



CHILDSAFE AND WELLBEING POLICY

POLICIES

This policy has been developed by members of School Council.

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School Council President signature:

Principal Signature:



Help for non-English speakers

If you need help to understand this policy, please contact Rosanna Primary School on 94572592 or email the school: rosanna.ps@education.vic.gov.au

Due to the number of website links, this document is best read as an electronic version

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PURPOSE

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

This policy provides an overview of our school's approach to implementing [Ministerial Order 1359](#) (PDF, 363KB) which sets out how the Victorian Child Safe Standards apply in school environments.

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

SCOPE

This policy:

- applies to all school staff, volunteers and contractors whether or not they work in direct contact with students. It also applies to school council members.
- applies in all physical and online school environments used by students during or outside of school hours, including other locations provided by for a student's use (for example, a school camp) and those provided through third-party providers
- should be read together with our other child safety and wellbeing policies, procedures, and codes – refer to the related school policies section below.

DEFINITIONS

The following terms in this policy have [specific definitions](#) (outlined in detail on the vic.gov.au website):

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

STATEMENT OF COMMITMENT TO CHILD SAFETY

Rosanna Primary School is a child safe organisation which welcomes all children, young people, and their families.

We are committed to providing environments where our students are safe and feel safe, where their participation is valued, their views respected, and their voices are heard about decisions that affect their lives. Our child safe policies, strategies and practices are inclusive of the needs of all children and students.

We have no tolerance for child abuse and take proactive steps to identify and manage any risks of harm to students in our school environments.

We promote positive relationships between students and adults and between students and their peers. These relationships are based on trust and respect.

We take proactive steps to identify and manage any risk of harm to students in our school environment. When child safety concerns are raised or identified, we treat these seriously and respond promptly and thoroughly.

Particular attention is given to the child safety needs of Aboriginal students, those from culturally and linguistically diverse backgrounds, international students, students with disabilities, those unable to live at home, children and young people who identify as lesbian, gay, bisexual, trans and gender diverse, intersex and queer (LGBTIQA+) and other students experiencing risk or vulnerability. Inappropriate or harmful behaviour targeting students based on these or other characteristics, such as racism or homophobia, are not tolerated at our school, and any instances identified will be addressed with appropriate consequences. Child safety is a shared responsibility. Every person involved in our school has an important role in promoting child safety and wellbeing and promptly raising any issues or concerns about a child's safety.

We are committed to regularly reviewing our child safe practices, and seeking input from our students, families, staff, and volunteers to inform our ongoing strategies.

ROLES AND RESPONSIBILITIES (Child Safe Standard 2)

School leadership team

Our school leadership team (comprising the principal, assistant principal and learning specialist teachers) are responsible for ensuring that a strong child safe culture is created and maintained, and that policies and practices are effectively developed and implemented in accordance with Ministerial Order 1359.

Principal and Assistant Principal will:

- ensure effective child safety and wellbeing governance, policies, procedures, codes and practices are in place and followed
- model a child safe culture that facilitates the active participation of students, families and staff in promoting and improving child safety, cultural safety and wellbeing
- enable inclusive practices where the diverse needs of all students are considered
- reinforce high standards of respectful behaviour between students and adults, and between students
- promote regular open discussion on child safety issues within the school community including at leadership team meetings, staff meetings and school council meetings
- facilitate regular professional learning for staff and volunteers (where appropriate) to build deeper understandings of child safety, cultural safety, student wellbeing and prevention of responding to abuse
- create an environment where child safety complaints and concerns are readily raised, and no one is discouraged from reporting an allegation of child abuse to relevant authorities.

School staff and volunteers

All staff and volunteers will:

- participate in child safety and wellbeing induction and training provided by the school or the Department of Education and Training, and always follow the school's child safety and wellbeing policies and procedures
- act in accordance with our Child Safety Code of Conduct [Appendix A]

- identify and raise concerns about child safety issues in accordance with our [Child Safety Responding and Reporting Obligations Policy and Procedures](#), including following the [Four Critical Actions for Schools](#)
- ensure students' views are taken seriously and their voices are heard about decisions that affect their lives
- implement inclusive practices that respond to the diverse needs of students.

School council

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

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

Specific staff child safety responsibilities

Rosanna Primary School has nominated the Principal and Assistant Principal as Child Safety Champions to implement our child safety policies and practices, including staff and volunteer training.

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

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

- The Principal and Assistant Principal are responsible for monitoring the school's compliance with the Child Safety and Wellbeing Policy. Anyone in our school community should approach them if they have any concerns about the school's compliance with the Child Safety and Wellbeing Policy.
- The Principal and Assistant Principal are responsible for informing the school community about this policy and making it publicly available.
- Other specific roles and responsibilities are named in other child safety policies and procedures, including the Child Safety Code of Conduct, Child Safety Responding and Reporting Obligations (including Mandatory Reporting) Policy and Procedures, and Child Safety Risk Register.

The Principal and Assistant Principal meet regularly to identify and respond to any ongoing matters related to child safety and wellbeing and monitor the Child Safety Risk Register.

Child Safety Code of Conduct

Our Child Safety Code of Conduct sets the boundaries and expectations for appropriate behaviours between adults and students. It also clarifies behaviours that are not acceptable in our physical and online environments.

