contact parents or carers
- Permission not given to contact parents
- Guidance on contacting parents
- Further support on contacting parents

Action 4: Provide on-going support
- Working together and planning support
- Engaging allied health and wellbeing professionals
- Referring to external supports
- Support for children
- Support for impacted staff members
- Complying with subpoenas or court attendance
- Responding to complaints or concerns

When must I act? You must act as soon as you witness and incident of form a reasonable belief that a child has been or is at risk of being abused. This section steps you through when and how to respond if you:
- Witness an incident
- Form a suspicion
- Receive a disclosure from a current student
- Receive a disclosure from a former student
- Form a reasonable belief

Document your actions: As a school staff member, you must keep clear and comprehensive notes relating to incidents, disclosures and allegations of child abuse. It is strongly recommended that you use the responding to child abuse template: Responding to suspected child abuse: template. If the incident, disclosure or allegation is related to student sexual offending use the following template: Responding to student sexual offending: template. This information may be sought at a later date if the matter is the subject of court proceedings. These notes may also later assist you if you are required to provide evidence to support their decisions.

Strategies for managing a disclosure: When managing a disclosure of abuse or student sexual offending, it is important that you respond in an appropriate and supportive manner. All disclosures of abuse must be taken seriously and addressed immediately by following the four critical actions.

Privacy and information sharing: As a school staff member you are permitted to share certain information about a child who has been impacted by abuse. Reading guidance on privacy and information sharing.
You may be the best-placed or only adult in a position to identify and respond to suspected abuse. When identifying child abuse, it is critical to remember that:
- the trauma associated with child abuse can significantly impact upon the wellbeing and development of a child
- all concerns about the safety and wellbeing of a child, or the conduct of a staff member, contractor or volunteer must be acted upon as soon as practicable.

Types of abuse
- Physical child abuse
- Child sexual abuse
- Grooming
- Emotional child abuse
- Neglect
- Family Violence

5

- Student sexual offending
- Sexual Behaviour in children under 10 years

Report abuse
Your reporting and legal obligations

Resources:
- Identifying and responding to all forms of abuse in Victorian Schools
- Identifying and responding to student sexual offending
- Responding to incidents, disclosures and suspicions of child abuse
- Responding to student sexual offending: template
- Responding to student sexual offending: principal checklist
- Responding to suspected child abuse: template
- Spotting the warning signs of child abuse: for school staff

Standard 6: Strategies to identify and reduce or remove risks of child abuse

Child Safe Standard 6, requires schools to develop, implement, monitor and evaluate risk management strategies to ensure child safety in school environments. A child safety risk management strategy is a formal and structured approach to managing risks associated with child safety.

**Process for identifying and reducing or removing risks of child abuse**

While risk management assessments and strategies will vary for each school, managing risk typically involves the following steps and considerations:

1.   Identify the school's child safety risks across the range of school environments (including excursions, camps, online).

2.   Identify any existing risk mitigation measures or existing controls

3.   Assess and rate the school's child safety risks given the existing controls in place, taking into account the likelihood of risk, and the likely consequence of the risk

4.   If the risk rating is more than the 'acceptable level', identify further risk management strategies through additional treatments or other prevention, detection or mitigation strategies and then re-assess the risk (once in place these treatments will then become controls).

The risk management process should be documented, recorded and reviewed periodically. Effective risk management strategies are dynamic and change over time as new risks arise and others may no longer be relevant.

Effective risk management strategies need to be transparent, well understood and diverse, to take account of the increased level of risk associated with the specific nature of some activities and the vulnerability of particular groups.
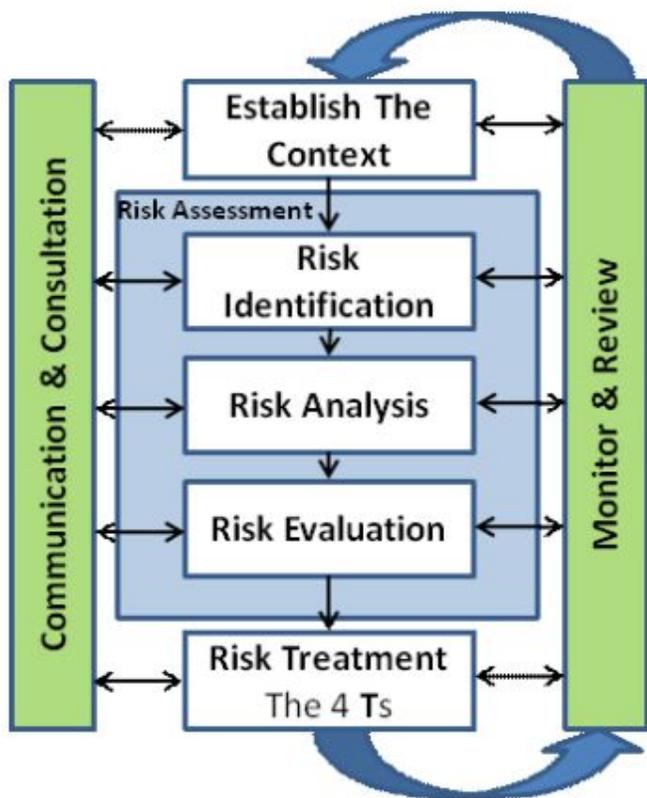
Standard 7: Strategies to promote child participation and empowerment

