

Child Safe Standards Information Booklet

FOR CHILDREN 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

CSPS has a clear and public commitment to child safety in the form of a child safety policy or statement of commitment to child safety that all staff members know about and are required to uphold.

[CSPS Child Safe Statement of Commitment](#)

[CSPS Child Safe Code of Conduct](#)

CSPS Child safety policy details the values and principles that guide the school in developing our child safety policies and procedures.

[CSPS Child Safe Policy](#)

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

CSPS has a clear and public commitment to child safety in the form of a child safety policy or statement of commitment to child safety that all staff members know about and are required to uphold.

[CSPS Child Safe Statement of Commitment](#)

[CSPS Child Safe Code of Conduct](#)

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](#)

Standard 3: Developing a Child Safety Code of Conduct

CSPS governing authority has developed, endorsed and made publicly available a code of conduct that explains acceptable and unacceptable behaviour for staff, volunteers and children.

[CSPS School Council Code of Conduct Policy](#)

[CSPS Visitors Policy](#)

[CSPS Volunteers Policy](#)

CSPS Code of conduct includes the objective of promoting child safety in the school environment.

[iNewsletters](#)

CSPS Code of conduct is consistent with the school's child safety strategies, policies and procedures.

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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

At CSPS each job or category of jobs for school staff that involve child-connected work have a clear statement that sets out:

- the school's child safety practices;
- the job's requirements, duties and responsibilities regarding child safety; and
- the job occupant's essential or relevant qualifications, experiences and attributes in relation to child safety.

CSPS has identified which employee or volunteer positions require a Working with Children Check and ensures those checks are undertaken.

CSPS has documented recruitment procedures including:

- interview processes;
- referee checks;
- Working with Children Checks;
- the person's history of work involving children; and
- proof of personal identity and any professional or other qualifications.

CSPS has a staff development strategy to maintain and develop skills and capabilities, including understanding the risk of harm to children, the different types of harm, how to identify child abuse and relevant legislative requirements.

[Appendix C](#)

CSPS ensures there is appropriate supervision or support arrangements in place in relation to:

- induction of new staff into the school's policies, codes, practices and procedures governing child safety and child-connected work; and
- monitoring and assessing a job occupants continuing suitability for child-connected work.

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

Procedures

CSPS has a clear set of procedures for reporting and acting on disclosures of concerns about child safety.

[Appendix E](#)

CSPS procedure(s) are:

- sensitive to the diversity characteristics of the school;
- publicly available; and
- accessible to children, school staff and the wider community.

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[CSPS has policies and procedures concerning record keeping requirements, confidentiality and privacy.](#)

CSPS has child friendly processes in place to ensure children know who to talk to if they feel unsafe or have a concern.

[Appendix G](#)

Roles and Responsibilities

CSPS procedure identifies the positions/people who are responsible for:

- promptly managing the school's response to an allegation or disclosure of child abuse;
- responding appropriately to a child who makes or is affected by an allegation of child abuse;
- monitoring overall school compliance with this procedure; and
- managing an alternative procedure if the person allocated responsibility for responding is unavailable.

CSPS procedure states that fulfilling the roles and responsibilities contained in the procedure does not displace or discharge any other obligations that arise if a person reasonably believes that a child is at risk of abuse.

[Appendix A](#)

Four critical actions

The following procedures outlines:

- the actions the school will take to inform appropriate authorities about the allegation; and
- the actions the school will take to protect any child connected to the alleged child abuse until the allegation is resolved.

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

Appendix H: A step by step guide in making a report to Child Protection or Child First

When to contact Child FIRST	When to contact Victoria Police	When to contact DHHS Child Protection
<ul style="list-style-type: none">• you have a significant concern for a child's wellbeing	In addition to reporting suspected abuse to appropriate authorities, you must contact Victoria Police on 000 if the:	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:

<ul style="list-style-type: none"> • your concerns have a low-to-moderate impact on the child • the child's immediate safety is not compromised • you/your school has discussed the referral with the family and they are supportive of it. 	<ul style="list-style-type: none"> • child's immediate safety is compromised • child is partaking in any risk taking activity that is illegal and extreme in nature or poses a high risk to the child. 	<ul style="list-style-type: none"> • 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 • 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. <p><i>Common grounds for protection include: Abandonment, Death or incapacity of parent/carer, Extreme risk-taking behaviour, Harm to an unborn child</i></p>
<p>CSPS procedure must not:</p> <p>(a) prohibit or discourage <i>school staff</i> from reporting an allegation of <i>child abuse</i> to a person external to the school;</p> <p>(b) state or imply that it is the victim's responsibility to inform the police or other authorities of the allegation;</p> <p>(c) require <i>staff</i> to make a judgment about the truth of the allegation of <i>child abuse</i>; or</p> <p>(d) prohibit <i>staff</i> from making records in relation to an allegation or disclosure of <i>child abuse</i>.</p>		

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

CSPS procedure outlines:

- the actions the school will take to inform appropriate authorities about the allegation; and
- the actions the school will take to protect any child connected to the alleged child abuse until the allegation is resolved.

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.
- Reference: [Four Critical Actions for Schools: Responding to Student Sexual Offending](#)

FOUR CRITICAL ACTIONS FOR SCHOOLS

Responding to Student Sexual Offending

PROTECT



YOU MUST TAKE ACTION

As a school staff member, you play a **critical role** in protecting children in your care.

- You **must** act by following the 4 critical actions as soon as you witness an incident, receive a disclosure or form a suspicion that a student is a victim of a student sexual offending and/or a student has engaged in sexual offending
- You **must** act even if you are unsure and have not directly observed student sexual offending (e.g. if a victim, or another person tells you about the offence)
- You **must** use the *Responding to Student Sexual Offending template* to keep clear and comprehensive notes.

1 IMMEDIATE RESPONSE TO AN INCIDENT

If there is no risk of immediate harm go to **Action 2**

If a child is at immediate risk of harm you **must** ensure their safety by:

- separating alleged victims and others involved
- administering first aid
- calling **000 for urgent medical and/or police assistance** to respond to immediate health or safety concerns
- identifying a contact person at the school for future liaison with Police.

Where necessary you may also need to maintain the integrity of the potential crime scene and preserve evidence.

2 REPORTING TO AUTHORITIES

As soon as immediate health and safety concerns are addressed you **must** report incidents, suspicions and disclosures of student sexual offending as soon as possible:

VICTORIA POLICE

All instances on **000**

DHHS CHILD PROTECTION

If you believe that:

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

INTERNALLY

ALSO report internally to:

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

3 CONTACTING PARENTS/CARERS

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

- not to contact the parents/carers** (e.g. in circumstances where contacting the parents/carers is likely to adversely affect a **Victoria Police** investigation or where the student is a mature minor and has requested that their parent/carer not be notified)
- to contact the parents/carers** and provide agreed information (this must be done as soon as possible, preferably on the same day of the incident, disclosure or suspicion).

4 PROVIDING ONGOING SUPPORT

Your school **must** provide support for students who are victim to a student sexual offence AND students who have engaged in a sexual offence. This is an essential part of your duty of care requirements.

This support should include the development of a **Student Support Plan** in consultation with wellbeing professionals, outlining support strategies. Strategies may include the development of a safety plan, direct support and referral to wellbeing professionals.