We ensure that students also know what is acceptable and what is not acceptable so that they can be clear and confident about what to expect from adults in the school. The Child Safety Code of Conduct (Appendix A) also includes processes to report inappropriate behaviour.

MANAGING RISKS TO CHILD SAFETY AND WELLBEING (Child Safe Standard 9)

At our school we identify, assess and manage risks to child safety and wellbeing in our physical and online school environments. These risks are managed through our child safety and wellbeing policies, procedures and practices, and in our activity specific risk registers, such as those we develop for off-site overnight camps, adventure activities and facilities and services we contract through third party providers for student use.

Our Child Safety Risk Register is used to record any identified risks related to child abuse alongside actions in place to manage those risks. Our school leadership team will monitor and evaluate the effectiveness of the actions in the Child Safety Risk Register at least annually.

To promote a culture of online and physical safety for all students, Rosanna Primary School will:

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

To manage risk in physical spaces, Rosanna Primary School will:

- Identify and document the school's child safety risks in the school's risk register or equivalent and ensure strategies are in place to manage those risks.
- Consider the range of school environments and the nature of physical spaces including onsite buildings and grounds, classrooms, corridors, and pick-up and drop off areas.
- Consider off-site physical environments for student use and where reasonably possible, inspect these sites and venues for events, excursions, camps and international student accommodation ahead of time.
- Consider risks arising from child-to-child and adult-to-child interactions in physical and online spaces.
- Consider cultural safety. E.g (Are there elements of the physical school environment that would be unwelcoming to Aboriginal or Torres Strait Islander people?)
- Inform staff, volunteers and students where appropriate of identified risks and risk management strategies.
- Keep records of risk management activities, including risk assessments for camps and excursions.
- Provide training and refresher training to staff and relevant volunteers on risk management policies and procedures.

To supervise students appropriately, Rosanna Primary School will:

- Be aware of risks posed by dark spaces, stairwells, private spaces and corners in school environments and develop strategies to address these risks.
- Inform students about spaces that are off limits, including out-of-bounds areas, storerooms and staff rooms.
- Nominate ratios of staff and volunteers to students for different types of activities.
- Keep records of any court orders in place regarding access or intervention orders and communicate to staff who can collect students in these circumstances.
- Use observation aids when appropriate, such as observation windows, and consider the balance between appropriate visibility and respecting staff and students' privacy.
- Undertake works to improve lighting in poorly lit areas.
- Let students know how to raise concerns and where to go if they need help.
- Organise professional learning to discuss risk and harm prevention and hazard awareness with staff, volunteers and school council members.
- Keep records of incidents that occur, including accidents and medical events.
- Review incidents against policies and procedures, including seeking student feedback on how incidents were handled and how safe they felt, and make improvements as needed.

To promote student safety online, Rosanna Primary School will:

- Give students opportunities to learn, play, create, entertain, build relationships and stay connected.
- Facilitate age-appropriate ways to use the internet and social media for students utilising [Resilience, Rights and Respectful Relationships](#), and [Office of the e-Safety Commissioner](#)
- Inform students about online safety risks, including:
 - cyberbullying and trolling
 - invasion of privacy or digital surveillance
 - inappropriate sharing of images
 - phishing, harvesting of personal information or data theft
 - identity theft
 - malevolent software (malware)
 - offensive images and messages
 - age-inappropriate online content
 - impersonation/catfishing
 - grooming.
- Outline acceptable use of personal devices for students.
- Prohibit the use of student email addresses to sign up to unauthorised third-party services and communicate this expectation to students and the school community.
- Use filtering software on school-based devices.
- Encourage parents to use parental controls on personal devices.
- Advise students on how they can seek help from a trusted adult if they are exposed to inappropriate imagery or content that upsets them.
- Monitor online activity and respond to breaches of the online policies and procedures with appropriate consequences.

To promote acceptable behaviour by staff and volunteers, Rosanna Primary School will:

- Address acceptable and non-acceptable behaviour in online environments in the school's Child Safety Code of Conduct (see Appendix 1). Cover social media, email, instant messages, SMS and other apps in your code.
- Outline acceptable use of personal devices by staff and volunteers.
- Have guidelines for taking, storing, and using images of children and students – including photos and video recordings.

- Deal with misuse of digital devices and unacceptable behaviour in accordance with school policy.
- Review communication protocols regularly, considering emerging services and technologies, such as disappearing message services.
- Uphold policies and report breaches in accordance with the school's complaints handling processes and Code of Conduct.
- Provide avenues for students, families, carers, communities, and staff to report online issues or concerns.
- Protect student privacy by supporting students to limit the amount of information provided online.
- Require school staff to undertake information security training to reduce the risk of online phishing or malware attacks.