A Guide to Support Victorian Schools to Meet Child Safe Standard 7 Strategies to Promote Child Empowerment and Participation

6

Resources

Contacts
- **131 278: DHHS Child Protection - 24 hour services**
- **000: Victoria Police(03)**
- **9603 7999: Department of Education and Training Security Services Unit**

Relevant authorities
- [DHHS Child Protection](): Under the Children Youth and Families Act 2005 the Department of Health and Human Services (DHHS) has a responsibility to provide child protection services for all children and young people under the age of 17 years, or where a protection order is in place, for children under the age of 18.
- [Sexual Offences and Child Abuse Investigation Teams (SOCIT)](): Both DHHS and Victoria Police have statutory responsibilities under the Children Youth and Families Act 2005. DHHS Child Protection is the lead agency responsible for the care and protection of children, while Victoria Police is responsible for criminal investigations into alleged child abuse.
- [Child FIRST](): Child and Family Information, Referral and Support Teams (Child FIRST) were introduced to give families an opportunity to obtain family services earlier at their own request or following a referral from others, including school staff.
- [Orange Door]()
- [Recruitment in schools]()
- [VRQA]()

Resources
- [Being a child safe organisation]()
- [Mandatory Reporting online module]()
- [Ministerial Order No. 870- Child Safe Standards -Managing the risk of child abuse in schools]()
- [PROTECT poster]()
- [Protecting the safety and wellbeing of children and young people]()

Resources to support healthy and respectful relationships
- [Respectful Relationships]()
- [Health Education Approaches]()
- [About Sexuality Education]()
- [Safe Schools]()
- [Healthy Minds]()
- [KidsMatter]()
- [MindMatters]()

Resources to support resilience
- [Building Resilience]()
- [Child Wise]()

Cranbourne South Primary School Appendix A

PROTECT

Everyone has the right to be safe and be protected from abuse.

No one should behave in a way that makes you feel unsafe or afraid, including anyone in your family, anyone at school or anywhere else in the community.

Tell a teacher or any adult at your school if you feel unsafe.

For Students, please call:
1800 551 800 (Kids Helpline)
In an emergency, always ctontact 000 for emergency services

It's everyone's responsibility.

Adults at school must listen and respond to concerns about child abuse.

If you suspect abuse of any child or young person, you have a responsibility to report it, even if you are not sure.

Further information & resources
www.education.vic.gov.au/protect

For Parents
1800 991 099 (Child Wise Helpline)
131 278 (Child Protection Crisis Line)
1300 138 180 (Child First)

THE EDUCATION STATE • VICTORIA State Government | Education and Training • Independent Schools Victoria • cecv catholic education commission of victoria ltd • Victorian Registration & Qualifications Authority

Cranbourne South Primary School Appendix B

A step-by-step guide to making a report to Child Protection or Child FIRST

Protective concerns
You are concerned about a child because you have:
- received a disclosure from a child about abuse or neglect
- observed indicators of abuse or neglect
- been made aware of possible harm via your involvement in the community external to your professional role.

At all times remember to:
- record your observations
- follow appropriate protocols
- consult notes and records
- consult with appropriate colleagues if necessary
- consult with other support agencies if necessary

STEP 1 RESPONDING TO CONCERNS	STEP 2 FORMING A BELIEF ON REASONABLE GROUNDS	STEP 3 MAKING A REFERRAL TO Child FIRST	STEP 4 MAKE A REPORT TO CHILD PROTECTION
1. If your concerns relate to a child in need of immediate protection; or you have formed a belief that a child is at significant risk of harm*. **Go to Step 4** 2. If you have significant concerns that a child and their family need a referral to Child FIRST for family services. **Go to Step 3** 3. In all other situations **Go to Step 2**. * Refer to Appendix 2: Definitions of child abuse and indicators of harm in the Protocol – *Protecting the safety and wellbeing of children and young people*	1. Consider the level of immediate danger to the child. Ask yourself: a) Have I formed a belief that the child has suffered or is at risk of suffering significant harm? **YES / NO** and b) Am I in doubt about the child's safety and the parent's ability to protect the child? **YES / NO** 2. If you answered yes to a) or b) **Go to Step 4** 3. If you have significant concerns that a child and their family need a referral to Child FIRST for family services. **Go to Step 3**	**Child Wellbeing Referral** 1. Contact your local Child FIRST provider. • See over for contact list for local Child FIRST phone numbers. 2. Have notes ready with your observations and child and family details.	**Mandatory/Protective Report*** 1. Contact your local Child Protection Intake provider immediately. • See over for contact list for local Child Protection phone numbers. • For **After Hours Child Protection** Emergency Services, call **131 278**. 2. Have notes ready with your observations and child and family details. * Non-mandated staff members who believe on reasonable grounds that a child is in need of protection are able to report their concerns to Child Protection