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

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

CONTACT

DHHS CHILD PROTECTION AREA

North Division **1300 664 977**
South Division **1300 655 795**
East Division **1300 360 391**
West Division (Rural) **1800 075 599**
West Division (Metro) **1300 664 977**

AFTER HOURS

After hours, weekends, public holidays **13 12 78**

CHILD FIRST

www.dhs.vic.gov.au

VICTORIA POLICE

000 or contact your local police station

DET SECURITY SERVICES UNIT

(03) 9589 6266

STUDENT INCIDENT AND RECOVERY UNIT

(03) 9651 3622

EMPLOYEE CONDUCT BRANCH

(03) 9637 2595

DIOCESAN OFFICE

Melbourne (03) 9267 0228
Ballarat (03) 5337 7135
Sale (03) 5622 6600
Sandhurst (03) 5443 2377

INDEPENDENT SCHOOLS VICTORIA

(03) 9825 7200



Strategies for managing a disclosure:

- CSPS procedure applies to allegations of disclosure of child abuse made by or in relation to a child, school staff, visitors or other persons connected to the school environment.
- 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.

CSPS procedure:

- covers all forms of 'child abuse' as defined in the ETRA; and
- applies to allegations of disclosure of child abuse made by or in relation to a child, school staff, visitors or other persons connected to the school environment.

Types of abuse

CSPS procedure covers all forms of 'child abuse' as defined in the ETRA as stated below:

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

Risk Management Plan

CSPS has a strategy to identify and reduce or remove the risk of child abuse in the organisation.

CSPS risk management strategy takes into account:

- the nature of our school's environment;
- the activities expected to be conducted in that environment, including through contractors and outside services; and
- the characteristics, needs and safety of all children expected to be in that environment (including and especially Aboriginal and Torres Strait Islander children, children with disabilities, culturally and linguistically diverse children and vulnerable children).

CSPS has identified risks of child abuse in one or more school environments and made a record of those risks and specified the action it will take to reduce or remove those risks.

As part of its risk management strategy and practices, CSPS monitors and evaluates the effectiveness of the implementation of our risk controls.

Appendix J

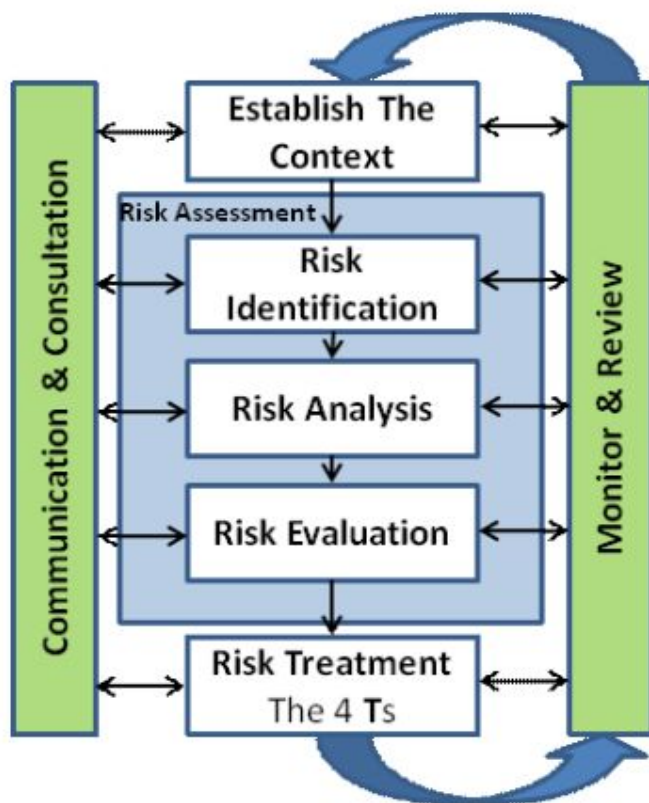
Each year CSPS provides appropriate guidance and training to individual school council members and school staff about:

- Individual and collective obligations and responsibilities for managing the risk of child abuse;
- child abuse risks in the school environment; and
- the school's current child safety standards.

[Appendix I](#)

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

The governing authority of CSPS has developed strategies to deliver appropriate education about:

- standards of behaviour for children at the school;
- healthy and respectful relationships (including sexuality);
- resilience; and
- child abuse awareness and prevention.

CSPS creates opportunities for participation that incorporate planning, preparation, action and feedback.

[Appendix K](#)

CSPS informs children of their rights, and lets them know how to raise any concerns: [Appendix M](#)

CSPS provides information and promotes the child safety standards to children in child friendly and accessible ways: [Appendix L](#)

Resources:

- [A Guide to Support Victorian Schools to Meet Child Safe Standard 7 Strategies to Promote Child Empowerment and Participation](#)
- [DET Child Safe Standards Resources](#)
- [PROTECT](#)
- [Ministerial Order 870](#)
- [DHHS](#)
- [VRQA Resources](#)
- [Working with Children's Check](#)

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](#)

Appendix A

Standard 1 - Strategies to embed an organisational culture of child safety Key roles and responsibilities.

It is crucial that child safety is part of the everyday thinking and practice of all within the school or the community.

Roles and Responsibilities

CSPS procedure identifies the positions/people who are responsible for:

- promptly managing the school's response to an allegation or disclosure of child abuse;
- responding appropriately to a child who makes or is affected by an allegation of child abuse;
- monitoring overall school compliance with this procedure; and
- managing an alternative procedure if the person allocated responsibility for responding is unavailable.

CSPS procedure states that fulfilling the roles and responsibilities contained in the procedure does not displace or discharge any other obligations that arise if a person reasonably believes that a child is at risk of abuse.

Managing disclosures made by students

When managing a disclosure you should:

- listen to the student and allow them to speak
- stay calm and use a neutral tone with no urgency and where possible use the child's language and vocabulary (you do not want to frighten the child or interrupt the child)
- be gentle, patient and non-judgmental throughout
- highlight to the student it was important for them to tell you about what has happened
- assure them that they are not to blame for what has occurred
- do not ask leading questions, for example gently ask, "What happened next?" rather than "Why?"
- be patient and allow the child to talk at their own pace and in their own words
- do not pressure the child into telling you more than they want to, they will be asked a lot of questions by other professionals and it is important not to force them to retell what has occurred multiple times
- reassure the child that you believe them and that disclosing the matter was important for them to do
- use verbal facilitators such as, "I see", restate the child's previous statement, and use non-suggestive words of encouragement, designed to keep the child talking in an open-ended way ("what happened next?")
- tell the child in age appropriate language you are required to report to the relevant authority to help stop the abuse, and explain the role of these authorities if appropriate (for a young child this may be as simple as saying "I will need to talk to people to work out what to do next to help you").

When managing a disclosure you should AVOID:

- displaying expressions of panic or shock
- asking questions that are investigative and potentially invasive (this may make the child feel uncomfortable and may cause the child to withdraw)
- going over the information repeatedly (you are only gathering information to help you form a belief on reasonable grounds that you need to make a report to the relevant authority)
- making any comments that would lead the student to believe that what has happened is their fault
- making promises to the child about what will occur next or that things will be different given the process can be unpredictable and different for each child depending on their circumstances (instead reassure them that you and others will do your best to help).

