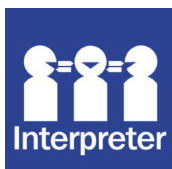




THOMASTOWN MEADOWS PRIMARY SCHOOL

Child Safety and Wellbeing Policy



Help for non-English speakers.

If you need help to understand the information in this policy, please contact Thomastown Meadows Primary School on (03) 9466 1810.

PURPOSE

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

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

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

SCOPE

This policy:

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

DEFINITIONS

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

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



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- student
- volunteer

STATEMENT OF COMMITMENT TO CHILD SAFETY

Thomastown Meadows 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, queer, questioning and asexual (LGBTIQ+A) and other students experiencing risk or vulnerability. Inappropriate or harmful behaviour targeting students based on these or other characteristics, such as racism or homophobia, are not tolerated at our school, and any instances identified will be addressed with appropriate consequences.

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

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

ROLES AND RESPONSIBILITIES

School leadership team

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

Principals and Assistant Principals will:

- ensure effective child safety and wellbeing governance, policies, procedures, codes and practices are in place and followed
- model a child safe culture that facilitates the active participation of students, families and staff in promoting and improving child safety, cultural safety and wellbeing
- enable inclusive practices where the diverse needs of all students are considered



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- 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
- complete the [Protecting Children – Mandatory reporting and other obligations](#) online module once per calendar year
- act in accordance with our Child Safety Code of Conduct <https://www.thomastownmeadows.vic.edu.au/policies>
- identify and raise concerns about child safety issues in accordance with our Child Safety Responding and Reporting Obligations Policy and Procedures <https://www.thomastownmeadows.vic.edu.au/policies> 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 to ensure that a culture of child safety is being embedded and school council members are informed and understand the issues
- undertake annual training on child safety e.g. 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 employees and members
- when hiring school council employees, ensure that selection, supervision, and management practices are child safe. At our school, school council employment duties are delegated to the principal who is bound by this policy.



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Specific staff child safety responsibilities

Thomastown Meadows Primary School has nominated the Child Safety Champion (Assistant Principal) 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:

- reviewing and updating the Child Safety Policy every 2 years.

Our Principal and Child Safety Champion (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 is responsible for monitoring the school's compliance with the Child Safety and Wellbeing Policy. Anyone in our school community should approach the Principal or Assistant Principal 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.

Our school has also established a Child Safety and Wellbeing Team, Mental Health in Primary Schools team (MHiPS) and Student Leadership groups. The Child Safety and Wellbeing Team and MHiPS team meet regularly to identify and respond to any ongoing matters related to child safety and wellbeing. The Student Leadership Group provides an opportunity for students to provide input into school strategies.

Our Risk Management Committee, composed of members from the School Leadership Team 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 <https://www.thomastownmeadows.vic.edu.au/policies> also includes processes to report inappropriate behaviour.



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MANAGING RISKS TO CHILD SAFETY AND WELLBEING

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

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

Staff will be supported to understand these requirements and teaching and learning throughout the year, including during the Start Up Program, are aligned to the [PROTECT Child Safe Standard 9](#), promoting child safety and managing risk in physical and online environments.

ESTABLISHING A CULTURALLY SAFE ENVIRONMENT

At Thomastown Meadows 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.

Thomastown Meadows Primary School will encourage and support a child to express their culture and enjoy their cultural rights in the following ways:

- provide a safe, nurturing and positive environment where Aboriginal children:
 - feel comfortable being themselves
 - feel comfortable expressing their culture, including their spiritual and belief systems
 - are supported by carers who respect their Aboriginality and encourage their sense of self and identity
- equip staff, students, volunteers and the school community to acknowledge and appreciate the strengths of Aboriginal culture and understand its importance to the wellbeing and safety of Aboriginal children and students
- adopt measures to ensure racism is identified, confronted and not tolerated
- address any instances of racism within the school environment with appropriate consequences
- actively support participation and inclusion in the school by Aboriginal children, students and their families
- ensure school policies, procedures, systems and processes together create a culturally safe and inclusive environment and meet the needs of Aboriginal children, students and their families

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



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Cultural inclusion:

- begin events and meetings with an Acknowledgement of Country as a standing agenda item and the start of every school assembly
- fly the Aboriginal and Torres Strait Islander flags on school grounds
- display plaques and signs to Acknowledge Country and Traditional Owners
- include an Acknowledgment of Country and Traditional Owners on our website home page
- make Aboriginal voice part of decision making in matters that affect Aboriginal students. Be open to different ways of doing and expressing things
- celebrate the local Aboriginal community in communications with students, staff, volunteers and families. Share information through school newsletters, school assemblies, parent information nights.