Considering procurement and third parties, Rosanna Primary School will:

- Undertake child safety due diligence when engaging third parties. A new vendor presents new risks.
- Require vendors to provide evidence of compliance with the Child Safe Standards when establishing contracts to deliver services to students.
- Ensure a Privacy Impact Assessment is undertaken for any software handling student personal information.
- Make child safety a feature in legal contracts. The Victorian Government Common Funding Agreement has this as standard.
- Ask contractors to provide their Working with Children Clearance upon entry to the school.
- Provide contractors with a copy of the Child Safety Code of Conduct and Child Safety and Wellbeing Policy.
- Nominate a staff member who is responsible for collecting child safety compliance information about third party providers.
- Keep records of due diligence processes.
- If a vendor is found to be non-compliant with the Child Safe Standards:
 - cease all activities with the vendor until the issue is resolved
 - if appropriate, inform the vendor of the non-compliance and provide an opportunity to rectify the problem, or
 - if the issue is serious, contact the relevant authorities.

ESTABLISHING A CULTURALLY SAFE ENVIRONMENT (Child Safe Standard 1)

At Rosanna Primary School, we are committed to establishing an inclusive and culturally safe school where the strengths of Aboriginal culture, values and practices are respected. We think about how every student can have a positive experience in a safe environment. For Aboriginal students, we recognise the link between Aboriginal culture, identity and safety and actively create opportunities for Aboriginal students and the Aboriginal community to have a voice and presence in our school planning, policies, and activities.

We have developed the following strategies to promote cultural safety in our school community:

Build a strong school culture to support cultural inclusion

- Begin events and meetings with a Welcome to Country or an Acknowledgement of Country as a standing agenda item. Use this as an opportunity to pause and reflect or open a discussion.
- Fly the Aboriginal and Torres Strait Islander flags on school grounds.
- Display plaques and signs to Acknowledge Country and Traditional Owners.

- Make Aboriginal and Torres Islander voice part of decision making in matters that affect Aboriginal and Torres Islander students. Be open to different ways of doing and expressing things.
- Celebrate local Aboriginal and Torres Islander communities in communications with students, staff, volunteers and families. Share information through school newsletters, school assemblies, parent information sessions.
- Lead on safety and inclusion for all Aboriginal and Torres Islander students and their families. Learn more about Aboriginal and Torres Islander histories and cultures, both locally and across Australia. Speak with respect and confidence about Aboriginal and Torres Islander cultures, knowledge systems and peoples.
- Build schoolwide knowledge of Aboriginal and Torres Islander histories, cultures, perspectives, values, skills and attitudes.

Provide a welcoming environment for Aboriginal and Torres Islander children

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

Actively address racism

- Express zero tolerance of racism in your statement of commitment to child safety included in your Child Safety and Wellbeing Policy and other documents.
- Address racism from students, staff, volunteers or visitors directly. Make sure racist speech or actions are always dealt with, and the culture of the school works to prevent incidents from occurring.
- Put school leaders at the front of anti-racist action. Discuss racism and work to address unconscious bias and racism in the school community.
- Encourage non-Aboriginal school leaders and teachers to commit to ways they can work as an effective ally to Aboriginal and Torres Islander students, their families and communities.

Guide and train staff and volunteers

- Train staff and volunteers to understand the importance of Aboriginal culture to the wellbeing and safety of Aboriginal students.
- Work with the local Aboriginal community to build staff, volunteer and student knowledge and respect for Aboriginal culture and to promote cultural inclusion.
- Arrange [Community Understanding Safety Training \(CUST\)](#) or equivalent for staff.

Build knowledge of Aboriginal and Torres Islander culture in school planning and curriculum

- Find out about the Traditional Owners of the land/s where the school is situated at the [Map of Indigenous Australia](#) and learn about the importance of [acknowledging Traditional Owners](#).
- Include Aboriginal and Torres Islander history and culture in professional learning for staff and volunteers and in curriculum planning for students.

- Develop a resource bank of digital, hardcopy print and other artefacts that support the inclusion of Aboriginal and Torres Islander content across the curriculum.

Partner with Aboriginal and Torres Islander communities

- Support local Aboriginal and Torres Islander businesses through school procurement.
- Engage with local Aboriginal communities via Traditional Owner groups, corporations or the Registered Aboriginal Party to review cultural safety in school environment, systems and processes.
- Engage with the Local Aboriginal Education Consultative Group (LAECG) and/or the Victorian Aboriginal Education Association Incorporated (VAEAI).
- Visit an Aboriginal cultural learning centre, such as
 - [Koorie Heritage Trust](#) (Melbourne)
 - [Bunjilaka Aboriginal Cultural Centre](#) (Melbourne)

Review and assess how the school supports cultural inclusion

- Use the Victorian Aboriginal Child Care Agency [cultural safety continuum reflective tool](#) to make a tailored learning and development plan focused on staff cultural competence learning needs.
- Consider the development and implementation an Aboriginal and Torres Strait Islander Reconciliation Action Plan.

Recognise events and anniversaries

Mark these significant key events and anniversaries throughout the year and consider acknowledging those that are appropriate for RPS to celebrate. This may take place as a whole school, in class or area groups or/and in parent/student/staff gatherings.