Role	Responsibilities/Key Activities	Allocated Person
Child Safe Officer	<ul style="list-style-type: none"> to provide authoritative advice, raise awareness and train school community in areas of Child Safe act as a source of support, advice and expertise to staff on matters of child safety liaise with the principal and school leaders to maintain the visibility of child safety lead the development of the school's child safety culture, including being a child safety champion and providing coordination in communicating, implementing, monitoring, enhancing and reporting on strategies to embed a culture of child safety ensure the school's policies are known and used appropriately ensure the school's child safety policy is reviewed in the context of school self-evaluation undertaken as part of the school accountability framework ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in the school in this be alert to the specific needs of children in need, those with special educational needs and young carers encourage among all staff a culture of listening to children and taking account of their wishes and feelings in any measures to protect them. keeping their skills up to date with appropriate training carried out every two years having a working knowledge of how the Department of Health and Human Services (DHHS) and Community Service Organisations conduct a child protection case conference to be able to attend and contribute to these effectively when required to do so be able to keep detailed, accurate, secure written records of concerns and referral ensure each member of staff has access to and understands the school's child safety policy and procedures, especially new and part time staff 	Sally Herbert
Principal Class	<ul style="list-style-type: none"> to provide authoritative advice, raise awareness and train school community in areas of Child Safe. act as a source of support, advice and expertise to staff on matters of child safety lead the development of the school's child safety culture, including being a child safety champion and providing coordination in communicating, implementing, monitoring, enhancing and reporting on strategies to embed a culture of child safety ensure the school's policies are known and used appropriately ensure the school's child safety policy is reviewed in the context of school self-evaluation undertaken as part of the school accountability framework ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in the school in this be alert to the specific needs of children in need, those with special educational needs and young carers be alert to the specific needs of children in need, those with special educational needs and young carers encourage among all staff a culture of listening to children and taking account of their wishes and feelings in any measures to protect them. keeping their skills up to date with appropriate training carried out every two years having a working knowledge of how the Department of Health and Human Services (DHHS) and Community Service Organisations conduct a child protection case conference to be able to attend and contribute to these effectively when required to do so be able to keep detailed, accurate, secure written records of concerns and referral ensure each member of staff has access to and understands the school's child safety policy and procedures, especially new and part time staff make sure staff are aware of training opportunities and the latest DHHS and DET policies and guidance 	Monique Corcoran - Principal Sally Herbert - Assistant Principal
Leadership Team	<ul style="list-style-type: none"> liaise with the principal and school leaders to maintain the visibility of child safety be alert to the specific needs of children in need, those with special educational needs and young carers encourage among all staff a culture of listening to children and taking account of their wishes and feelings in any measures to protect them. keeping their skills up to date with appropriate training carried out every two years having a working knowledge of how the Department of Health and Human Services (DHHS) and Community Service Organisations conduct a child protection case conference to be able to attend and contribute to these effectively when required to do so be able to keep detailed, accurate, secure written records of concerns and referral ensure each member of staff has access to and understands the school's child safety policy and procedures, especially new and part time staff make sure staff are aware of training opportunities and the latest DHHS and DET policies and guidance 	<ul style="list-style-type: none"> Delvina Waiti (Learning Specialist) Karen Halket (Leading Teacher) PLT leaders <ul style="list-style-type: none"> Melanie Williams (Junior) Chris Youl (Middle) Colette Joannidis (Senior)

Social Workers	<ul style="list-style-type: none"> • liaise with the principal and school leaders to maintain the visibility of child safety • be alert to the specific needs of children in need, those with special educational needs and young carers • encourage among all staff a culture of listening to children and taking account of their wishes and feelings in any measures to protect them. • keeping their skills up to date with appropriate training carried out every two years • having a working knowledge of how the Department of Health and Human Services (DHHS) and Community Service Organisations conduct a child protection case conference to be able to attend and contribute to these effectively when required to do so • be able to keep detailed, accurate, secure written records of concerns and referral 	<ul style="list-style-type: none"> • Rachael Mazzaglia (Social Worker) • David Kennedy (NSCP School Chaplain) • Sharon Cattanach
All staff	<ul style="list-style-type: none"> • liaise with the principal and school leaders to maintain the visibility of child safety • be alert to the specific needs of children in need, those with special educational needs and young carers • encourage among all staff a culture of listening to children and taking account of their wishes and feelings in any measures to protect them. • keeping their skills up to date with appropriate training carried out every two years • be able to keep detailed, accurate, secure written records of concerns and referral 	

Appendix B

Standard 3: Child Safe Conduct of Conduct.

Standard 4: School staff selection, supervision and management practices for a child safe environment.

CHILD SAFETY CODE OF CONDUCT – KEY AREAS		* Teachers & Education support staff (further information provided in section 3b) below the table)
1	Adhering to the school's child safe policy	n/a
2	Protect children from abuse	1.2 Treat students with dignity 3.2: Legal requirements
3	Treat everyone in the school community with respect	1.2: Treat students with dignity 1.6: Professional relationship with parents 1.7: Collaborative relationships with students and families 1.8: Collegiality
4	Listening and responding to the views and concerns of children	1.2: Treat students with dignity
5	Promote cultural safety, participation and empowerment of Aboriginal and Torres Strait Islander children, children with culturally and/or linguistically diverse backgrounds and children with a disability	1.2: Treat students with dignity
6	Reporting any allegations of child abuse and any safety concerns	1.2: Treat students with dignity 2.1: Personal conduct 3.1: Professionalism and competence 3.2: Legal requirements
7	Inappropriate relationships, language, communication or conduct regarding children	1.2 Treat students with dignity 3.2: Legal requirements
8	Inappropriate consumption of alcohol or drugs	1.5: Professional relationship with students at all times 2.1: Personal conduct 3.1: Professionalism and competence

* All relief staff employed through either ANZUK or locally, abide by the Child Safe standard requirements and CSPS processes ie. VIT, WWCC.

Notes:

- All visitors abide by the Visitors and Volunteers Policies and procedures.
- All contractors follow the CSPS guidelines involving working alongside children or child connected work.

Section 3b) The Victorian Teaching Profession Code of Conduct

PRINCIPLE 1.2: Teachers treat their students with courtesy and dignity

Teachers:

- a) work to create an environment which promotes mutual respect
- b) model and engage in respectful and impartial language
- c) protect students from intimidation, embarrassment, humiliation or harm
- d) enhance student autonomy and sense of self-worth and encourage students to develop and reflect on their own values
- e) respect a student's privacy in sensitive matters, such as health or family problems, and only reveal confidential matters when appropriate. That is:
 - if the student has consented to the information being used in a certain way
 - to prevent or lessen a serious threat to life, health, safety or welfare of a person (including the student)
 - as part of an investigation into unlawful activity
 - if the disclosure is required or mandated by law
 - to prevent a crime or enforce the law
- f) refrain from discussing students' personal problems in situations where the information will not be treated confidentially
- g) use consequences commensurate with the offence when disciplining students.

PRINCIPLE 1.5: Teachers are always in a professional relationship with the students in their school, whether at school or not

Teachers hold a unique position of influence and trust that should not be violated or compromised. They exercise their responsibilities in ways that recognise that there are limits or boundaries to their relationships with students. The following examples outline some of those limits.

