



# Kerribana Primary School

## Child Safety and Wellbeing Policy



### Help for non-English speakers

If you need help to understand the information in this policy, please contact the Kerribana Primary School administration office in Pavillion A.

### NAME

*Child Safety and Wellbeing Policy*

### PURPOSE

The Kerribana 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.

### CONTEXTUAL STATEMENT

Kerribana Primary School is located in the city of Wodonga and serves the diverse and growing communities in the city's southern fringe. Kerribana Primary School is a Supported Inclusion School (SIS). A SIS is a local government school that prioritises the learning and support needs of all students - where resources, including equipment and technology and the physical environment, are carefully considered. Students with a disability are provided with enhanced support to receive high-quality, evidence-based educational provision alongside their peers without a disability - in a safe, accessible and supportive environment.

Kerribana Primary School has the capacity to enrol 525 students, including 50 students with disabilities. Further information regarding enrolment is contained within our school's *Enrolment Policy*.

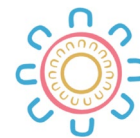
### SCOPE

This policy:

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

### DEFINITIONS

The following terms in this policy have [specific definitions](#):



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

## STATEMENT OF COMMITMENT TO CHILD SAFETY

Kerrribana 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, students with disabilities, those unable to live at home, children and young people who identify as lesbian, gay, bisexual, trans and gender diverse, intersex, queer, questioning and asexual (LGBTIQ+) and other students experiencing risk or vulnerability. Inappropriate or harmful behaviour targeting students based on these or other characteristics, such as racism or homophobia, are not tolerated at our school, and any instances identified are addressed with appropriate consequences.

Child safety is a shared responsibility. Every person involved in our school has an important role in promoting child safety and wellbeing and promptly raising any issues or concerns about a child's safety.

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

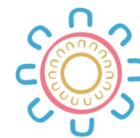
## ROLES AND RESPONSIBILITIES

### **School leadership team**

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

Principals and Assistant Principals:

- 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, and 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:

- participate in child safety and wellbeing induction and training provided by the school or the Department of Education, and always follow the school's child safety and wellbeing policies and procedures
- act in accordance with our *Child Safety Code of Conduct*
- identify and raise concerns about child safety issues in accordance with our *Child Safety Responding and Reporting Obligations Policy and Procedures*, including following the [Four Critical Actions for Schools](#)
- ensure students' views are taken seriously and their voices are heard about decisions that affect their lives
- implement inclusive practices that respond to the diverse needs of students.

### **School council**

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

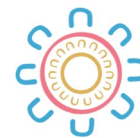
- champion and promote a child safe culture with the broader school community
- ensure that child safety is a regular agenda item at school council meetings
- undertake annual training on child safety
- approve updates to, and act in accordance with the *Child Safety Code of Conduct* to the extent that it applies to school council employees and members
- ensure that selection, supervision, and management practices are child safe when hiring school council employees. At our school, school council employment duties are delegated to the Principal who is bound by this policy.

### **Specific staff child safety responsibilities**

Kerribana Primary School has nominated the Assistant Principal as a child safety champion to support the Principal 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](#). In addition to these roles, our child safety champion is also responsible for:

- supporting staff and volunteers to embed culturally inclusive and safe practices, particularly for Koorie students and students from culturally and linguistically diverse (CALD) backgrounds
- monitoring the implementation of child safety actions in the school's Annual Implementation Plan (AIP) and reporting on progress to the Principal



- facilitating student voice in child safety planning, including working with student leaders or forums to ensure children and young people contribute to a culture of safety and respect
- acting as a key point of contact for staff, students, and families who have questions, concerns, or feedback about child safety policies and practices.

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

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

Our school has also established a Wellbeing and Engagement Team and a Student Representative Council (SRC) on child safety. The Wellbeing and Engagement Team meet regularly to identify and respond to any ongoing matters related to child safety and wellbeing. The Student Representative Council (SRC) provides an opportunity for students to provide input into school strategies.

Our Risk Management Committee monitors the *Child Safety Risk Register*.

## CHILD SAFETY CODE OF CONDUCT

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

We ensure that students also know what is acceptable and what is not acceptable so that they can be clear and confident about what to expect from adults in the school.

The *Child Safety Code of Conduct* also includes processes to report inappropriate behaviour.