- 2008 National Apology to the Stolen Generations-13 February
- Harmony Day-21 March
- Sorry Day and Anniversary the 2017 Uluru Statement of the Heart-26 May
- Anniversary of the 1967 Referendum-27 May
- Reconciliation Week-27 May to 3 June
- Mabo Day-3 June
- Anniversary of the 1988 Barunga Statement-11 June
- Coming of the Light-1 July
- NAIDOC week-First week of July
- National Aboriginal and Torres Strait Islander Children's Day-4 August
- International Day of Indigenous People-9 August
- 1963 Yirrkala Bark Petition to Parliament anniversary-14 August
- Anniversary of the UN Declaration on the Rights of Indigenous Peoples-13 September
- Redfern Address-10 December

STUDENT EMPOWERMENT (Child Safe Standard 3)

To support child safety and wellbeing at Rosanna Primary School, we work to create an inclusive and supportive environment that encourages students and families to contribute to our child safety approach and understand their rights and their responsibilities.

Respectful relationships between students are reinforced and we encourage strong friendships and peer support in the school to ensure a sense of belonging implementing our whole school approach to Respectful Relationships, our student Code of Conduct, our school values and school buddy program.

Inform students of their rights

We inform students of their rights through our whole school approach to Respectful Relationships and give them the skills and confidence to recognise unsafe situations with adults or other students and to speak up and act on concerns relating to themselves or their peers. We ensure our students know who to talk to if they are worried or feeling unsafe and we encourage them to share concerns with a trusted adult at any time. Students and families can also access information on how to report concerns at the office, in person, via email Rosanna.ps@education.vic.gov.au

When the school is gathering information in relation to a complaint about alleged misconduct or abuse of a child, we will listen to the complainant's account and take them seriously, check our understanding of the complaint, support the student and keep them (and their parents and carers, as appropriate) informed about progress.

To empower children and students we:

- Provide age appropriate and accessible information to students such as information about:
 - the school's Child Safety and Wellbeing Policy and Code of Conduct.
 - the Charter of Commitment under the [UN Convention on the Rights of the Child](#)
 - the work of the [Commission for Children and Young People](#)
 - how the adults in the school should behave.
- Through curriculum opportunities, we inform students of their rights and special protections including the right to:
 - live and grow up healthy
 - have a say about decisions affecting them
 - get information that is important to them
 - be safe and not harmed by anyone
- When sharing information under the information sharing schemes:
 - work to build trust by being open and transparent about information sharing and keep the child and family informed each time their information is shared if it is appropriate, safe and reasonable to do so
 - seek and consider the views of the child (or the relevant family members) about sharing their confidential information if it is appropriate, safe and reasonable to do so
- Through curriculum opportunities we provide information via relevant subject areas to promote:
 - [Resilience, Rights and Respectful Relationships](#)
 - [Safe Schools](#)
 - [Bully Stoppers](#)
 - [Vic SRC's Introduction to Student Voice](#)
 - [eSmart](#).

Empower students to contribute to school life

- Display visually engaging and easy-to-read posters promoting student voice and agency.
- Discuss commitment to student's voice at enrolment and organise orientation activities focused on activating student's voice.

- Conduct year-level meetings and form groups to discuss students' rights and safety issues.
- Invite students to provide feedback on school-wide decisions and take their views into account in school decision-making.
- Document student participation in activities that contribute to the life of the school.
- Involve students in consultation processes and inform them of their impact on decision-making.
- Demonstrate that the school takes students seriously by acting on their concerns, noting that what might seem unimportant to an adult may be important to a young person.
- Become a [VicSRC Partner School](#).
- Provide students who find it harder to speak up or be heard with multiple avenues for communicating, including writing, drawing, or physical forms of communication.

Empower students to raise their concerns

- Provide students with information about complaints processes.
- Give students a variety of ways to raise concerns. For example:
 - provide an anonymous, year-level student suggestion box
 - distribute regular online surveys
 - display information about the adults who students can talk to if they have a concern.
- Highlight student views in your school community or public-facing documents, including quoting students where appropriate.
- Create opportunities for all student voices by being aware of discriminatory barriers and any overreliance on the input of student leaders.

Strengthen peer support for safety and wellbeing

- Carry out regular whole school [wellbeing assessment surveys](#).
- Establish Student Action Focus Groups to investigate issues of inclusion and exclusion.
- Discuss healthy boundaries for friendships. Point out that the risk of harm can occur in child-to-child interactions, as well as adult-to-child interactions.
- Use school transition programs, like [Transition: A Positive Start to School \(DOCX, 4.3MB\)](#) or [Transition – Year 6 to 7](#), to provide support for students entering or exiting the school.
- Provide buddying or mentoring programs for new students transitioning to the school mid-year or outside of the regular transition timeline.

Establish protective factors

- Teach students practical protective strategies, including:
 - what to do when they feel unsafe
 - phrases they can use to raise an objection
 - pathways for raising safety concerns, and
 - online safety behaviours.
- Provide contact information for independent child and youth advocacy services or helplines.
- Provide a range of age-appropriate picture books, fiction and non-fiction that include:
 - children's rights and empowerment themes
 - cultural and linguistic diversity
 - neurodiverse characters and people with disability
 - diversity in sexual orientation and gender.
- Support all students to identify trusted adults and friends they can talk to about a concern at school, at home or in the community.

- Deliver age-appropriate curriculum content about respectful relationships, sexuality, consent and sexual abuse prevention through the [Resilience Rights and Respectful Relationships teaching and learning materials](#).
- Use the [School's Mental Health Menu](#) to support students in our school.
- Empower students with the knowledge that adults are accountable and that students have a right to safety.