A professional relationship will be violated if a teacher:

- a) has a sexual relationship with a student
- b) uses sexual innuendo or inappropriate language and/or material with students
- c) touches a student without a valid reason
- d) holds conversations of a personal nature or has contact with a student via written or electronic means including email, letters, telephone, text messages or chat lines, without a valid context
- e) accepts gifts, which could be reasonably perceived as being used to influence them, from students or their parents.

A professional relationship may be compromised if a teacher:

- a) attends parties or socialises with students
- b) invites a student or students back to their home, particularly if no-one else is present.

PRINCIPLE 1.6: Teachers maintain a professional relationship with parents (guardians and caregivers)

Teachers should be respectful of and courteous to parents. Teachers:

- a) consider parents' perspectives when making decisions which have an impact on the education or wellbeing of a student
- b) communicate and consult with parents in a timely, understandable and sensitive manner
- c) take appropriate action when responding to parental concerns.

PRINCIPLE 1.7: Teachers work in collaborative relationships with students' families and communities

Teachers recognise that their students come from a diverse range of cultural contexts and seek to work collaboratively with students' families and communities within those contexts.

PRINCIPLE 1.8: Collegiality is an integral part of the work of teachers

Teachers demonstrate collegiality by:

- a) treating each other with courtesy and respect
- b) valuing the input of their colleagues
- c) using appropriate forums for constructive debate on professional matters
- d) sharing expertise and knowledge in a variety of collaborative contexts
- e) respecting different approaches to teaching
- f) providing support for each other, particularly those new to the profession
- g) sharing information relating to the wellbeing of students.

PRINCIPLE 2.1: The personal conduct of a teacher will have an impact on the professional standing of that teacher and on the profession as a whole

Although there is no definitive boundary between the personal and professional conduct of a teacher, it is expected that teachers will:

- a) be positive role models at school and in the community
- b) respect the rule of law and provide a positive example in the performance of civil obligations
- c) not exploit their position for personal or financial gain
- d) ensure that their personal or financial interests do not interfere with the performance of their duties
- e) act with discretion and maintain confidentiality when discussing workplace issues.

PRINCIPLE 3.1: Teachers value their professionalism, and set and maintain high standards of competence

Teachers:

- c) complete their duties in a responsible, thorough and timely way.

PRINCIPLE 3.2: Teachers are aware of the legal requirements that pertain to their profession.

In particular, they are cognisant of their legal responsibilities in relation to:

- discrimination, harassment and vilification
- negligence
- mandatory reporting
- privacy
- occupational health and safety
- teacher registration.

Appendix C

Standard 4: School staff selection, supervision and management practices for a child safe environment

CSPS has a staff development strategy to maintain and develop skills and capabilities, including understanding the risk of harm to children, the different types of harm, how to identify child abuse and relevant legislative requirements.

Term 1	Term 2	Term 3	Term 4
1. Fortnightly iNewsletter entries re- communication of Child safe. Child safe iNewsletter			
2. Classroom visits (Social worker) to present child safe information for students Wk 6) Child safe student presentation		2. Classroom visits (Social worker) to present child safe information for students Wk 5) Child safe student presentation	
	2. Child safe staff training incl. flow chart for procedures for responding to and reporting suspected child abuse Staff flowchart of procedures Staff Presentation of Child Safe Training module Presentations x2 Teaching staff and ES staff		
3. Completion of the mandatory reporting module by all staff. CSPS Staff Mandatory Reporting Training			
4. Update of schools website - child safe information CSPS website		3. Update of schools website - child safe information CSPS website	

Appendix D

Child safe standard 5

Procedures for responding to and reporting child abuse

i.e. friendly processes in place to ensure children know who to talk to if they feel unsafe or have a concern.

Child Safe student presentation schedule

Rachael M to visit classes in week 5 to organise session times

PRESENTER: Rachael Mazzaglia (Sharon Cattanach TBC)

DATE: Tuesday March 5th 2019.

TIME: 20 - 30 minutes per session

[Child safe student presentation](#)

Organisation:

- Presentation to partner classes
- Interactive panel is required
- Teachers/ES staff to be present for sessions
- Follow up activities can be included and completed by classroom teachers after the session (eg. 5 trusted adults)

CLASS	Time	Staff present
5/6a 5/6b	9.15 - 9.45am	Joe Dal Molin Colette Joannidis
5/6c 5/6d	10.00 - 10.30am	Rob Guy Kathy Goodwin
RECESS		
4a 4b	11.15 - 11.45am	Liam Gillick Ebonee Thomas
3a 3b	11.50 - 12.20pm	Chris Youl Pip Atherton
3/4	12.25pm - 12.50pm	Karen Halket
LUNCH		
2a 2b	2.15 - 2.45pm	Reagan Ryan Emma Slocombe
Year 1s	2.45 - 3.15pm	Melanie Williams Rachael R/Bianca C Elaine Doughty

Appendix E

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

Staff flowchart of procedures.

CSPS has a clear set of procedures for reporting and acting on disclosures of concerns about child safety.

See below for [Process of support for persons impacted by child abuse](#).

CSPS procedures for responding to and reporting suspected child abuse

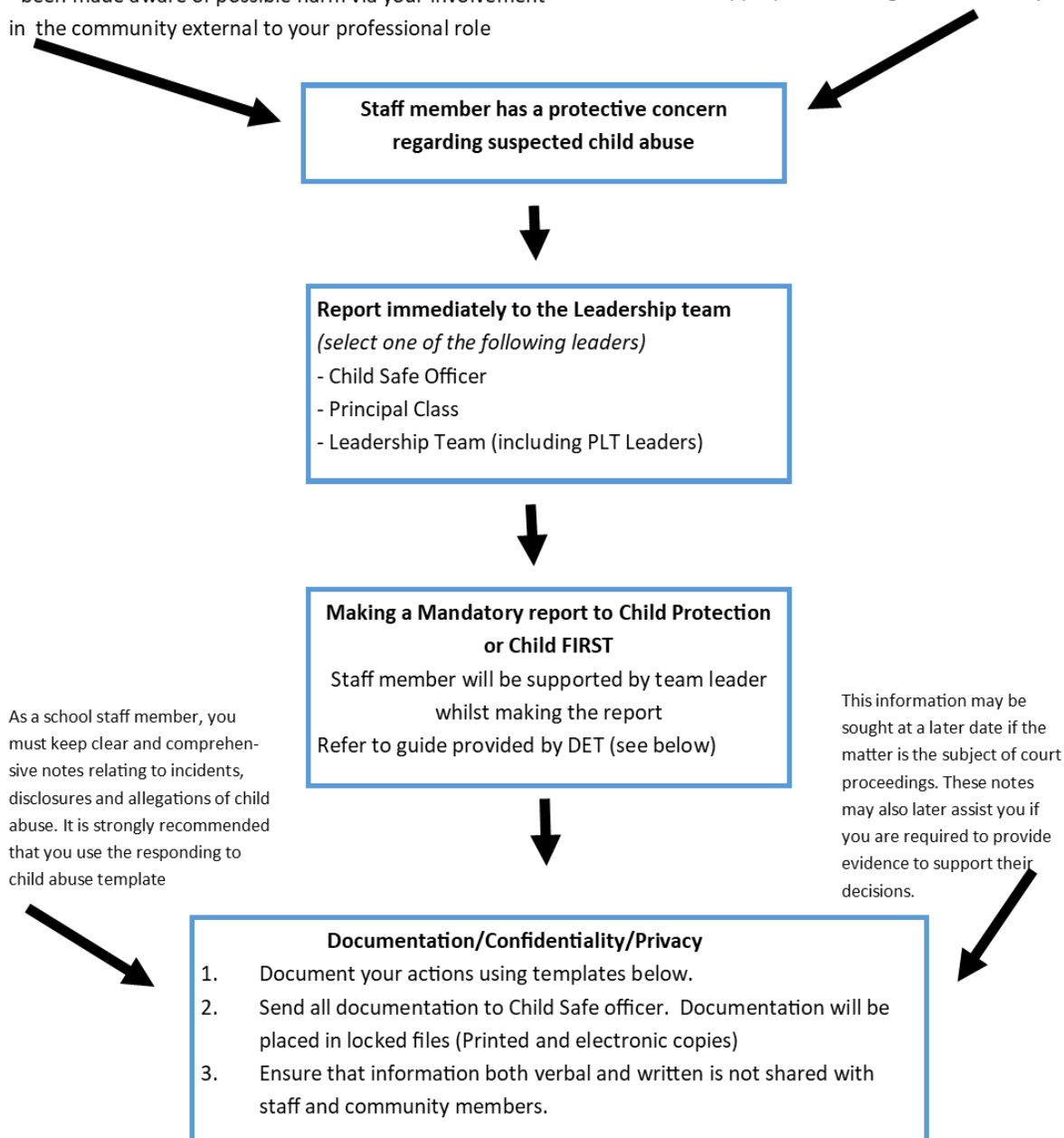
PROTECTIVE CONCERNS:

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



[Responding to suspected child abuse](#)

[Responding to student sexual offending](#)

Process of support for persons impacted by child abuse

Person responsible for report/investigation _____

Date _____

Student/s _____

Family _____

	Checklist	Actioned - include details and dates
<input type="checkbox"/>	Communicate with staff, parents/guardians	
<input type="checkbox"/>	Referral to school based social worker	
<input type="checkbox"/>	Student support group held	
<input type="checkbox"/>	Student support plan developed	
<input type="checkbox"/>	Allied Health/Wellbeing professionals accessed	
<input type="checkbox"/>	Contact regional office if required including SEIL	
<input type="checkbox"/>	Contact Student support services	
<input type="checkbox"/>	Referral to external supports	
<input type="checkbox"/>	Support for Impacted staff members	

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

Procedure for record keeping requirement, confidentiality and privacy.

Documentation:

As a school staff member, you must keep clear and comprehensive notes relating to incidents, disclosures and allegations of child abuse.

Types of documentation include:

- Records of conversations from students, staff and parents (including phone calls).
- GradeXpert entries.
#Please note that entries of an extremely personal nature eg. involving DHHS, sexual or physical abuse should not be entered on GradeXpert - please forward to Principal class for secure storage)
- Incident reports
- Student notes/drawings
- Child abuse template: [Responding to suspected child abuse: template.](#)
- Responding to student sexual offending template: [Responding to student sexual offending: template.](#)
- Iris reports (if applicable)
- Related SSS documentation (if applicable)

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.

CSPS as policies and procedures concerning record keeping requirements, confidentiality and privacy.

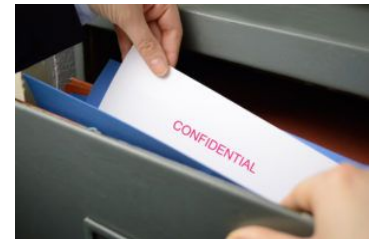
Confidentiality and storage:

All documentation must be kept private and confidential.

Principal class will keep both a paper copy and electronic copy of all documentation.

Paper copies will be kept in a locked filing cabinet located in the Principal's office.

Electronic copies will be stored in a locked file on the school's central database accessible only by the Principal class.

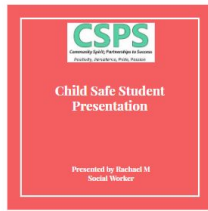


Appendix G

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

Our school has child friendly processes in place to ensure children know who to talk to if they feel unsafe or have a concern.





What are some things that we might want to talk to an adult about?

- Arguments
- Yelling: Raised voices at home
- Physical: Accidents
- Living environments: Environmental issues
- Death: anyone you know who may have passed away

What Zone Are You In?

Blue	Green	Yellow	Red
Sick Sad Tired Bored Moving Slowly	Happy Calm Feeling Okay Focused Ready to Learn	Frustrated Worried Silly/Wiggly Excited Loss of Some Control	Mad/Angry Mean Yelling/Hitting Disgusted Out of Control

Things you might be experiencing

- Overthinking
- Worry
- Stress
- Sadness
- Unable to relax
- Unable to focus



What can you do to feel better?

TALK TO SOMEONE YOU TRUST



Who do you trust?



TALK TO SOMEONE AT HOME

- Talk to mum or dad
- Talk to a brother or sister
- Talk to an aunty or uncle
- Talk to an adult who is friends with your family
- Talk to your grandparents



TALK TO SOMEONE AT SCHOOL

- Talk to a teacher within the school
- Talk to an AID in the classroom
- Talk to the wellbeing team
- Talk to a friend
- Talk to the Principal Class



TALK TO SOMEONE FROM YOUR CLUBS

- Talk to your coach
- Talk to a friend
- Talk to a parent that you trust

Who are your 5 people?



Why do we do this?

It brings us back to the green zone

- Feel safe
- Feel happy

There is always someone that you can talk to.



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 contact 000 for emergency services



Appendix H

CSPS procedure must not:

- (a) prohibit or discourage *school staff* from reporting an allegation of *child abuse* to a person external to the school;
- (b) state or imply that it is the victim's responsibility to inform the police or other authorities of the allegation;
- (c) require *staff* to make a judgment about the truth of the allegation of *child abuse*; or
- (d) prohibit *staff* from making records in relation to an allegation or disclosure of *child abuse*.

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 – <i>Protecting the safety and wellbeing of children and young people</i>		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. <ul style="list-style-type: none"> 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. <ul style="list-style-type: none"> 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. * <i>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</i>

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*

Contact Numbers

Department of Education and Early Childhood Development

METROPOLITAN REGIONS	
Eastern	(03) 9265 2400
Northern	(03) 9488 9488
Western	(03) 9291 6500
Southern	(03) 9794 3555
RURAL REGIONS	
Barwon South Western	5225 1000
Gippsland	5127 0400
Grampians	5337 8444
Hume	5761 2100
Loddon Mallee	5440 3111

Office for Children and Licensed Children's Services:

METROPOLITAN REGIONS	
Eastern	(03) 9265 2400
Northern	(03) 9412 5333
Western	(03) 9275 7000
Southern	(03) 9096 9555
RURAL REGIONS	
Barwon South Western	5225 1000
Gippsland	5127 0400
Grampians	5337 8444
Hume	5761 2100
Loddon Mallee	5440 3111

Important information for government schools

Principals of Victorian Government schools must report all incidents to the Emergency and Security Management Unit on **03 9589 6266**.

Victorian Government schools should contact the Student Critical Incident Advisory Unit (SCIAU), Student Wellbeing Division, for advice and support when responding to allegations of student sexual assault or inappropriate sexual behaviours.