For further information refer to *Protecting the safety and wellbeing of children and young people – A joint protocol of the Department of Human Services Child Protection, Department of Education and Early Childhood Development, Licensed Children's Services and Victorian Schools*

Cranbourne South Primary School Appendix C
Standard 7: Strategies to promote child participation and empowerment

ELEMENT ONE: Standards of behaviour for students attending the school		
Focus	**DET Overview**	**Evidence**
Positive Climate for Learning	**The Department of Education and Training's** <u>Student Engagement and Inclusion Guidance</u> **requires** *all* **government schools to develop a Student Engagement Policy.** **In developing this policy schools are required to:** ● work with the school community to set/review shared values and a vision ● consider if the school environment is inclusive and empowering and provides opportunities for students to take responsibility and be involved in decision-making.	● CSPS Student engagement and Inclusion policy ● CSPS Vision, Mission and Values
Student code of Conduct **SWPBS** **ICT and Digital Technology Curriculum** **eSmart** **SWPBS** **Anti bullying programs**	**Why is the development of standards of behaviour important?** **The right for students to learn and feel safe is underpinned by clearly articulated and well-promoted standards of behaviour (or code of conduct).** ● Standards of behaviour should extend across the school community (students, staff and parents/carers), setting a positive tone for safe and supportive relationships, articulating clear boundaries and supported pathways for students: ● impacted by the behaviour of others (ensuring students know when and how to seek help) ● who do not uphold the behaviour standards (ensuring that there is support for students to address and mitigate these behaviours and address any underlying factors). ● Standards of behaviour should also extend to online environments. Setting clear online standards of behaviour helps to prevent cyber-bullying and helps to keep students safe from predatory behaviours. All schools can use the National Safe Schools Framework, eSmart and Bully Stoppers and the School-wide Positive Behaviour Support as vehicles to deliver on Element One of CSS-7.	● CSPS Positive Climate for Learning booklet ● ICT policy ● CSPS SWPBS Action Plan ● CSPS SWPBS accreditation ● CSPS Positive Behaviour expectation matrix ● Bullying No way day led by JSC. Held annually in Term 1
National Safe Schools Framework (Student Directed Values)	**National Safe Schools Framework (Student Directed Values)** The *National Safe Schools Framework* includes specific advice on empowering students by implementing student-directed values within the school. **Student Voice and the Education State** This resource outlines recommended approaches to empower students' voices to be valued in education. Key approaches include ● engaging the SRC in discussion about expectations, behaviour, mutual respect ● conducting student-led student forums around behaviour, respect etc. ● allocating time and resources to train and support student representatives to intervene around issues of positive behaviour ● establishing Student Action Teams to investigate issues of inclusion and exclusion and of expectations.	● Student Voice Team workshops (Term 1 2019) ● Junior school council presentation at School council ● School leaders conducting enrolment tours
ELEMENT TWO: Healthy and Respectful Relationships (including sexuality) ELEMENT THREE: Resilience		
Zones of Regulation Sensory training and resources	**Social and emotional learning is a critical part of school education, which is why it is mandated within the Victorian Curriculum.** **The delivery of education about respectful relationships, resilience and**	● Whole school Zones of Regulation framework implementation. ● Sensory tubs

LOOKOUT - trauma PD	**sexuality important for the following reasons:** ● equipping students with the skills to build positive relationships and communicate respectfully is essential preparation for productive and healthy adult lives ● building resilience (the ability to cope and thrive in the face of negative events, challenges or adversity) has a positive impact on both social and academic outcomes, and is particularly critical for students who may be impacted by abuse ● students who are well informed about sexuality are more likely to make positive and informed decisions and less likely to place themselves at risk in adolescence.	● OT (Yooralla) support (Sensory OT for Tier 3 student) ● **LOOKOUT** training incl. -Brain friendly classroom -Trauma PD
Family Life	**Sexuality Education** All schools delivering the Victorian Curriculum are required to deliver sexuality education in order to meet the learning standards within the Health and Physical Education curriculum.	● Family Life (implemented in 2016 & 2017) *Under review for 2019*

ELEMENT FOUR: Child Abuse Awareness and Prevention		
Child Safe professional development Publicity and promotion of Child safe standards	Is the school delivering child abuse awareness and prevention education and meeting the relevant learning standards within the Victorian Curriculum**?	● Child safe booklet ● PD schedule ● Student workshops ● iNewsletter ● CSPS School website
CHild safe Professional development for all staff Regular monitoring of Mandatory reporting module for all staff.	Have staff at the school undertaken mandatory reporting training and familiarize themselves with the *Four Critical Actions: Responding to Incidents, Disclosures and Suspicions of Child Abuse* (essential to addressing disclosures which may be prompted by the delivery of child abuse awareness and prevention education)?	● Professional development learning plan ● CSPS Mandatory Reporting training audit