Communicate in a respectful and age-appropriate way

- Educate staff to uphold Aboriginal cultural safety and be respectful of identity and culture.
- Train staff and volunteers to facilitate child-friendly ways for students to express their views, participate in decision-making and raise their concerns.
- Educate staff and volunteers about children's rights, including the 4 guiding principles in the [Convention on the Rights of the Child](#).

Use sensitivity and build trust

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

FAMILY ENGAGEMENT (Child Safe Standard 4)

Our families and the school community have an important role in monitoring and promoting children's safety and wellbeing and helping children to raise any concerns.

To support family engagement, at Rosanna Primary School we are committed to providing families and community with accessible information about our school's child safe policies and practices and involving them in our approach to child safety and wellbeing.

We will create opportunities for families to have input into the development and review of our child safety policies and practices and encourage them to raise any concerns and ideas for improvement. We have developed the following strategies to promote family engagement in our school community.

Create a welcoming environment

- We nominate a contact person for new enrolments and provide their details in induction materials or school transition packs.
- We provide new enrolments with family welcome packs that include information about child safety, the school's complaints processes and how to raise concerns.
- We conduct school open days or host community events, such as a school fete or fair, to welcome families and the broader community.
- We create a welcoming environment at school reception so community members and families feel respected, included and safe to come onto school grounds.

Engage families and communities in building a child safe organisation

- We ask parents and carers about their children. This can be in formal settings like parent/teacher interviews, or during chance meetings at pick-up and drop-off.

- We provide parents and carers with information about children's rights via newsletters, or parent information sessions.
- We regularly engage with parents, carers and students and discuss the needs of students through parent/teacher interviews.

Provide regular opportunities to communicate

- We provide frequent opportunities for parents and carers to engage with staff to discuss their children's experiences at school.
- We organise interpreters and translations to engage families from non-English speaking backgrounds in conversations about the school's child safety strategies.
- We ask families and carers about their preferred methods of communication, including email, social media, onsite and online meetings and use their responses to inform communications approach.
- We incorporate child safety questions in parent and carer surveys to measure awareness and confidence in the school's child safety approach and to support ongoing improvement.
- We provide information on community information sessions on child safety and wellbeing topics, for example, respectful relationships or online safety. Families are provided with take-home information to help them to talk to their children about safety and wellbeing at home.
- We communicate with and appropriately involve families at all stages of the process if a concern is raised or complaint is made.

Reflect the diversity of the school community

- We make newsletters and communications inclusive. Normalise a diversity of family profiles and reflect the characteristics of our school community.
- We select meeting venues that are physically accessible, welcoming and culturally safe.
- We encourage volunteer positions from families from diverse backgrounds, including people with a disability, Aboriginal and Torres Islander peoples, and those from culturally and linguistically diverse backgrounds.

Provide inclusive and accessible information

- We display the [PROTECT poster \(PDF, 203KB\)](#) in shared areas that are accessible to parents and the community.
- We make sure child safety information is easy to read – consider font size, font style, colours used, formatting and visual presentation.
- We provide links to the school's child safety policies in the school's social media posts, newsletters and staff circulars.
- We check that the students, school staff, and members of the school community know who to contact if they have a concern about child safety. This information is up to date and accessible and reviewed regularly.
- We use images and other accessibility aids to help child safety information be understood by families that have low literacy or vision.
- We translate child safety information into multiple languages to reflect your school community.

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

- We make child safety a standing item at school governing authority meetings (including school council meetings, staff meetings, volunteer inductions, and others).

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

DIVERSITY AND EQUITY (Child Safe Standard 5)

As a child safe organisation, we celebrate the rich diversity of our students, families and community and promote respectful environments that are free from discrimination. Our focus is on wellbeing and growth for all.

We recognise that every child has unique skills, strengths and experiences to draw on. We pay particular attention to individuals and groups of children and young people in our community with additional and specific needs.

This includes tailoring our child safety strategies and supports to the needs of:

- Aboriginal and Torres Islander children and young people
- children from culturally and linguistically diverse backgrounds
- children and young people with disabilities
- children unable to live at home or impacted by family violence
- international students
- children and young people who identify as LGBTIQ+.

Our [Student Wellbeing and Engagement Policy](#) and our [Inclusion and Diversity Policy](#) provides more information about the measures we have in place to support diversity and equity.

Recognise the diverse backgrounds, needs and circumstances of students

- We recognise the range of diverse student and family attributes, including but not limited to:
 - cultural safety for Aboriginal and Torres Strait Islander students
 - the needs of students with disability and responses to disability
 - the needs of students from diverse religious and cultural communities
 - the needs of very young students and children
 - the impact of prior trauma
 - gender differences
 - the experiences of lesbian, gay, bisexual, trans and gender diverse, intersex and queer (LGBTIQ+) students
 - challenges for students who are in foster care, out of home care, living away from home or international students
 - socio-economic factors (experiencing family homelessness, insecure employment or accommodation, individual or family contact with the justice system, poverty, addiction, low educational attainment, remote or regional isolation).
- We pay attention to diverse student cohorts and individuals in our community, recognising that they may have higher risk of harm.
- We normalise asking for and using people's preferred pronouns and names for students.