Welcoming environment for Aboriginal children:

- acknowledge and draw on the existing knowledge of Aboriginal students and their families
- ask for feedback from Aboriginal students and their families 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.
- Ensure that all Koorie students have Individual Education Plans developed in partnership with students, families and KESO's
- use [Koorie Engagement Support Officers](#) (KESOs) to provide advice on how we can create a culturally inclusive learning environment and to build our capacity to provide support for individual Koorie students attending our school
- implement the Department of Education and Training's [Koorie Education Policy](#)
- 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 our statement of commitment to child safety included in our 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 students, their families and communities.

Guide and train staff:

- Train staff to understand the Aboriginal and Torres Strait Islander culture and its importance to the wellbeing and safety of Koorie children and students
- Work with the local Aboriginal community to build staff, volunteer and student knowledge and respect for Aboriginal culture and to promote cultural inclusion.
- Staff participate in [Community Understanding Safety Training \(CUST\)](#) .

Build knowledge of Aboriginal culture in school planning and curriculum:



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- train staff to deliver Aboriginal and Torres Strait Islander perspectives within the classroom 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](#)
- arrange Welcome to Country by local Elders at major school events
- arrange school incursions and excursions that celebrate Aboriginal and Torres Strait Islander culture

Partner with Aboriginal communities:

- 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
 - [Koorie Heritage Trust](#) (Melbourne)
 - [Bunjilaka Aboriginal Cultural Centre](#) (Melbourne)
- Partner with the local Aboriginal community, the Wurundjeri Willum People, 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.

Recognise key events and anniversaries:

Thomastown Meadows Primary School staff are encouraged to celebrate key events in recognition of cultural inclusion and safety. Some of these events are, but not limited to:

- 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
- Reconciliation Week
27 May to 3 June
- NAIDOC week
First week of July
- National Aboriginal and Torres Strait Islander Children's Day
4 August
- International Day of Indigenous People
9 August



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STUDENT EMPOWERMENT

To support child safety and wellbeing at Thomastown Meadows 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
- SWPB framework
- elements of trauma informed approaches aligned to Berry Street Education Model
- our student Code of Conduct
- our Student Wellbeing and Engagement policy
- our Statement of Values and School philosophy policy.

We inform students of their rights through our whole school approach to Respectful Relationships, e-smart education, child abuse awareness and prevention, and bullying awareness and prevention, 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 from school reception or refer to our Complaints Policy at our school website <https://www.thomastownmeadows.vic.edu.au/policies>.

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.

Other ways our school will empower students include:

- informing students of their rights by providing age-appropriate information ([rights and special protections](#)) including through the curriculum via relevant subject areas
- empowering students to contribute to school life. These include
 - displaying visually engaging and easy-to-read posters promoting student voice and agency.
 - conducting year-level meetings and form groups to discuss students' rights and safety issues.
 - inviting students to provide feedback on school-wide decisions and take their views into account.
- empowering students to raise their concerns by
 - giving students a variety of ways to raise concerns e.g., anonymous, year level suggestion box, online surveys, providing information about adults who students can talk to if they have a concern.
- strengthening peer support for safety and wellbeing by
 - discussing healthy boundaries for friendships.
 - providing buddying or mentoring programs for new students transitioning to the school mid-year or outside of the regular transition timeline.



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- o carrying out whole school, year level and small group social and emotional wellbeing activities.
 - o ensuring we have positive transition programs embedded.
- establishing protective factors by
 - o teaching students' practical protective strategies e.g. what to do when they feel unsafe, who to contact
 - o supporting students to identify trusted adults and friends in their lives
 - o delivering age-appropriate curriculum content about respectful relationships
 - o use the [School's Mental Health Menu](#)
- communicating in a respectful and age-appropriate way by
 - o educating staff to uphold Aboriginal cultural safety and be respectful of identity and culture.
 - o training staff and volunteers to facilitate child-friendly ways for students to express their views, participate in decision-making and raise their concerns.
- using sensitivity and building trust by
 - o providing training to staff and volunteers to be attuned to [signs of harm](#) and risk factors in students.
 - o reminding staff and volunteers to recognise that students might communicate in different ways, including through verbal and non-verbal cues.

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 Thomastown Meadows Primary School we are committed to providing families and community with accessible information about our school's child safe policies and practices and involving them in our approach to child safety and wellbeing.