The SCIAU can be contacted on

03 9637 2934 or 03 9637 2487.

Victorian Government School Principals should refer to the flowchart – *Responding to Allegations of Student Sexual Assault Compulsory Actions for Principals* at:

<http://www.education.vic.gov.au/healthwellbeing/safety/childprotection/childprotection.htm>

Department of Human Services Child Protection

METROPOLITAN REGIONS		METROPOLITAN REGIONS	
Intake Unit		Regional Office	
Eastern	1300 360 391	Box Hill	(03) 9843 6000
North and West	1300 664 977	Preston	1300 664 977
		Footscray	1300 360 462
Southern	1300 655 795	Dandenong	(03) 9213 2111

RURAL REGIONS			
Intake Unit		Regional Office	
Barwon South Western			
	1800 075 599	Geelong	(03) 5226 4540
Gippsland	1800 020 202	Traralgon	(03) 5177 2500
Grampians	1800 000 551	Ballarat	(03) 5333 6530
Hume	1800 650 227	Wangaratta	(03) 5722 0555
		Wodonga	(02) 6055 7777
Loddon Mallee	1800 675 598	Bendigo	(03) 5434 5555

After hours Child Protection Emergency Services (AHCPEs)

Statewide number for all emergency child protection matters outside of normal business hours (24 hours, 7 days a week): **131 278**

Victoria Police **000**

Catholic Education Offices

Catholic Education Office, Melbourne	(03) 9267 0228
Catholic Education Office, Ballarat Diocese	5337 7135
Catholic Education Office, Sale Diocese	5622 6600
Catholic Education Office, Sandhurst Diocese	5443 2377

Independent Schools Victoria (03) 9825 7200

Other

Victorian Aboriginal Education Association, Inc.	(03) 9481 0800
Victoria Police Sexual Offences and Child Abuse Unit	(03) 9247 6666
Centre Against Sexual Assault	1800 806 292
Gatehouse Centre, Royal Children's Hospital	(03) 9345 6391
(for specialist counselling and medical assistance)	
Child Safety Commissioner	(03) 8601 5884
Victorian Aboriginal Child Care Agency	(03) 8388 1855

CHILD FIRST

Local Catchment Area	Contact
Barwon South Western	Greater Geelong, Queenscliff, Surf Coast
	Colac – Otway, Corangamite
	Warrnambool, Moyne, Glenelg, Southern Grampians
Gippsland	East Gippsland
	Wellington
	La Trobe, Baw Baw
Grampians	South Gippsland, Bass Coast
	Northern Grampians, West Wimmera, Hindmarsh, Yarrambat, Horsham
	Ararat, Pyrenees, Hepburn, Ballarat, Golden Plains, Moorabool
Hume	Wodonga, Towong, Indigo
	Alpine, Benalla, Mansfield, Wangaratta
	Greater Shepparton, Strathbogie, Moira
Loddon Mallee	Mitchell, Murrindindi
	Greater Bendigo, Campaspe, Central Goldfields, Loddon, Macedon Ranges, Mount Alexander
	Buloke, Goonawarra, Swan Hill, Mildura
Eastern Metropolitan	Yarra Ranges, Knox, Maroondah
	Monash, Whitehorse, Manningham, Booroondarra
	Nillumbik, Whittlesea, Banyule, Yarra and Darebin
North and West Metropolitan	Brimbank, Melton
	Hume, Moreland
	Hobson's Bay, Maribyrnong, Melbourne, Moonee Valley and Wyndham
Southern Metropolitan	Casey, Cardinia, Greater Dandenong
	Aboriginal children and families (Casey, Cardinia and Great Dandenong)
	Frankston, Mornington Peninsula
	Kingston, Bayside, Glen Eira, Stonington, Port Phillip

Appendix I

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

Each year CSPS provides appropriate guidance and training to individual school council members and school staff about:

- individual and collective obligations and responsibilities for managing the risk of child abuse;
- child abuse risks in the school environment; and
- the school's current child safety standards.

2018			2019			
Term 2	Term 3	Term 4	Term 1	Term 2	Term 3	Term 4
			Child Safe Standard 1: Strategies to embed an organisation culture of child safety & Child Safe Standard 2: A child safety policy or statement of commitment to child safety - Statement of commitment and Child Safe Policy. Child Safe Standard 3: A child safety - Child Safe Code of Conduct	Child Safe Standard 7: Strategies to promote child participation and empowerment Checking in with the health and wellbeing of all students (eg. MHP, All Psyched Up)	Child Safe Standard 5: Procedures for responding to and reporting allegations of suspected child abuse Child Safe Standard 6: Strategies to identify and reduce or remove risks of child abuse <i>Child Safe presentation</i> <i>Annual presentation</i>	Child Safe Standard 7: Strategies to promote child participation and empowerment
				Child Safe Standard 4: School staff selection, supervision and management practices for a child safe environment - Job applications, WWCC, Induction		
School Council Code of conduct for school	* Standard 6: Risk Assessment template Protect poster		Standard 6: Protect poster	School Council Self-Assessment Tool		
	** Standard 6: Strategies to Identify and Reduce or Remove Risks of Child Abuse	School data unpacking (data sources relating to Child Safe)	School Council Code of conduct for school		School data unpacking (data sources relating to Child Safe)	
School Council Self-Assessment Tool	Child Safe presentation Annual presentation					

* Standard 6: Risk Assessment template

Protect poster - Good Practice Standards

- agenda at every School Council meeting
- school-based roles and responsibilities for child safety are known and understood across the school community
- make sure members of the school community know

** Standard 6: Strategies to Identify and Reduce or Remove Risks of Child Abuse

With the amount of exciting facility upgrades, there is an inevitable increase in the amount of tradespersons that access the CSPS faculties and grounds.
In accordance with DET guidelines, CSPS implement risk management assessments and strategies to ensure the safety of all students, staff, families and visitors, including:

<p>who to contact if they have a concern about child safety in the school. Make sure this information is kept up to date, and is accessible to all</p> <ul style="list-style-type: none"> • keep the school community updated about the school's progress in putting strategies into practice, changing strategies or developing new strategies. • report progress to the school governing authority 	<ul style="list-style-type: none"> • allocation of a Project Manager on all projects • induction of all tradespersons • signing in and out procedures • provision of additional bathroom facilities • clear line of communication with the Principal class at all times throughout the project
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Appendix J

Standard 6 - CSPS Risk Assessment - Strategies to Identify and Remove Risks of Child Abuse

Cranbourne South Primary School will adopt an annual risk management analysis to identify risk assessments specific to Child Safety.