- We use contemporary, culturally sensitive and inclusive examples when discussing families, relationships or professions and vocations.

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

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

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

- We ensure school environments are welcoming and inclusive. For example:
 - display flags representing different cultures within the school community
 - provide materials in different languages
 - decorate the school with artistic expressions from students and young people.
- We provide child safety information in accessible, child-friendly language and formats.
- We accompany child safety information with the support materials needed to help students and families interpret it.
- We anticipate the needs of students from diverse backgrounds and life circumstances. Don't expect all students to be equally empowered to ask for what they need.
- We provide staff and volunteers with training to identify and address racism, bullying and discrimination.
- We create opportunities to remind staff and volunteers about student diversity and accommodating students and young people's needs.
- We seek out expert advice as needed to support inclusion, such as an occupational therapist, speech pathologist, provision planning.

Support diversity through school planning and resources

To support diversity at Rosanna Primary School we:

- Recognise a range of dates that connect with our school community, for example:
 - Cultural Diversity Week (March)
 - IDAHOBIT (International Day Against Homophobia, Biphobia, Intersexism and Transphobia, 17 May)
 - World Mental Health Day (10 October)
 - International Day of Persons with Disability (3 December)

- Compile a range of age-appropriate instructional materials for exploring differences and similarities in class including:
 - Resilience Rights and Respectful Relationships resources
 - Books, and resources that reflect diverse views and perspectives
 - Speech and drama scripts that explore themes around diversity.
- Use images of students with diverse characteristics in school publications to reflect the school community.

SUITABLE STAFF AND VOLUNTEERS (Child Safe Standard 6)

At Rosanna Primary School, we apply robust child safe recruitment, induction, training, and supervision practices to ensure that all staff, contractors, and volunteers are suitable to work with children.

Staff recruitment

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

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

When engaging staff to perform child-related work, we:

- sight, verify and record the person's Working with Children clearance or equivalent background check such as a Victorian teaching registration
- collect and record:
 - proof of the person's identity and any professional or other qualifications
 - the person's history of working with children
 - references that address suitability for the job and working with children.

Staff induction

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

- the Child Safety and Wellbeing Policy (this document)
- the Child Safety Code of Conduct
- the Child Safety Responding and Reporting Obligations (including Mandatory Reporting) Policy and Procedures and
- any other child safety and wellbeing information that school leadership considers appropriate to the nature of the role.

Ongoing supervision and management of staff

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

Staff will be monitored and assessed to ensure their continuing suitability for child-connected work. This will be done by regular performance reviews.

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

Suitability of volunteers

All volunteers are required to comply with our [Volunteers Policy](#) which describes how we assess the suitability of prospective volunteers and outlines expectations in relation to child safety and wellbeing induction and training, and supervision and management.

CHILD SAFETY KNOWLEDGE, SKILLS AND AWARENESS (Child Safe Standard 8)

Ongoing training and education are essential to ensuring that staff understand their roles and responsibilities and develop their capacity to effectively address child safety and wellbeing matters.

In addition to the child safety and wellbeing induction, our staff will participate in a range of training and professional learning to equip them with the skills and knowledge necessary to maintain a child safe environment.

Staff child safety and wellbeing training will be delivered at least annually and will include guidance on:

- our school's child safety and wellbeing policies, procedures, codes, and practices
- completing the [Protecting Children – Mandatory Reporting and Other Legal Obligations](#) online module annually
- recognising indicators of child harm including harm caused by other children and students
- responding effectively to issues of child safety and wellbeing and supporting colleagues who disclose harm
- how to build culturally safe environments for children and students
- information sharing and recordkeeping obligations
- how to identify and mitigate child safety and wellbeing risks in the school environment.

Other professional learning and training on child safety and wellbeing, for example, training for our volunteers, will be tailored to specific roles and responsibilities and any identified or emerging needs or issues.

Induct new staff and volunteers to child safety requirements

- Nominate a child safety champion and support them to facilitate the induction and training programs for staff and volunteers.
- Provide an induction for new staff, volunteers and new school council members on child safety, appropriate to the person's role that covers:
 - the Child Safety and Wellbeing Policy
 - the Child Safety Code of Conduct (see Appendix 1)
 - the Child Safety Responding and Reporting Obligations (incl. mandatory Reporting) policy and procedures
 - [signs of harm](#) and risk factors caused by peers or adults (including grooming and family violence) and the different ways young people express concerns or disclose harm
 - building culturally safe environments
 - privacy, information sharing and recordkeeping obligations
 - how to facilitate child-friendly ways for students to express their views, participate in decision making and raise concerns

Provide ongoing education and training

- Deliver regular child safety briefings for all staff, for example through staff meetings, newsletters, year level briefings.
- Require all staff with Mandatory Reporting obligations to refresh their [Protecting Children – Reporting and Other Legal Obligations \(Mandatory Reporting\)](#) training at least once a year.
- Inform staff and volunteers (as appropriate) of their responsibilities under the [information sharing and family violence reforms](#). These reforms support staff to meet their child safety obligations by enabling them to:

- Maintain records of annual child safety programs including presentation materials, agenda, minutes and list of attendees.
- Identify staff to attend [information sharing and family violence reforms training](#), available as online webinars or eLearning modules.
- Offer further training appropriate to staff and volunteers' level of involvement in the school community, on topics such as:
 - child safety (including family violence)
 - mandatory reporting
 - responding to student sexual offending
 - human rights and the rights of children
 - diversity and inclusion
 - harassment and bullying
 - cultural safety
 - privacy and information sharing.
- Offer a range of optional and compulsory education and training activities, including:
 - Staffroom briefings and 'toolbox talks'
 - Professional Learning Communities
 - Peer discussions, scenarios and worked examples
 - Presentations, seminars or webinars
 - Training days
 - E-learning modules, for example the [National Principles for Child Safe Organisations modules](#).
- Remind staff regularly that they need to be alert for signs of harm and risk factors and aware of physical and online risks to child safety.
- Provide staff and relevant volunteers with up-to-date contact details for local support services for students and families.
- Consider staff needs when designing training, such as:
 - Cultural safety for the needs of staff and volunteers who are Aboriginal or Torres Strait Islander
 - Cultural sensitivity for staff and volunteers who are from culturally and linguistically diverse backgrounds
 - Inclusivity of gender diversity and sexuality
 - Accessibility for those with a disability, including individuals mobility, visual or hearing impaired
 - Accessibility to those who are rurally or remotely located or unwilling to attend physically.

Plan to resource and prioritise child safety training

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

School council training and education

To ensure our school council is equipped with the knowledge required to make decisions in the best interests of student safety and wellbeing, and to identify and mitigate child safety

and wellbeing risks in our school environment, the council is trained at least annually. Training includes guidance on:

- individual and collective obligations and responsibilities for implementing the Child Safe Standards and managing the risk of child abuse
- child safety and wellbeing risks in our school environment
- Rosanna Primary School child safety and wellbeing policies, procedures, codes and practices

COMPLAINTS AND REPORTING PROCESSES (Child Safe Standard 7)

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

We have clear pathways for raising complaints and concerns and responding and this is documented in our school's Complaints Policy. The [Complaints Policy](#) can be found on our website.

If there is an incident, disclosure, allegation or suspicion of child abuse, all staff and volunteers (including school council employees and homestay providers) must follow our [Child Safety Responding and Reporting Obligations Policy and Procedures](#). Our policy and procedures address complaints and concerns of child abuse made by or in relation to a child or student, school staff, volunteers, contractors, service providers, visitors or any other person while connected to the school.

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

- the [Four Critical Actions](#) for complaints and concerns relating to adult behaviour towards a child
- the [Four Critical Actions: Student Sexual Offending](#) for complaints and concerns relating to student sexual offending

Our [Student Wellbeing and Engagement Policy](#) and [Bullying Prevention Policy](#) cover complaints and concerns relating to student physical violence or other harmful behaviours.

COMMUNICATIONS (Child Safe Standard 10 & 11)

Rosanna Primary School is committed to communicating our child safety strategies to the school community through:

- ensuring that key child safety and wellbeing policies are available on our website including the Child Safety and Wellbeing Policy (this document), Child Safety Code of Conduct, and the Child Safety Responding and Reporting Obligations (including Mandatory Reporting) Policy and Procedure
- displaying PROTECT posters around the school
- updates in our school newsletter
- ensuring that child safety is a regular agenda item at school leadership meetings, staff meetings and school council meetings.

PRIVACY AND INFORMATION SHARING

Rosanna Primary School collects, uses and discloses information about children and their families in accordance with Victorian privacy laws, and other relevant laws. For information on how our school collects, uses and discloses information refer to: [Schools' Privacy Policy](#).

RECORDS MANAGEMENT

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

REVIEW OF CHILD SAFETY PRACTICES

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

We will:

- review and improve our policy every 2 years or after any significant child safety incident
- analyse any complaints, concerns, and safety incidents to improve policy and practice
- act with transparency and share pertinent learnings and review outcomes with school staff and our school community.
- develop a register of existing child safe standard policies, noting the date the policy was approved, and schedule a review date every 2 years.
- develop a work plan and establish a working group led by the child safety champion, to review and update policies and procedures.
- monitor and manage child safety risks using a risk register.
- determine the causes of child safety incidents and monitor for repeat issues or systemic failures.
- use complaints and incidents as a learning opportunity to inform continuous improvement.
- identify ways to involve staff, volunteers, students, families and community members in review processes. Refer to Child Safe Standard 4 for actions on how to engage families and communities.

Implement current child safe policies and procedures

- Keep records of documentation, such as board meeting papers and minutes, outlining recommendations on how child safe practices can be improved and implemented.
- Develop an audit log (that is appropriately secured and has version control) of complaints and concerns, demonstrating appropriate responses and mitigations.
- Review complaints received and incidents reported for gaps, weaknesses or failures in policies.
- Make review findings and recommendations easy to access and understand.
- Include findings from child safety reviews in child safety training for staff and volunteers.
- Communicate review outcomes to students in age-appropriate ways.
- Inform the school community of any child safety policy changes were relevant or applicable.
- Use surveys, focus groups and discussions to review the accessibility and level of awareness of child-safe policies and procedures by students, families, staff and volunteers.