## MANAGING RISKS TO CHILD SAFETY AND WELLBEING

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

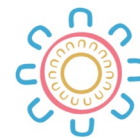
Our *Child Safety Risk Register* is used to record any identified risks related to child abuse alongside actions in place to manage those risks. Our school leadership team monitors and evaluates the effectiveness of the actions in the *Child Safety Risk Register* at least annually.

In addition, our Wellbeing and Engagement team plays a significant role in developing and implementing strategies to help identify students in need of support and enhance student wellbeing.

## ESTABLISHING A CULTURALLY SAFE ENVIRONMENT

At Kerribana 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



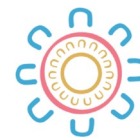
opportunities for Aboriginal students and the Aboriginal community to have a voice and presence in our school planning, policies, and activities.

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

- initiated an accredited Reconciliation Action Plan
- all Indigenous students have Koorie Student Support Group (SSG) meetings with the Koorie Education and Support Officer (KESO) present
- staff have completed CUST (Cultural Understanding and Sensitivity Training) provided by DE
- to support child safety and wellbeing at Kerribana Primary School, we work to create an inclusive and supportive environment that encourages Koorie students and families to contribute to our child safety approach and understand their rights and responsibilities
- actively support participation and inclusion in the school by Koorie children, students and their families
- acknowledging the existing knowledge of Koorie students and their families and seeking their feedback on decisions that affect them, and on how well we are meeting their needs, through initial enrolment meetings, Student Support Groups, during the development of Individual Education Plans and regular parent/carer-teacher conferences, community forums, surveys, and ongoing informal communication
- partnering with the Local Aboriginal and Torres Strait Islander community groups to seek feedback and advice on existing and new actions we can take to support the diverse and unique identities and experiences of Aboriginal students and children in our community
- coordinating resources and services from the community for families and ensuring any communication materials are culturally appropriate and, where possible, co-designed with Aboriginal and Torres Strait Islander families
- holding Campfire Conversations each Semester to build a shared understanding of what self-determination is and what it means to Aboriginal and Torres Strait Islander people in education
- ensure that the Victorian Curriculum 2.0 cross-curriculum priority of Aboriginal and Torres Strait Islander Histories and Cultures, including the key concepts of Country & Place, Culture, and People, is included in all planning and curriculum development
- integrate Indigenous design elements throughout the school to support learning about Aboriginal perspectives and to create a culturally inclusive environment
- we ensure our built environment and website demonstrates an appreciation and acknowledgment of Aboriginal and Torres Strait Islander culture, as referenced in our schools *Aboriginal Learning Wellbeing and Safety - Action Plan*
- our *Action Plan – Aboriginal Learning, Wellbeing and Safety* outlines the measures we have in place to maintain an inclusive and culturally safe school for Aboriginal children, students and their families. This plan links to the Department of Education's [Marrung Aboriginal Education Plan](#)
- acknowledging the Country and Traditional Owners of the land on which our school is located, Dhudhoroa, at the start of every school assembly and meeting
- arranging Welcome to Country by local Elders at major school events such as the opening of new buildings and our first school assembly of each year
- recognise the importance of key cultural events throughout the year including NAIDOC Week, Reconciliation Week, and National Sorry Day
- our Koorie students are represented by a Bindi Committee where student voice and self-determination are valued.

## STUDENT EMPOWERMENT

To support child safety and wellbeing at Kerribana 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 through implementing our whole school approach to Respectful Relationships, our student Code of Conduct, and our school values.

We provide avenues for all students to take on leadership roles within the school, fostering a sense of ownership and empowerment. In addition, and via our schools Student Representative Council (SRC) students are given the opportunity to provide input into school strategies in addressing any ongoing matters related to child safety and wellbeing.

The school values are explicitly unpacked with all classes and student annually and are regularly reviewed. Students and staff come together to develop an agreed set of expected behaviours in classrooms and within the school environment.

We deliver a social and emotional learning (SEL) program focused on developing students' self-awareness, social awareness, decision-making and promote student agency and student voice. Our SEL program is delivered across the whole school with fidelity.

Students engage in student surveys to provide their perspective on how they feel in relation to their school, their learning, peer relationships, resilience, bullying, health and wellbeing, physical activity, and their general wellbeing at school.

Students who are achieving above the expected academic level are supported to access extension programs to provide rigorous learning experiences including the WINGS program, ICAS and Individual Education Plans (IEP).

We inform students of their rights through our whole school approach to Respectful Relationships and SEL program 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 by contacting our administration office or alternatively referencing the schools *Child Safety Responding and Reporting Obligations policy and procedures* and/or the *Complaints policy* on the school's website.