Area and location	Risk Event or Environment	Existing risk management strategies or existing controls	Likelihood	Consequence	Current risk rating	New risk management strategies or treatments	Who is responsible?	Target risk rating
All areas and locations	No organisational culture of child safety – lack of leadership, public commitment and frequent messaging	Child safety code of conduct Strategies developed to embed culture of child safety	Possible	Severe	Extreme	<ul style="list-style-type: none"> Strategies to embed organisational culture of child safety are reviewed Statement of commitment to child safety is publicly available 	Principal, School Council Chair Child Safe off All staff	Low
All areas and locations	Inappropriate behaviour is not reported and addressed	Child safety code of conduct Clear child safety reporting procedures Performance management procedures	Unlikely	Severe	High	<ul style="list-style-type: none"> Strategies to embed organisational culture of child safety are reviewed Refresher training for staff – see eLearning mandatory reporting module 	Principal, School Council Chair All staff	Low
All areas and locations	Unquestioning trust of long term employees and contractors or norms	Strategies developed to embed culture of child safety Clear child safety reporting procedures	Possible	Major	High	<ul style="list-style-type: none"> Refresher training for staff – see eLearning mandatory reporting module 	Principal, School Council Chair All staff	Low
All areas and locations	Recruitment of an inappropriate person	WWCC or Victorian Institute of Teaching registration	Unlikely	Major	Medium	Processes updated to require: <ul style="list-style-type: none"> Criminal history search Pre-employment reference check includes asking about child safety 	Principal, School Council Chair	Low
All areas and locations	Engagement with children online	Child safety code of conduct Strategies developed to embed culture of child safety	Possible	Moderate	Medium	<ul style="list-style-type: none"> Train students and staff to detect inappropriate behaviour Ensure appropriate settings on all student technologies 	Principal, School Council Chair All staff	Low
All areas and locations	Unknown people and environments at excursions and camps	Child safety code of conduct Strategies developed to embed culture of child safety Clear child safety reporting procedures Camps and Excursion Procedures and Policies in place including risk assessment	Unlikely	Moderate	Medium	<ul style="list-style-type: none"> Assessment of new or changed environments for child safety risks Ensure Code and strategies apply in all school contexts 	Principal, School Council Chair All staff	Low
All areas and locations	School/Community Event Incursions and Excursions	Child safe environments Information and awareness for visitors, staff, volunteers and contractors Adequate monitoring of persons onsite or at venue Teacher responsible for group of children No photos to be taken of children other than parent's own, unless explicit permission has been given Adults to use the adults only toilets Supervising adults to monitor the toilets Students to be accompanied by an adult when using toilets at an external venue. Adults spaced around the school/venue All Visitors to register at the office Educate children re child safety	Unlikely	Moderate	Medium	<ul style="list-style-type: none"> Assessment of new or changed environments for child safety risks Ensure Code and strategies apply in all school contexts 	Principal School Council chair All staff Parents and volunteers	Low
All areas and locations	Unknown people in immediate vicinity of the school – attempting to engage with children or staring	Follow current CSPS procedures of reporting to the Principal. Staff member/Principal to approach the individual and enquire about who they are. Remove all children from	Possible	Major	Medium	<ul style="list-style-type: none"> Strategies to embed organisational culture of child safety are reviewed Statement of commitment to child safety is publicly available 	Principal Administration staff All staff	Low

	at children, taking images of children	harm. Phone the police if an illegal / harmful occurrence has taken place. Follow DET procedures for reporting an incident						
All areas and locations	Unknown people on the schools grounds	All visitors to the school required to wear lanyard and be displayed at all times. Yard Duty Staff to be vigilant at all times. Follow DET procedures if an incident occurs.	Possible	Moderate	Medium	<ul style="list-style-type: none"> Strategies to embed organisational culture of child safety are reviewed Statement of commitment to child safety is publicly available 	Principal Administration staff All staff	Low
All areas and locations	Student comes to school stating they have been harmed by a family member or another individual	Staff trained in Mandatory Reporting Guidelines Yearly Follow the Engagement and Wellbeing Policy Follow the Child Safety Policy Follow reporting procedures at CSPA – report to the Child Safety / Wellbeing Officer	Possible	Major	Medium	<ul style="list-style-type: none"> Strategies to embed organisational culture of child safety are reviewed Refresher training for staff – see eLearning mandatory reporting module 	Principal School council chair All staff	Low
All areas and locations	Student with special needs is enrolled at the school Students with a disability Students with a health issue Students with aggressive behaviour	Inform the Child Safety / Wellbeing Officer Depending on the needs of the student the following may occur Referral for assessment involving DET Educational Psychologist, DET Speech Therapist and DET Social Worker Permission gained from parents Contact made with previous education provider (if one) Application for funding from DET Application for funding to make buildings accessible for wheelchair Follow the Engagement and Wellbeing Policy Follow the Child Safety Policy Education of staff in the area of need	Likely	Moderate	Medium	<ul style="list-style-type: none"> Assessment of new or changed environments for child safety risks 	Principal Leadership team SWB Team Leader	
All areas and locations	Student is injured at school During class time During recess	Designated staff trained in First Aid and CPR All teaching staff trained in Anaphylaxis and Asthma as per DET Guidelines All teachers trained in current First Aid Policy and Procedures First Aid Bags located in Sick Bay, Junior Building and OSHC building Bun bags with first aid supplies and epipen on duty teacher Policies in place – First Aid, Anaphylaxis and Asthma, OH&S	Possible	Moderate	Moderate	<ul style="list-style-type: none"> Refresher training in First Aid,, CPR Anaphylaxis and Asthma and OH&S. 	First aid trained staff, All staff	Low
All areas and locations	Ad-hoc contractors on the premises (eg maintenance)	Child safe environments Information and awareness for visitors, staff, volunteers and contractors Adequate monitoring	Unlikely	Moderate	Medium	<ul style="list-style-type: none"> Refresher training for frequent contractors 	Principal, School Council Chair	Low

Appendix K

Standard 7: Strategies to promote child participation and empowerment

The governing authority of CSPS has developed strategies to deliver appropriate education about:

- standards of behaviour for children at the school;
- healthy and respectful relationships (including sexuality);
- resilience; and
- child abuse awareness and prevention.

CSPS creates opportunities for participation that incorporate planning, preparation, action and feedback.

Child Safe Team members	Meeting schedule	Planning & Preparation	Action & Feedback	Reporting expectations
Sally Herbert (Child Safe leader) Rachael Mazzaglia (social worker) Delvina Waiti Melanie Williams	Fortnightly meetings focusing on Child safe and SWPBS (refer to meeting schedule)	Review Child safe standards 1- 7 with particular emphasis on: - Monitoring and evaluation of each standard. - Reference to the management practices and PD schedule (Appendix C) - Child safe promotion and publicity - Child safe Curriculum expectations incl. <ul style="list-style-type: none"> • SWPBS • Zones of Regulation • Family Life • Life Education 	<p>Staff feedback Minutes of Child safe meetings to be shared with Leadership and PLT leaders. Actions highlighted in minutes to be implemented by classroom teachers.</p> <p>Community feedback Student and parent voice team workshops.</p> <p>iNewsletter/website updates.</p>	School Council annual presentation Leadership team SIT PCL School Council Student leaders

ELEMENT ONE: Standards of behaviour for students attending the school

Focus	DET Overview	Evidence
Positive Climate for Learning	<p>The Department of Education and Training's <u>Student Engagement and Inclusion Guidance</u> requires <i>all</i> government schools to develop a Student Engagement Policy.</p> <p>In developing this policy schools are required to:</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • CSPS Student engagement and Inclusion policy • CSPS Vision, Mission and Values
<p>Student code of Conduct</p> <p>SWPBS</p> <p>ICT and Digital Technology Curriculum</p> <p>eSmart SWPBS</p> <p>Anti bullying programs</p>	<p>Why is the development of standards of behaviour important?</p> <p>The right for students to learn and feel safe is underpinned by clearly articulated and well-promoted standards of behaviour (or code of conduct).</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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