RELATED POLICIES AND PROCEDURES

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

- Bullying Prevention Policy
- Child Safety Responding and Reporting Obligations Policy and Procedures
- Child Safety Code of Conduct

- Complaints Policy
- Digital Learning Policy
- Inclusion and Diversity Policy
- Student Wellbeing and Engagement Policy
- Visitors Policy
- Volunteers Policy

Related Department of Education and Training policies

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

Other related documents

- [Identifying and Responding to All Forms of Abuse in Victorian Schools](#)
- [Four Critical Actions for Schools](#)
- [Identifying and Responding to Student Sexual Offending](#)
- [Four Critical Actions for Schools: Responding to Student Sexual Offending](#)
- [Recording your actions: Responding to suspected child abuse – A template for Victorian schools](#)

POLICY STATUS AND REVIEW

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

Approval

Created date	July 2022
Consultation	School Council: 25/7/2022 Education Sub-Committee: 21/7/2022 Staff: 12/7/2022
Endorsed by	Jeffrey Jackson, PRINCIPAL
Endorsed on	25/7/2022
Next review date	July 2024

Appendix A: CHILD SAFETY CODE OF CONDUCT

CHILD SAFETY CODE OF CONDUCT

Please note: This is also a stand-alone document.



Help for non-English speakers

If you need help to understand this policy, please contact Rosanna Primary School on 94572592 or email the school: rosanna.ps@education.vic.gov.au

PURPOSE

Our Child Safety Code of Conduct sets out the expected behaviour of adults with children and young people in our school.

All Rosanna Primary School staff, volunteers, contractors, service providers, school council members and any other adult involved in child-connected work must follow the Child Safety Code of Conduct.

The Child Safety Code of Conduct applies to all physical and online environments used by students. It also applies during or outside of school hours and in other locations provided by the school for student use (for example, a school camp).

ACCEPTABLE BEHAVIOURS

As Rosanna Primary School staff, volunteers, contractors, and any other member of our school community involved in child-connected work, we are responsible for supporting and promoting the safety of children by:

- upholding our Rosanna Primary School commitment to child safety at all times and adhering to our Child Safety and Wellbeing Policy
- treating students and families in our school community with respect in our school environment and outside our school environment as part of normal social and community activities
- listening and responding to the views and concerns of students, particularly if they disclose that they or another child or student has been abused or are worried about their safety or the safety of another child or student
- promoting the cultural safety, participation and empowerment of Aboriginal students, students with culturally and/or linguistically diverse backgrounds, students with a disability, international students, students who are unable to live at home and lesbian, gay, bisexual, transgender and intersex (LGBTIQ+) students
- ensuring, as far as practicable, that adults are not alone with a student – one-to-one interactions between an adult and a student are to be in an open space or in line of sight of another adult.
- reporting any allegations of child abuse or other child safety concerns to the Child Safe Officer
- understanding and complying with all reporting and disclosure obligations (including mandatory reporting) in line with our [Child Safety Responding and Reporting Policy and Procedures](#) and the [PROTECT Four Critical Actions](#).
- if child abuse is suspected, ensuring as quickly as possible that the student(s) are safe and protected from harm.

UNACCEPTABLE BEHAVIOURS

As Rosanna Primary School staff, volunteers, contractors and member of our school community involved in child-connected work we must not:

- ignore or disregard any concerns, suspicions or disclosures of child abuse or harm
- develop a relationship with any student that could be seen as favouritism or amount to 'grooming' behaviour (for example, by offering gifts)
- display behaviours or engage with students in ways that are not justified by the educational or professional context
- ignore an adult's overly familiar or inappropriate behaviour towards a student
- discuss intimate topics or use sexualised language, except when needed to deliver the school curriculum or professional guidance
- treat a child or student unfavourably because of their disability, age, gender, race, culture, vulnerability, sexuality or ethnicity
- communicate directly with a student through personal or private contact channels (including by social media, email, instant messaging, texting etc) except where that communication is reasonable in all the circumstances, related to schoolwork or extra-curricular activities, or where there is a safety concern or other urgent matter
- photograph or video a child or student in a school environment except in accordance with the [Photographing, Filming and Recording Students policy](#) or where required for duty of care purposes
- consume alcohol against school policy or take illicit drugs in the school environment or at school events where students are present
- have contact with any student outside of school hours except when needed to deliver the school curriculum or professional guidance and parental permission has been sought.

BREACHES TO THE CHILD SAFETY CODE OF CONDUCT

All Rosanna Primary School staff, volunteers, contractors and any other member of the school community involved in child-connected work who breach this Child Safety Code of Conduct may be subject to disciplinary procedures in accordance with their employment agreement or relevant industrial instrument, professional code or terms of engagement.

In instances where a reportable allegation has been made, the matter will be managed in accordance with the Department of Education and Training. Reportable Conduct Scheme Policy and may be subject to referral to Victoria Police.

All breaches and suspected breaches of the Rosanna Primary School Child Safety Code of Conduct must be reported to the principal.

If the breach or suspected breach relates to the principal, contact Senior Education Improvement Leader (SEIL).

APPROVAL AND REVIEW

Created date	May 2024
Consultation	School Council: 3/6/2024 Education Sub-Committee: 27/5/2024
Endorsed by	Jeff Jackson (Principal)
Endorsed on	3/6/2024
Next review date	June 2026