We display visually engaging and easy-to-read posters (e.g. [posters](#)) around the school promoting child safety, student voice and agency. We also share complaints [fact sheet](#) and [scenarios](#) on our school website and in our school newsletter for students and their parents/carers.

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/carers, as appropriate) informed about progress.

## FAMILY ENGAGEMENT

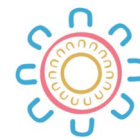
Our families and the school community have an important role in monitoring and promoting children's safety and wellbeing and helping children to raise any concerns.

To support family engagement, at Kerribana 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 create opportunities for families to have input into the development and review of our child safety policies and practices and encourage them to raise any concerns and ideas for improvement.

We do this by:

- the school website, newsletters, school council and other communications



- ensuring all our child safety policies and procedures are available for students and parents/carers on our school's website and available in hard copy form on request from the administration office
- informing families and the school community via the newsletter about any significant updates to our child safety policies or processes, and strategies or initiatives that we are taking to ensure student safety
- displaying PROTECT Child Safety posters across the school
- ensuring families can access information on how to report concerns at the administration office or to members of the Wellbeing and Engagement Team
- involving families in school decision making through the school council
- coordinating resources and services from the community for families
- offering multilingual communication and resources to ensure information is accessible
- maintaining an open, respectful line of communication between parents/carers and staff,
- having ongoing family support meetings with the Wellbeing Leader, Year Level Coordinator, and allied health professionals
- providing culturally safe opportunities for Aboriginal families to participate in the school.

## DIVERSITY AND EQUITY

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

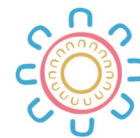
We recognise that every child has unique skills, strengths and experiences to draw on.

We pay particular attention to individuals and groups of children and young people in our community with additional and specific needs. This includes tailoring our child safety strategies and supports to the needs of:

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

Other ways our school implements school strategies and actions for diversity and equity are:

- actively nurtures and promotes a culture where everyone is treated with respect and dignity
- ensures that students are not discriminated against (directly or indirectly) and where necessary, are reasonably accommodated to participate in their education and school activities (e.g. schools sports, concerts, dance) on the same basis as their peers
- acknowledges and responds to the diverse needs, identities and strengths of all students
- encourages empathy and fairness towards others
- challenges stereotypes that promote prejudicial and biased behaviours and practices
- contributes to positive learning, engagement and wellbeing outcomes for students
- responds to complaints and allegations appropriately and ensures that students are not victimised
- we recognise significant dates that connect with our school community including National Reconciliation Week, World Mental Health Day, Harmony Day, IDAHOBIT, Sorry Day, Do It for Dolly Day and International Day of People with Disability
- we take positive action to eliminate discrimination or harassment of students on the basis of their sex, gender or sexuality and check in with vulnerable students and their families to confirm their needs are being met
- our school actively engages with Koorie Education Support Officers (KESO) to provide additional cultural and educational experiences for our Koorie students



- our English as an Additional Language (EAL) students are supported through our EAL program, and all Cultural and Linguistically Diverse (CALD) students are supported to feel safe and included in our school
- referring to the Department's [Preventing and Addressing Racism in schools](#) policy which provides an extensive list of resources to strengthen our schools culture and practices to prevent and address racism, also supporting compliance with Victoria's Child Safe Standards.

Our *Student Wellbeing and Engagement Policy* and *Inclusion and Diversity Policy* provides more information about the measures we have in place to support diversity and equity.

## SUITABLE STAFF AND VOLUNTEERS

At Kerribana 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'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 are expected to participate in our child safety and wellbeing induction program. The program includes a focus on:

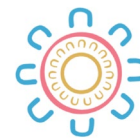
- the *Child Safety and Wellbeing Policy* (this document)
- the *Child Safety Code of Conduct*
- the *Child Safety Responding and Reporting Obligations Policy and Procedures* and
- any other child safety and wellbeing information that school leadership considers appropriate to the nature of the role.