We will create opportunities for families to have input into the development and review of our child safety policies and practices and encourage them to raise any concerns and ideas for improvement.

We do this by:

- seeking input from families and the community through Parent Association Meetings, school website, newsletters, Parent Opinion Survey, School Council, subcommittees of school council, student, staff, and parent meetings (e.g. Student Led 3 way Conferences).
- making all our child safety policies and procedures available for students and parents at <https://www.thomastownmeadows.vic.edu.au/policies> and <https://www.thomastownmeadows.vic.edu.au/commitment-to-child-safety> or from school reception upon request.
- informing families and the school community about any significant updates to our child safety policies or processes, and strategies or initiatives that we are taking to ensure student safety through the school newsletter.
- displaying PROTECT Child Safety posters across all shared areas of the school. Child Safe Standards and wellbeing related materials are also visibly displayed at the front office.



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- communicating with and appropriately involving families at all stages of the process if a concern is raised or complaint is made.
- providing thorough child safety induction for all staff, visitors and volunteers.
- promoting the whole school approach to Respectful Relationships and [Resilience Rights and Respectful Relationships education](#) to families.
- organising interpreters and translations to engage families from non-English speaking backgrounds in conversations about the school's child safety strategies.
- host community workshops on child safety and wellbeing topics, for example, respectful relationships or online safety. Providing families with take-home information to help them to talk to their children about safety and wellbeing at home.

DIVERSITY AND EQUITY

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

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

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

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

Our Student Wellbeing and Engagement Policy, found on our school's website <https://www.thomastownmeadows.vic.edu.au/policies> provides more information about the measures we have in place to support diversity and equity.

SUITABLE STAFF AND VOLUNTEER

At Thomastown Meadows 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.](#)



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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 conducting regular performance reviews in the form of Evidence of Statement of Review and learning walks.

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.

Thomastown Meadows Primary School's people management processes are in line with Ministerial Order 1359, Clause 10 and [PROTECT Child Safe Standard 6](#).

Suitability of volunteers

All volunteers are required to comply with our Volunteers Policy <https://www.thomastownmeadows.vic.edu.au/policies> 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.



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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.

Thomastown Meadows Primary School's training program is in line with [PROTECT Child Safe Standard 8](#) and includes:

- Inducting new staff and volunteers to child safety requirements
- Providing ongoing education and training
- Reminding 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
- Resourcing and prioritising child safety training.

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
- Thomastown Meadows Primary School child safety and wellbeing policies, procedures, codes and practices

COMPLAINT AND REPORTING PROCESSES

Thomastown Meadows 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.



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We have clear pathways for raising complaints and concerns and responding and this is documented in our school's Complaint Policy. The Complaints Policy can be found at <https://www.thomastownmeadows.vic.edu.au/policies>

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 which can be found at <https://www.thomastownmeadows.vic.edu.au/policies>. 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 <https://www.thomastownmeadows.vic.edu.au/policies> cover complaints and concerns relating to student physical violence or other harmful behaviours.

COMMUNICATION

Thomastown Meadows 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 and information regarding Child Safety Standards at the front office.
- updates in our school newsletter and website.
- ensuring that child safety is a regular agenda item at school leadership meetings, staff meetings and school council meetings.

PRIVACY AND INFORMATION SHARING

Thomastown Meadows 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](#).



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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 SAFE PRACTICES

At Thomastown Meadows 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.
- monitor and manage child safety risks using a risk register.

RELATED POLICIES AND PROCEDURES

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

- Bullying Prevention Policy
- Child Safety Responding and Reporting Obligations Policy and Procedures
- Child Safety Code of Conduct
- Complaints Policy
- Digital Learning Policy
- Inclusion and Diversity Policy
- Student Wellbeing and Engagement Policy
- Visitors Policy
- Volunteers Policy

Related Department of Education and Training policies

- [Bullying Prevention and Response Policy](#)
- [Child and Family Violence Information Sharing Schemes](#)
- [Complaints Policy](#)
- [Contractor OHS Management Policy](#)
- [Digital Learning in Schools Policy](#)
- [Family Violence Support](#)
- [Protecting Children: Reporting Obligations Policy](#)
- [Policy and Guidelines for Recruitment in Schools](#)



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- [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

Leadership (Principal, Assistant Principal Learning Specialists and Wellbeing Coordinator) 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 community.

Created date	June 2026
Consultation	School Council
Endorsed by	Principal
Endorsed on	3 June 2026
Next review date	June 2028