	<p>online standards of behaviour helps to prevent cyber-bullying and helps to keep students safe from predatory behaviours.</p> <p>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.</p>	
National Safe Schools Framework (Student Directed Values)	<p>National Safe Schools Framework (Student Directed Values)</p> <p>The <i>National Safe Schools Framework</i> includes specific advice on empowering students by implementing student-directed values within the school.</p> <p>Student Voice and the Education State</p> <p>This resource outlines recommended approaches to empower students' voices to be valued in education. Key approaches include</p> <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Student Voice Team workshops (Term 1 2019) Junior school council presentation at School council School leaders conducting enrolment tours
<p>ELEMENT TWO: Healthy and Respectful Relationships (including sexuality)</p> <p>ELEMENT THREE: Resilience</p>		
<p>Zones of Regulation</p> <p>Sensory training and resources</p> <p>LOOKOUT - trauma PD</p> <p>Family Life</p>	<p>Social and emotional learning is a critical part of school education, which is why it is mandated within the Victorian Curriculum.</p> <p>The delivery of education about respectful relationships, resilience and sexuality important for the following reasons:</p> <p>equipping students with the skills to build positive relationships and communicate respectfully is essential preparation for productive and healthy adult lives</p> <p>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</p> <p>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.</p> <p>Sexuality Education</p> <p>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.</p>	<ul style="list-style-type: none"> Whole school Zones of Regulation framework implementation. Sensory tubs OT (Yooralla) support (Sensory OT for Tier 3 student) LOOKOUT training incl. -Brain friendly classroom -Trauma PD Family Life (implemented in 2016 & 2017) <p><i>Under review for 2019</i></p>
<p>ELEMENT FOUR: Child Abuse Awareness and Prevention</p>		
<p>Child Safe professional development</p> <p>Publicity and promotion of Child safe standards</p>	<p>Is the school delivering child abuse awareness and prevention education and meeting the relevant learning standards within the Victorian Curriculum**?</p>	<ul style="list-style-type: none"> Child safe booklet PD schedule Student workshops iNewsletter CSPS School website
<p>Child safe Professional development for all staff</p> <p>Regular monitoring of Mandatory reporting module for all staff.</p>	<p>Have staff at the school undertaken mandatory reporting training and familiarize themselves with the <i>Four Critical Actions: Responding to Incidents, Disclosures and Suspicions of Child Abuse</i> (essential to addressing disclosures which may be prompted by the delivery of child abuse awareness and prevention education)?</p>	<ul style="list-style-type: none"> Professional development learning plan CSPS Mandatory Reporting training audit

Appendix L

Standard 7: Strategies to promote child participation and empowerment

PROTECT posters

PROTECT Energy Breakthrough

3 Day Bike Hike
Everyone has the right to be safe and be protected from abuse.
Kids Teaching Kids
No one should behave in a way that makes you feel unsafe or afraid, including anyone at school or anywhere else in the community.
Bike Education
Tell a teacher or any adult at your school if you feel unsafe.

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



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

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 contact 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)

Appendix M

Standard 7: Strategies to promote child participation and empowerment

Rights of the child



UN Convention on the Rights of the Child

"Rights" are things every child should have or be able to do. All children have the same rights.

ARTICLE 1
Everyone under 18 has these rights.

ARTICLE 2
All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.

ARTICLE 3
All adults should do what is best for you. When adults make decisions, they should think about how their decisions will affect children.

ARTICLE 4
The government has a responsibility to make sure your rights are protected. They must help your family to protect your rights and create an environment where you can grow and reach your potential.

ARTICLE 5
Your family has the responsibility to help you learn to exercise your rights, and to ensure that your rights are protected.

ARTICLE 6
You have the right to be alive.

ARTICLE 7
You have the right to a name, and this should be officially recognized by the government. You have the right to a nationality (to belong to a country).

ARTICLE 8
You have the right to an identity - an official record of who you are. No one should take this away from you.

ARTICLE 9
You have the right to live with your parent(s), unless it is bad for you. You have the right to live with a family who cares for you.

ARTICLE 10
If you live in a different country than your parents do, you have the right to be together in the same place.

ARTICLE 11
You have the right to be protected from kidnapping.

ARTICLE 12
You have the right to give your opinion, and for adults to listen and take it seriously.

ARTICLE 13
You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people.

ARTICLE 14
You have the right to choose your own religion and beliefs. Your parents should help you decide what is right and wrong, and what is best for you.

ARTICLE 15
You have the right to choose your own friends and join or set up groups, as long as it isn't harmful to others.

ARTICLE 16
You have the right to privacy.

ARTICLE 17
You have the right to get information that is important to your well-being, from radio, newspaper, books, computers and other sources. Adults should make sure that the information you are getting is not harmful, and help you find and understand the information you need.

ARTICLE 18
You have the right to be raised by your parent(s) if possible.

ARTICLE 19
You have the right to be protected from being hurt and mistreated, in body or mind.

ARTICLE 20
You have the right to special care and help if you cannot live with your parents.

ARTICLE 21
You have the right to care and protection if you are adopted or in foster care.

ARTICLE 22
You have the right to special protection and help if you are a refugee (if you have been forced to leave your home and live in another country), as well as all the rights in this Convention.

ARTICLE 23
You have the right to special education and care if you have a disability, as well as all the rights in this Convention, so that you can live a full life.

ARTICLE 24
You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well.

ARTICLE 25
If you live in care or in other situations away from home, you have the right to have these living arrangements looked at regularly to see if they are the most appropriate.

ARTICLE 26
You have the right to help from the government if you are poor or in need.

ARTICLE 27
You have the right to food, clothing, a safe place to live and to have your basic needs met. You should not be disadvantaged so that you can't do many of the things other kids can do.

ARTICLE 28
You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.

ARTICLE 29
Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

ARTICLE 30
You have the right to practice your own culture, language and religion - or any you choose. Minority and indigenous groups need special protection of this right.

ARTICLE 31
You have the right to play and rest.

ARTICLE 32
You have the right to protection from work that harms you, and is bad for your health and education. If you work, you have the right to be safe and paid fairly.

ARTICLE 33
You have the right to protection from harmful drugs and from the drug trade.

ARTICLE 34
You have the right to be free from sexual abuse.

ARTICLE 35
No one is allowed to kidnap or sell you.

ARTICLE 36
You have the right to protection from any kind of exploitation (being taken advantage of).

ARTICLE 37
No one is allowed to punish you in a cruel or harmful way.

ARTICLE 38
You have the right to protection and freedom from war. Children under 15 cannot be forced to go into the army or take part in war.

ARTICLE 39
You have the right to help if you've been hurt, neglected or badly treated.

ARTICLE 40
You have the right to legal help and fair treatment in the justice system that respects your rights.

ARTICLE 41
If the laws of your country provide better protection of your rights than the articles in this Convention, those laws should apply.

ARTICLE 42
You have the right to know your rights! Adults should know about these rights and help you learn about them, too.

ARTICLES 43 TO 54
These articles explain how governments and international organizations like UNICEF will work to ensure children are protected with their rights.



CHILD WISE
creating child safe communities

www.childwise.org.au