### Ongoing supervision and management of staff

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

Staff are monitored and assessed to ensure their continuing suitability for child-connected work. This is done by:

- conducting regular Performance and Development Plan (PDP) reviews, which include reflection on child safety responsibilities, professional behaviour, and alignment with the *Child Safety Code of Conduct*
- implementing regular supervision sessions where staff can discuss any concerns or challenges related to their interactions with children



- assigning a [child safety champion](#) to manage and support the school's implementation of the schools Child Safe Standards
- providing ongoing training and professional development opportunities to enhance staff's understanding of child safety and appropriate conduct
- establishing clear expectations and standards for staff behaviour towards children through written policies and procedures
- encouraging open communication channels for staff to report any observed or suspected inappropriate behaviour towards children
- early intervention to provide feedback to staff and correct any concerning or unsafe conduct to prevent harm before it occurs
- providing refresher child safe training for all staff and volunteers
- ensuring that all non-teaching staff, contractors, CRTS, allied health staff and other service providers (NDIS) maintain the currency of their Working with Children (WWC) Clearance and the office staff keep copies and monitor the validity of these records
- communicating regularly with staff and volunteers about the *Child Safety and Wellbeing Policy* and Code of Conduct in supervision meetings, at staff meetings, in newsletters and staff updates
- monitoring our risk assessment to determine what level of ongoing supervision and management is necessary, particularly if there are changes to the physical layout of the school, contractors on site, any concerns that may have been raised previously and other relevant risk factors
- include child safety and wellbeing as a regular agenda item for staff meetings at all levels of the organisation.

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

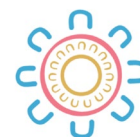
### **CHILD SAFETY KNOWLEDGE, SKILLS AND AWARENESS**

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 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 is delivered at least annually and includes 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, is tailored to specific roles and responsibilities and any identified or emerging needs or issues.

At Kerrribana Primary School we are very aware that as a Supported Inclusion School (SIS) we are in a unique setting and our staff have added responsibility in managing the child safety and wellbeing of our students. Our students with a disability have an increased vulnerability when it comes to bullying or abuse and in communicating or reporting any concerns they may have. To further address this, we have:

- robust child safety policies and procedures that are regularly reviewed and updated, with input from students, families, and staff
- ongoing staff training and education on child safety (for both physical and online environments), identifying signs of abuse, and responding to disclosures
- a culture where students feel comfortable raising concerns and where they have clear channels for reporting issues.

### School council training and education

To ensure our school council is equipped with the knowledge required to make decisions in the best interests of student safety and wellbeing, and to identify and mitigate child safety and wellbeing risks in our school environment, the council is trained at least annually. Training includes guidance on:

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

### COMPLAINTS AND REPORTING PROCESSES

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

We have clear pathways for raising complaints and concerns and responding and this is documented in our school's *Complaint Policy*. The *Complaints Policy* can be found on our school website or through the administration office.

If there is an incident, disclosure, allegation or suspicion of child abuse, all staff and volunteers (including school council employees) must follow our *Child Safety Responding and Reporting Obligations Policy and Procedures*. 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.

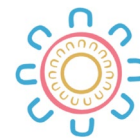
As soon as any immediate health and safety concerns are addressed, and relevant school staff have been informed, we ensure our school follows:

- 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

Kerrribana 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 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

Kerribana 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's policy: [Records Management – School Records](#)

## REVIEW OF CHILD SAFETY PRACTICES

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

The Principal:

- 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.

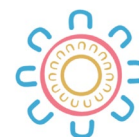
## RELATED POLICIES AND PROCEDURES

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

- *Bullying Prevention Policy*
- *Child Safety Responding and Reporting Obligations Policy and Procedures*
- *Child Safety Code of Conduct*
- *Complaints Policy*
- *Acceptable Use Agreement*
- *Inclusion and Diversity Policy*
- *Student Wellbeing and Engagement Policy*
- *Visitors Policy*
- *Volunteers Policy*

Related Department of Education 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](#)
- [Preventing and Addressing Racism in schools](#)

#### Other related documents

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

#### POLICY STATUS AND REVIEW

The Principal is responsible for reviewing and updating the *Child Safety and Wellbeing Policy* at least every two years. The review includes input from students, parents/carers and the school community.

#### APPROVAL

<b>Created date</b>	July 2025
<b>Consultation</b>	Consultation with students, staff and parents/carers and/or School Council to take place in Term 1, 2026 (or as soon as the School Council is appointed)
<b>Endorsed by</b>	Principal
<b>Endorsed on</b>	July 2025
<b>Next review date</b>	Term 1, 2026 To ensure ongoing relevance and continuous improvement, this policy will be reviewed every 1-2 years thereafter*

\*The *Child Safety and Wellbeing Policy* will be reviewed earlier if a significant incident occurs or due to legislative changes.